



Ministry of Higher Education and Scientific
Research
Scientific Supervision and Evaluation Authority
Department of Quality Assurance and
Academic Accreditation

Academic Program Description Form for Colleges and Institutes



University of Basra
College/Education for Humanities
Scientific Department: Educational
and Psychological Sciences
File completion date: 1/8/2025

Prof. Dr. Amjad Abdul Razzaq Habib
Head of Department

Prof. Dr. Asaad Abbas Hindi
Assistant Dean for Academic Affairs

Check the file before

**Quality Assurance and University Performance
Division**

Director of the Quality Assurance and University

Performance Division: Asst. Dr. Makram Gamal

Dean's approval
Asst. Prof. Dr. Wissam Juma Lafta

1. Program vision

The University of Basra seeks leadership and excellence in the quality of education, knowledge production, skills enhancement, talent support, community service, and the maximization of university resources and the requirements of economic development.

2. Program message

The university, through its administration and members, works to enhance quality and keep pace with modernity and development in science and technology to produce thought, knowledge, leadership and creativity so that its graduates are qualified with the skills and talents necessary for the requirements of the labor market, effective community participation, a solid research system, and contribution to sustainable development and obtaining a distinguished ranking among Iraqi and regional universities and international classifications.

3. Program objectives

1. Deep quality education to obtain a ranking in the accreditation classifications among Iraqi and international universities.
2. Providing university graduates with the necessary knowledge and skills to meet market needs, thus giving them an advantage in selection and appointment.
3. Bridging community participation between the university and the community in its research systems and the efforts of its professors and members.
4. Enhancing financial resources by activating the concept of the productive university.
5. Developing the infrastructure and administrative requirements necessary to carry out the university's responsibilities, including its various colleges, centers, and departments.

6.Contributing to the sustainable development of Iraq.

7.Supporting talents, creativity, invention, excellence and entrepreneurship among university members.

8.Cognitive qualification by providing a research system that generates thought and values imbued with authenticity, innovation, and continuous improvement.

9.Keeping pace with modernity and development in science and technology to produce thought, knowledge qualification, renewal and continuous improvement.

4. Program accreditation

Nothing

5- Other external influences

Nothing

6. Program structure

Notes	percentage	Study unit	Number of courses	Program structure
Basic course		160	40	Institutional requirements
			Yes	College requirements
			Yes	Department requirements
			nothing	Summer

				training
			Application in schools	Other

7. Program description				
Credit hours		Course name or context	Course code or context	Year/Level
practical	Theoretical			
1	2			
		General Psychology	103ps	(2024-2025)/First
		Psychology of individual differences	104ps	(2024-2025)/First
-	2	Arabic	106ps	(2024-2025)/First
-	2	English language	107ps	(2024-2025)/First
1	2	Computer science	HCP014	(2024-2025)/First
-	2	human rights	115ps	(2024-2025)/First
1	2	Introduction to Sociology	105ps	(2024-2025)/First
-	2	Environmental education	102ps	(2024-2025)/First
1	2	Foundations of education	101ps	(2024-2025)/First
1	2	Curriculum and textbook	205ps	(2024-2025)/second
1	2	Educational	209ps	(2024-2025)/second

		Psychology		
-	2	social psychology	208ps	(2024-2025)/second
1	2	Descriptive statistics	201ps	(2024-2025)/second
-	1	Baath regime crimes in Iraq	HBC013	(2024-2025)/second
1	2	developmental psychology	210ps	(2024-2025)/second
-	2	English language	114ps	(2024-2025)/second
-	2	Continuing Education	203ps	(2024-2025)/second
-	1	Arabic	PSEA221	(2024-2025)/second
-	2	Educational planning	202ps	(2024-2025)/second
1	2	Computer science	PSCOM220	(2024-2025)/second
-	2	Psychological counseling	302ps	(2024-2025)/Third
1	2	Personality Psychology	307ps	(2024-2025)/Third
1	2	physiological psychology	308ps	(2024-2025)/Third
1	2	experimental psychology	306ps	(2024-2025)/Third
1	2	Educational techniques	303ps	(2024-2025)/Third
1	2	inferential statistics	301ps	(2024-2025)/Third

