

Academic Program Description Form

University Name: Tikrit University

Faculty/Institute: College of Education for Girls

Scientific Department: Department of Educational and Psychological Sciences

Academic or Professional Program Name: Bachelor's degree/Psychology

Final Certificate Name: Bachelor's degree in Psychology

Academic System: annual

Description Preparation Date:

18/9/2024

Completion Date:

1/10/2024

Signature:

Head of Department Name:

Dr. Muhammad Hussein Ali

Date:

Signature:

Scientific Associate Name:

Ashraf Gamal Mahmoud

Date:

The file is checked by: *Shahuel Khalid*

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:



Approval of the Dean

1. Program Vision				
Program vision is written here as stated in the university's catalogue and website.				
2. Program Mission				
Program mission is written here as stated in the university's catalogue and website.				
3. Program Objectives				
General statements describing what the program or institution intends to achieve.				
4. Program Accreditation				
Does the program have program accreditation? And from which agency?				
5. Other external influences				
Is there a sponsor for the program?				
6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	nothing			
College Requirements	nothing			

Department Requirements	41	168	25%	
Summer Training	nothing			
Other	View and apply for female students in schools			

This can include notes whether the course is basic or optional.

7. Program Description				
Credit hours		Course name	Course code	Academic stage
practical	theoretical			
30	60	Individual Differences		First
	60	Environmental Education		
30	60	Educational Sociology		
45	90	Educational Foundations		
45	90	General Psychology		
30	30	Computers		
	60	Arabic Language		
	60	English Language		
	60	Individual Differences		
30	60	Educational Psychology		Second
	60	Educational Planning		
30	60	Descriptive Statistics		
30	60	Curriculum and Textbook		
	60	Social Psychology		

30	60	Developmental Psychology		
	60	Continuing Education		
	60	English Language		
	60	Arabic Language		
30	30	Computers		
	60	Baath Party Crimes		
30	60	Personality Psychology		Third
30	60	Physiological Psychology		
30	60	Experimental Psychology		
	60	Psychological Counseling		
30	60	Educational Techniques		
30	60	Statistics		
	60	Cognitive Psychology		
	60	Comparative Education		
	60	English Language		
30	60	Teaching Methods		
30	60	Research Methodology		
	60	Mental Health		
	60	Behavior Modification		
	60	Teaching Thinking		
30	60	Philosophy of Education		
30	60	Educational Administration		

30	60	Measurement and Evaluation		
	60	Educational Economics		
	60	Teaching Applications		
	60	Special Education		
	60	English Language		
	60	Research Project		

8. Expected learning outcomes of the program

Knowledge

<p>1- Enabling the student to obtain knowledge in the basic subjects of theoretical sciences</p> <p>2- Enabling students to obtain knowledge in the specialization and psychological aspects.</p> <p>3- Enabling students to excel and be able to interpret or reformulate the information the student obtained at the cognitive level.</p> <p>4- Enabling students to write and conduct scientific research</p>	<p>Learning Outcome Statement 1:</p> <p>Enabling undergraduate 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 experiences in treatment.</p>
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Skills

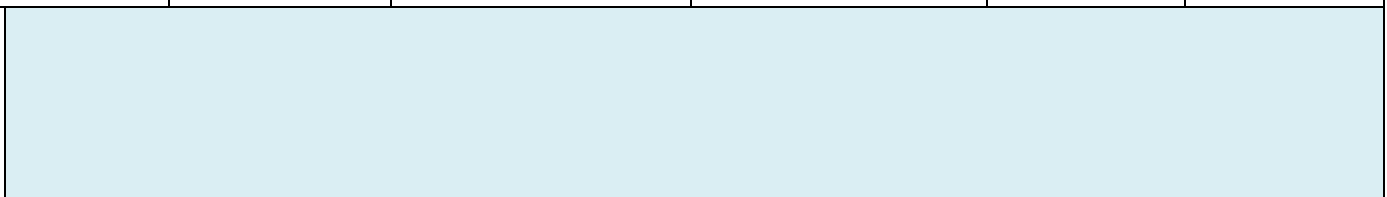
<p>1- Students acquire basic and supporting theoretical knowledge in educational sciences and psychology</p> <p>2- Acquire the ability to manage psychotherapy sessions</p>	<p>Learning Outcome Statement 2: This axis helps students acquire the necessary skills to deal with psychological disorders and how to diagnose and treat them as well.</p>
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<p>3- Acquire the ability to teach psychology and educational sciences</p> <p>4- Students acquire the skill of writing and conducting scientific research.</p>	
<p>Values</p>	
<p>1- Theoretical subjects simulate students' sense of familiarity with cognitive aspects and how to apply them practically</p> <p>2- Raising the emotional values of the study materials through scientific application.</p> <p>3- Raising students' efficiency and teaching abilities in psychological education lessons during application</p> <p>4- Raising students' emotional aspects through holding psychological competitions and debates and feeling responsible towards others.</p>	<p>Learning Outcomes Statement 3: Helping students raise their morale and pride in the value and emotional aspects through the study materials provided to students and enhancing them through scientific debates and all experiences that lead to developing the value aspect among students.</p>
<p>9. Teaching and learning strategies</p>	
<p>Teaching and learning strategies and methods adopted in implementing the program in general. (Lecture and discussion)</p>	
<p>10. Evaluation methods:</p>	
<p>Daily Exams</p> <p>Monthly Exams</p> <p>Annual Exams</p> <p>Extracurricular Activities</p>	

11. Faculty					
Faculty members:					
Academic Rank	Specialization		Faculty preparation		Requirements
	general	private	angel	lecturer	
Professor	General Psychology	Personality Psychology	Yes		
Professor	Educational Psychology	Educational Psychology	Yes		
Professor	Educational Psychology	Educational Psychology	Yes		
Professor	Educational Psychology	Educational Psychology	Yes		
Professor	Educational Psychology	Educational Psychology	Yes		
Assistant Professor	Educational Psychology	Educational Psychology	Yes		
Assistant Professor	Educational Psychology	Educational Psychology	Yes		
Assistant Professor	Teaching Methods	Teaching Methods/Arabic Language	Yes		

Lecturer Doctor	Educational Psychology	Educational Psychology	Yes		
Lecturer Doctor	Educational Psychology	Educational Psychology	Yes		
Lecturer Doctor	Educational and Psychologic al Sciences	Psychological Counseling and Educational Guidance	Yes		
Lecturer Doctor	Educational and Psychologic al Sciences	Psychological Counseling and Educational Guidance	Yes		
teacher	Educational Psychology	Educational Psychology	Yes		
teacher	Teaching Methods and Curricula	Teaching Methods/Histor y	Yes		
Assistan t teacher	Educational Psychology	Educational Psychology	Yes		
Assistan t teacher	Educational Psychology	Educational Psychology	Yes		
Assistan t teacher	Teaching Methods and Curricula	Educational Psychology	Yes		

Assistant teacher	Educational Administration	General Teaching Methods	Yes		
Assistant teacher	Teaching Methods and Curricula	Educational Administration	Yes		
Assistant teacher	Teaching Methods and Curricula	Teaching Methods/Life Sciences	Yes		
Assistant teacher	Business Administration	General Teaching Methods	Yes		
Assistant teacher	Teaching Methods and Curricula	Production	Yes		
Assistant teacher	General Psychology	Teaching Methods/Arabic Language	Yes		
Assistant teacher	Educational Psychology	Personality Psychology	Yes		
Employee			Yes		



Professional development

Orientation of new faculty members

- ❖ Identify the capabilities and abilities of teachers during their first year of work at the university.
- ❖ Organize evening educational seminars.
- ❖ Encourage professors to attend seminars, seminars and conferences on the foundations of learning and teaching.

Professional development for faculty members

- ❖ Practical training on teaching methods and teaching strategies. This training is directed by a professor of education and psychology. It is also used in the micro-teaching system so that a type of reinforcement can be provided.
- ❖ Conducting periodic testing for faculty members to determine their level of teaching and scientific competence, and introducing those who show weakness in one or more areas to qualifying courses prepared by the university or college.
- ❖ Encouraging renewal and continuous education, serving teachers and students and providing them with the necessary sources of knowledge.
- ❖ Training faculty members on the use of devices and technologies and encouraging them to produce educational materials and develop educational programs.

12. Admission criteria (setting regulations related to admission to the college or institute, whether central admission or other mentioned)

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

13. The most important sources of information about the program

- Textbooks.
- E-lectures.
- Workshops.

- Seminars.
- Conferences.
- Educational and psychological sciences websites on the web.

14. Program Development Plan

- ❖ Employing technological innovations in education.
- ❖ Developing educational and psychological knowledge fields and keeping pace with the skills of the twenty-first century.
- ❖ Addressing difficulties and obstacles

Program Skills Chart

Required learning outcomes of the program

Values				Skills				Knowledge				Essential or optional?	Course name	Course code	Year/Level
G4	G3	G2	G1	B4	B3	B2	B1	A4	A3	A2	A1				
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Individual Differences		First
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Environmental Education		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Educational Sociology		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Educational Foundations		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	General Psychology		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Computers		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Arabic Language		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	English Language		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Rights and Democracy		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Educational Psychology		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Educational Planning		

*	*	*	*	*	*	*	*	*	*	*	*	Basic	Descriptive Statistics		Second
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Curriculum and Textbook		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Social Psychology		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Developmental Psychology		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Continuing Education		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	English Language		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Arabic Language		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Computers		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Baath Party Crimes		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Personality Psychology		Third
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Physiological Psychology		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Experimental Psychology		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Psychological Counseling		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Educational Techniques		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Statistics		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Cognitive Psychology		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Comparative Education		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	English Language		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Teaching Methods		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Research Methodology		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Mental Health		

*	*	*	*	*	*	*	*	*	*	*	*	Basic	Behavior Modification		Fourth
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Teaching Thinking		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Philosophy of Education		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Educational Administration		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Measurement and Evaluation		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Educational Economics		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Teaching Applications		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Special Education		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	English Language		
*	*	*	*	*	*	*	*	*	*	*	*	Basic	Research Project		

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

Course Description Form

1. Course name	
Evaluation and Measurement	
2. Course code	
/ Stage Four	
3. Semester/Year Annual Course	
Year 2024/ 2025	
4. Date this description was prepared	
18/9/2024	
5. Available forms of attendance	
In-person teaching with the creation of an electronic class via the platform (googleclassroom) It will be a support class for the in-person 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)	
60 hours / 2 units	
7. Name of the course supervisor (if more than one name is mentioned): None	
Name: Prof. Dr. Bushra Khattab Omar Email: bushraalsanawi@tu.edu.iq	
8. Course objectives	
The curriculum aims to prepare female students to practice the teaching profession by learning about: 1-Many concepts and terms including measurement, testing, and evaluation. 2-Types of achievement tests, how they are formulated, and their advantages and disadvantages. 3-Providing the Ministry of Education with specialized staff inEducational guidance inHigh schools.	Subject objectives

9. Teaching and learning strategies					
<ul style="list-style-type: none"> - Lecture and discussion method - Video presentation and data show - Homework 			Applying various teaching methods, including:		
10. Course structure Study starts from 9/16/2024 until 5/1/2025					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Classroom performance and exams	Discussion and questioning	Overview of the development of evaluation and measurement		2	the first
Classroom performance and tests	Discussion and questioning	Concepts of evaluation, measurement, testing and the relationship between them		2	the second
Classroom performance and tests	Discussion and questioning	The importance of evaluation and measurement in the educational process		2	the third
Classroom performance and tests	Discussion and questioning	Types of educational evaluation		2	Fourth
Classroom performance and tests	Discussion and	Overview of the development of		2	Fifth

	questioning	evaluation and measurement			
Classroom performance and tests	Discussion and questioning	Types of educational evaluation		2	Sixth
Classroom performance and tests	Discussion and questioning	Achievement tests set by the teacher		2	Seventh
Classroom performance and tests	Discussion and questioning	Test map		2	The eighth
Classroom performance and tests	Discussion and questioning	Essay tests		2	Ninth
Classroom performance and tests	Discussion and questioning	Short answer tests		2	tenth
Classroom performance and tests	Discussion and questioning	Performance tests		2	eleventh
Classroom performance and tests	Discussion and questioning	Objective tests		2	twelfth

Classroom performance and tests	Discussion and questioning	Objective tests		2	thirteenth
Classroom performance and tests	Discussion and questioning	Test paragraph analysis and improvement		2	fourteenth
Classroom performance and tests	Discussion and questioning	Statistical analysis of test items		2	fifteenth
				Spring break from 5/1/25 to 18/1/2025	
Classroom performance and tests	Discussion and questioning	Ease factor in percentages		2	Sixteenth
Classroom performance and tests	Discussion and questioning	Ease factor by repetition		2	seventeenth
Classroom performance and tests	Discussion and questioning	Difficulty factor		2	eighteenth
Classroom performance and tests	Discussion and	discrimination coefficient		2	nineteenth

	questioning				
Classroom performance and tests	Discussion and questioning	application		2	Twenty
Classroom performance and tests	Discussion and questioning	application		2	twenty one
Classroom performance and tests	Discussion and questioning	application		2	Twenty-second
Classroom performance and tests	Discussion and questioning	application		2	twenty-third
Classroom performance and exams	Discussion and questioning	application		2	Twenty-fourth
Classroom performance and tests	Discussion and questioning	application		2	Twenty-fifth
Classroom performance and tests	Discussion and questioning	Good test specifications		2	Twenty-sixth

Classroom performance and tests	Discussion and questioning	stability		2	twenty-seventh
Classroom performance and tests	Discussion and questioning	Objectivity and comprehensiveness		2	Twenty-eighth
Classroom performance and tests	Discussion and questioning	Improving some non-test assessment methods		2	twenty-ninth
Classroom performance and tests	Discussion and questioning	Appreciation cards		2	thirty

11. Course Evaluation

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

First semester exam (20 points, 5 points for a report and participation in daily preparation) Total 25

Second semester exam (20 points and 5 points for participation in daily preparation) Total 25

The total of the two semesters is 50 points, with a final exam of 50 points, and the final total is 100 points.

12. Learning and teaching resources

<p>1- Evaluation and Measurement, written by Mustafa Mahmoud Al-Imam and others.</p>	<p>Required textbooks (methodology if any)</p>
<p>1- Evaluation and Measurement in Education and Psychology, Sami Melhem, 2000.</p> <p>2- Measurement and Evaluation in Education, Toma George Al-Khoury, 2008.</p> <p>3- Educational measurement and evaluation in the teaching process, Salah El-Din Mahmoud Allam, 2007.</p>	<p>Main References (Sources)</p>
<p>View all that is new and published in peer-reviewed scientific journals</p>	<p>Recommended supporting books and references (scientific journals, reports...)</p>
<p>View everything new and published on websites and YouTube lectures .</p> <p>http://www.alkutubcafe.com/book/83rjar.html</p>	<p>Electronic references, websites</p>

Course Description Form

1. Course name	
Child and Adolescent Psychology /	
2. Course code	
Second Stage	
3. Semester/Year	
2024/2025	
4. Date this description was prepared	
٢٠٢٤/٩/١٨	
5. Available forms of attendance	
In-person teaching with the creation of an electronic class via the platform (googleclassroom) It will be a support class for the in-person 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)	
60 hours / 2 units	
7. Name of the course supervisor (if more than one name is mentioned): None	
Name: Prof. Dr. Bushra Khattab Omar Email: bushraalsanawi@tu.edu.iq	
8. Course objectives	
1- Providing students with the sciences and knowledge related to human development at its various age stages, from the embryonic stage to the old age stage. 2- Introducing and training female students on the methods required for these life stages (childhood, adolescence, adulthood, and old age).	Subject objectives

<p>3- Preparing a generation of college graduates to teach at the intermediate and secondary levels.</p> <p>4- Providing students with the knowledge and science to meet the demands of life and its development.</p> <p>5- Introducing students to the rights of husband and wife</p>	
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9. Teaching and learning strategies

<ul style="list-style-type: none"> - Lecture and discussion method - Video presentation and data show - Lecture and application - Problem solving method 	Applying various teaching methods, including:
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10. Course structure Study starts from 9/16/2024 until 5/1/2025

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Classroom performance and exams	Discussion and questioning	Child care in the Holy Quran		2	the first
Classroom performance and tests	Discussion and questioning	Definition of growth / its laws		2	the second
Classroom performance and tests	Discussion and questioning	Factors affecting growth / environmental and genetic		2	the third
Classroom performance and tests	Discussion and	The embryonic stage, its characteristics and requirements		2	Fourth

	questioning				
Classroom performance and tests	Discussion and questioning	Early childhood		2	Fifth
Classroom performance and tests	Discussion and questioning	Middle childhood		2	Sixth
Classroom performance and tests	Discussion and questioning	late childhood		2	Seventh
Classroom performance and tests	Discussion and questioning	Childhood problems, their causes, symptoms and solutions		2	The eighth
Classroom performance and tests	Discussion and questioning	Kindergarten origins		2	Ninth
Classroom performance and tests	Discussion and questioning	Kindergarten programs		2	tenth
Classroom performance and tests	Discussion and questioning	Adolescence / its meaning and characteristics		2	eleventh

Classroom performance and tests	Discussion and questioning	Adolescent problems and solutions		2	twelfth
Classroom performance and tests	Discussion and questioning	How a teenager adapts to himself and others		2	thirteenth
Classroom performance and tests	Discussion and questioning	How to choose a teenager's major and career		2	fourteenth
Classroom performance and tests	Discussion and questioning	Socialization and its importance		2	fifteenth
				Spring break from 5/1/25 to 18/1/2025	
Classroom performance and tests	Discussion and questioning	Social institutions	Social	2	Sixteenth
Classroom performance and tests	Discussion and questioning	Socialization Theories, Piaget's Theory		2	seventeenth
Classroom performance and tests	Discussion and	Freud's theory		2	eighteenth

	questioning				
Classroom performance and tests	Discussion and questioning	Bruner's theory, Kolberg's theory,		2	nineteenth
Classroom performance and tests	Discussion and questioning	Erikson's theory		2	Twenty
Classroom performance and tests	Discussion and questioning	Adulthood / Meaning		2	twenty one
Classroom performance and tests	Discussion and questioning	Its requirements/tasks		2	Twenty-second
Classroom performance and tests	Discussion and questioning	Family formation		2	twenty-third
Classroom performance and exams	Discussion and questioning	man as husband		2	Twenty-fourth
Classroom performance and tests	Discussion and questioning	Woman as a wife		2	Twenty-fifth

Classroom performance and tests	Discussion and questioning	Take responsibility		2	Twenty-sixth
Classroom performance and tests	Discussion and questioning	Old age / its requirements		2	twenty-seventh
Classroom performance and tests	Discussion and questioning	Its characteristics		2	Twenty-eighth
Classroom performance and tests	Discussion and questioning	Her diseases		2	twenty-ninth
Classroom performance and tests	Discussion and questioning	Elderly care		2	thirty

11. Course Evaluation

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

First semester exam (20 points, 5 points for a report and participation in daily preparation) Total 25

Second semester exam (20 points and 5 points for participation in daily preparation)
Total 25

The total of the two semesters is 50 points, with a final exam of 50 points, and the final total is 100 points.