1	2	Teaching methods	305ps	(2024-2025)/Third
1	2	Scientific research methodology	310ps	(2024-2025)/Third
-	2	cognitive psychology	309ps	(2024-2025)/Third
-	2	Comparative education	304ps	(2024-2025)/Third
-	2	Mental health	404ps	(2024-2025)/Fourth
1	2	Measurement and Evaluation	405ps	(2024-2025)/Fourth
-	2	Teaching thinking	408ps	(2024-2025)/Fourth
-	2	behavior modification	407ps	(2024-2025)/Fourth
1	2	Philosophy of Education	409ps	(2024-2025)/Fourth
-	2	Economics of Education	401ps	(2024-2025)/Fourth
1	2	Educational administration and supervision	402ps	(2024-2025)/Fourth
-	2	Special education	403ps	(2024-2025)/Fourth
3	1	Practical education	406ps	(2024-2025)/Fourth
-	2	Graduation research	410ps	(2024-2025)/Fourth

8. Expected learning outcomes of the program			
Knowledge			
1- Consolidating the principles of educational and psychological sciences in a way that contributes to the development of society. 2- Provides students with social and psychological sciences. 3- Identify the main sources in educational sciences and teaching methods. Provide students with teaching methods in various disciplines.			
Skills			
1- Preparing social researchers with competence and experience in finding solutions to the social problems facing society. 2- Preparing competent teachers who have a scientific and educational role in building a new generation. 3- Introducing students to how to search for research sources, peer-reviewed journals, and scientific articles.			
Values			
Consolidating the theoretical and practical aspects of students for the development of society.			
9. Teaching and learning strategies			
1- Delivering interactive lectures 2- Assigning students to prepare scientific reports related to the course and prepare short lectures. 3- Use illustrative tools (board, pens, observation lessons).			
10. Evaluation methods			
1- Daily exams (oral)-Editorial). 2- Midterm exams. 3- Final exams			
11. Faculty			
Faculty members			
Faculty preparation	Special skills	Specialization	Academic

Lecturer	angel	requirements (if any)	private	general	rank
	4			√	Mr.
	7		√	√	assistant professor
	2		√		Teacher
	10			√	Assistant Professor
Professional development					
Directing new faculty members to enroll in updated teaching methods courses to hone their teaching skills and learn modern teaching methods.					
Professional development for faculty members					
Participation in training courses in the specialty - holding development workshops and seminars					
12. Acceptance criteria					
<ul style="list-style-type: none"> - Central Admission - Ministry of Higher Education and Scientific Research -- Central Admission -Teachers licensed by the Ministry of Education. - Admission to evening studies is subject to the regulations of the Ministry of Higher Education and Scientific Research. 					
13. Program development resources					
Textbooks Help books References and sources from books, research, studies, periodicals and various means of communication from the international information network (Internet).					

14. Program Development Plan

Developing the study material according to the nature of the curriculum. Development takes place through deleting, adding, or replacing parts or chapters from the prescribed curriculum if there are actual reasons for development that are determined in advance.

Academic description of courses

The first stage

1.Course name:					
General Psychology Stage: First					
2.Course code:					
103ps					
3. System:					
Academic year: 2024–2025					
4.Date of preparation of thisTo describe					
25/7/2025					
5.Available attendance forms:					
My presence					
6.Number of study hours (total) / Number of units (total):					
60/6					
7.Course Instructor Name (If moreFrom a male name					
Name: A.M. Asmaa Saleh Ali					
Emailasmaa.alil@uobasrah.edu.iq					
8. Objectives The decision					
1. Understand the basic concepts in general psychology. 2. Learn about nature and importance of general psychology and its most important schools. 3. Students should know what we mean by behavior, its types, and what are the most important factors influencing behavior. 4. Define psychology as a science and review its history of development and its most important components. 5. Introduction to general psychology topics such as motivation, emotions, personality, learning, attention, memory, sensory perception, illness and health, and psychotherapy.					
9.Teaching and learning strategies					
1. Theoretical lecture, explanation and clarification with presentation Questions. 2. Cooperative learning. 3. Individual and group educational discussion, preparing reports on the subject.					Strategy
10.Course structure					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week