12. Learning and teaching resources

2- Child and Adolescent Psychology
Author: Jamal Hussein Al-Alusi, Amina Ali Khan

3- **The Family in Islam, Author: Mr. Martyr Muhammad al-Sadr. Al-Basaer Library for Printing and Publishing, Beirut.**

Required textbooks (methodology if any)

- 1- Developmental Psychology Childhood and Adolescence / Hamed Abdel Salam Zahran
- 2- Developmental Psychology Childhood and Adolescence / Al-Zghoul and others
- 3- Developmental Psychology Childhood and Adolescence / Muhammad Awda Al-Reemawi

Main References (Sources)

View all that is new and published in peer-reviewed scientific journals

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

View everything new and published on websites and YouTube lectures
[.http://www.alkutubcafe.com/book/83rjar.htm](http://www.alkutubcafe.com/book/83rjar.htm)

Electronic references, websites

Model description of the decision

1. Name of Rapporteur	
Indicative statistics	
2. Decision symbol	
third grade	
3. Chapter/year	
2024/2025	
4. Date of preparation of this description	
18/9/2024	
5. Forms of attendance available	
Teaching in attendance with the creation of an electronic class through the platform (GoogleClassroom) is a class supporting the attending class according to the controls and instructions of the Ministry of higher Education and Scientific Research	
6. Number of hours of study (total)/ number of units (total)	
60 hours/2 units	
7. Name of the course administrator (if more than one name is mentioned):	
None	
Name: Dr. Zubaydah Abbas Mohammed email: zubaydaalhayani@tu.edu.iq	
8. Objectives of the decision	
The curriculum aims to prepare female students to practice the teaching profession by identifying: 1 enable female students to describe and analyze data through measures of centralization or dispersion measures, relationship scales, Kai box, and variance analysis. 2. Introduce female students to the methods of calculating different statistical scales to describe one or more variables in a society	Objectives of the study material

<p>3- making the appropriate decision to solve scientific problems and deal with them in the simplest form in logical statistical ways</p> <p>4- describe, organize, classify, summarize and present data in a clear way in the form of tables and graphs</p> <p>5- skills of self-development of female students by enabling them to statistical methods and processes and use them applied in the completion of scientific research according to the planned objectives.</p>	
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9. Teaching and learning strategies

<ul style="list-style-type: none"> - Method of explanation and discussion - Video show - Lecture and Application <p>View using Data Show</p>	<p>Application of various teaching methods, including:</p>
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10. Structure of the decision

Method of assessment	Way of learning	Name of unit or subject	Required learning outcomes	Hours	The week
Class performance and exams	Lecture and explanation	General introduction and basic concepts in statistics - the importance of deductive statistics in educational and psychological research		2	First
Class performance and tests	Lecture and explanation	Functions of indicative statistics		2	Second

Class performance and tests	Lecture and explanation	Some indicative statistics		2	Third
Class performance and tests	Lecture and explanation	Community and Sample - types of communities		2	Fourth
Class performance and tests	Lecture and explanation	Sample selection methods – parameters and estimates – sample errors (sample selection errors)		2	Fifth
Class performance and tests	Lecture and explanation	Errors of the first type (alpha) Errors of the second type (beta) Level of significance and degrees of freedom with examples		2	Sixth
Class performance and tests	Lecture and explanation	Arithmetic mean and properties methods of calculating the arithmetic mean (disaggregated data)		2	VII.
Class performance and tests	Lecture and explanation	Test hypotheses about the		2	VIII.

		arithmetic mean			
Class performance and tests	Lecture and explanation	The mediator and his characteristics		2	Ninth
Class performance and tests	Lecture and explanation	Methods of calculating the intermediary (tabbed data)		2	Tenth
Class performance and tests	Lecture and explanation	Methods of calculating the median (unclassified data)		2	Eleventh
Class performance and tests	Lecture and explanation	Style and its characteristics		2	Twelfth
Class performance and tests	Lecture and explanation	Mode calculation methods (tabbed data)		2	Thirteenth
Class performance and tests	Lecture and explanation	Mode calculation methods (unclassified data)		2	Fourteenth
Class performance and tests	Lecture and explanation	Measurement of dispersion		2	Fifteenth
		Spring holidays from 5/1/2025 to 18/1/2025		Spring holidays from 5/1/25 to 18/1/2025	
Class performance and tests	Lecture and explanation	Extent		2	Sixteenth
		Standard deviation		2	Seventeenth

Class performance and tests	Lecture and explanation	Variance		2	Eighteenth
Class performance and tests	Lecture and explanation	The use of dispersion measures in psychological and educational studies		2	XIX
Class performance and tests	Lecture and explanation	Measures of Central tendency		2	Twenty
Class performance and tests	Lecture and explanation	Test (T), meaning and types		2	Twenty-first
Class performance and tests	Lecture and explanation	One sample		2	Twenty-second
Class performance and tests	Lecture and explanation	Two independent eyes		2	Twenty-third
Class performance and exams	Lecture and explanation	Two closely related samples		2	Twenty-fourth
Class performance and tests	Lecture and explanation	T-test of significance, correlation treatment and examples		2	Twenty-fifth
Class performance and tests	Lecture and explanation	Analysis of mono- and binary variance, usage reasons and characteristics		2	Twenty-sixth
Class performance and tests	Lecture and explanation	Analysis of mono- and binary		2	Twenty-seventh

		variance, usage reasons and characteristics			
Class performance and tests	Lecture and explanation	Analysis of bilateral variance		2	Twenty-eighth
Class performance and tests	Lecture and explanation	Reasons for use for variance analysis and its most important characteristics		2	Twenty-ninth
Class performance and tests	Lecture and explanation	Characteristics methods of calculating samples (equal number and different number)		2	Thirty

11. Evaluation of the decision

Distribution of the grade of 100 according to the tasks assigned to the student such as daily preparation, daily duties, daily exams, oral, monthly, written reports, etc. Etc.

First semester exam of 20 degrees (and 5 degrees report and participation by female students)

A second semester exam of 20 degrees and 5 degrees participation and class interaction

A final exam of 50 degrees and the final total is 100 degrees.

12. Sources of learning and teaching

1 - Descriptive and indicative statistics, Abdul Jabbar Tawfik and Zakaria Athanasius, Ministry of higher	Required textbooks (methodology if applicable)
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<p>Education and Scientific Research/ Baghdad 2 - Statistics Book/ Dr. Mahmoud Hassan al-Mashhadani, Amir Hanna Hormuz. Ministry of higher Education and Scientific Research/ Baghdad</p>	
<p>Descriptive and indicative statistics, Abdul Jabbar Tawfik and Zakaria Athanasius, Ministry of higher Education and Scientific Research/ Baghdad</p>	<p>Principal references (sources)</p>
<p>See all that is recent and published in websites and YouTube lectures.</p>	<p>Recommended supporting books and references (scientific journals, reports...)</p>
<p>1- Educational Statistics, Ali Salah Abdul Mohsen (2019), Master of Publishing and Distribution. 2 - Educational Statistics, Imad al-Zaghoul (2005) Dar Al-Shorouk for Publishing and Distribution.</p>	<p>Electronic references, Internet sites</p>

Course Description Form

Course name .١
Educational Psychology
Course code .٢
/Second Stage
Semester / Year .٣
Year 2024/2025
Date this description was prepared .٤
18/9/2024
Available forms of attendance .٥
Class attendance + online class ongoogleclass room It will be a support class for the in-person class and will be linked tokeit5w2 according to the regulations and . instructions of the Ministry of Higher Education and Scientific Research
Number of study hours (total) / Number of units (total) .٦
hours per week = ٦٠ hours / units ٣ units ٣
Name of the course administrator (if more than one) .٧
: Name : Prof. D Zakaria Abdel Ahmed Email zakariaabed@tu.edu.iq
From a name that is mentioned
Course objectives .٨

<p>The curriculum aims to prepare female students to practice the teaching profession by learning about</p> <ol style="list-style-type: none"> 1- In order to learn about psychology, its nature and topics 2- Identify schools of psychology - 3- Branches of psychology in theoretical and applied direction 				Subject objectives	
Teaching and learning strategies .٩					
<p>.Standard method (lecturing)</p> <p>Teaching theory and educational objectives _</p> <p>- . Formulating educational objectives</p>				Strategy	
Course structure : The study began on ٩/١٧/٢٠٢٤ and ends on ٥/١٩/٢٠٢٥ , Final exams start date .١٠					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Classroom performance and exams	Discussion and interrogation	An overview of the historical development of		2	September 3-

		educational psychology			
Classroom performance and exams	Discussion and interrogation	Quantitative educational information and its role in educational psychology		2	September ξ
Classroom performance and exams	Discussion and questioning	Quantitative educational information and its role in the specifications of behavioral objectives		2	October -1
Classroom performance and exams	Discussion and interrogation	The concept of learning and its conditions		2	October -2
Classroom performance and exams	Discussion and questioning	Types of learning		2	October -3
Classroom performance and exams	Discussion and interrogation	Behavior and factors affecting determinants of psychological activity		2	October 4
Classroom performance and exams	Discussion and interrogation	Environmental determinants		2	November 1

Classroom performance and exams	Discussion and interrogation	Factors affecting the effectiveness of the educational process		2	November 2
Classroom performance and exams	Discussion and interrogation	Research methods in educational psychology		2	November 3
Classroom performance and exams	Discussion and questioning	Information gathering tools		2	November 4
Classroom performance and exams	Discussion and questioning	Steps of scientific research methodology		2	December 1
Classroom performance and exams	Discussion and questioning	Experimental control group		2	December 2
Classroom performance and exams	Discussion and interrogation	Information gathering tools		2	December 3
Classroom performance and exams	Discussion and questioning	Research Methods in Psychology and Educational Psychology		2	December 4
2					January 1
		Spring break from Until 5 202/1/5 2025/1/20			January 2

Classroom performance and exams	Discussion and interrogation	Motivation in learning		2	February 1
2					February 2
Classroom performance and exams	Discussion and questioning	The importance of motivation		2	February 3
Classroom performance and exams	Discussion and questioning	The importance of studying motivation		2	February 4
Classroom performance and exams	Discussion and interrogation	Remembering and forgetting			February °
Classroom performance and exams	Discussion and interrogation	Transfer of learning effect		2	April 3
Classroom performance and exams	Discussion and interrogation	Feedback		2	April 4
Classroom performance and exams	Discussion and interrogation	Thinking - Some Learning Theories Concepts Individual Differences		2	May 1

Course Evaluation .\1

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

The grade is distributed through several channels

1- Educational sociology, its types, characteristics of values in daily exams, observing the student's performance in class discussions and homework and following up on it, and class evaluation. The grade of this does not exceed 20% of the total score

2-The school and social values in the semester and final exams to issue judgments of success and failure, and this is a grade of 80% divided into (2) exams, two exams for each semester, to extract the annual effort before entering the final exams

Learning and teaching resources .\2

1- Educational Psychology , Prof. Dr. Raouf Mohammed Al-Qaisi - Dar Dijlah, Hashemite Kingdom of Jordan - 2008

Required textbooks (methodology if any

- Al-Azirjawi / Fadhel Mohsen (1991) Educational Psychology. Dar Al-Kutub for .Printing and Publishing. Mosul
- Saleh Ahmed Zaki (1972) Educational Psychology. Egyptian Renaissance .Library, Cairo

Main References (Sources)

View all that is new and published in peer-reviewed scientific journals

Recommended supporting books and references (

	scientific journals , reports , (.etc
https://foulabook.com/ar/books/%D8%B9%D9%84%D9%85-%D8%A7%D9%84%D9%86%D9%81%D8%B3-%D8%A7%D9%84%D8%AA%D8%B1%D8%A8%D9%88%D9%8A/%D8%B9%D9%84%D9%85-%D8%A7%D9%84%D9%86%D9%81%D8%B3	Electronic references , websites

Course description form

1. Course name
Educational psychology
2. Course code
The second phase
3. Semester/year
Year 2024-2025
4. The date this description was prepared
/18/9/2024
5. Available forms of attendance
Class attendance + an electronic class on GoogleClass Room, which is a supporting class for the in-person class and with a link according to the controls 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
.√Name of the course administrator
Name: M. Dr . Muhammad Hussein ali via email : mohamed.hu.ali@tu.edu.iq

. ^ Course objectives					
<p>The curriculum aims to prepare students to practice the teaching profession by learning about:</p> <ul style="list-style-type: none"> - \ Learn about educational psychology, style, motivation, and sensory perception. - \ Learn about the types of educational psychology. - \ How to formulate behavioral goals. - \ Knowledge of educational schools. - \ The importance of educational applications of learning theories. 			Objectives of the study subject		
. ^ Teaching and learning strategies					
<p>The standard method (giving lectures).</p> <ol style="list-style-type: none"> 1 - Lecture method. 2 - The method of discussion and interrogation. <p>- \ Brainstorming method.</p>			The strategy		
. \ Course structure: The study began on 16/9/2024 and ends on 5/5/2025, the start date of final exams.					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week

Class performance and exams	Lecture method	Definition of educational psychology		2	November 1
Class performance and exams	Discussion and questioning	Educational psychology stage		2	November 2
Class performance and exams	Discussion and questioning	Arab Islamic philosophy		2	November 3
Class performance and exams	Brainstorming	Modern philosophy		2	
Class performance and exams	Discussion and questioning	Definition of psychology, its goals and importance		2	November 4
Class performance and exams	Discussion and questioning	Treads of psychology		2	December 1
Class performance and exams	Discussion and questioning	Branches of psychology		2	December 2
Class performance	Discussion and questioning	Applied direction		2	December 3

nce and exams					
Class performance and exams	Discussion and questioning	Behavior and the factors affecting it		2	December 4
Class performance and exams	Problem Solving	The effect of genetics on behavior		2	January 1
Class performance and exams	Discussion and questioning	Interaction between genetics and environment		2	January 2
Class performance and exams	Discussion and questioning	Research methods in educational psychology		2	January 3
Class performance and exams	Discussion and questioning	The importance of psychology in the educational process		2	January 4
Class performance and exams	Discussion and questioning	Educational goals		2	February 1
		Spring break		2	February 2

Class performance and exams	Discussion and questioning	Factors affecting the teaching and learning process		2	February 3
Class performance and exams	Discussion and questioning	Attention and sensory perception		2	February 4
Class performance and exams	Discussion and questioning	Types of attention and factors affecting it		2	March 1
Class performance and exams	Discussion and questioning	Sensory perception		2	March 2
Class performance and exams	Discussion and questioning	Factors affecting sensory perception		2	March 3
Class performance and exams	Discussion and questioning	Learning theories		2	March 4
Class performance and exams	Discussion and questioning	(conditional learning theory)		2	April 1

Class performance and exams	Discussion and questioning	Clairvoyance theory		2	April 2
Class performance and exams	Discussion and questioning	Transfer learning effect		2	April 3
Class performance and exams	Discussion and questioning	Types of transition		2	April 4
Class performance and exams	Discussion and questioning	How to benefit from transfer in the learning process		2	May 1
Class performance and exams	Discussion and questioning	Feedback		2	May 2
		Types of feedback		2	May 3

Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

The degree is distributed through several channels:

1 - Formative (formative) assessment through daily exams, observing and following up on the student's performance in class discussions and homework assignments, and classroom evaluation. This grade does not exceed 20% of the total.

- Diagnostic evaluation of the semester and final exams to issue judgments of success and failure. This grade is 80% and is divided

Learning and teaching resources

Educational Psychology, written by Dr. Raouf Mahmoud Al-Qaisi.

Required textbooks
(methodology, if any)

1 - Educational Psychology Dr. Fouad Abu Hatab.

Main references (sources)

2 - Educational Psychology Dr. Rashid Marzouq Rashid.

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

<http://www.alkutubcafe.com/book/83rjar.html>

Electronic references, Internet sites

Course description form

1. Course name

Foundations of education

2. Course code

The first stage

3. Semester/year

Year 2024 /2025

4. The date this description was prepared

A 18/9/20224

5. Available forms of attendance

Teaching in person with the creation of an electronic class via the Google Classroom platform, which is a supporting class for the in-person class, and the electronic class code is (j25re5x) according to the controls and instructions of the Ministry of Higher Education and Scientific Research.

6. Number of study hours (total) / number of units (total)

90 hours / 4 units

7. Name of the course administrator

Name: Professor Ali Mohsen Salman Email: ali.mohsen@tu.edu.iq

.^Course objectives

Objectives of the study subject

- ☑ Interpreting the educational process from a historical and philosophical point of view.
- ☑ Shedding light on upbringing and education, and explaining the importance of the role of social and educational upbringing institutions.
- ☑ Helping students to train and feel the importance of the educational process. It is also a science that describes and explains the impact of educational systems on historical reality, ancient and

modern, and the impact of educational processes and relationships on the individual's personality and upbringing.

☐ Among its most important goals is defining the educational reality revealed by the philosophical schools of education, defining the goals of community education, and applying educational concepts.

☐ Studying the relationships between the educational system based on social interaction and other educational systems, and studying the individual human being when he enters with another human being in educational institutions and in the relationships and dealings of humanity and his interaction with the systems approved by society.

**Objectives of the study
subject**

Increasing female students' understanding of the educational and social reality throughout the ages, realizing the educational process in its utmost necessity, and understanding educational theories on different peoples, ancient and modern.

9. Teaching and learning strategies

The student's book, and the most important means available are the blackboard, colored pencils, dialogue and discussion, and some classroom activities

١٠ ; Course structure

Evaluation method	Teaching method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral and written test	Dialogue and discussion	The meaning of education, its goals and its necessity	The meaning of education, its goals and its necessity	2	the first
Oral and written test	Dialogue and discussion	Its theories and fields	Its theories and fields	2	the second
Oral and written test	Dialogue and discussion	Historical basis of education	Historical basis of education	2	the third
Oral and written test	Dialogue and discussion	Historical basis of education	Old education	2	the fourth
Oral and written test	Dialogue and discussion	Historical basis of education	Chinese education	2	Fifth
Oral and written test	Dialogue and discussion	Historical basis of education	Greek education	2	six
Oral and written test	Dialogue and discussion	Historical basis of education	Medieval education	2	Seventh
Oral and written test	Dialogue and discussion	Historical basis of education	Arab education before Islam and after Islam	2	eight
Oral and written test	Dialogue and discussion	Historical basis of education	Modern education	2	Ninth
Oral and written test	Dialogue and discussion	The social basis of education	The relationship between education and	2	The tenth

			society		
Oral and written test	Dialogue and discussion	The social basis of education	The relationship between the individual and the environment	2	eleventh
Oral and written test	Dialogue and discussion	The social basis of education	Congenital education	2	twelveth
Oral and written test	Dialogue and discussion	The social basis of education	family education,	2	Thirteenth
Oral and written test	Dialogue and discussion	The social basis of education	National Education,	2	fourteenth
Oral and written test	Dialogue and discussion	The social basis of education	Health education	2	Fifteenth
Spring break from 1/14/24 until 1/28/2024					
Oral and written test	Dialogue and discussion	The economic basis of education	Education and its impact on economic development	2	sixteen
Oral and written test	Dialogue and discussion	Scientific basis of education	Education and method in research	2	seventeenth
Oral and written test	Dialogue and discussion	National and social foundations	National and social foundations	2	eighteen
Oral and written test	Dialogue and discussion	Education in the Islamic perspective	Education in the Islamic perspective	2	nineteenth
Oral and written test	Dialogue and discussion	Educational renewal in Iraq	Comprehensive school	2	The twentieth
Oral and written test	Dialogue and discussion	Educational renewal in Iraq	Systematic education	2	twenty one
Oral and	Dialogue	Educational	Distinguished	2	twenty tow

written test	and discussion	l renewal in Iraq	Acceleration Schools		
Oral and written test	Dialogue and discussion	Primitive education	The individual accepts the primitive environment and how education has woven itself	2	twenty third
Oral and written test	Dialogue and discussion	Social Education	If the individual has a specific social need.	2	twenty fourth
Oral and written test	Dialogue and discussion	Education throughout history	Finding a harmonious relationship between civilizations	2	25th
Oral and written test	Dialogue and discussion	Islamic education	It means uniformity and consistency in thinking and acting according to what our religion dictates to us	2	twenty-sixth
Oral and written test	Dialogue and discussion	Social control	It means social control and positive control	2	27th
Oral and written test	Dialogue and discussion	Culture and education	The practices we carry out during our lives, whether short or long	2	Twenty-eighth
Oral and written test	Dialogue and discussion	Social Education	If the individual has a specific social need.	2	thirty

11. Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

12. Learning and teaching resources

Required textbooks (methodology, if any) Foundations of Education	Required textbooks (methodology, if any)
☒ Emile Durkheim, Education and Society, Al-Nahda, Cairo, 1999 Dr. Ibrahim Nasser, Foundations of Education, Dar Al-Tali'ah, Amman, 2004	
Maher Al-Jaafari, Foundations of Education, Dar Ammar, Amman, 1998 Dr. Ibrahim Othman, Education, Dar Kazma, Kuwait, 1983	
☒ Dr. Mahmoud Al-Sayed, Studies in Education and Society, Al-Nadim, Cairo, 1988	
☒ D. Mahmoud Al-Sayyid, Studies in Education and Society, Al-Nadim, Cairo, 1988	Recommended supporting books and references (scientific journals, reports...)

<https://arabicpdfs.com/%D9%82%D8%B1%D8%A7%D8%A1%D8%A9-%D8%A7%D9%84%D9%83%D8%AA%D8%A7%D8%A8-3/?kitab2=1U0eaykvZKQcZhQqoXa58sdjQ6HrcXCLQ>

Course description form

1. Course name

Teaching thinking

2. Course code

The fourth stage

3. Semester/year

Year 2024 2025

4. The date this description was prepared

18/9/20224

5. Available forms of attendance

Teaching in person with the creation of an electronic class via the Google Classroom platform, which will be a supporting class for the in-person class, and the access code for the electronic class is (kfwwnn7) according to the controls and instructions of the Ministry of Higher Education and Scientific Research.

6. Number of study hours (total) / number of units (total)

60 hours / 2 units

7. Name of the course administrator (if more than one name is mentioned):

None

Name: Professor Ali Mohsen Salman Email: ali.mohsen@tu.edu.iq

.^Course objectives

- \ The student's awareness of the importance of teaching thinking
 - \ The student's familiarity with the stages of teaching thinking
 - .-\ Enabling the student to achieve general educational goals.
 - ¤ Empowering the student and creating opportunities for him to learn to think and learn.
 - ° Avoiding the student from making thinking mistakes after learning about
- Objectives of the study subject

them.

- The student gets to know thinking teaching programs and how to apply them.

- Providing the student with basic and higher thinking skills.

9. Teaching and learning strategies

The student's book,

and the most important means available are the blackboard,

colored pencils,

dialogue and discussion,

and some classroom activities

Course structure

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Monthly, quarterly and final achievement tests	Lecture, discussion and questioning	The historical genesis of thinking	Bachelor's degree in educational and psychological sciences	2	the first
=	=	Thinking and Islam, thinking and intelligence	=	2	the second
=	=	Components of teaching thinking	=	2	the third
=	=	Teaching thinking jobs	=	2	the fourth
=	=	Steps to teach thinking. Mistakes in teaching	=	2	Fifth

	=	=	thinking	=	2	Sixth
			Trends in			
			teaching			
			thinking			
Written		=	Semester	=	2	Seventh
exam			exam			
	=	=	Thinking	=	2	eight
			patterns and			
			skills			
	=	=	Thinking	=	2	Ninth
			education			
			programmes			
	=	=	Critical	=	2	The tenth
			thinking			
	=	=	critical	=	2	eleventh
			thinking			
			skills			
	=	=	The	=	2	twelveth
			relationship			
			of critical			
			thinking to			
			other types			
			of thinking			
	=	=	Experiences	=	2	Thirteenth
			of some			
			countries in			
			the field of			
			critical			
			thinking			
	=	=	The role of	=	2	fourteenth
			the teacher			
			in teaching			
			thinking			
	=	=	Creative	=	2	Fifteenth
			thinking			
	=	=	Justifications	=	2	sixteen
			for teaching			
			creative			
			thinking			
	=	=	Creative	=	2	seventeenth
			thinking			

=	=	skills	=	2	eighteen
=	=	Problem Solving	=	2	nineteenth
=	=	Components of problem solving and their types	=	2	The twentieth week
=	=	Factors that contribute to solving the problem	=	2	twenty one
=	=	Coupled thinking	=	2	twenty tow
=	=	Negative thinking	=	2	twenty third
=	=	Analytical thinking	=	2	twenty fourth
=	=	Post-formal thinking	=	2	Twenty-fifth
=	=	Positive thinking	=	2	twenty-sixth
=	=	Hierarchical complexity model	=	2	Twenty-seventh
=	=	Habits of mind	=	2	Twenty-eighth
=	=	Theories of mind	=	2	twenty-ninth
=	=	Higher order thinking	=	2	thirty
=	=	Second semester exam	=		

.١١ Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

Written test

Assignment and class activities

- Assignments and applications at the end of each stage.
- Discussions with students.

First semester exam of 15 marks (and 5 marks for report and participation by the female students) (5 marks for daily attendance)

Second semester exam of 15 marks (5 marks for class participation and interaction) (5 marks for daily attendance)

A final exam of 50 marks, and the final total equals 100 marks.

.١٢ Learning and teaching resources

Teaching thinking

Required textbooks (methodology, if any)

Al-Obaidi, Sabah Marshoud Manukh, Al-Barzanji, Laila Ali (2017): Teaching Thinking, Modern Book Foundation, Lebanon.

Main references (sources)

1: Scientific journals, periodicals, research and studies in the field of specialization.

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

noor-book.com/vxb7eq

Electronic references, Internet sites

<https://books4arabs.com/BORE02-2/BORE02-2542.pdf>

Course Description Form

1. Course name
Educational Sociology
2. Course code
The first stage
3. Semester/Year
٢٠٢٥/٢٠٢٤
4. Date this description was prepared
٢٠٢٤/١٨/٩
5. Available forms of attendance
In-person teaching with the creation of an electronic class via the Google Classroom platform, which will be a supporting class for the in-person class, according to the .controls and instructions of the Ministry of Higher Education and Scientific Research
6. Number of study hours (total) / Number of units (total)
60 hours / ٣ units
7. Name of the course supervisor (if more than one name is mentioned): None
Name: Prof. Dr. Lateef Ghazi Makki - Email: lateef.ghazi@tu.edu.ig
8. Course objectives

Subject objectives	<ul style="list-style-type: none"> • Providing students with an explanation of the educational process from a social point of view. • Providing students with a shed light on socialization and explaining the role and importance of socialization institutions. • Helping students to train and feel the importance of the educational process. • Defining the social reality in education, defining the objectives of community education, and applying the concepts of general sociology in the educational field.
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9. Teaching and learning strategies

Applying various teaching methods including: <ul style="list-style-type: none"> • The standard method (lecturing) • Discussion method 	
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10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Classroom performance and tests	Explanation and discussion	Scientific research, and the importance of scientific research	The student should know the meaning of education and educational sociology and the difference between them - the goals of sociology, its importance, characteristics, dimensions,	۲	the first

			theories of social upbringing, pioneers of sociology, the difference between education and sociology, means of social control, factors of change, theories of change, cooperation, and social .harmony		
Classroom performance and tests	Explanation and discussion	Educational Sociology Definition and Emergence		۲	the second
Classroom performance and tests	Explanation and discussion	Objectives of educational sociology		۲	the third
Classroom performance and tests	Explanation and discussion	The importance of educational sociology		۲	Fourth
Classroom performance and tests	Explanation and discussion	What is socialization ?and education		۲	Fifth
Classroom performance and tests	Explanation and discussion	Dimensions of socialization		۲	Sixth
Classroom performance and tests	Explanation and discussion	Socialization goals		۲	Seventh
Classroom performance and tests	Explanation and discussion	Socialization characteristics		۲	The eighth

Classroom performance and tests	Explanation and discussion	Socialization theory		۲	Ninth
Classroom performance and tests	Explanation and discussion	Socialization pioneers		۲	tenth
Classroom performance and tests	Explanation and discussion	Ibn Khaldun - Emile Durkheim		۲	eleventh
Classroom performance and tests	Explanation and discussion	Education and socialization		۲	twelfth
				Spring break from to ۲۵/۵/۱ ۲۰۲/۲۰/۱ ۵	
Classroom performance and tests	Explanation and discussion	Social control and education		۲	thirteenth
Classroom performance and tests	Explanation and discussion	Elements of socialization		۲	fourteenth
Classroom performance and tests	Explanation and discussion	Socialization institutions		۲	fifteenth
Classroom performance and tests	Explanation and discussion	Social control means		۲	Sixteenth
Classroom performance and tests	Explanation and discussion	Social interaction in education		۲	seventeenth
Classroom performance and tests	Explanation and discussion	Stages of social change		۲	eighteenth
Classroom performance and tests	Explanation and discussion	Factors of social change		۲	nineteenth

Classroom performance and tests	Explanation and discussion	Characteristics of social change		۲	Twenty
Classroom performance and tests	Explanation and discussion	Education and social change		۲	twenty one
Classroom performance and tests	Explanation and discussion	Theories of social change		۲	Twenty-second
Classroom performance and tests	Explanation and discussion	The relationship between education and social change		۲	Twenty-third
Classroom performance and tests	Explanation and discussion	Social processes and education		۲	Twenty-fourth
Classroom performance and tests	Explanation and discussion	Social phenomena and education		۲	Twenty-fifth
Classroom performance and tests	Explanation and discussion	Social classes		۲	Twenty-sixth
Classroom performance and tests	Explanation and discussion	Types of social processes		۲	twenty-seventh
Classroom performance and tests	Explanation and discussion	Education and social development		۲	Twenty-eighth
Classroom performance and tests	Explanation and discussion	Cooperation and its types		۲	twenty-ninth
Classroom performance and tests	Explanation and discussion	Social and educational compatibility and social - commitment		۲	thirty

11. Course Evaluation

The grade is distributed out of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly and written exams, reports, etc
 First semester exam of 50 marks (20 marks for a report and participation by the students)

Second-semester exam of 50 marks and 20 marks for class participation and interaction

The final exam of 30 points and the final total is equal to 100 points

12. Learning and teaching resources

<ul style="list-style-type: none"> • Khanjar, Basima Jassi (Educational Sociology): Kuwait University, College of Arts , Department of .Sociology 	Required textbooks (methodology if any)
<ul style="list-style-type: none"> • Rules of the method in sociology, Emile Durkheim , .Renaissance, Cairo, 1999 • Educational Sociology , Dr. Ibrahim Nasser, Al-Tali'ah Publishing House, Amman, . 2004 • Dr. , Educational Sociology Abdullah Al-Rashdan, Dar . . Ammar, Amman, 1998 	Main References (Sources)
<ul style="list-style-type: none"> • Principles in Sociology, Dr. Ibrahim Othman, Dalar . Kazma, Kuwait, 1983 • Studies in Education and Society, Dr. Mahmoud Al-Sayed, Al-Nadim, Cairo, 1988 	Recommended supporting books and references (scientific journals, reports...)
<ul style="list-style-type: none"> • ChatGPT, Program, Company openAIUSA, 1910, , .a safe and reliable way 	Electronic references, websites

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Course Description Form

1. Course name
Scientific research methodology
2. Course code
Stage ۳
3. Semester/Year
2024/2025
4. Date this description was prepared
2025
5. Available forms of attendance
In-person teaching with the creation of an electronic class via the Google Classroom platform, which will be a supporting class for the in-person class, according to the controls and instructions of the Ministry of Higher Education and Scientific Research
6. Number of study hours (total) / Number of units (total)
60 hours / ۳ units
7. Name of the course supervisor (if more than one name is mentioned): None
Name: Prof. Dr. Lateef Ghazi Makki - Email: lateef.ghazi@tu.edu.ig
8. Course objectives

<ul style="list-style-type: none"> • modern principles, methods and topics that the scientific research curriculum focuses on and is concerned with • Providing students with experiences and results of local and international research and studies regarding the scientific research methodology • Training female students to write research and reports and summarize theoretical and applied ideas in the field of scientific research and its types 	Subject objectives
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9. Teaching and learning strategies

	Applying various teaching methods including: <ul style="list-style-type: none"> • The standard method (lecturing) • Discussion method • Cooperative learning method
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10. Course Structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Classroom performance and tests	Explanation and discussion	Scientific research, and the importance of scientific research	The student should become familiar with the meaning of science and knowledge,	۲	the first

			the concept of the scientific and educational research method, scientific research methods, research methods, and the steps of the scientific method in solving problems		
Classroom performance and tests	Explanation and discussion	Scientific Researcher Specifications		۲	the second
Classroom performance and tests	Explanation and discussion	Assumptions of the scientific method		۲	the third
Classroom performance and tests	Explanation and discussion	The problem with the search		۲	Fourth
Classroom performance and tests	Explanation and discussion	The importance of the research, its objectives, hypotheses and terminology		۲	Fifth
Classroom performance and tests	Explanation and discussion	Initial procedures		۲	Sixth

Classroom performance and tests	Explanation and discussion	Historical research method		५	Seventh
Classroom performance and tests	Explanation and discussion	What does the historical research method ? investigate		५	The eighth
Classroom performance and tests	Explanation and discussion	Historical research steps		५	Ninth
Classroom performance and tests	Explanation and discussion	Defining the problem of historical research		५	tenth
Classroom performance and tests	Explanation and discussion	Collect scientific material		५	eleventh
Classroom performance and tests	Explanation and discussion	Evaluation or critique of scientific material		५	twelfth
				Spring break from to २०/०/१ २.२०/२.०/१	
Classroom performance and tests	Explanation and discussion	Formulating assumptions		५	thirteenth
Classroom performance and tests	Explanation and discussion	Interpretation of results, writing of report		५	fourteenth
Classroom performance and tests	Explanation and discussion	Descriptive research method		५	fifteenth
Classroom performance and tests	Explanation and discussion	Descriptive research steps		५	Sixteenth

Classroom performance and tests	Explanation and discussion	Types of descriptive research		५	seventeenth
Classroom performance and tests	Explanation and discussion	Experimental research method		५	eighteenth
Classroom performance and tests	Explanation and discussion	Experimental procedures		५	nineteenth
Classroom performance and tests	Explanation and discussion	Laboratory and non-laboratory experiments		५	Twenty
Classroom performance and tests	Explanation and discussion	Experiments are conducted over short or long periods of time depending) (on the time		५	twenty one
Classroom performance and tests	Explanation and discussion	Samples of experimental designs		५	Twenty-second
Classroom performance and tests	Explanation and discussion	Search tools		५	Twenty-third
Classroom performance and tests	Explanation and discussion	Samples		५	Twenty-fourth
Classroom performance and tests	Explanation and discussion	Statistics		५	Twenty-fifth
Classroom performance and tests	Explanation and discussion	Branches of statistics and its applied fields		५	Twenty-sixth
Classroom performance and tests	Explanation and discussion	How to write a research paper - Research plan		५	twenty-seventh

Classroom performance and tests	Explanation and discussion	How to present and discuss results		۲	Twenty-eighth
Classroom performance and tests	Explanation and discussion	Research sources, references and appendices		۲	twenty-ninth
Classroom performance and tests	Explanation and discussion	General review of all vocabulary and problem solving		۲	thirty

11. Course Evaluation

The grade is distributed out of ۱۰۰ according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, and written exams, reports, etc

First-semester exam of ۲۰ marks (۱۰ marks for a report and participation by the students)

Second-semester exam of ۲۰ marks and ۱۰ marks for class participation and interaction

The final exam of ۶۰ points and the final total is equal to ۱۰۰ points

12. Learning and teaching resources

- Dawood, Aziz Hanna, and Abdul Rahman Anwar Hussein, (۱۹۹۰), Educational Research Methods, Ministry of Higher Education and Scientific Research, University of .Baghdad

Required textbooks (methodology if any)

<ul style="list-style-type: none"> • Dr. Rabhi Mustafa Alian, ٢٠٠١ AD, Scientific Research, its Foundations, Methods and Approaches, International House of Ideas for Printing and Publishing, Amman - Jordan, .First Edition, pp. ١٨-١٩, p. ٢٦ • Prof. Dr. Muhammad Sarhan Ali, AD, Scientific Research ٢٠١٩ Methods, Dar Al-Kutub, Sana'a, .Yemen, Third Edition, pp. ٤٧-٤٨ • Prof. Dr. Muhammad Abd al-Aal al-Naimi and others, ٢٠١٥ AD, Scientific Research Methods and Al-Warraq ,Approaches Foundation for Publishing and Distribution - Jordan, Second . Edition, pp. ٣٠-٣٣ 	<p>Main References (Sources)</p>
<ul style="list-style-type: none"> • Prof. Dr. Faris Rashid Al-Bayati, AD, Al-Hawi in Scientific ٢٠١٨ Research Methodologies, Dar Al-Sawaqi Library for Printing and Publishing - Amman, Jordan, First .Edition, pp. ٧٩, ١١٩, ١٣٠-١٣١ • Prof. Dr. Amer Ibrahim Qandilji , AD, Scientific Research ٢٠١٣ Methodology, Al-Yaozi Scientific First , House, Amman - Jordan .Edition, pp. ٣٠-٣٤ 	<p>Recommended supporting books and references (scientific journals, reports...)</p>
<ul style="list-style-type: none"> • Scientific Research Methods and Approaches (٢٠١٥) Muhammad Abd al-Aal and others • Scientific Research Methods Muhammad Sarhan Ali Al- (٢٠١٩) Mahmoudi • Scientific Research Methodology Kamal Dashli (٢٠١٦) 	<p>Electronic references, websites</p>

Course Description Form

1. Course name	
Special Education	
2. Course code	
Fourth Year	
3. Semester/Year	
2024/2025 First Semester	
4. Date this description was prepared	
18/9/2024	
5. Available forms of attendance	
In-person teaching with the creation of an electronic class via the platform (google clasroom) It will be a support class for the in-person 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)	
60 hours 30 theoretical + 30 practical / 45 study units	
7. Course Administrator Name	
Name: Asst. Prof. Dr. Ghazwane Ramadan Saleh Email: Dr.gazwan@tu.edu.iq	
8. Course objectives	
-identification Students Importantly Education Private.- identification Students With principles Education Private.	General objectives of the course
-identification Students In categories Those with Needs Private. - Empowerment Students from Discrimination between	Subject objectives

Categories Those with Needs Private. -Empowerment Students from acquisition skills Dealing Educational with Categories Those with Needs Private	
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9. Teaching and learning strategies

Strategies And methods education And learning Approved in to implement The program In a way general-strategy Dialogue and discussion. -road Storm Mental. -road solution Problems..
book The student , Delusional means Available Blackboard , Pens colorful and Dialogue and discussion Self-reinforcement and some Activities Classroom
-Use Technologies Scientific Modern(device an offer Slides(overhead).
-The memo Collective To engage all Students in Activity The class.

10. Course Structure

Evaluation method	Teaching method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral and written test	Dialogue and discussion	Introduction and general idea Basic definitions of special education	Introducing the student to the basics of special education	4	the first
Oral and written test	Dialogue and discussion	Introduction to people with special needs	Introducing students to individuals with special needs	4	the second
Oral and written test	Dialogue and discussion	Special education goals	Introducing the student to the general objectives of special education	4	the third
Oral and written test	Dialogue and discussion	Talent and creativity	Introducing the student to the concept of gifted	4	Fourth

			and creative people		
Oral and written test	Dialogue and discussion	mental disability	Introducing the student to the concept of the disabled and mentally retarded	4	Fifth
Oral and written test	Dialogue and discussion	Learning difficulties	Introducing the student to the concept of slow learners and academically backward students	4	Sixth
Oral and written test	Dialogue and discussion	Hearing impairment	Introducing the student to the concept of hearing impaired and hard of hearing	4	Seventh
Oral and written test	Dialogue and discussion	Written exam	Student Skills Test	4	The eighth
Oral and written test	Dialogue and discussion	Visual impairment	Introducing the student to the concept of blindness and visual impairment	4	Ninth
Oral and written test	Dialogue and discussion	Hosting models of special needs categories	Introducing the student to the psychological and behavioral characteristics of some categories of people with special needs	4	tenth

Oral and written test	Dialogue and discussion	Behavioral and emotional disorders	Introducing the student to the concept of emotionally and behaviorally disturbed people	4	eleveth
Oral and written test	Dialogue and discussion	Communication disorders	Introducing the student to the concept of the disturbed in communication with society	4	twelfth
Oral and written test	Dialogue and discussion	Physical and health disability	Introducing the student to the conceptPhysically disabled and people with severe chronic diseases	4	thirteenth
Oral and written test	Dialogue and discussion	Autism disorder	Introducing the student to the concept of individuals with autism spectrum disorder	4	fourteenth
Oral and written test	Dialogue and discussion	Written exam	Student Skills Test	4	fifteenth

Course Description Form

1. Course name	
Foundations of Education	
2. Course code	
The first stage	
3. Semester/Year	
2024/2025	
4. Date this description was prepared	
18/9/2024	
5. Available forms of attendance	
In-person teaching with the creation of an electronic class via the platform (google classroom) It will be a support class for the in-person 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)	
90 hours / 4 units	
7. Course Administrator Name	
Name: Asst. Prof. Dr. Ghazwane Ramadan Saleh Email: Dr.gazwan@tu.edu.iq	
8. Course objectives	
<ul style="list-style-type: none">❖ Interpretation of the educational process from the point of view Educational and Historical and philosophical.❖ Shedding light on upbringing and education, and explaining the importance of the role of social educational	General objectives of the course

<p>upbringing institutions Old and modern.</p> <ul style="list-style-type: none"> ❖ Helping students to train and feel the importance of the educational process, and he like that science describes And explains effect Systems Educational on reality Historical Old And recently And the effect Operations and relationships Educational on a personality Individual And his upbringing. ❖ And Most important Its goals to set reality Educational that Revealed About him Schools Philosophical in Education And specify Goals breeding the society And application Concepts Educational. ❖ study Relationships between order Educational The one who stands on Interaction Social And systems Educational Other, And study man Individual when Enters with man last in Institutions Educational And in Relationships And transactions Humanity And its interaction with Systems that He approves it. the society. 	
<p>Increase student understanding at For educational reality And</p>	<p>Subject objectives</p>

scientific and social throughout the ages and realizing the educational process in its most essential necessities and understanding educational theories of various peoples, ancient and modern.

9. Teaching and learning strategies

book The student , Delusional means Available Blackboard , Pens colorful and Dialogue and discussion Self-reinforcement and some Activities Classroom -Use Discussion Educational(Dialogue Educational)Which He depends on exchange Ideas To reach to Facts. -Use Technologies Scientific Modern(device an offer Slides(overhead). -The memo Collective To engage all Students in Activity The class.

10. Course Structure

Evaluation method	Teaching method	Name of the unit or topic	Required learning outcomes	Watches	The week
Oral and written test	Dialogue and discussion	The meaning of education in language and terminology , its goals and necessity	The meaning of education in language and terminology, its goals and necessity	2	the first
Oral and written test	Dialogue and discussion	Its theories and fields	Its theories and fields	2	the second
Oral and written test	Dialogue and discussion	The historical basis of education	The historical basis of education throughout the ages	2	the third

		throughout the ages			
Oral and written test	Dialogue and discussion	Historical basis of education	Old education	2	Fourth
Oral and written test	Dialogue and discussion	Historical basis of education	Chinese education	2	Fifth
Oral and written test	Dialogue and discussion	Historical basis of education	Greek education	2	Sixth
Oral and written test	Dialogue and discussion	Historical basis of education	medieval education	2	Seventh
Oral and written test	Dialogue and discussion	Historical basis of education	Arab education before and after Islam	2	The eighth
Oral and written test	Dialogue and discussion	Historical basis of education	Modern education	2	Ninth
Oral and written test	Dialogue and discussion	Social basis of education	The relationship between education and society	2	tenth
Oral and written test	Dialogue and discussion	Social basis of education	The relationship between the individual and the environment	2	eleventh
Oral and written test	Dialogue and	Social basis of education	Moral education	2	twelfth

	discussion				
Oral and written test	Dialogue and discussion	Social basis of education	Family education,	2	thirteenth
Oral and written test	Dialogue and discussion	Social basis of education	National education,	2	fourteenth
Oral and written test	Dialogue and discussion	Social basis of education	Health education	2	fifteenth
				Spring break from 27/2/2025 Until 6/2/2025	
Oral and written test	Dialogue and discussion	The economic basis of education	Education and its impact on economic development	2	Sixteenth
Oral and written test	Dialogue and discussion	Scientific basis of education	Education and methodology in research	2	seventeenth
Oral and written test	Dialogue and discussion	National and social foundations	National and social foundations	2	eighteenth
Oral and written test	Dialogue and discussion	Education in Islamic perspective	Education in Islamic perspective	2	nineteenth
Oral and written test	Dialogue and discussion	Educational renewal in Iraq	Comprehensive School	2	Twenty

Oral and written test	Dialogue and discussion	Educational renewal in Iraq	systematic education	2	twenty one
Oral and written test	Dialogue and discussion	Educational renewal in Iraq	Accelerated Schools of Excellence	2	Twenty-second
Oral and written test	Dialogue and discussion	primitive education	The individual's acceptance of the primitive environment and how education wove itself	2	twenty-third
Oral and written test	Dialogue and discussion	Social education	That the individual has a certain social need.	2	Twenty-fourth
Oral and written test	Dialogue and discussion	Education throughout history	Finding the harmonious relationship between civilizations	2	Twenty-fifth
Oral and written test	Dialogue and discussion	Islamic education	It means consistency and consistency in thinking and acting in accordance with what our religion dictates to us.	2	Twenty-sixth
Oral and written test	Dialogue and discussion	social control	It means social control and positive control.	2	twenty-seventh

Oral and written test	Dialogue and discussion	Culture and Education	The practices we do during our lives, whether short or long	2	Twenty-eighth
Oral and written test	Dialogue and discussion	Social education	That the individual has a certain social need.	2	twenty-ninth

11. Course Evaluation

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

For written test

Homework and class activities

- Assignments and applications at the end of each stage.
- Discussions with students.