Daily and quarterly tests and brief reports	Presentation and discussion	Introduction to General Psychology	Introduction to General Psychology	1-2	1
Daily and quarterly tests and brief reports	Presentation and discussion	historical development	historical development	1-2	2
Daily and quarterly tests and brief reports	Presentation and discussion	General Psychology in Islamic Heritage	General Psychology in Islamic Heritage	1-2	3
Daily and quarterly tests and brief reports	Presentation and discussion	Its nature and importance	Its nature and importance	1-2	4
Daily and quarterly tests and brief reports	Presentation and discussion	Its goals and schools	Its goals and schools	1-2	5
Daily and quarterly tests and brief reports	Presentation and discussion	Behavior and influencing factors	Behavior and influencing factors	1-2	6
Daily and quarterly tests and brief reports	Presentation and discussion	Research methods in psychology	Research methods in psychology	1-2	7
Daily and quarterly tests and brief reports	Presentation and discussion	Motives	Motives	1-2	8
Daily and quarterly tests and brief reports	Presentation and discussion	Its classifications	Its classifications	1-2	9
Daily and quarterly tests and brief reports	Presentation and discussion	Motivation theories	Motivation theories	1-2	10

Daily and quarterly tests and brief reports	Presentation and discussion	Emotions	Emotions	1-2	11
Daily and quarterly tests and brief reports	Presentation and discussion	Types of emotions	Types of emotions	1-2	12
Daily and quarterly tests and brief reports	Presentation and discussion	Trends	Trends	1-2	13
Daily and quarterly tests and brief reports	Presentation and discussion	Trend elements	Trend elements	1-2	14
Daily and quarterly tests and brief reports	Presentation and discussion	Trends and their impact on behavior	Trends and their impact on behavior	1-2	15
Daily and quarterly tests and brief reports	Presentation and discussion	Attention	Attention	1-2	16
Daily and quarterly tests and brief reports	Presentation and discussion	Types of attention	Types of attention	1-2	17
Daily and quarterly tests and brief reports	Presentation and discussion	Factors affecting it	Factors affecting it	1-2	18
Daily and quarterly tests and brief reports	Presentation and discussion	Sense and perception	Sense and perception		19
Daily and quarterly tests and brief reports	Presentation and discussion	sensory perception processes	sensory perception processes	1-2	20

Daily and quarterly tests and brief reports	Presentation and discussion	Remembering and forgetting	Remembering and forgetting	1–2	21
Daily and quarterly tests and brief reports	Presentation and discussion	thinking	thinking	1–2	22
Daily and quarterly tests and brief reports	Presentation and discussion	Reasoning and creativity	Reasoning and creativity	1–2	23
Daily and quarterly tests and brief reports	Presentation and discussion	Learning and its types	Learning and its types	1–2	24
Daily and quarterly tests and brief reports	Presentation and discussion	learning theories	learning theories	1–2	25
Daily and quarterly tests and brief reports	Presentation and discussion	Intelligence and mental abilities	Intelligence and mental abilities	1–2	26
Daily and quarterly tests and brief reports	Presentation and discussion	character	character	1–2	27
Daily and quarterly tests and brief reports	Presentation and discussion	Personality theories	Personality theories	1–2	28
Daily and quarterly tests and brief reports	Presentation and discussion	Mental health	Mental health	1–2	29
Daily and quarterly tests and brief reports	Presentation and discussion	psychological conflict	psychological conflict	1–2	30

11.Course Evaluation

distributions follows:25Monthly exam grade Theory and practice For separation the first.
25Monthly exam grade Theory and practice For the second semester.50Final Exam Grade

12.Learning and teaching resources

1.Introduction to General and Educational Psychology (2013) Abdul Amir Al Shamsi 2.Introduction to General Psychology (1988) Linda Davidoff 3. Introduction to General Psychology. Ahmed Ezzat	Required textbooks (methodology if any)
1. Foundations of General Psychology, authored by Dr. Talat Mansour, Dr. Anwar Al-Sharqawi and others. 2. Principles of General Psychology, authored by Dr. Youssef Murad 3. General Psychology, authored by Dr. Khaled Ibrahim Al-Fakharani	Main references (sources)
- Psychology Horizons. Dr. Muhammad Za'our Principles of Psychology - Dr. Laila Murad - Fields of Psychology. Dr. Mustafa Fahmy.	Recommended supporting books and references (scientific journals, reports...)
DC CDs with topics related to embryology and genetics.	Electronic references, websites