First semester exam of 15 marks (5 marks for report and participation by students)
(5 marks for daily attendance)

Second semester exam of 15 marks (5 marks for class participation and interaction)
(5 marks for daily attendance)

Final exam of 50 points and the final total is equal to 100 points.

12. Learning and teaching resources

Foundations of Education	Required textbooks (methodology if any)
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<p> 🔗 Emile DorKaheim, Education and Society, Al Nahda, Cairo, 1999 🔗 Dr. Ibrahim Nasser, Foundations of Education, Al-Tali'ah House, Amman, 2004. 🔗 Dr. Maher Al-Jaafari, Foundations of Education, Dar Ammar, Amman, 1998 🔗 Dr. Ibrahim Othman, Education, Dar Kazma, Kuwait, 1983 🔗 Dr. Mahmoud Al-Sayed, Studies in Education and Society, Al-Nadim, Cairo, 1988 </p>	<p>Main References (Sources)</p>
<p>1D.Mahmoud Al-Sayed, Studies in Education and Society, Al-Nadim, Cairo, 1988</p>	<p>Recommende d supporting books and references (scientific journals, reports...)</p>
<p> https://arabicpdfs.com/%D9%82%D8%B1%D8%A7%D8%A1%D8%A9-%D8%A7%D9%84%D9%83%D8%AA%D8%A7%D8%A8-3/?kitab2=1U0eaykvZKQcZhQqoXa58sdjQ6HrcXCLQ https://shiabooks.net/library.php?id=13197 </p>	<p>Electronic references, websites</p>

Course Description Form

1. Course Name	
Individual differences	
2. Course Code	
first stage	
3. Semester/ Year	
٢٠٢٥/٢٠٢٤	
4. Date of preparation of this description	
٢٠٢٤/٩/١٨	
5. Available Attendance Forms	
Attending a class + an electronic class on GoogleClass Room will be a supporting class for the in-person class xyjtgbp and with the link https://meet.google.com/c/MjEwMjY according to the controls and instructions of the Ministry of Higher Education and Scientific Research.	
6. Number of credit hours (total) / number of units (total))	
2 hours per week = 60 hours / units 2 units	
7. Course Administrator Name (if more From a name that mentions)	
Name: Lecturer Lamis Ibrahim Ali Fahl Email: librahim@tu.edu.iq	
8. Course Objectives	
	The curriculum aims to prepare students to practice the teaching profession by learning about:

	1-- Make students know individual differences 2- Make students understand the historical development of the emergence of the science of individual differences 3- Make students distinguish the causes and factors affecting individual differences 4- Make students know the distribution of individual differences 5- Make students understand the role of individual differences in personality and measuring it 6- They know mental superiority
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9. Teaching and learning strategies

Strategy	1 – The method of the lecture. 2 – The way of discussion and interrogation. 3 – How to solve problems.
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10. Course Structure: The study started on 1/11/2023 and ends on 19/5/2024, the date of the start of the final exams

The week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
November 1	2		The meaning and distribution of individual differences	Lecture method	Classroom performance and exams
November 2	2		Reasons and factors affecting individual differences	Discussion and questioning	Classroom performance and exams

November 3	2		Cognitive mental organization theories: Spearman, Thurston and Guilford theory	Discussion and questionin g	Classroom performanc e and exams
November 4	2		The meaning and distribution of individual differences	Problem solving	Classroom performanc e and exams
December 1	2		Reasons and factors affecting individual differences	Discussion and questionin g	Classroom performanc e and exams
December 2	2		Cognitive mental organization theories: Spearman, Thurston and Guilford theory	Discussion and questionin g	Classroom performanc e and exams
December 3	2		Piaget's theory of cognitive organization	Discussion and questionin g	Classroom performanc e and exams
December 4	2		Individual differences in mental organization,	Discussion and	Classroom performanc e and exams

			nature and measurement of intelligence	questioning	
January 1	2		Principles of development	Discussion and questioning	Classroom performance and exams
January 2	2		A historical overview of the meaning of intelligence	Discussion and questioning	Classroom performance and exams
January 3	2		Measuring intelligence and individual and group tests	Discussion and questioning	Classroom performance and exams
January 4	2		Special abilities and their measurement	Discussion and questioning	Classroom performance and exams
February 1	2		Academic achievement and measurement	Discussion and questioning	Classroom performance and exams
February 2	2		Individual differences in personality	Discussion and questioning	Classroom performance and exams
February 3	2				
February 4	2		Personality theories	Discussion and questioning	Classroom performance and exams

March 1	2		General Review	Discussion and questionin g	Classroom performanc e and exams
March 2	2		Educational applications in individual differences	Discussion and questionin g	Classroom performanc e and exams
March 3	2		Self-learning and individualizatio n of teaching	Discussion and questionin g	Classroom performanc e and exams
March 4	2		Mentally superior people	Discussion and questionin g	Classroom performanc e and exams
April 1	2		Studies conducted on mentally superior people	Discussion and questionin g	Classroom performanc e and exams
April 2	2		The importance of identifying mentally gifted people at an early age	Discussion and questionin g	Classroom performanc e and exams
April 3	2		Emotional and social characteristics and caring for the mentally superior	Discussion and questionin g	Classroom performanc e and exams
April 4	2		innovative thinking	Discussion and questionin g	Classroom performanc e and exams

May 1	2		Innovative thinking methods	Discussion and questioning	Classroom performance and exams
May 2	2		Mental retardation	Discussion and questioning	Classroom performance and exams
May 3	2		Mental retardation care	Discussion and questioning	Classroom performance and exams
May 4	2		Review		

11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily assignments, daily, oral, monthly, and written exams, reports, etc.

First semester exam of 20 marks (and 5 marks for report and participation by the female students)

A second semester exam of 20 marks and 5 marks for classroom participation and interaction

A final exam of 50 marks and the final total equals 100 marks

12. Learning and Teaching Resources

Required textbooks
(methodology, if any))

Individual Differences, written by Dr. Ali Mahmoud Jawad Al-Taher

Main references (sources))

- Raja Abu Allam, 1980.
- Fouad Abu Hatab, 1980

Model description of the decision

1. Name of Rapporteur	
Indicative statistics	
2. Decision symbol	
third grade	
3. Chapter/year	
2024/2025	
4. Date of preparation of this description	
18/9/2024	
5. Forms of attendance available	
Teaching in attendance with the creation of an electronic class through the platform (GoogleClassroom) is a class supporting the attending class according to the controls and instructions of the Ministry of higher Education and Scientific Research	
6. Number of hours of study (total)/ number of units (total)	
60 hours/2 units	
7. Name of the course administrator (if more than one name is mentioned):	
None	
Name: Dr. Iames Ibrahim Ali fahal email: librahim @tu.edu.iq	
8. Objectives of the decision	
The curriculum aims to prepare students to practice the teaching profession by learning about: 1- Many concepts and terms, including physiological psychology, the nervous system, the brain, the cerebellum, and the spinal cord. 2- Types of the central nervous system, what it consists of and what are its functions in the human body. 3- The spinal cord is classified into several categories.	Objectives of the study material

4- Compares the brain, cerebellum, and spinal cord in terms of work and functions	
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9. Teaching and learning strategies

<ul style="list-style-type: none"> - Method of explanation and discussion - Video show - Lecture and Application View using Data Show	Application of various teaching methods, including:
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10. Structure of the decision

Method of assessment	Way of learning	Name of unit or subject	Required learning outcomes	Hours	The week
Dialogue Discussion and exchange of opinions	Lecture style And discussion	Physiological psychology The origins and development of science and the historical context of physiological psychology In the modern era		2	First
Dialogue Discussion and exchange of opinions	Lecture style And discussion	The concept of physiological psychology and its goals		2	Second
Dialogue Discussion and exchange of opinions	Lecture style And discussion	The most important unit of the nervous system is the nerve cell		2	Third

Dialogue Discussion and exchange of opinions	Lecture style And discussion	Research methods in physiological psychology		2	Fourth
Dialogue Discussion and exchange of opinions	Lecture style And discussion	Cell parts		2	Fifth
Dialogue Discussion and exchange of opinions	Lecture style And discussion	Brain nerves and their connection to the human senses and their distribution to each sense		2	Sixth
Dialogue Discussion and exchange of opinions	Lecture style And discussion	Anatomy of the central nervous system		2	VII.
Dialogue Discussion and exchange of opinions	Lecture style And discussion	The importance of the brain and its sections		2	VIII.
Dialogue Discussion and exchange of opinions	Lecture style And discussion	The importance of the spinal cord and nerves		2	Ninth
Dialogue Discussion and	Lecture style	Its forms and benefits of electroencephalogram		2	Tenth

exchange of opinions	And discussion				
Dialogue Discussion and exchange of opinions	Lecture style And discussion	The work of endocrine glands in the human body		2	Eleventh
Dialogue Discussion and exchange of opinions	Lecture style And discussion	The location and function of each gland		2	Twelfth
Dialogue Discussion and exchange of opinions	Lecture style And discussion	The name of the hormone and its function: effect - decrease - increase		2	Thirteenth
Dialogue Discussion and exchange of opinions	Lecture style And discussion	Sensory functions of the nervous system		2	Fourteenth
Dialogue Discussion and exchange of opinions	Lecture style And discussion	Hearing centers in the brain and their impact on behavior		2	Fifteenth
		Spring holidays from 5/1/2025 to 18/1/2025		Spring holidays from 5/1/25 to 18/1/2025	5

Dialogue Discussion and exchange of opinions	Lecture style And discussion	The effect of emotions on various body systems		2	Sixteenth
Dialogue Discussion and exchange of opinions	Lecture style And discussion	Impact on personality, learning, knowledge and perception		2	Seventeenth
Dialogue Discussion and exchange of opinions	Lecture style And discussion	What are these systems and how do they work physiologically?		2	Eighteenth
Dialogue Discussion and exchange of opinions	Lecture style And discussion	Emotions and their impact on the body's physiology		2	XIX
Dialogue Discussion and exchange of opinions	Lecture style And discussion	Physiology of learning and remembering		2	Twenty
Dialogue Discussion and exchange of opinions	Lecture style And discussion	Sleep theories, types of sleep and its disorders		2	Twenty-first
Dialogue Discussion and	Lecture style	Psychological interpretation of dreams - why do we dream		2	Twenty-second

exchange of opinions	And discussion				
Dialogue Discussion and exchange of opinions	Lecture style And discussion	Genetic-environmental data		2	Twenty-third
Dialogue Discussion and exchange of opinions	Lecture style And discussion	Course in learning and memory		2	Twenty-fourth
Dialogue Discussion and exchange of opinions	Lecture style And discussion	A course in higher mental processes and their relationship to flexibility		2	Twenty-fifth
Dialogue Discussion and exchange of opinions	Lecture style And discussion	Psychological and environmental causes		2	Twenty-sixth
Dialogue Discussion and exchange of opinions	Lecture style And discussion	- Addiction to alcohol and drugs, which is more dangerous?		2	Twenty-seventh
Dialogue Discussion and exchange of opinions	Lecture style And discussion	Its forms - drugs and their psychological effects -		2	Twenty-eighth

Dialogue Discussion and exchange of opinions	Lecture style And discussion	The difference between psychological and mental illnesses		2	Twenty-ninth
Dialogue Discussion and exchange of opinions	Lecture style And discussion	Sleep theories, types of sleep and its disorders		2	Thirty

11. Evaluation of the decision

Distribution of the grade of 100 according to the tasks assigned to the student such as daily preparation, daily duties, daily exams, oral, monthly, written reports, etc. Etc.

First semester exam of 20 degrees (and 5 degrees report and participation by female students)

A second semester exam of 20 degrees and 5 degrees participation and class interaction

A final exam of 50 degrees and the final total is 100 degrees.

12. Sources of learning and teaching

3 - Physiological psychology, a group of scientists	Required textbooks (methodology if applicable)
Physiological Psychology, written by Ahmed Okasha, 2009 The reference in physiological psychology written by Adeeb Muhammad Al-Khalidi (2015)	Principal references (sources)
Physiology, written by Muhammad Talaat	Recommended supporting books and references (scientific journals, reports...)

	<ul style="list-style-type: none"> • Personality and mental health •
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9. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> • The standard method (giving lectures). • The text method. • Brainstorming method. • Some modern strategies.
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10. Course Structure

Week	Hours	Required Learn	Unit or subject name	Learning method	Evaluation
		Outcomes			method

	<p>The concept of personality through the psychological heritage</p> <p>Nature , components , determinants and dynamics of personality</p> <p>Dimensions and character building</p> <p>Dimensions of personality growth</p> <p>Theories of personality</p> <p>Theories based on formative determinism</p>	<p>Standard method</p> <p>Class performance and exams</p>
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Theories
based on
behavioral
environmental
determinism
Views based
on interactive
determinism

- - - - Field
theory Crete
Levin Theory
of Needs Henry

Murray
Biosocial
theory
Gardner
Murphy
Personality
and mental
health
Personality
Integration

Personality
between both
and sick
Neurosis

psychiatric
diseases

Psychosis
mental illness

Personality
Calendar

Personality
Measuring

Instruments
Personality
therapy

May 3&4	-----		Final Exams	-----	-----
11. Course Evaluation					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.					
12. Learning and Teaching Sources					
Required textbooks			Personality psychology / Aziz Hanna and Nazem Al-		
Main references (sources)			-Obaidi Personality psychology /Hall Walnzie And personality psychology / Faraj Ahmed Faraj		
Recommended books and references (scientific journal, reports)			General Psychology Abdul Hamid Al Hashemi		
Electronic References, Websites			.google.com/search?q=general+psychology&oq=general+psy&gs_		

Course description form

1. Course name	
Foundations of education for the first stage	
2. Course code	
3. Semester/year	
The year is 2024-2025	
4. The date this description was prepared	
18/9/2024	
5. Available forms of attendance	
Attend my class + electronic class on google classroom It will be a supporting class for the attendance class according to the controls 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 (if more than one name is mentioned)	
Name: M. M.Saood Rajab Hassan Email: saood.r@tu.edu.iq	
8. Course objectives	
1. It aims to make students know the general foundations and principles on which education is based by reviewing a group of foundations such as the historical, social, economic and scientific foundations. 2. Developing values in Arab and Islamic education 3. Teaching female students the skills of researching education throughout history	Objectives of the study subject

9. Teaching and learning strategies					
Standard method (lectures) <ul style="list-style-type: none"> • Method of discussion and interrogation • Method of solving problems 			The strategy		
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Achievement tests	Lecture and discussion	Foundations of education	Educational and psychological sciences	2	September -3
=	=	The meaning of education and the goals of education	=	2	September-4
=	=	The necessities and importance of education	=	2	October 1
=	=	Educational theories	=	2	October 2
=	=	Fields of education	=	2	October 3
=	=	Historical basis	=	2	October 4
=	=	Development of the foundations of education	=	2	November 1
=	=	Education in primitive societies	=	2	November 2
=	=	Chinese education	=	2	November 3

=	=	Greek	=	2	November 4
=	=	Arab Islamic education	=	2	December 1
=	=	Education in the pre-Islamic era	=	2	December 2
=	=	Media of Arab educational thought / Ibn Khaldun	=	2	December 3
=	=	A younger son	=	2	December 4
=	=	Al-Ghazali	=	2	January 1
=	=	Modern Education / Jean-Jacques Rousseau	=	2	January 2
=	=	John Dewey	=	2	February 1
=	=	Social basis	=	2	February 2
=	=	The relationship of education with society	=	2	February 3
=	=	The relationship of education to the environment	=	2	February 4
=	=	Congenital education	=	2	The application period is (45) days from 3/1/2024 until 4/15/2024.
=	=	Health education	=	2	April 3
=	=	Family education	=	2	April 4

=	=	Economic basis	=	2	May 1
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11. Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

The degree is distributed through several channels:

1- Formative (formative) assessment through daily exams, observing and following up on the student's performance in class discussions and homework assignments, and classroom evaluation. Her grade does not exceed 20% of the total.

2- Diagnostic evaluation of the semester and final exams to issue judgments of success and failure. This grade is 80% and is divided into (4) exams for each semester, two exams, to extract the annual endeavor before entering the final exams.

12. Learning and teaching resources

Foundations of education	Required textbooks (methodology, if any)
Books on history, sociology, and economics	Main references (sources)
Educational philosophies-Educational meeting	Recommended supporting books and references (scientific journals, reports...)
Educational and psychological websites	Electronic references, Internet sites

Course description form

1. Course name	
Educational psychology,	
2. Course code	
first stage	
3. Semester/year	
Year 2024-2025	
4. The date this description was prepared	
18/9/2024	
5. Available forms of attendance	
Attend my class + electronic class on Google Class Room will be a support class for the attendance class and according to the controls 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 (if more	
Name: M. M. Saood Rajab Hassan Email saood.r@tu.edu.iq	
From a name mentioned)	
8. Course objectives	
<p>The curriculum aims to prepare students to practice the teaching profession by learning about:</p> <ol style="list-style-type: none"> 1- Learn about 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. 	<p>Objectives of the study subject</p>
9. Teaching and learning strategies	
<p>The standard method (giving lectures).</p> <ol style="list-style-type: none"> 1 - Lecture method. 2 - The method of discussion and interrogation. 3 - Brainstorming method. 	<p>The strategy</p>

10. Course structure: The study began on 9/17/2024 and ends on 5/19/2025, the start date of final exams.

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Class performance and exams	Lecture method	Definition of educational psychology		2	November 1
Class performance and exams	Discussion and questioning	Educational psychology stage		2	November 2
Class performance and exams	Discussion and questioning	Arab Islamic philosophy		2	November 3
Class performance and exams	Brainstorming	Modern philosophy		2	November 4
Class performance and exams	Discussion and questioning	Definition of psychology, its goals and importance		2	December 1
Class performance and exams	Discussion and questioning	Trends of psychology		2	December 2
Class performance and exams	Discussion and questioning	Branches of psychology		2	December 3
Class performance and exams	Discussion and questioning	Applied direction		2	December 4
Class performance	Discussion and	Behavior and the factors affecting it		2	January 1

ance and exams	questioning				
Class performance and exams	Problem Solving	The effect of genetics on behavior		2	January2
Class performance and exams	Discussion and questioning	Interaction between genetics and environment		2	January3
Class performance and exams	Discussion and questioning	Research methods in educational psychology		2	January4
Class performance and exams	Discussion and questioning	The importance of psychology in the educational process		2	February1
Class performance and exams	Discussion and questioning	Educational goals		2	February2
		Spring break		2	February3
Class performance and exams	Discussion and questioning	Factors affecting the teaching and learning process		2	February4
Class performance and exams	Discussion and questioning	Attention and sensory perception		2	March1
Class performance and exams	Discussion and questioning	Types of attention and factors affecting it		2	March2

Class performance and exams	Discussion and questioning	Sensory perception		2	March3
Class performance and exams	Discussion and questioning	Factors affecting sensory perception		2	March4
Class performance and exams	Discussion and questioning	Learning theories (conditional learning theory)		2	April1
Class performance and exams	Discussion and questioning	Clairvoyance theory		2	April2
Class performance and exams	Discussion and questioning	Transfer learning effect		2	April3
Class performance and exams	Discussion and questioning	Types of transition		2	April4
Class performance and exams	Discussion and questioning	How to benefit from transfer in the learning process		2	May1
Class performance and exams	Discussion and questioning	Feedback		2	May2
Class performance and exams	Discussion and questioning	Types of feedback		2	May3
		review		2	May4

11. Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

The degree is distributed through several channels:

1- Formative (formative) assessment through daily exams, observing and following up on the student's performance in class discussions and homework assignments, and classroom evaluation. Her grade does not exceed 20% of the total.

2- Diagnostic evaluation of the semester and final exams to issue judgments of success and failure. This grade is 80% and is divided into (4) exams, each semester with two exams, to extract the annual endeavor before entering the final exams.

12. Learning and teaching resources

Educational Psychology, written by Dr. Raouf Mahmoud Al-Qaisi.

Required textbooks
(methodology, if any)

1 - Educational Psychology Dr. Fouad Abu Hatab.

2 -Educational Psychology Dr.Rashid Marzouq Rashid.

3 -Educational Psychology Dr. Hanaa Hussein Al-Felfali.