1.Course name					
Psychology of Individual Differences			First Stage		
2.Course code					
104ps					
3.year/ chapter					
2024–2025					
4-Date this description was prepared					
25/7/2025					
5.Available attendance forms					
My presence					
6-Number of study hours (total) / Number of units (total):					
54/6					
7.Course Instructor Name					
Name: Iman Naeem Shaeer Mohsen					
Email: ayman.shaeir@uobasrah.edu.iq					
8.Objectives Course					
<p>-To familiarize students with the concepts of individual differences</p> <p>-The historical development of the concept of individual differences in China and the West</p> <p>-Modern development of psychology and individual differences</p> <p>-Environment, genetics, and their relationship to individual differences</p> <p style="text-align: center;">Differences in personality traits •</p> <ul style="list-style-type: none"> • General and special abilities 					
9.Teaching and learning strategies					
Method of dialogue, discussion and questions			Strategy		
10.Course structure					
Evaluation method	Teaching method	Unit name/topic	Required ing learn outcomes	watches	week

Oral exam	Lecture and discussion	The concept of individual differences	Introduction and definition of the course material and its requirements	2	1
Oral exam	Lecture and discussion	Psychometric and physical measurement	The concept of psychological measurement in individual differences	2	2
Oral exam	Lecture and training	Types of individual differences	Characteristics of individual differences	2	3
Oral exam	Lecture and scientific training	Types of influence on individual differences	Individual and group intelligence tests	2	4
Oral exam	Lecture and discussion	The importance of individual differences in achievement	The importance of individual differences in education	2	5
Oral exam	Lecture, training and discussion	Body components	Individual differences in body composition	2	6
Oral exam	Lecture and scientific training	Statistics	Measures of central tendency	2	7
Oral exam	Lecture, scientific training and discussion	Progress and Evaluation Honesty and steadfastness	Educational research methods	2	8
Oral exam	Lecture and scientific training	Individual differences in achievement	Tests, Measurements, and Educational	2	9

			Planning		
Oral and written exam	Lecture and scientific training	Emotion theory	Emotions and tendencies	2	10
Oral exam	Lecture and scientific training	Mood patterns	Mood patterns	2	11
Oral exam	Lecture and scientific training	Types of personal components	Differences in personality traits and components	2	12
Oral exam	Lecture, discussion and practical training	Types of personality traits	onality Pers traits	2	13
Oral exam	Lecture and discussion	Types of values	and values beliefs	2	14
Oral exam	Lecture and discussion			2	15
Oral exam	Lecture and discussion	Types of abilities	Individual differences and mental abilities	2	16
			Practical applications	2	17
			nal examFi	2	18

11.Course Evaluation

Distribution as follows:25Monthly and daily exam grades for the first semester.
25Monthly and daily exam grades for the second semester.50Final Exam Grade

12.Learning and Teaching Resources

Al-Imara, Asaad Sharif, The Psychology of Individual Differences, (Differential) Psychology. First Edition, Safaa Publishing and Distribution House,

Required textbooks (methodology if any)

Amman, Jordan, 2014.	
- Al-Khudari, Suleiman Al-Sheikh, Individual Differences in Intelligence. First Edition, Dar Al-Masirah for Publishing, Distribution and Printing, Jordan-Amman, 2008.	(Main references (sources
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

1.Course name
Stage: First Arabic
2.Course code
106ps
3. Semester/Year
2024–2025
4.Date this description was prepared
25/7/2025
5.Available attendance forms
My presence
6.Number of study hours (total) / Number of units (total):
30/4
7.Instructor Name courses
the name:M.M. Zeina Saheb Mahmoud Email: zina.mahmud@uobasrah.edu.iq
8.Course objectives
<ul style="list-style-type: none"> • :Enhancing Arabic language skills

- **Improve proficiency in reading, writing, speaking, and listening to facilitate effective communication in academic and everyday contexts.**
- **Mastering Arabic grammar and syntax**
- **Understand and apply Arabic grammar and sentence structure to improve language accuracy and clarity.**
- **:Expanding vocabulary and expression**
- **Building a diverse vocabulary related to different topics and situations, enabling students to express themselves more effectively.**
- **Promoting cultural understanding**
- **Exploring the rich cultural heritage of Arabic-speaking communities to foster a deeper appreciation for the language and traditions**
- **.lytical thinkingEncourage ana**
- **Develop critical thinking skills through the analysis of Arabic texts, enhancing understanding and interpretation of diverse materials...**

9.Teaching and learning strategies

The course will use a combination of interactive lectures and discussions to engage students in the basic concepts of the Arabic language. Practical activities, such as group exercises and practical writing assignments, will enhance grammar and vocabulary skills. Memorization techniques for Quranic verses will be incorporated to enhance comprehension and understanding. Collaborative projects will encourage peer learning and critical analysis of literary texts. Regular assessments and feedback will help track progress and improve language proficiency in reading, writing, and speaking..