Main references (sources)

Access to everything that is current and published in peer-reviewed scientific journals

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

<http://www.alkutubcafe.com/book/83rjar.html>

Electronic references, Internet sites

Course description form

1. Course name	
Measurement and evaluation for the	
2. Course code	
fourth stage	
3. Semester/year	
Year 2024-2025	
4. The date this description was prepared	
18/9/2024	
5. Available forms of attendance	
Attend my class + electronic class on Google class room will be a supporting class for the in-person class according to the controls 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 (if more	
Name: M. M. Saood Rajab Hassan Email saood.r@tu.edu.iq	
From a name mentioned)	
8. Course objectives	
The curriculum aims to prepare students to practice the teaching profession by learning about: 1- Many concepts and terms, including measurement, testing, and evaluation. 2- Types of achievement tests, how they are formulated, and their advantages and disadvantages. 3- Providing the Ministry of Education with staff specialized in educational guidance in secondary schools.	Objectives of the study subject
9. Teaching and learning strategies	
The standard method (giving lectures). _ Method of discussion and interrogation Method of solving problems.	The strategy

10. Course structure: The study began on 9/17/2024 and ends on 5/19/2025, the start date of final exams.

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Class performance and exams	Discussion and questioning	An overview of the development of evaluation and measurement		2	September -3
Class performance and exams	Discussion and questioning	Concepts of evaluation, measurement, and testing and the relationship between them		2	September 4
Class performance and exams	Discussion and questioning	The importance of evaluation and measurement in the educational process		2	October-1
Class performance and exams	Discussion and questioning	Types of educational calendar		2	October-2
Class performance and exams	Discussion and questioning	An overview of the development of evaluation		2	October-3

		and measureme nt			
Class perform ance and exams	Discussio n and questioni ng	Types of educational calendar		2	October-4
Class perform ance and exams	Discussio n and questioni ng	Achievemen t tests set by the teacher		2	November 1
Class perform ance and exams	Discussio n and questioni ng	Test map		2	November 2
Class perform ance and exams	Discussio n and questioni ng	Essay tests		2	November 3
Class perform ance and exams	Discussio n and questioni ng	Short answer tests		2	November 4
Class perform ance and exams	Discussio n and questioni ng	Performanc e tests		2	December 1
Class perform ance and exams	Discussio n and questioni ng	Objective tests		2	December 2
Class perform ance and exams	Discussio n and questioni ng	Objective tests		2	December 3
Class perform ance and exams	Discussio n and questioni ng	Analyze and improve test items		2	December 4
2					January 1

		Spring break from 1/14/2024 until 1/28/2024			January 2
Class performance and exams	Discussion and questioning	Ease factor		2	February 1
2					February 2
Class performance and exams	Discussion and questioning	Discrimination coefficient		2	February 3
Class performance and exams	Discussion and questioning	Good test specifications		2	February 4
					The application period is (45) days from 3/1/2024 until 4/15/2024.
Class performance and exams	Discussion and questioning	Consistency		2	April 3
Class performance and exams	Discussion and questioning	Objectivity and comprehensiveness		2	April 4
Class performance and exams	Discussion and questioning	Improving some non-test evaluatio		2	Mays1

		n methods			
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11. Course evaluation	
<p>Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.</p> <p>The degree is distributed through several channels:</p> <p>1- Formative (formative) assessment through daily exams, observing and following up on the student's performance in class discussions and homework assignments, and classroom evaluation. This grade does not exceed 20% of the total.</p> <p>2- Diagnostic evaluation of the semester and final exams to issue judgments of success and failure. This grade is 80% and is divided into (4) exams for each semester, two exams, to extract the annual endeavor before entering the final exams.</p>	
12. Learning and teaching resources	
Evaluation and Measurement, written by Mustafa Mahmoud Al-Imam and others.	Required textbooks (methodology, if any)
<p>- Evaluation and measurement in education and psychology, Sami Melhem, 2000.</p> <p>2- Measurement and Evaluation in Education, Touma George Al-Khoury, 2008.</p> <p>3- Educational measurement and evaluation in the teaching process, Salah El-Din Mahmoud Allam, 2007.</p>	Main references (sources)
Access to everything recent and published in peer-reviewed scientific journals	Recommended supporting books and references (scientific journals, reports...)
http://www.alkutubcafe.com/book/83rjar.html	Electronic references, Internet sites

Course Description Form

1. Course Name	
Educational psychology -	
2. Course Code	
first stage	
3. Semester/ Year	
Year 2024-2025	
4. Date of preparation of this description	
18/9/2025	
5. Available Attendance Forms	
Classroom attendance + electronic class on googleclass room will be a supporting class for the attendance class and with an Ikmahvq link according to the controls and instructions of the Ministry of Higher Education and Scientific Research .	
6. Number of credit hours (total) / number of units (total))	
2 hours per week = 60 hours / units 2 units	
7. Course Administrator Name (if more	
Name: Eng. Eng. Nour Firas Abdul Karim Email: noor.firas@tu.edu.iq	
From a name that mentions)	
8. Course Objectives	
Course Objectives	<p>The curriculum aims to prepare students to practice the teaching profession by identifying:</p> <ol style="list-style-type: none"> 1- Identify educational psychology, style, motivation, 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.
9. Teaching and learning strategies	

Strategy	Standard method (lecturing) . 1 - The method of the lecture. 2 - The way of discussion and interrogation. 3 - Brainstorming method.				
10. Course Structure: The study started on 1/11/2024and ends on 19/5/2025, the date of the start of the final exams					
The week	Hours	Required Learning Outcome s	Unit or subject name	Learning method	Evaluation method
November 1	2		Definition of educational psychology	Lecture method	Classroom performance and exams
November 2	2		Educational Psychology Relay	Discussion and questioning	Classroom performance and exams
November 3	2		Arab-Islamic philosophy	Discussion and questioning	Classroom performance and exams
November 4	2		Modern philosophy	Brainstorming	Classroom performance and exams
December 1	2		Definition of psychology, its objectives and importance	Discussion and questioning	Classroom performance and exams
December 2	2		Psychology tread	Discussion and questioning	Classroom performance and exams
December 3	2		Branches of psychology	Discussion and questioning	Classroom performance and exams
December 4	2		Applied direction	Discussion and questioning	Classroom performance and exams
January 1	2		Behavior and factors	Discussion and	Classroom performance

			affecting it	questioning	e and exams
January 2	2		The effect of genetics on behavior	Problem solving	Classroom performance and exams
January 3	2		The interaction between genetics and the environment	Discussion and questioning	Classroom performance and exams
January 4	2		Research Methods in Educational Psychology	Discussion and questioning	Classroom performance and exams
February 1	2		The importance of psychology in the educational process	Discussion and questioning	Classroom performance and exams
February 2	2		Educational Objectives	Discussion and questioning	Classroom performance and exams
February 3	2		Spring break		
February 4	2		Factors affecting the teaching and learning process	Discussion and questioning	Classroom performance and exams
March 1	2		Attention and sensory perception	Discussion and questioning	Classroom performance and exams
March 2	2		Types of attention and factors affecting it	Discussion and questioning	Classroom performance and exams
March 3	2		Perceptual	Discussion and questioning	Classroom performance and exams
March 4	2		Factors	Discussion	Classroom

			affecting sensory perception	and questioning	performance and exams
April 1	2		Learning theories (Conditional Learning Theory)	Discussion and questioning	Classroom performance and exams
April 2	2		Foresight theory	Discussion and questioning	Classroom performance and exams
April 3	2		Transmission of the impact of learning	Discussion and questioning	Classroom performance and exams
April 4	2		Types of transition	Discussion and questioning	Classroom performance and exams
May 1	2		How to benefit from the transition in the learning process	Discussion and questioning	Classroom performance and exams
May 2	2		Feedback	Discussion and questioning	Classroom performance and exams
May 3	2		Types of feedback	Discussion and questioning	Classroom performance and exams
May 4	2		Review		

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 grade is distributed through several channels:

1 - Structural evaluation (formative) daily exams, and note the student's performance in classroom discussions and homework and follow-up, and classroom calendar, and these do not exceed the degree of the total 20%

2 - Diagnostic evaluation of the semester and final exams to issue the provisions of success and failure, and this degree of 80% divided into (4) exams for each semester two exams, to extract the annual quest before entering the final exams.

12. Learning and Teaching Resources

Required textbooks (methodology, if any))	Educational Psychology authored by Dr. Raouf Mahmoud Al-Qaisi.
Main references (sources))	1 - Educational Psychology Dr. Fouad Abu Hatab . 2 – Educational Psychology d. Rashid Marzouq Rashid. 3 - Educational psychology d. Hana Hussein Al-Falfili.
Recommended supporting books and references (scientific journals, reports...)	See all that is modern and published in refereed scientific journals
Electronic References, Websites	http://www.alkutubcafe.com/book/83rjar.html

Course Description Form

1. Course Name
Counseling and mental health
2. Course Code
3. Semester/ Year
Year 2024-2025
4. Date of preparation of this description
18/9/2024
5. Available Attendance Forms
Classroom attendance + electronic class on https://classroom.google.com/c/NzM1MjU2MzMzMzMyMDAz?cjc=7r6qy77 be a supportive class for the attendance class and with an Ikmahvq link according to the controls and instructions of the Ministry of Higher Education and Scientific Research .
6. Number of credit hours (total) / number of units (total))
2 hours per week = 60 hours / units 2 units
7. Course Administrator Name (if more
Name: Eng. Eng. Nour Firas Abdul Karim Email: noor.firas@tu.edu.iq
From a name that mentions)
8. Course Objectives

Course Objectives	<p>The curriculum aims to prepare students to practice the teaching profession by identifying:</p> <ol style="list-style-type: none"> 1- Identify educational guidance and counseling, its origin and development. 2- Identify the justifications and functions of guidance. 3- Statement of the foundations of philosophical guidance and guidance. 4 – Identify the information necessary for psychological counseling operations. 5 – Identify the guidance and educational guidance in the school. 6- Identify normal behavior and abnormal behavior. 7- Identify mental and psychological disorders 8- Identify adaptation and compatibility and the relationship between them.
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9. Teaching and learning strategies

Strategy	<p>Standard method (lecturing) .</p> <ol style="list-style-type: none"> 1 – The method of the lecture. 2 – The way of discussion and interrogation. 3 – Brainstorming method.
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10. Course Structure: The study started on 16/9/2024 and ends on 19/5/2025, the start date of the final exams

The week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
November 1	2		Definition of psychology and educational counseling - the	Lecture method	Classroom performance and exams

			emergence and development of educational counseling		
November 2	2		Justifications and functions of counseling	Discussion and questioning	Classroom performance and exams
November 3	2		The relationship between counseling and other sciences	Discussion and questioning	Classroom performance and exams
November 4	2		Foundations of guidance and counseling	Brainstorming	Classroom performance and exams
December 1	2		Areas of psychological counseling	Discussion and questioning	Classroom performance and exams
December 2	2		Theories of guidance and counseling	Discussion and questioning	Classroom performance and exams
December 3	2		Spring break	Discussion and questioning	Classroom performance and exams
December 4	2		Information necessary for psychological counseling operations	Discussion and questioning	Classroom performance and exams

January 1	2		Case study, conditions, advantages, disadvantages	Discussion and questioning	Classroom performance and exams
January 2	2		Cumulative record, advantages, disadvantages, uses	Problem solving	Classroom performance and exams
January 3	2		CV, types of biography, advantages of biography, disadvantages	Discussion and questioning	Classroom performance and exams
January 4	2		Tests and metrics, their advantages, disadvantages	Discussion and questioning	Classroom performance and exams
February 1	2		Observation, interview	Discussion and questioning	Classroom performance and exams
February 2	2		Educational guidance and guidance in the school, the functions of the teacher counselor, his advantages, functions and preparation	Discussion and questioning	Classroom performance and exams
February 3	2		The role of parent-teacher councils in the educational guidance process		

February 4	2		Meaning of mental health, concepts associated with mental health	Discussion and questioning	Classroom performance and exams
March 1	2		The relationship of mental health with other sciences	Discussion and questioning	Classroom performance and exams
March 2	2		The normal person and the abnormal person - the standards of normal personality and abnormal personality	Discussion and questioning	Classroom performance and exams
March 3	2		Healthy relationship with oneself	Discussion and questioning	Classroom performance and exams
March 4	2		Psychological crises, their meaning, causes, sources and ways to solve them	Discussion and questioning	Classroom performance and exams
April 1	2		Frustration and its types	Discussion and questioning	Classroom performance and exams
April 2	2		Psychiatric and mental disorders	Discussion and questioning	Classroom performance and exams

April 3	2		Psychological defense tricks	Discussion and questioning	Classroom performance and exams
April 4	2		The meaning of compatibility and its types	Discussion and questioning	Classroom performance and exams
May 1	2		Adaptation, compatibility and the relationship between them	Discussion and questioning	Classroom performance and exams
May 2	2		Dimensions and types of compatibility	Discussion and questioning	Classroom performance and exams
May 3	2		Characteristics of a compatible person	Discussion and questioning	Classroom performance and exams
May 4	2		Review		

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 grade is distributed through several channels:

- 1 - Structural evaluation (formative) daily exams, and note the student's performance in classroom discussions and homework and follow-up, and classroom calendar, and these do not exceed the degree of the total 20%
- 2 - Diagnostic evaluation of the semester and final exams to issue the provisions of success and failure, and this degree of 80% divided into (4) exams for each semester two exams, to extract the annual quest before entering the final exams.

12. Learning and Teaching Resources

Required textbooks (methodology, if any))	Counseling and mental health The Author: Zahran
Main references (sources))	1- Zahran, Hamid Abdel Salam, (1980), Psychological Guidance and Counseling 2- Omar, Mohamed Maher Mahmoud (1987), Interview in Counseling and Psychotherapy, 3. Al-Kafafi, Aladdin (1999), Family Counseling and Psychotherapy.

1. Course Name	
Psychology of learning	
2. Course Code	
3. Semester/ Year	
Year 2024-2025	
4. Date of preparation of this description	
18/9/2024	
5. Available Attendance Forms	
Classroom attendance + electronic class on https://classroom.google.com/c/NzQxODI5MTUzOTAx?cjc=yi3wwq3 be a supportive class for the attendance class and with a link ykgk3hs according to the controls and instructions of the Ministry of Higher Education and Scientific Research .	
6. Number of credit hours (total) / number of units (total))	
2 hours per week = 60 hours / units 2 units	
7. Course Administrator Name (if more	
Name: Eng. Nour Firas Abdel Karim Email: noor.firas@tu.edu.iq	
From a name that mentions)	
8. Course Objectives	
	The curriculum aims to prepare students to practice the teaching profession by identifying: 1- Identify the concept of teaching and learning.

	<p>2- A statement of the conditions of learning, its types and difficulties.</p> <p>3- Explaining the characteristics of the learning process.</p> <p>4 – Knowledge of the facilitating factors of the learning process (learning - practice - maturity)</p> <p>5- Explaining the nature of learning theories and their educational applications in the field of learning.</p>
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9. Teaching and learning strategies

Strategy	<p>1 – The method of the lecture.</p> <p>2 – The way of discussion and interrogation.</p> <p>3 – How to solve problems.</p>
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10. Course Structure: The study started on 1/11/2024 and ends on 19/5/2025, the date of the start of the final exams

The week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
November 1	2		The meaning of learning - its concept - characteristics - similarities and differences between teaching and learning	Lecture method	Classroom performance and exams
November 2	2		Education is a process of remembering and education is training the mind and modifying behavior	Brainstorming	Classroom performance and exams

November 3	2		Characteristics of the learning process, types of learning	Discussion and questioning	Classroom performance and exams
November 4	2		Basic concepts in learning - stimulus - response reinforcement - disappearance of response	Problem solving	Classroom performance and exams
December 1	2		Motivation (theories of relational and cognitive motivation)	Discussion and questioning	Classroom performance and exams
December 2	2		Humanistic theories (psychoanalytic theory)	Discussion and questioning	Classroom performance and exams
December 3	2		Practice (methods and conditions)	Discussion and questioning	Classroom performance and exams
December 4	2		Maturity (the importance of maturity and the definition of maturity)	Discussion and questioning	Classroom performance and exams
January 1	2		Learning Outcomes (Mental Skills)	Discussion and questioning	Classroom performance and exams
January 2	2		Cognitive and cognitive strategies	Discussion and questioning	Classroom performance and exams
January 3	2		Attitudes and trends	Discussion and questioning	Classroom performance and exams

January 4	2		Conditional learning theory Ivan Pavlov	Discussion and questioning	Classroom performance and exams
February 1	2		Trial and error learning theory (Thorndike)	Brainstorming	Classroom performance and exams
February 2	2		Skinner Action Learning Theory	Discussion and questioning	Classroom performance and exams
February 3	2		Spring break		
February 4	2		Koehler's clairvoyance learning theory	Discussion and questioning	Classroom performance and exams
March 1	2		Transmission of the impact of learning and conditions of transition	Lecture	Classroom performance and exams
March 2	2		Learning Disabilities	Discussion and questioning	Classroom performance and exams
March 3	2		Types of learning disabilities	Discussion and questioning	Classroom performance and exams
March 4	2		Generalized manifestations of learning difficulties	Discussion and questioning	Classroom performance and exams
April 1	2		Self-learning	Brainstorming	Classroom performance and exams
April 2	2		Principles of self-learning	Discussion and questioning	Classroom performance and exams
April 3	2		Self-learning attributes	Discussion and questioning	Classroom performance and exams
April 4	2		Justifications for self-learning	Discussion and questioning	Classroom performance and exams

May 1	2		Self-learning skills	Dialogue method	Classroom performance and exams
May 2	2		Self-learning strategies	Discussion and questioning	Classroom performance and exams
May 3	2		Self-learning practices	Discussion and questioning	Classroom performance and exams
May 4	2		Review		

Course Description Form

11. Course Evaluation	
<p>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</p> <p>The grade is distributed through several channels:</p> <p>1 - Structural evaluation (formative) daily exams, and note the student's performance in classroom discussions and homework and follow-up, and classroom calendar, and these do not exceed the degree of the total 20%</p> <p>2 - Diagnostic evaluation of the semester and final exams to issue the provisions of success and failure, and this degree of 80% divided into (4) exams for each semester two exams, to extract the annual quest before entering the final exams.</p>	
12. Learning and Teaching Resources	
Required textbooks (methodology, if any))	The psychology of learning and teaching, theoretical and applied foundations, Author: Prof. Dr. Sami Mohamed Melhem.
Main references (sources))	<p>1 - The basics of classroom learning for classroom education Author: Robert Gagnier translated by Muhammad Khawaldeh.</p> <p>2 - psychology of learning theories - cognitive processes - mental abilities, author: Awatef Muhammad.</p>

Course Description Form

1. Course name /	
ndam: Fundamentals of Education entals of Education	
esolution code	
st Stage	
emester/	
r 2024 - 2025	
he date this description was prepared	
A18/9/2024	
available forms of attendance: Class lectures	
umber of study hours (total) / 60 hours. Number of units (total) 4	
7. Name of the course administrator	
M. fouaad Hameed Majeed	fouaad.majeed@tu.edu.iq
course objectives	
Objectives of the study subject	<p>1. It aims to make students know the general foundations and principles on which education is based by reviewing a group of foundations such as the historical, social, economic and scientific foundations.</p> <p>3- Developing values in Arab and Islamic education. Teaching female students the skills of researching education throughout history .</p>
9. Teaching and learning strategies	
ategy	<p>The standard method (giving lectures) . Text method . Lecture, discussion, interrogation Evaluation methods Written tests</p>

Course evaluation

50 marks for the annual endeavor, 25 marks for each semester, divided as follows:

20 marks for the written exam

5 marks per day, distributed among daily exams or reports

marks for end-of-year exam

Learning and teaching resources

Required prescribed books	Principles of education
Main references (sources)	Books on history, sociology, and economics - the family in Islam
Recommended books and references (scientific journals, reports,...)	Educational philosophies - educational sociology
B - Electronic references, Internet sites...	Educational and psychological websites

13. Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives:

- 2- Making students know the principles of education.
- 3- Make students understand the historical basis of education.
- 4- Make students distinguish the importance of the social basis.
- 5- Make students know the impact of education on economics and development.
- 6- Make students understand the role of science in education.
- 7- They know the educational systems.

B- The skills objectives of the course:

- 1- Developing scientific thinking.
- 3- Developing the student's historical skills.
- 4- Developing scientific criticism skills.

C- Emotional and value goals:

- 1- Knowledge of the Mesopotamian civilization.
- 2- Developing social sense.
- 3- Urging students to achieve.

D - Transferable general and qualifying skills (other skills related to employability and personal development).

14- Course development plan

Developing the academic material according to the annual plan to update the academic programs approved in the college, through workshops, seminars, and conferences, and benefiting from their recommendations.

Course Description Form

1. Course Name:	
Environmental education	
2. Course Code:	
first	
3. Semester / Year:	
2023/2024	
4. Description Preparation Date:	
25/2/2024	
5. Available Attendance Forms:	
Teaching in person with the creation of an electronic class via the Google Classroom platform, which will be a supporting class for the in-person class according to the controls and instructions of the Ministry of Higher Education and Scientific Research.	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours / 2 units	
7. Course administrator's name Name; M.M Akeema Abdlhamid Khalil email; a.khaleel@tu.edu.i	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none">• Providing students with educational and psychological knowledge and teaching them modern principles and methods and topics that environmental education focuses and is interested in• Providing students with experiences and the results of local and international research and studies regarding environmental education• Training female students to write researches and reports and summarize theoretical and applied ideas

9. Teaching and Learning Strategies

Strategy

- Applying various teaching methods, including:
- The standard method (giving lectures).
 - Method of discussion.
 - Cooperative learning method.