10.Course structure

Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
Oral exam	Lecture and discussion	Introduction to the importance of the Arabic languageIts role with other languages	The importance of the Arabic language	1	1

Oral exam	Lecture and discussion	Study of Surah Sincerity In its linguistic and grammatical aspects	Identifying the linguistic and grammatical aspects of Surat Al-Ikhlās	1	2
Oral exam	Lecture and training	Interpretation of selected verses from Surahmorn, focusing on topicsLinguistic	Knowing the correct interpretation of Surat Ad-Duha	1	3
Oral exam	Lecture and scientific training	Basic Rules of the Arabic Language: An Introduction to Syntax and Sentence Structure.	Learn how to construct sentences and parse them	1	4
Oral exam	Lecture and discussion	Subject and predicate.	Understanding the ways in which the subject and predicate occur in sentences	1	5
Oral exam	Lecture, training and discussion	Understanding the subject and object in Arabic sentences.	Knowing the meaning of the subject and the object and their grammatical positions	1	6
Oral exam	Lecture and scientific training	In and its sisters	Knowing the function of each of the names of “an” and its sisters and their grammatical positions	1	7
Oral exam	Lecture, scientific training and discussion	Analysis of modal verbs and their use in sentences.	Learn about modal verbs and how to use them.	1	8
Oral exam	Lecture and	Analysis of Al-	Learn and understand the	1	9

	scientific training	Farazdaq's poem.	meanings of Al-Farazdaq's poem		
Oral and written exam	Lecture and scientific training	Identify and correct common spelling errors in the Arabic language.	Knowing common language mistakes	1	10
Oral exam	Lecture and scientific training	Practical exercises to strengthen grammar and vocabulary skills.	To strengthen students' skills in Arabic grammar	1	11
Oral exam	Lecture and scientific training	Group discussions on the interpretation of Quranic verses and their relevance today.	The importance of interpreting the Quranic verses correctly	1	12
Oral exam	Lecture, discussion and practical training	Writing tasks to apply grammar rules and enhance composition skills..	How to write grammar rules	1	13
Oral exam	Lecture and discussion	Review the key concepts covered in the course and prepare for the summative assessments.	Preparing for the exam	1	14
Oral exam	Lecture and discussion	Summative assessments to evaluate proficiency in reading, writing, and comprehension of the Arabic language.	Student level assessment	1	15
Oral exam	Lecture and discussion	The preparatory week before the final exam	Preparing and reviewing the material	1	16

11.Course Evaluation	
Distribution as follows:25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester.50Final Exam Grade	
12.Learning and Teaching Resources	
Explanation of Ibn Aqil, a collection of Arabic lessons, studies and research by Dr. Fakher Al-Yasiri	Required textbooks (methodology if any)
Explanation of Ibn Aqil, a collection of Arabic lessons, studies and research by Dr. Fakher Al-Yasiri	(Main references (sources
A close look at the rules of Arabic calligraphy, the rules of the language, and the method of recording the history of Arabic literature. The archaeological site of Sheikh Muhammad Bahjat	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

1.Course name:
English for Non–Majors Level: First
2.Course code:
107ps
3. Semester/Year:
Academic year: 2024–2025
4.Date this description was prepared
24–7–2025
5.Available attendance forms:
My presence
6.Number of study hours (total) / Number of units (total):
30/4

7.Course Instructor Name (If moreFrom a male name

Name: Munif Yousef Zahir

Email: munaif.@uobasrah.edu.iq**8. Objectives The decision**

The English language curriculum for the first stage in the Department of Educational and Psychological Sciences aims to develop students' skills in learning English as a foreign language, which is represented by listening, speaking, reading and writing, in order to improve its use in the future in the academic field of teaching, writing and discussing research. Learning and developing the English language also opens a wide door to openness and communication with the academic world through scientific conferences and workshops outside the country and publishing and discussing research in international magazines and containers based on the curriculum book approved by the Ministry. And some notes and help from the subject teacher

9.Teaching and learning strategies

Theoretical lectures (1 hour per week).