10. Course Structure

Week	Week	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	For the student to learn about the general meaning of environmental education, the most important concepts and characteristics of environmental education, what is environmental awareness, how to integrate it into school curricula, what is the role of visual and audio media, and what is the role of education in environmental awareness.	The concept of environmental education, its philosophy, the most important philosophical foundations, and man's relationship with the environment	Explanation and discussion	Class performance and exams
2	2		Characteristics of environmental education, its goals and importance, and what are the methods and methods of environmental education	Explanation and discussion	Class performance and exams
3	2		The concept of environmental awareness, its levels, and how to achieve awareness	Explanation and discussion	Class performance and exams

	2		The concept of environmental awareness, its levels, and how to achieve awareness	Explanation and discussion	Class performance and exams
5	2		Environmental education in school curricula and educational systems	Explanation and discussion	Class performance and exams
6	2		What is the integrative method of education with academic subjects?	Explanation and discussion	Class performance and exams
7	2		Environmental education approaches in school curricula and the characteristics and advantages of the integrative approach	Explanation and discussion	Class performance and exams
8	2		Concepts of the environment and its components, the Holy Quran and environmental education	Explanation and discussion	Class performance and exams
9	2		Environmental Islamic heritage	Explanation and discussion	Class performance and exams
10	2		Philosophical dimensions of environmental education	Explanation and discussion	Class performance and exams

11	2		The role of visual and audio media	Explanation and discussion	Class performance and exams
12	2		Factors for the success of environmental media	Explanation and discussion	Class performance and exams
13	2		The concept and problems of environmental pollution	Explanation and discussion	Class performance and exams
14	2		The role of education in environmental awareness	Explanation and discussion	Class performance and exams
15	2		The role of the state in protecting the environment	Explanation and discussion	Class performance and exams
16	2		The role of the family in environmental awareness	Explanation and discussion	Class performance and exams
17	2		Sanitary disposal of waste anti pollution	Explanation and discussion	Class performance and exams

18	2		The role of the university in environmental awareness	Explanation and discussion	Class performance and exams
19	2		University functions in society	Explanation and discussion	Class performance and exams
20	2		Educational and environmental protection media	Explanation and discussion	Class performance and exams
21	2		Environmental education in Islam	Explanation and discussion	Class performance and exams
22	2		The concept of environment in Islam	Explanation and discussion	Class performance and exams
23	2		Islam and environmental education	Explanation and discussion	Class performance and exams
24	2		The Holy Quran and environmental education	Explanation and discussion	Class performance and exams

25	2		The Sunnah of the Prophet and environmental education	Explanation and discussion	Class performance and exams
26	2		Environmental educational philosophy	Explanation and discussion	Class performance and exams
27	2		Philosophical dimensions of environmental education	Explanation and discussion	Class performance and exams
28	2		Definition of media	Explanation and discussion	Class performance and exams
29	2		Educational sources, references and appendices	Explanation and discussion	Class performance and exams
30	2		General review and problem solving	Explanation and discussion	Class performance and exams

11. Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

The degree is distributed through several channels:

First semester exam of 20 marks (and 5 marks for report and participation by the female students)

A second semester exam of 20 marks and 5 marks for classroom participation and interaction

A final exam of 50 marks and the final total equals 100 marks

12. Learning and teaching resources

Required textbooks (methodology, if any)	1- Razzaq, Kamal (2007) The role of the state in protecting the environment. Al-Baheth Magazine 2- Rabie, Adel Mishaan (2009) Environmental Awareness, Arab Community Library for Publishing and Distribution, Amman - Jordan, first Arabic edition. 3- Shehata Hassan (2000) Environment and Pollution, Cairo.
Main references (sources)	

Recommended supporting books and references (scientific journals, reports...)	1- Nazmi, Khalil (1990): The wonders of living organisms in precious Islamic manuscripts, a collection of articles published in Al Khaleej newspaper, Abu Dhabi. 2- Miraculous Verses from the Holy Qur'an and the World of Girls, Al-Nour Library, Cairo (2002) 3- Wafaa, Salama (1998), Environmental Education for Kindergarten Children (PhD thesis), Dar Al-Fikr Al-Arabi, Cairo.
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Electronic references, Internet sites	1-Internet website: https://hyatok.com/ 2- The importance of developing environmental awareness and how to achieve it http://www.saaid.net/Doat/arrad/65.htm .
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Course Description Form

1. Course Name:					
Child Education					
2. Course Code:					
3. Semester / Year:					
2024/2025					
4. Description Preparation Date:					
18/9/2024					
5. Available Attendance Forms:					
Teaching in person with the creation of an electronic class via the (Google Classroom) platform, which will be a supporting class for the in-person class according to the controls and instructions of the Ministry of Higher Education and Scientific Research.					
6. Number of Credit Hours (Total) / Number of Units (Total)					
60 hours / 2 units					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst. Dr. Akeema Abdel Hamid Khaleel Email: a.khaleel@tu.edu.iq					
8. Course Objectives					
Objectives of the study material					
The student learns about child rearing. Preparing a generation of college graduates to teach in the intermediate and secondary stages. Providing students with knowledge and science to meet the requirements of life and its development, and benefit from learning experiences and transfer them to the environment.					
9. Teaching and Learning Strategies					
Strategy	Applying various teaching methods, including: -The standard method (giving lectures). -The discussion method. -The cooperative learning method.				
10. Course Structure					
	Hours	Required Learning			Evaluation

Week		Outcomes	Unit or subject name	Learning method	method
the first	2	The student learns about the roles of the child's life The importance of childhood The embryonic stage The cradle stage And methods of moral upbringing And social growth	The roles of the child's life	Explanation and discussion	Class performance and tests
the second	2		Childhood stages The embryonic stage	Explanation and discussion	Class performance and tests
The third			Development of the embryonic stage Factors affecting the growth and development of the fetus	Explanation and discussion	Class performance and tests
The fourth			Breastfeeding stage Physical growth Height, weight	Explanation and discussion	Class performance and tests
fifth			Educational applications about the child from birth to one year old	Explanation and discussion	Class performance and tests
sixth			Pre-school stage Physical, motor	Explanation and discussion	Class performance and tests

seventh			Social growth The relationship of the child with his parents and its impact In social development	Explanation and discussion	Class performance and tests
eighth			Play in children The importance of play Children's imagination	Explanation and discussion	Class performance and tests
ninth			Helping the child to grow Eating habits Guiding the child to depend on himself	Explanation and discussion	Class performance and tests
Tenth			The effect of heredity and the environment on the child during early childhood	Explanation and discussion	Class performance and tests
eleventh			Late childhood	Explanation and discussion	Class performance and tests
Twelfth			Physical growth Motor development	Explanation and discussion	Class performance and tests
Thirteenth			Mental growth - perception and concept formation Intelligence - thinking	Explanation and discussion	Class performance and tests

fourteenth			Emotional growth Children's emotions Fear - anxiety - anger -Jealousy	Explanation and discussion	Class performance and tests
Fifteenth			Social Development Child's Relationship with Parents Child's Relationship with Siblings	Explanation and discussion	Class performance and tests
		Spring break from 5/1/2025 to 19/1/2025		Explanation and discussion	Class performance and tests
sixteenth			Physical Activity for 6-7-8 Years Old	Explanation and discussion	Class performance and tests
seventeenth			Eyes and Hands for 6-7-8 Years Old	Explanation and discussion	Class performance and tests
eighteenth			Emotional Attitudes for 6-7-8 Years Old	Explanation and discussion	Class performance and tests
nineteenth			Fears for 6-7-9 Years Old	Explanation and discussion	Class performance and tests

The twentieth			Gender for 6-7-8 Years Old	Explanation and discussion	Class performance and tests
Twenty one			Language and Thought for 6-7-8 Years Old	Explanation and discussion	Class performance and tests
twenty two			Characteristics of late childhood and its development from 9-12 years	Explanation and discussion	Class performance and tests
twenty third			Problems faced by children in late childhood	Explanation and discussion	Class performance and tests
twenty fourth			Gifted children Shortening school years	Explanation and discussion	Class performance and tests
Twenty fifth			Culturally deprived children Behavior of culturally deprived	Explanation and discussion	Class performance and tests
twenty -sixth			Juvenile delinquency Causes of delinquency Individual interpretation	Explanation and discussion	Class performance and tests

Twent y- sevent h			Social factors Family factors	Explanation and discussion	Class performance and tests
Twent y- eighth			Family size Juvenile order in the family	Explanation and discussion	Class performance and tests

Course Description Form

1. Course Name:	
Environmental Education	
2. Course Code:	
first	
3. Semester / Year:	
2024/2025	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms:	
Teaching in person with the creation of an electronic class via the (Google Classroom) platform, which will be a supporting class for the in-person class according to the controls and instructions of the Ministry of Higher Education and Scientific Research.	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours / 2 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Dr. Akeema Abdel Hamid Khalil Email: akeema.a.khaleel@tu.edu.iq	
8. Course Objectives	
<p>. Knowing the concept of continuing education and its methods and how to employ them to achieve psychological, educational and social compatibility for students.</p> <p>Preparing a generation of college graduates to teach in the intermediate and secondary stages.</p> <p>Providing students with knowledge and science to meet the requirements of life and its development, and benefit from learning experiences and transfer them to the environment.</p>	
9. Teaching and Learning Strategies	

Strategy	Applying various teaching methods, including: -The standard method (giving lectures). -The discussion method. -The cooperative learning method.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	2	. The student should know the general meaning of continuing education and the most important concepts and characteristics of education and teaching, what are its goals and principles, what are the Arab philosophy and strategies, and what are the methods of continuing education such as (programmed education, educational bags, educational television, educational radio, computer education)	Continuing Education Concept	Explanation and discussion	Class performance and tests
the second	2		Characteristics of Continuing Education	Explanation and discussion	Class performance and tests

The third			Goals of Continuing Education Principles of Continuing Education	Explanation and discussion	Class performance and tests
The fourth			Importance of Continuing Education Characteristics of Continuing Education	Explanation and discussion	Class performance and tests
fifth			Requirements of Continuing Education	Explanation and discussion	Class performance and tests
sixth			Beneficiaries of Continuing Education	Explanation and discussion	Class performance and tests
seventh			The Role of the University in Continuing Education	Explanation and discussion	Class performance and tests
eighth			Justifications for Adopting the Philosophy of Continuing Education	Explanation and discussion	Class performance and tests
ninth			Features of the Arab strategy for adopting the philosophy of continuing education	Explanation and discussion	Class performance and tests

Tenth			Trends of modern countries in continuing education	Explanation and discussion	Class performance and tests
eleventh			Trends of Arab countries in continuing education	Explanation and discussion	Class performance and tests
Twelfth			Studies that dealt with continuing education and education	Explanation and discussion	Class performance and tests
Thirteenth			Methods of continuing education Blended education	Explanation and discussion	Class performance and tests
fourteenth			Methods of continuing education Educational packages	Explanation and discussion	Class performance and tests
Fifteenth			Methods of continuing education Educational packages	Explanation and discussion	Class performance and tests
		Spring break from 5/1/2025 to 19/1/2025		Explanation and discussion	Class performance and tests

sixteenth			Educational methods Continuous Educational TV	Explanation and discussion	Class performance and tests
seventeenth			Continuing Education Methods Educational Radio	Explanation and discussion	Class performance and tests
eighteenth			Continuing Education Methods Correspondence Education	Explanation and discussion	Class performance and tests
nineteenth			Continuing Education Methods Distance Education	Explanation and discussion	Class performance and tests
The twentieth			Continuing Learning Methods Open Education	Explanation and discussion	Class performance and tests
Twenty one			Continuing Learning Methods Computer Education (E-Learning)	Explanation and discussion	Class performance and tests
twenty two			Foundations of Continuing Education Goals of Continuing Education	Explanation and discussion	Class performance and tests

twenty third			Requirements of Continuing Education	Explanation and discussion	Class performance and tests
twenty fourth			Justifications for Education Continuing	Explanation and discussion	Class performance and tests
Twenty fifth			Advantages and Obstacles to Continuing Education	Explanation and discussion	Class performance and tests
twenty -sixth			Studies that addressed continuing education and learning	Explanation and discussion	Class performance and tests
Twenty y-seventh h			Examples of Studies that addressed continuing education and learning	Explanation and discussion	Class performance and tests
Twenty y-eighth			Factors that helped to adopt the philosophy	Explanation and discussion	Class performance and tests
Twenty y_ninth			General Comment on Studies that addressed continuing education and learning	Explanation and discussion	Class performance and tests

thirty			Review and Problem Solving	Explanation and discussion	Class performance and tests
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11. Course Evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc.

First semester exam of 20 points (and 5 points for a report and participation by the students)

Second semester exam of 20 points and 5 points for participation and class interaction

Final exam of 50 points and the final total equals 100 points.

12. Learning and teaching resources

The prescribed textbook

Main references (sources)

Ibrahim Ismat Mutawa: Educational renewal, Arab and international papers, Cairo, Dar Al Fikr Al Arabi, 1997

Abdul Rahman bin Muhammad Abu Ammah: Higher education in Britain - Arab Bureau of Education for the Gulf States - Riyadh - Saudi Arabia 2000

Muhammad Wajih Al-Sawi: Distance education, goals and means - The first Ninth Arab National Conference, the center for developing university education - Distance university education - A future vision - December 17

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

Alia Abdul Ghani Al-Jundi, Zakaria Yahya: Obstacles to applied programs for continuing education in some centers, community service and continuing education in the Kingdom of Saudi Arabia - Educational Magazine - Kuwait University - Kuwait - Volume 8 - Issue 30, 1994

Othman Labib Faraj: The Open University Project in the United Kingdom - Modern Education Magazine, Issue 3, 1972

Electronic references, Internet sites

Internet site

Course description form

1. Course name	
Foundations of education for the	
Course code	
t stage	
Semester/year	
2024/2025	
The date this description was prepared	
18/9/2024	
5. Available forms of attendance	
Attend my class + electronic class on google classroom It will be a supporting class for the attendance class according to the controls and instructions of the Ministry of Higher Education and Scientific Research	
Number of study hours (total) / number of units (total)	
hours per week = 60 hours / units 2 units	
7. Name of the course administrator (if more than one name is mentioned)	
Name: M. Liqaa Muhammad Saleh Marei Hassan Email: liqaasalih@tu.edu.iq	
Course objectives	
1. It aims to make students know the general foundations and principles on which education is based by reviewing a group of foundations such as the historical, social, economic and	Objectives of the study subject

<p>scientific foundations.</p> <p>2. Developing values in Arab and Islamic education</p> <p>3. Teaching female students the skills of researching education throughout history</p>	
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teaching and learning strategies

<p>Standard method (lectures)</p> <ul style="list-style-type: none"> • Method of discussion and interrogation • Method of solving problems 	strategy
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Course structure: The study began on 9/17/2023 and ends on 5/19/2025, the date of the start of final exams.

evaluation method	Learning method	name of the unit or topic	Required learning outcomes	Hours	Week
achievement tests	lecture and discussion	foundations of education	educational and psychological sciences	2	September -3
		meaning of education and the goals of education		2	September-4
		necessities and importance of education		2	October 1
		educational theories		2	October 2
		stages of education		2	October 3

		historical basis		2	October 4
		development of the foundations of education		2	November 1
		education in primitive societies		2	November 2
		Chinese education		2	November 3
		Confucius		2	November 4
		Islamic education		2	December 1
		education in the pre-Islamic era		2	December 2
		Education of Arab educational thought / Ibn Khaldun		2	December 3
		Younger son		2	December 4
		Ibn Khaldun		2	January 1
		Modern Education / Jean-Jacques Rousseau		2	January 2
		John Dewey		2	January 1
		philosophical basis		2	January 2
		relationship of education with society		2	January 3

		relationship of education to the environment		2	February 4
		genital education		2	application period is (45) days from 3/1/2024 until 4/15/2024.
=		Health education		2	April 3
=	=	Family education	=	2	April 4
		Economic basis		2	May 1

Course evaluation

tribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

degree is distributed through several channels:

1- Formative (formative) assessment through daily exams, observing and following up on the student's performance in class discussions and homework assignments, and classroom evaluation. Her grade does not exceed 20% of the total.

Diagnostic evaluation of the semester and final exams to issue judgments of success and failure. This grade is 80% and is divided into (4) exams for each semester, two exams, to extract the annual endeavor before entering the final exams.

Learning and teaching resources

Foundations of education

Required textbooks (methodology, if any)

Books on history, sociology, and economics

Online references (sources)

Educational philosophies-Educational meeting

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

Course description form

1. Course name	
Foundations of education for the	
Course code	
1st stage	
Semester/year	
1st year is 2023-2024	
The date this description was prepared	
15/5/2024	
Available forms of attendance	
Attend my class + electronic class on google classroom It will be a supporting class for the attendance class according to the controls and instructions of the Ministry of Higher Education and Scientific Research	
Number of study hours (total) / number of units (total)	
60 hours per week = 60 hours / units 2 units	
Name of the course administrator (if more than one name is mentioned)	
Name: M. Liqaa Muhammad Saleh Marei Hassan Email: liqaasalih@tu.edu.iq	
Course objectives	
1. It aims to make students know the general foundations and principles on which education is based by reviewing a group of foundations such as the	Objectives of the study subject

<p>historical, social, economic and scientific foundations.</p> <p>2. Developing values in Arab and Islamic education</p> <p>3. Teaching female students the skills of researching education throughout history</p>	
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Teaching and learning strategies

<p>Standard method (lectures)</p> <ul style="list-style-type: none"> • Method of discussion and interrogation • Method of solving problems 	strategy
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Course structure: The study began on 9/17/2023 and ends on 5/19/2025, the date of the start of final exams.

Assessment method	Learning method	Name of the unit or topic	Required learning outcomes	Hours	Week
achievement tests	lecture and discussion	foundations of education	educational and psychological sciences	2	September -3
		meaning of education and the goals of education		2	September-4
		necessities and importance of education		2	October 1
		educational		2	October 2

		theories			
		nds of education		2	ober 3
		torical basis		2	ober 4
		velopment of the foundations of education		2	ember 1
		ication in primitive societies		2	ember 2
		nese education		2	ember 3
		ek		2	ember 4
		b Islamic education		2	ember 1
		ication in the pre-Islamic era		2	ember 2
		dia of Arab educational thought / Ibn Khaldun		2	ember3
		ounger son		2	ember 4
		ghazali		2	uary 1
		dern Education / Jean-Jacques Rousseau		2	uary 2
		n Dewey		2	ruary 1
		ial basis		2	ruary 2

		relationship of education with society		2	February 3
		relationship of education to the environment		2	February 4
		genital education		2	application period is (45) days from 3/1/2024 until 4/15/2024.
=		Health education		2	April 3
=	=	Family education	=	2	April 4
		Economic basis		2	May 1

Course evaluation

tribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

degree is distributed through several channels:

1- Formative (formative) assessment through daily exams, observing and following up on the student's performance in class discussions and homework assignments, and classroom evaluation. Her grade does not exceed 20% of the total.

Diagnostic evaluation of the semester and final exams to issue judgments of success and failure. This grade is 80% and is divided into (4) exams for each

semester, two exams, to extract the annual endeavor before entering the final exams.

Learning and teaching resources

Foundations of education	Required textbooks (methodology, if any)
Books on history, sociology, and economics	Online references (sources)
Educational philosophies-Educational meeting	Recommended supporting books and references (scientific journals, reports...)
Educational and psychological websites	Electronic references, Internet sites

Course description form

1. Course name	
Educational administration for the	
2. Course code	
fourth stage	
3. Semester/year	
The year is 2023-2024	
4. The date this description was prepared	
5. Available forms of attendance	
Attend my class + electronic class on google classroom It will be a supporting class for the attendance class according to the controls 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 (if more than one name is mentioned)	
Name: M. Liqaa with Muhammad Saleh Marei Hassan Email:liqaasalih@tu.edu.iq	
8. Course objectives	
Providing students with detailed information about the administrative process, including a historical overview of the emergence of	Objectives of the study subject

administration or the historical development of the administrative process, the factors affecting it, its most important elements, ancient management theories, comparing them with modern management theories, learning about the concept of management, information about educational supervision and its concept, primary education, secondary education, and the school's relationship with its surrounding environment, so that they can To raise the level of her community

9. Teaching and learning strategies

- Standard method (lectures)**
- **Method of discussion and interrogation**
 - **Method of solving problems**

The strategy

10. Course structure: The study began on 9/17/2023 and ends on 5/19/2025, the date of the start of final exams.

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Class performance and exams	Lecture method and raising questions	Management concept		2	September -3
Class performance and exams	Lecture method and raising	Management concept		2	September -4

	questions				
Class performance and exams	Lecture method and raising questions	Management concept		2	October 1
Class performance and exams	Lecture method and raising questions	Management concept		2	October 2
Class performance and exams	Lecture method and raising questions	Administratio n in the past		2	October 3
Class performance and exams	Lecture method and raising questions	Administratio n in the past		2	October 4
Class performance and exams	Lecture method and raising questions	Administratio n in the past		2	November 1
Class performance and exams	Lecture method and raising questions	Administratio n in the past		2	November 2
Class performance and exams	Lecture method and raising questions	Historical development of the administrative process		2	November 3
Class performance	Lecture method and	Historical development		2	November 4

and exams	raising questions	of the administrative process			
Class performance and exams	Lecture method and raising questions	Historical development of the administrative process		2	December 1
Class performance and exams	Lecture method and raising questions	Historical development of the administrative process		2	December 2
Class performance and exams	Lecture method and raising questions	Management definitions		2	December 3
Class performance and exams	Lecture method and raising questions	Management definitions		2	December 4
Class performance and exams	Lecture method and raising questions	Management definitions		2	January 1
Class performance and exams	Lecture method and raising questions	Management definitions		2	January 2
Class performance and exams	Lecture method and raising	Elements of the administrative		2	February 1

	questions	process			
Class performance and exams	Lecture method and raising questions	Elements of the administrative process		2	February 2
Class performance	Lecture method and raising questions	Elements of the administrative process		2	February 3
Class performance and exams	Lecture method and raising questions	Factors affecting the administrative process		2	February 4
				2	period is (45) days from 3/1/2024 until 4/15/2025 .
Factors affecting the administrative process	Class performance and exams	Lecture method and raising questions	Factors affecting the administrative process	2	April 3
Factors affecting the administrative process	Class performance and exams	Lecture method and raising questions	Factors affecting the administrative process	2	April 4
Factors affecting the administrative process	Class performance and exams	Lecture method and raising questions	Factors affecting the administrative process	2	May 1

11. Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

The degree is distributed through several channels:

1- Formative (formative) assessment through daily exams, observing and following up on the student's performance in class discussions and homework assignments, and classroom evaluation. Her grade does not exceed 20% of the total.

2- Diagnostic evaluation of the semester and final exams to issue judgments of success and failure. This grade is 80% and is divided into (4) exams for each semester, two exams, to extract the annual endeavor before entering the final exams.

12. Learning and teaching resources

The prescribed materials are collected from different books

Required textbooks (methodology, if any)

Administrative Psychology Written by: Abdul Karim Mohsen Baqir and Karim Hamza
2- Human Behavior in Administration Written by: Dr. Ali Al-Sulami
3- Educational Planning Written by: Muhammad Metwally Ghanima

Main references (sources)

Journals of educational and psychological sciences

Recommended supporting books and references (scientific journals,

	reports...)
http://www.alkutubcafe.com/book/83rjar.html	Electronic references, Internet sites

Course description form

1. Course name
Measurement and evaluation for the
2. Course code
fourth stage
3. Semester/year
Year 2024-2025
4. The date this description was prepared
18/9/2024
5. Available forms of attendance
Class attendance + an electronic class on Google Class Room that is a supporting class for the in-person class and with a link keit5w2 According to the controls 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 (if more
Name: Prof. Dr. Nabil Abdel Aziz Abdel Karim Email: nssaon@tu.edu.iq
From a name mentioned)
8. Course objectives

<p>The curriculum aims to prepare students to practice the teaching profession by learning about:</p> <ol style="list-style-type: none"> 1- Many concepts and terms, including: 2- Mental health concept. <p>2- Whether or not, its advantages and disadvantages.</p> <ol style="list-style-type: none"> 3- Adaptation of all kinds. 4- Mental, psychotic and neurological diseases 	<p>Objectives of the study subject</p>
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9. Teaching and learning strategies

<p>The standard method (giving lectures).</p> <ul style="list-style-type: none"> _ Method of discussion and interrogation - Method of solving problems. 	<p>The strategy</p>
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10. Course structure: The study began on 9/17/2024 and ends on 5/19/2025, the start date of final exams.

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Class performance and exams	Discussion and questioning	An overview of mental health		2	September -3
Class performance and exams	Discussion and questioning	Concepts of mental health and the relationship between mental and psychological		2	September 4

		cal illnesses			
Class performance and exams	Discussion and questioning	The importance of mental health in the educational process		2	October-1
Class performance and exams	Discussion and questioning	Types of mental and psychological diseases		2	October-2
Class performance and exams	Discussion and questioning	An overview of psychotic illnesses		2	October-3
Class performance and exams	Discussion and questioning	Neurological diseases		2	October-4
Class performance and exams	Discussion and questioning	Types of conflict		2	November 1
Class performance and exams	Discussion and questioning	Causes of conflict		2	November 2
Class performance and	Discussion and	Subconscious		2	November 3

nce and exams	questioning	defense mechanisms			
Class performance and exams	Discussion and questioning	Types of subliminal mechanisms		2	November 4
Class performance and exams	Discussion and questioning	Parental treatment methods		2	December 1
Class performance and exams	Discussion and questioning	Wrong educational methods		2	December 2
Class performance and exams	Discussion and questioning	The correct educational method		2	December 3
Class performance and exams	Discussion and questioning	Autism spectrum disorder		2	December 4
2					January 1
		Spring break from 1/14/2024 until 1/28/2024			January 2
Class performance and exams	Discussion and questioning	General Review		2	February 1

2					February 2
Class performance and exams	Discussion and questioning	Causes of psychological and mental illnesses		2	February 3
Class performance and exams	Discussion and questioning	Environment and genetics		2	February 4
The application period is (45) days from 3/1/2024 until 4/15/2024.					
Class performance and exams	Discussion and questioning	Types of psychological tests		2	April 3
Class performance and exams	Discussion and questioning	Objectivity and comprehensiveness		2	April 4
Class performance	Discussion of reports	Writing a report on psychological and mental illnesses		2	Mays1

11. Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

The degree is distributed through several channels:

1- Formative (formative) assessment through daily exams, observing and following up on the student's performance in class discussions and homework

assignments, and classroom evaluation. This grade does not exceed 20% of the total.

2-Diagnostic evaluation of the semester and final exams to issue judgments of success and failure. This grade is 80% and is divided into (4) exams, each semester with two exams, to extract the annual endeavor before entering the final exams.

12. Learning and teaching resources	
Mental health, written by Dr. Jamah Hussein Al-Alusi	Required textbooks (methodology, if any)
- Mental Health Sami Melhem, 2000. 2- Psychology, Dr. Ali Kamal, 1980. 3- Mental Health, Salah El-Din Mahmoud Allam, 2007.	Main references (sources)
Access to everything recent and published in peer-reviewed scientific journals	Recommended supporting books and references (scientific journals, reports...)
http://www.alkutubcafe.com/book/83rjar.html	Electronic references, Internet sites

Course description form

1. Course name

Developmental psychology For the th

2. Course code

stagesecondH

3. Semester/Year Annual

Year 2024-2025

4. The date this description was prepared

18/9/2024

5. Available forms of attendance

Attend my class + electronic class on Google Class Room is a supporting class for the in-person class and has a link [it5w2](#) According to the controls 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 (if more

Name: Prof. Bushra Khattab Omar Email: bushraalsanawi@tu.edu.iq

From a name mentioned)

8. Course objectives

<p>1- Providing female students with science and knowledge related to human development at its various age stages, from the embryonic stage to old age.</p> <p>2- Introducing and training female students on the methods and requirements of these life stages (childhood - adolescence - adulthood - old age).</p> <p>3- Preparing a generation of college graduates to teach in the middle and secondary levels.</p> <p>4- Providing female students with education and knowledge to meet the requirements of life and its development.</p>	<p>Objectives of the study subject</p>
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9. Teaching and learning strategies

<p>The standard method (giving lectures).</p> <ul style="list-style-type: none"> _ Method of discussion and interrogation - Method of solving problems. 	<p>The strategy</p>
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10. Course structure: The study began on 9/17/2024 and ends on 5/19/2025, the start date of final exams.

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Class performance and exams	Discussion and questioning	Child care in the Holy Quran		2	October-1
Class performance	Discussion and	Definition of growth/its laws/factors affecting growth/environmental		2	October the second

nce and exams	questioning	and genetic/the embryonic stage, its characteristics and requirements			
Class performance and exams	Discussion and questioning	Early, middle and late childhood / childhood problems, their causes, symptoms and ways to solve them		2	December
Class performance and exams	Discussion and questioning	Kindergarten originated from kindergarten programs		2	January
Class performance and exams	Discussion and questioning	The stage of adolescence / its meaning / stages / characteristics / problems of adolescence / ways to solve them / how a teenager adapts himself to others / how a teenager chooses a specialty and profession		2	February
Class performance and exams	Discussion and questioning	Social upbringing , its importance, upbringing institutions and theories		2	March

Class performance and exams	Discussion and questioning	Psychological development theories (Piaget's theory, Freud's theory, Bruner's theory, Kohlberg's theory, Erikson's theory)		2	March
Class performance and exams	Discussion and questioning	The stage of adulthood / its meaning / requirements / tasks / forming a family / assuming responsibilities		2	April
Class performance and exams	Discussion and questioning	The stage of aging/its requirements, characteristics, diseases, and elderly care		2	Mays

11. Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student,

such as daily preparation, daily, oral, monthly, written exams, reports, etc.

The degree is distributed through several channels:

1- Formative (formative) assessment through daily exams, observing and following up on the student’s performance in class discussions and homework assignments, and classroom evaluation. This grade does not exceed 20% of the total.

2- Diagnostic evaluation of the semester and final exams to issue judgments of success and failure. This grade is 80% and is divided into (4) exams for each semester, two exams, to extract the annual endeavor before entering the final exams.

12. Learning and teaching resources

<p>Psychology of childhood and adolescence</p> <p>Author: Jamal Hussein Al-Alusi, Umaima Ali Khan</p>	<p>Required textbooks (methodology, if any)</p>
<p>4- Developmental psychology of childhood and adolescence / Hamed Abdel Salam</p> <p>5- Developmental psychology childhood and adolescence / Muhammad Odeh Al-</p>	<p>Main references (sources)</p>
<p>Access to everything recent and published in peer-reviewed scientific journals</p>	<p>Recommended supporting books and references (scientific journals, reports...)</p>
<p>http://www.alkutubcafe.com/book/83rjar.html</p>	<p>Electronic references, Internet</p>

Course description form

1. Course name	
Baath Party crimes for the second stage	
2. Course code	
3. Semester/year	
Year 2024-2025	
4. The date this description was prepared	
18/9/2024	
5. Available forms of attendance	
Attend my class + electronic class on google classroom It will be a supporting class for the in-person class and with a link keit5w2 According to the controls and instructions of the Ministry of Higher Education and Scientific Research.	
6. Number of study hours (total) / number of units (total)	
1 hour per week = 60 hours/units 1	
7. Name of the course administrator (if more than one name is mentioned)	
Name: M.M. Hanan Mahidi Saleh Email hanan_sahel@tu.edu.iq :	
8. Course objectives	
The curriculum aims to prepare students to practice the teaching profession through familiarization with: Crimes and their types	Objectives of the study subject

9. Teaching and learning strategies					
The standard method (giving lectures). _ Method of discussion and interrogation - Method of solving problems.			The strategy		
10. Course structure: The study began on 9/17/2023 and ends on 5/19/2024, the start date of final exams.					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Class performance and exams	Discussion and questioning	Crime overview		1	September -3
Class performance and exams	Discussion and questioning	The concept of crime and its divisions		1	September 4
Class performance and exams	Discussion and questioning	Definition of crime linguistically and idiomatically.		1	October-1
Class performance and exams	Discussion and questioning	Types of international crimes		1	October-2
Class performance and exams	Discussion and questioning	Crime departments		1	October-3
Class performance and exams	Discussion and questioning	Psychological crimes		1	October-4
Class performance and exams	Discussion and questioning	Mechanisms of		1	November 1

e and exams	questioning	psychological crimes			
Class performance and exams	Discussion and questioning	Psychological effects of crimes		1	November 2
Class performance and exams	Discussion and questioning	Social crimes		1	November 3
Class performance and exams	Discussion and questioning	Pictures of human rights violations		1	November 4
Class performance and exams	Discussion and questioning	Power crimes		1	December 1
Class performance and exams	Discussion and questioning	Violations of laws		1	December 2
Class performance and exams	Discussion and questioning	Society militarized him		1	December 3
Class performance and exams	Discussion and questioning	Environmental crimes		1	December 4
1					January 1
		Spring break from 1/14/2024 until 1/28/2024			January 2
Class performance and exams	Discussion and questioning	Drying the marshes		1	February 1
1					February 2

Class performance and exams	Discussion and questioning	Resolutions of political violations		1	February 3
Class performance and exams	Discussion and questioning	Dredging orchards		1	February 4
Class performance and exams	Discussion and questioning	Destruction of cities and villages		1	April 3
Class performance and exams	Discussion and questioning	Chronological classification		1	April 4
Class performance and exams	Discussion and questioning	Military and radiation pollution		1	Mays1

11. Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

The degree is distributed through several channels:

1-Formative (formative) assessment through daily exams, observing and following up on the student's performance in class discussions and homework assignments, and classroom evaluation. This score does not exceed 20% of the total.

2- Diagnostic evaluation of semester and final exams to issue judgments of success and failure. This grade is 80%, divided into (4) exams, each semester has two exams, to complete the annual quest before entering the final exams.

12. Learning and teaching resources

The crimes of the Baath regime in Iraq

Required textbooks

	(methodology, if any)
- Crimes	Main references (sources)
Access to everything recent and published in peer-reviewed scientific journals	Recommended supporting books and references (scientific journals, reports...)
http://www.alkutubcafe.com/book/83rjar.html	Electronic references, Internet sites

Course description form

1. Name of the Course / Human rights and democracy

Course Code

Semester/year 2024

Date of description Preparation 16/2/2024

Available forms of attendance/class lectures

Number of study hours / 28

Number of units / 2

Name of the course administrator

Name : Asst.L Rawad Saeed Muhammed email : Rawad.saeed@tu.edu.iq

Course objectives

Objectives of the study subject

The goal of studying the human rights curriculum is to ensure that people's basic needs are met and to encourage freedom of opinion and expression. It may reflect the minimum standards necessary to live in dignity. Also, human rights provide the necessary protection for individuals, so ignoring them may lead to or contribute to an increase in violence.

Teaching and learning strategies

NOV 3	1		The concept of human rights	Standard method	Class performance and exams
NOV 4	1		Characteristics of human rights	Standard method	Class performance and exams
DEC 1	1		Human rights in ancient civilizations	Standard method	Class performance and exams
DEC 2	1		Human rights in the Middle Ages	Standard method	Class performance and exams
DEC 3	1		Human rights in international law	Standard method	Class performance and exams
DEC 4	1		Universal Declaration of Human Rights	Standard method	Class performance and exams
JAN 1	1		Semester test		
JAN 2	1		Human rights in religions	Standard method	Class performance and exams
JAN 3	1		Human rights in Islam	Standard method	Class performance and exams
JAN 4	1		Types of human rights in Islam	Standard method	Class performance and exams
FEB 1	1		The two international covenants on human rights		
FEB 2	1		Types of human rights	Standard method	Class performance and exams
FEB 3	1		Spring vacation	Standard method	Class performance and exams
FEB 4	1		Human rights contents	Standard method	Class performance and exams
	1		The concept of	Standard	Class

MARCH 1			freedom	method	performance and exams
MARCH 2	1		Types of freedom	Standard method	Class performance and exams
MARCH 3	1		Forms of freedom	Standard method	Class performance and exams
MARCH 4	1		Test	Standard method	Class performance and exams
APRIL 1	1		The concept of citizenship	Standard method	Class performance and exams
APRIL 2	1		The concept of democracy	Standard method	Class performance and exams
APRIL 3	1		Forms of democracy	Standard method	Class performance and exams
APRIL 4	1		Scientific and technical advancement	Standard method	Class performance
MAY 1	1		Types of democracy	Standard method	Class performance and exams
MAY 2	1		Images of democracy	Standard method	Class performance and exams
MAY 3	1		Election system	Standard method	Class performance and exams
MAY 4	1		test		

Course evaluation

marks for the annual endeavor is 25 grades for each semester and is divided as follows:

marks for the written exam

marks daily

marks for end-of-year exam

Learning and teaching resources

prescribed methodological book: Democratic human rights : Maher Sabri

external sources : Democracy and human rights : Ali Aldeen Hilal

Course description form

1. Course name	
Developmental psychology	
2. Course code	
The second phase	
3. Quarterly/annually	
Year 2023-2024	
4. The date this description was prepared	
/2/202416	
5. Available forms of attendance	
Attend a class + an electronic class on GoogleClass Room, which will be a supporting class for the in-person class and with the keit5w2 link according to the controls 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	
.√Name of the course administrator Name: M.M. Fakhri Saleh Hussein	
Email : fakhrisaaleh@gmail.com	
.^Course objectives	
<p>1- Providing female students with science and knowledge related to human development at its various age stages, from the embryonic stage to old age.</p> <p>2- Introducing and training female students on the methods and requirements of these life stages (childhood - adolescence - adulthood - old age).</p> <p>-√Preparing a generation of college graduates to teach in the middle and secondary levels.</p>	Objectives of the study subject
.^Teaching and learning strategies	
The standard method (giving lectures.(_Method of discussion and interrogation	The strategy

- -How to solve problems.					
.) • Course structure: The study began on 9/17/2023 and ends on 5/19/2024, the start date of final exams.					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Class performance and exams	Discussion and questioning	Child care in the Holy Quran		2	October-1
Class performance and exams	Discussion and questioning	Definition of growth/its laws/factors affecting growth/environmental and genetic/the embryonic stage, its characteristics and requirements		2	November
Class performance and exams	Discussion and questioning	Early, middle and late childhood / childhood problems, their causes, symptoms and ways to solve them		2	December
Class performance and	Discussion and questioning	Kindergarten originated		2	January

exams		from kindergarten programs			
Class performance and exams	Discussion and questioning	The stage of adolescence / its meaning / stages / characteristics / problems of adolescence / ways to solve them / how a teenager adapts himself to others / how a teenager chooses a specialty and profession		2	February
Class performance and exams	Discussion and questioning	Social upbringing , its importance, upbringing institutions and theories		2	March
Class performance and exams	Discussion and questioning	Psychological development theories (Piaget's		2	March

		theory, Freud's theory, Bruner's theory, Kohlberg's theory, Erikson's theory			
Class performa nce and exams	Discussion and questioning	The stage of adulthood / its meaning / requireme nts / tasks / forming a family / bearing responsibil ities		2	April
Class performa nce and exams	Discussion and questioning	The stage of aging/its requireme nts, characteris tics, diseases, and elderly care		2	Mays

.)) Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

The degree is distributed through several channels:

1- Formative (formative) assessment through daily exams, observing and following up on the student's performance in class discussions and homework

assignments, and classroom evaluation. This grade does not exceed 20% of the total.

-٢ Diagnostic evaluation of semester and final exams

.١٢ Learning and teaching resources

Psychology of childhood and adolescence
 Author: Jamal Hussein Al-Alusi, Umaima Ali Khan

Required textbooks
 (methodology, if any)

1- Developmental Psychology, Childhood and Adolescence / Hamed Abdel Salam Zahran
 2- Developmental psychology of childhood and adolescence / Al-Zaghoul et al
 -٣ Developmental Psychology, Childhood and Adolescence / Muhammad Odeh Al-Rimawi

Main references (sources)

Access to everything recent and published in peer-reviewed scientific journals

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

<http://www.alkutubcafe.com/book/83rjar.html>

Electronic references, Internet sites

Course description form

1. Course name	
educational administration	
2. Course code	
The second phase	
3. Quarterly/annually	
Year 2023-2024	
4. The date this description was prepared	
/2/202416	
5. Available forms of attendance	
Attend a class + an electronic class on GoogleClass Room, which will be a supporting class for the in-person class and with the keit5w2 link according to the controls 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	
.√Name of the course administrator the name :M.M. Fakhri Saleh Hussein Email: fakhrisaaleh@gmail.com	
.^Course objectives	
<p>1 1- Cognitive objectives</p> <p>A1- What is the definition of both educational administration and educational supervision?</p> <p>A2- What are the modern trends in educational administration science?</p> <p>A3- What is the appropriate curriculum for studying educational administration?</p> <p>A4- What are the principles and laws of educational administration?</p> <p>A5- What are the factors affecting educational administration?</p> <p>A6- What are the different aspects of management after graduation?</p>	<p>Objectives of the study subject</p>
.⁹Teaching and learning strategies	
<p>The standard method (giving lectures.(</p>	<p>The strategy</p>

_Method of discussion and interrogation - -How to solve problems.					
.) • Course structure: The study began on 9/17/2023 and ends on 5/19/2024, the start date of final exams.					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Class performance and exams	Discussion and questioning	Introduction, general idea, and basic definitions of educational administration	Introducing the student to the science of educational administration	2	October
Class performance and exams	Discussion and questioning	Introduction to socialization	Introducing the student to socialization institutions	2	November
Class performance and exams	Discussion and questioning	Genetic and environmental factors	Introducing the student to environmental and genetic factors	2	December
Class performance and exams	Discussion and questioning	The importance of the post-graduation stage as a teacher, school principal, or educational	Introducing the student to administrative processes	2	January

		supervisor			
Class performance and exams	Discussion and questioning	The aspect of educational leadership and school leadership	Explaining the advantages of pedagogy and management science	2	February
Class performance and exams	Discussion and questioning	Research methods in educational administration	Enabling students to apply examples of types of research	2	March
Class performance and exams	Discussion and questioning	Introducing students to leadership styles and educational administrative affiliations	Enable students to compare aspects of contemporary educational leadership	2	March
Class performance and exams	Discussion and questioning	The school principal's relationship with the social environment	Introducing students to the methods of educational supervision	2	April
Class performance and exams	Discussion and questioning	Duties of the educational supervisor	Introducing the student to the duties of the educational	2	Mays

.)) Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

The degree is distributed through several channels:

1- Formative (formative) assessment through daily exams, observing and following up on the student's performance in class discussions and homework assignments, and classroom evaluation. This grade does not exceed 20% of the total.