Class discussions.

Daily surprise exams

Strategy**10.Course structure**

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Oral exam	Lecture and discussion	Verb to be	Recognizing the verbs of being	1	1
Oral exam	Lecture and discussion	Possessive adjectives	Teaching possessive adjectives	1	2
Oral exam	Lecture and discussion	Plural nouns	Teaching plural nouns	1	3
Oral exam	Lecture and	Why–Questions	Teaching interrogative words	1	4

	discussion				
Oral exam	Lecture and discussion	Yes/No question and short answer	Teaching short answer questions	1	5
Oral exam	Lecture and discussion	Possessive s	Sknowledge ownership	1	6
Oral exam	Lecture and discussion	Verb to have	Knowing verbshave	1	7
Oral exam	Lecture and discussion	Present Simple	Knowing the simple present tense	1	8
Oral exam	Lecture and discussion	Indefinite articles	Teaching definite articles	1	9
Oral exam	Lecture and discussion	Adverbs of frequency	Teaching adverbs of repetition	1	10
Oral exam	Lecture and discussion	Pronouns	Teaching pronouns	1	11
Oral exam	Lecture and discussion	This/that/there is	Teaching the use of pointing tools	1	12
Oral exam	Lecture and discussion	Some and any	Teaching useany,some	1	13
Oral exam	Lecture and discussion	Past simple	Teaching the simple past	1	14
Oral exam	Lecture	Negative	Teaching negation	1	15

	and discussion				
Oral exam	Lecture and discussion	Modal verbs	Intransitive verbs	1	16
Oral exam	Lecture and discussion	Adverbs	circumstances	1	17
Oral exam	Lecture and discussion	Would like	UselikeFor preference	1	18
Oral exam	Lecture and discussion	Present continuous	past continuous	1	19
Oral exam	Lecture and discussion	Future	the future	1	20
Oral exam	reading words	Reading	Strengthening reading	1	21
Oral exam	Listening to conversations	Listening	Teaching listening	1	22
Oral exam	Writing paragraphs	Writing	Teaching writing and calligraphy	1	23

11.Course Evaluation

Distribution as follows:20 Monthly exam grade for the semesterthe first.20 Monthly exam grade And 10 marks for daily and oral assessment are divided between the two semesters.50Final Exam Grade

12.Learning and teaching resources

Ministry of Higher Education Curriculum
BookNew Headway Plus for beginners by John

Required textbooks (methodology if any)

and Liz Soars	
Ministry of Higher Education – Curriculum BookNew Headway Plus for beginners by John and Liz Soars	Main references (sources)
Grammar aids designed by the subject teacher and taken from reliable and solid websites and books	Recommended supporting books and references (scientific journals, reports...)
https://books-library.net/free-167753289- download	Electronic references, websites

1.Course name:	
Computers	Stage: First
2.Course code:	
HCP014	
3. System:	
Academic year: 2024–2025	
4.Date of preparation of thisTo describe	
25/7/2025	
5.Available attendance forms:	
My presence	
6.Number of study hours (total) / Number of units (total):	
60/4	
7.Course Instructor Name (If moreFrom a male name	
Name: Prof. Ahmed Adel Abdel Wahid	
Email: ahmedadel@uobasrah.edu.iq	
8. Objectives The decision	
	-Teaching the student to be familiar with the rulesBasicTo deal with and manage the computer -Completing projects, printing matters, and preparing statistics Graphics and presentation creation And engineering drawings and other designs -This course aims to teach and familiarize students with the concept of The Internet, communication networks, their technologies, classifications, and

	<p>everything</p> <p>What is relevant to the topic?</p> <p>-The course also aims to provide students with knowledge Windows 10 operating system management and how to use it effectively</p> <p>-And its practical application in computer laboratories, in addition to Explain it theoretically.</p> <p>Motivating students To learn how to use the Internet and its sites</p> <p>Correct and for their scientific benefit</p> <p>-Introducing students to the most important and latest developments in technology.</p>
--	---