- Diagnostic evaluation of semester and final exams

Learning and teaching resources

Management, leadership and supervision methodologies

Required textbooks (methodology, if any)

1- Educational administration and educational supervision
 2: Introduction to the science of educational administration, Dr. Al-Qaryouti 2017
 3: Principles of educational administration and supervision. Abdullah Al-Saad 2018
 4: Educational leadership. Dr. Sami Abdel Fattah Raouf 2018
 Management, leadership and supervision

Main references (sources)

Access to everything recent and published in peer-reviewed scientific journals

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

<http://www.alkutubcafe.com/book/83rjar.html>

Electronic references, Internet

Course description form

1. Course name	
Teaching methods for the third stage	
2. Course code	
3. Semester/year	
The year is 2024-2025	
4. The date this description was prepared	
18/9/2024	
5. Available forms of attendance	
Attend my class + electronic class on google classroom It will be a supporting class for the attendance class according to the controls 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 (if more than one name is mentioned)	
Name: JUHAINA. T. SHIHAB Email : JUHAINA.SHIABT@tu.edu.iq	
8. Course objectives	
The curriculum aims to prepare students to practice the teaching profession by learning about: .\^ Knowing and understanding the meaning of	Objectives of the study subject

<p>teaching methods and related standards</p> <p>.٢ Theoretical skills that enable the student to analyze and understand teaching methods</p> <p>.٣ Thinking and analysis skills enable them to know teaching methods</p> <p>.٣ Self-development skills that enable female students to compete with others</p> <p>.٤ Learn teaching methods and methods</p> <p>.٥ Learn practical applications of teaching methods</p>	
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9. Teaching and learning strategies

<p>-Lecture method</p> <p>_Method of discussion and interrogation</p> <p>Method of solving problems.</p>	The strategy
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10. Course structure: The study began on 17/9/2024 and ends on 19/5/2025, the date of the start of final exams.

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Class performance and exams	Lecture method and raising questions	Introduction to teaching methods		2	September -3
Class performance and exams	Lecture method and raising questions	Educational goals		2	September -4
Class performance	Lecture method and	Areas of educational		2	October 1

and exams	raising questions	objectives			
Class performance and exams	Lecture method and raising questions	Behavioral goals		2	October 2
Class performance and exams	Lecture method and raising questions	Formulating behavioral goals		2	October 3
Class performance and exams	Lecture method and raising questions	Planning		2	October 4
Class performance and exams	Lecture method and raising questions	Planning principles		2	November 1
Class performance and exams	Lecture method and raising questions	Types of plans		2	November 2
Class performance and exams	Lecture method and raising questions	Daily plan		2	November 3
Class performance and exams	Lecture method and raising questions	elocution		2	November 4
Class performance	Lecture method and	Interrogation method		2	December 1

and exams	raising questions				
Class performance and exams	Lecture method and raising questions	Discussion method		2	December 2
Class performance and exams	Lecture method and raising questions	Method of solving problems		2	December 3
Class performance and exams	Lecture method and raising questions	Exploration method		2	December 4
				2	January 1
				2	January 2
Class performance and exams	Lecture method and raising questions	Programmed teaching method		2	February 1
Class performance	Lecture method and raising questions	Concept maps		2	February 3
Class performance and exams	Lecture method and raising questions	Extrapolation method		2	February 4
Class performance and exams	Lecture method and raising	Conclusion method		2	March 1

	questions				
Class performance and exams	Lecture method and raising questions	Project method		2	March 2
Class performance and exams	Lecture method and raising questions	The skill of starting and finishing the lesson		2	March 3
Class performance and exams	Lecture method and raising questions	Teaching skills		2	April 1
Class performance and exams	Lecture method and raising questions	The skill of arousing motivation		2	April 2
Factors affecting the administrative process	Class performance and exams	Boost skill		2	April 3
Factors affecting the administrative process	Class performance and exams	The skill of asking questions		2	April 4
Factors affecting the administrative process	Class performance and exams	Teaching aids		2	May 1

11. Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

The degree is distributed through several channels:

1- Formative (formative) assessment through daily exams, observing and following up on the student's performance in class discussions and homework assignments, and classroom evaluation. Her grade does not exceed 20% of the total.

2- Diagnostic evaluation of the semester and final exams to issue judgments of success and failure. This grade is 80% and is divided into (4) exams for each semester, two exams, to extract the annual endeavor before entering the final exams.

12. Learning and teaching resources

General teaching methods book	Required textbooks (methodology, if any)
. ١ Introduction to teaching methods, Abdel Wahab Awad . ٢ Modern trends in curricula and teaching methods, Kawthar Hassan . ٣ Effective teaching skills, Nayfa Qatami . ٤ Basic principles in general teaching methods	Main references (sources)
Access to everything recent and published in peer-reviewed scientific journals	Recommended supporting books and references (scientific journals, reports...)

Course Description Form

1. Course Name:	
Guidance is a third stage for non-specialists	
2. Course Code:	
Guidance is a third stage for non-specialists	
3. Semester / Year:	
Annual course	
4. Description Preparation Date:	
18/9/2024	
5. Available Attendance Forms:	
Attending a class + an electronic class on GoogleClassroom will be a supporting class for the in-person class and a link to Ikmahvq according to the thinking regulations of the Ministry of Higher Education and Scientific Education.	
6. Number of Credit Hours (Total) / Number of Units (Total)	
hours √ / Number of weekly units √	
7. Course administrator's name (mention all, if more than one name)	
Name: M. M. Juhaina Turki Shihab Email: JUHAINA.SHIABT@tu.edu.iq	
.....	
8. Course Objectives	
Course Objectives	<p>The curriculum aims to prepare students to practice the teaching profession by learning about:</p> <ul style="list-style-type: none"> - √ Learn about educational psychology, style, motivation, and sensory perception. - √ Learn about the types of educational psychology. - √ How to formulate behavioral goals. - √ Knowledge of educational schools. ◦ - The importance of educational

applications of learning theories..

9. Teaching and Learning Strategies

Strategy

The standard method (giving lectures).
 ١ - Lecture method.
 ٢ - The method of discussion and interrogation.
 ٣- Brainstorming method.

10. Course Structure

The study began on 11/1/2023 and ends on 5/19/2024, the start date of final exams.

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	The student's understanding of the lesson	Guidance	Discussion and questioning	Class performance and exams
2	2	The student's understanding of the lesson	Meaning of educational guidance	Discussion and questioning	Class performance and exams
3	2	The student's understanding of the lesson	The origins of guidance	Psychological storming	Class performance and exams
4	2	The student's understanding of the lesson	The development of counseling and its concepts	Discussion and questioning	Class performance and exams
٥	2	The student's understanding of the lesson		Discussion and questioning	Class performance and exams
٦	2	The student's understanding of the lesson		Discussion and questioning	Class performance and exams
7	2	The student's understanding of	The difference between guidance and	Discussion and questioni	Class performance and

		the lesson	guidance	ng	exams
^	2	The student's understanding of the lesson	Justifications for guidance and its objectives	Discussion and questioning	Class performance and exams
9	2	The student's understanding of the lesson	Principles of guidance and direction	Problem Solving	Class performance and exams
10	2	The student's understanding of the lesson	The relationship between counseling and other sciences,	Discussion and questioning	Class performance and exams
11	2	The student's understanding of the lesson	Counseling areas	Discussion and questioning	Class performance and exams
12	2	The student's understanding of the lesson	Guidance methods (individual and group counselling).	Discussion and questioning	Class performance and exams
13	2	The student's understanding of the lesson	Guidance problems addressed by educational guidance	Discussion and questioning	Class performance and exams
14	2	The student's understanding of the lesson		Discussion and questioning	Class performance and exams
15	2	The student's understanding of the lesson	Introduction to the foundations of counseling	Discussion and questioning	Class performance and exams
16	2	The student's understanding of the lesson	Philosophical foundations	Discussion and questioning	Class performance and exams
17	2	The student's understanding of	Social foundations	Discussion and	Class performanc

		the lesson		questioning	e and exams
18	2	The student's understanding of the lesson	Congenital foundations	Discussion and questioning	Class performance and exams
19	2	The student's understanding of the lesson	Psychological foundations	Discussion and questioning	Class performance and exams
۲۰	2	The student's understanding of the lesson	Counseling theories, psychoanalytic theory	Discussion and questioning	Class performance and exams
21	2	The student's understanding of the lesson	Behavioral theory	Discussion and questioning	Class performance and exams
۲۲	2	The student's understanding of the lesson	Self theory	Discussion and questioning	Class performance and exams
23	2	The student's understanding of the lesson	Existential and humanistic theory	Discussion and questioning	Class performance and exams
24	2	The student's understanding of the lesson	Information needed for guidance	Discussion and questioning	Class performance and exams
25	2	The student's understanding of the lesson		Discussion and questioning	Class performance and exams
26	2	The student's understanding of the lesson	Importance of information, types of information	Discussion and questioning	Class performance and exams
27	2	The student's understanding of the lesson	Methods of collecting information (cumulative	Discussion and questioning	Class performance and exams

			record, case study, narrative record,		
28	2	The student's understanding of the lesson	CV, tests and standards, observation, interview)	Discussion and questioning	Class performance and exams
29	2	The student's understanding of the lesson	Counseling and guidance in school	Psychological storming	Class performance and exams
30	2	The student's understanding of the lesson	The guiding teacher, his functions and numbers	Discussion and questioning	Class performance and exams

Course description form

1. Course name	
Psychological counseling and educational guidance	
2. Course code	
third level	
3. Semester/year	
Year 2024-2025	
4. The date this description was prepared	
18/9/2024	
5. Available forms of attendance	
Attending a class + an electronic class on Google Class Room is a supporting class for the in-person class, according to the controls 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: M.D. Safaa Khairallah Ibrahim safaa.khairallah@tu.edu.iq	
. ^ Course objectives	
<p>The main goal of the course is to prepare a fairly competent educational and psychological counselor, characterized by the most important qualifications:</p> <ul style="list-style-type: none"> - ١ To provide guidance services to educational institutions. - ٢ To deal effectively with the educational and psychological problems of children and adolescents. - ٣ Employing guidance programs in the educational process. - ٤ Monitoring and diagnosing psychological problems and phenomena in the educational environment. - ٥ Providing guidance to students and counseling their families. - ٦ Providing guidance services to other institutions in need 	Objectives of the study subject
. ٩ Teaching and learning strategies	
<p>1- Lectures in which the style of discussion and dialogue prevails.</p> <p>2- Realistic situations and experiences of the counseling process.</p>	The strategy

3- Role playing. - Accessing field studies to know the work of relevant institutions					
Course structure: The study began on 9/17/2023 and ends on 5/19/2024, the start date of final exams.					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Class performance and exams	Discussion and questioning	Introduction and general idea		2	September -3
Class performance and exams	Discussion and questioning	Basic definitions of counseling psychology		2	September 4
Class performance and exams	Discussion and questioning	The relationship of counseling to other terms (guidance, psychotherapy)		2	October-1
Class performance and exams	Discussion and questioning	A brief historical overview of the development of psychological counselling		2	October-2
Class performance and exams	Discussion and questioning	Practical objectives of psychological educational counseling		2	October-3
Class performance and exams	Discussion and questioning	Practical objectives of psychological educational counseling		2	October-4

Class performance and exams	Discussion and questioning	Practical objectives of psychological educational counseling		2	November 1
Class performance and exams	Discussion and questioning	The relationship of counseling with other sciences		2	November 2
Class performance and exams	Electronic exam	Fields of psychological counseling and its practical applications		2	November 3
Class performance and exams	Discussion and questioning	Multiple choice and true/false questions		2	November 4
Class performance and exams	Discussion and questioning	Methods and methods of psychological counseling		2	December 1
Class performance and exams	Discussion and questioning	Development approach		2	December 2
Class performance and exams	Discussion and questioning	Preventive approach		2	December 3
Class performance and exams	Discussion and questioning	-Therapeutic approach		2	December 4

2					January 1
		Multiple methods of psychological counseling			January 2
Class performance and exams	Discussion and questioning	•Individual guidance		2	February 1
2					February 2
Class performance and exams	Discussion and questioning	Direct guidance		2	February 3
Class performance and exams	Discussion and questioning	•Indirect guidance		2	February 4
Class performance and exams	Lecture and discussion	Psychological counseling methods and methods		2	March 1
Class performance and exams	Lecture and discussion	Optional guidance		2	March 2
Class performance and exams	Lecture and discussion	•Behavioral guidance		2	March 3
Class performance and	Lecture and discussion	• Guidance by playing		2	March 4

exams					
Class performance and exams	Lecture and discussion	• Religious and moral guidance		2	April 1
Class performance and exams	Lecture and discussion	2		2	April 2
Class performance and exams	Discussion and questioning	Spring break from 1/14/2024 until 1/28/2024		2	April 3
Class performance and exams	Discussion and questioning	The concept of the extension program, and how to build it.		2	April 4
Class performance and exams	Discussion and questioning	2		2	Mays1

.) \ Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

The degree is distributed through several channels:

1- Formative (formative) assessment through daily exams, observing and following up on the student's performance in class discussions and homework assignments, and classroom evaluation. This grade does not exceed 20% of the total.

- Diagnostic evaluation of the semester and final exams to issue judgments of

success and failure. This grade is 80% and is divided into (4) exams for each semester, two exams, to extract the annual endeavor before entering the final exams.

Learning and teaching resources

Psycho-educational counseling book: written by Saleh Hassan Al-Dahri.

Required textbooks
(methodology, if any(

Basic principles and applications, Hassan Ali Al-Sayed, 2017
Psychological counseling programs (Dr. Nabil Muhammad Al-Fahal(

Main references (sources(

1- Interview in Counseling and Psychological Treatment (Maher Mahmoud Omar) 2- Abdul Muttalib Al-Quraiti (2002). In mental health. I (2). Cairo: Dar Al-Fikr Al-Arabi.
-٣ Mohamed Abdel Zaher Al-Tayeb (1999).

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

Principles of mental health. Alexandria:
University Knowledge House

Course description form

1. Course name					
Economics of education					
2. Course code					
The fourth stage					
3. Semester/year					
Year 2024-2025					
4. The date this description was prepared					
18/9/2024					
5. Available forms of attendance					
Attending a class + an electronic class on Google Class Room is a supporting class for the in-person class, according to the controls 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					
Course objectives					
The curriculum aims to prepare students to practice the teaching profession by learning about: 1- Many concepts and terms, including economics, cost, and development. 2- Understanding the costs of the educational process. 3- Identify the development goals. - Providing the Ministry of Education with staff specialized in educational guidance in secondary schools.			Objectives of the study subject		
Teaching and learning strategies					
The standard method (giving lectures. _ Method of discussion and interrogation -How to solve problems. - Brainstorming method.			The strategy		
Course structure: The study began on 9/17/2024 and ends on 5/19/2025, the start date of final exams.					
Evaluation method	Learning method	Name of the unit or	Required learning	hours	the week

		topic	outcomes		
Class performance and exams	Discussion and questioning	An overview of the development of the economics of education		2	September -3
Class performance and exams	Discussion and questioning	Concepts of economics in all aspects of life, especially the economics of education		2	September 4
Class performance and exams	Discussion and questioning	The importance of economics in the educational process		2	October-1
Class performance and exams	Discussion and questioning	Types of economics of education		2	October-2
Class performance and exams	Discussion and questioning	The concept of development and its importance		2	October-3
Class performance and	Discussion and questioning	Development goals and		2	October-4

exams		principles			
Class performance and exams	Discussion and questioning	The relationship between development and education		2	November 1
Class performance and exams	Discussion and questioning	Development benefits		2	November 2
Class performance and exams	Discussion and questioning	Foundations of sustainable development		2	November 3
Class performance and exams	Discussion and questioning	The concept of cost in education		2	November 4
Class performance and exams	Discussion and questioning	Types of costs in education		2	December 1
Class performance and exams	Discussion and questioning	How to calculate the cost of education		2	December 2
Class performance and exams	Discussion and questioning	Sources of financing the educational process		2	December 3
Class performance and exams	Discussion and questioning	Education and its relationship to the general budget		2	December 4

2					January 1
		Spring break from 1/14/2024 until 1/28/2024			January 2
Class performance and exams	Discussion and questioning	Production efficiency		2	February 1
2					February 2
Class performance and exams	Discussion and questioning	Production efficiency departments		2	February 3
Class performance and exams	Discussion and questioning	The relationship of productive efficiency to education		2	February 4
					The application period is (45) days from 3/1/2024 until 4/15/2024.
Class performance and exams	Discussion and questioning	An overview of some countries' experiences with the economics of education		2	April 3
Class performance	Discussion and	Singapore experience		2	April 4

nce and exams	questioning				
Class performance and exams	Discussion and questioning	Finland experience		2	Mays1

. \ Course evaluation	
<p>Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.</p> <p>The degree is distributed through several channels:</p> <p>1- Formative (formative) assessment through daily exams, observing and following up on the student's performance in class discussions and homework assignments, and classroom evaluation. This grade does not exceed 20% of the total.</p> <p>- \ Diagnostic evaluation of the semester and final exams to issue judgments of success and failure. This grade is 80% and is divided into (4) exams for each semester, two exams, to extract the annual endeavor before entering the final exams.</p>	
. \ Learning and teaching resources	
The Economics of Education, written by: Prof. Balsam Ahmed Ali Al-Samarrai.	Required textbooks (methodology, if any)
- The Economics of Education, written by: Prof. Dr. Balsam Ahmed Ali Al-Samarrai..	Main references (sources)
2- Economics of Education, Education Research Center for the Arab Gulf States, 2012.	Recommended supporting books and references (scientific journals, reports...)
https://arab-ency.com.sy/ency/details/134/3	Electronic references, Internet sites

Course description form

1. Course name

the healthPsychology for the fourth stage

2. Course code**3. Semester/year**

Year 2023-2024

4. The date this description was prepared

2/25/2024

5. Available forms of attendance

Class attendance + an electronic class on Google Class Room that is a supporting class for the in-person class and with a linkkeit5w2According to the controls 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 (if more

Name: Prof. Dr. NABEl ABDul AZEZ ABdul KAREM Email:nssaon@tu.edu.iq

From a name mentioned)

8. Course objectives					
<p>The curriculum aims to prepare students to practice the teaching profession by learning about:</p> <ol style="list-style-type: none"> 1- Many concepts and terms, including: 2- Mental health concept. <p>2- Whether or not, its advantages and disadvantages.</p> <ol style="list-style-type: none"> 3- Adaptation of all kinds. 4- Mental, psychotic and neurological diseases 			Objectives of the study subject		
9. Teaching and learning strategies					
<p>The standard method (giving lectures).</p> <ul style="list-style-type: none"> _ Method of discussion and interrogation - Method of solving problems. 			The strategy		
10. Course structure: The study began on 9/17/2024 and ends on 5/19/2025, the start date of final exams.					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Class performance and exams	Discussion and questioning	An overview of mental health		2	September -3
Class	Discussion	Concepts		2	September 4

performa nce and exams	and questioning	of mental health and the relationshi p between mental and psychologi cal illnesses			
Class performa nce and exams	Discussion and questioning	The importanc e of mental health in the educationa l process		2	October-1
Class performa nce and exams	Discussion and questioning	Types of mental and psychologi cal diseases		2	October-2
Class performa nce and exams	Discussion and questioning	An overview of psychotic illnesses		2	October-3
Class performa nce and exams	Discussion and questioning	Neurologic al diseases		2	October-4
Class performa	Discussion and	Types of conflict		2	November 1

nce and exams	questioning				
Class performance and exams	Discussion and questioning	Causes of conflict		2	November 2
Class performance and exams	Discussion and questioning	Subconscious defense mechanisms		2	November 3
Class performance and exams	Discussion and questioning	Types of subliminal mechanisms		2	November 4
Class performance and exams	Discussion and questioning	Parental treatment methods		2	December 1
Class performance and exams	Discussion and questioning	Wrong educational methods		2	December 2
Class performance and exams	Discussion and questioning	The correct educational method		2	December 3
Class performance and exams	Discussion and questioning	Autism spectrum disorder		2	December 4

2					January 1
		Spring break from 1/14/2024 until 1/28/2024			January 2
Class performance and exams	Discussion and questioning	General Review		2	February 1
2					February 2
Class performance and exams	Discussion and questioning	Causes of psychological and mental illnesses		2	February 3
Class performance and exams	Discussion and questioning	Environment and genetics		2	February 4
					The application period is (45) days from 3/1/2024 until 4/15/2024.
Class performance and exams	Discussion and questioning	Types of psychological tests		2	April 3
Class performance and	Discussion and questioning	Objectivity and comprehe		2	April 4

exams		nsiveness			
Class performance	Discussion of reports	Writing a report on psychological and mental illnesses		2	Mays1

11. Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

The degree is distributed through several channels:

1- Formative (formative) assessment through daily exams, observing and following up on the student's performance in class discussions and homework assignments, and classroom evaluation. This grade does not exceed 20% of the total.

2-Diagnostic evaluation of the semester and final exams to issue judgments of success and failure. This grade is 80% and is divided into (4) exams for each semester, two exams, to extract the annual endeavor before entering the final exams.

12. Learning and teaching resources

Mental health, written by Dr. Jamah Hussein Al-Alusi

Required textbooks
(methodology, if any)

**- Mental Health Sami Melhem, 2000.
2- Psychology, Dr. Ali Kamal, 1980. 3- Mental Health, Salah El-Din Mahmoud Allam, 2007.**

Main references (sources)