9. Teaching and learning strategies

<p>Theoretical lectures (2 hours per week).</p> <p>Class discussions.</p> <p>Practical laboratory exercises.</p>	Strategy
--	-----------------

10. Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Oral	a lecture+ Demo	Introduction Computer components (Hardware/Software) and basic terms	Introducing the student to the components of the computer and their basic functions	1-2	1
Oral	a lecture+ Discussion	The concept of the operating system and its functions	Understanding operating systems and their role in computer management	1-2	2
practical/Oral	practical(with guide)	Windows 10: Desktop, Taskbar, Menus	Getting to know the interface Windows 10 and basic navigation	1-2	3
practical	Practical	File Explorer: Create/Copy/Move/Delete	Manage files and folders efficiently	1-2	4
Oral	practical+ Theoretical explanation	Settings Windows: Display, Sound, Language, Updates	Basic system settings and preferences	1-2	5
practical	practical+ Discussion	User accounts, permissions, simple backup	User management, privacy, and basic security	1-2	6
practical	Practical	Installing applications and file types (docx, pdf, xlsx)	stabilizing/Removing programs and understanding file formats	1-2	7
practical	practical+ Explanation	Word: Create a document, program interface, save	Principles of working with Microsoft Word	1-2	8
practical	Practical	Font format, size, color, alignment, spacing	Format texts and paragraphs professionally	1-2	9
practical	Practical	Bullets & Numbering, Inserting and Formatting Tables	Preparing lists and tables and presenting information	1-2	10
practical	practical	Insert images, wrap text, shapes, and	Working with images and shapes in a document	1-2	11

		graphics			
practical	Practical	heads/Footers, page numbering, section breaks	Setting up headers, footers, and page breaks	1–2	12
practical	practical+ Explanation	Styles, Templates, and Saving Templates	Use patterns Word and templates	1–2	13
practical	Practical	Page setup, margins, savePDF	Printing, page setup, and format conversion	1–2	14
practical	Practical	Indexes, automatic tables, references	Create automatic internal and external references	1–2	15
practical+ Editorial	Practical	Mail Merge from Excel to Word	Mail Merge	1–2	16
practical	practical+ Discussion	Review, track changes, password protect	Protection and Document Review	1–2	17
practical+ Oral	practical(s mall project)	Chapter division, indexing, report design	Format a long document and prepare a comprehensive report	1–2	18
Oral/practical	Practical	Keyboard shortcuts and window management	Using shortcuts to improve productivity		19
practical	practical+ Explanation	File History, Backup & Restore	File recovery and backup handling	1–2	20
practical	Practical	Data transfer, file sharing on the local network	Handling simple storage and networking media	1–2	21
practical	Practical	Printer setup, print menus, PDF to print	Advanced Print Management	1–2	22
practical	Practical	Export presentation notes and create help documents	Use Word in preparing basic presentations	1–2	23
practical	Practical	drawers SmartArt and charts in Word	Professional content production: SmartArt and charts	1–2	24
practical	Practical	Import tables fromExcel and convert it	Integration with Excel and Data Exchange	1–2	25
Oral+ Practical	a lecture+ Practical	Encrypted storage, secure sharing, and malware protection	Digital security principles when working with documents	1–2	26
Oral	a lecture+ Discussion	Copyright, open source, plagiarism	Code of Ethics for the Use of the Internet and Resources	1–2	27
Editorial+ Oral	Practical	Final project: Word report with Excel tables	Applied project Preparing a comprehensive practical report	1–2	28
Oral	practical+ Discussion	Interactive review session, common problem solving	Comprehensive review of all skills Word and Windows	1–2	29
Oral+ Editorial	practical+ Lecture	Mock test and final review	Final Exam Preparation and Final Performance Evaluation	1–2	30

11.Course Evaluation

Distribution as follows:25Monthly exam grade Theory and practice For separation the first. 25Monthly exam grade Theory and practice For the second semester.50 Final Exam Grade

12.Learning and teaching resources

Ministry of Higher Education Curriculum Book, Parts 1 and 2, for the Second Stage

Required textbooks (methodology if any)

Ministry of Higher Education Curriculum Book, Parts 1 and 2, for the Second Stage	Main references (sources)
Book (Computer Basics)/ The author of the book is Dr. Qais Al-Hadi Babiker Al-Hadi, Professor Assistant Professor at University of Gezira - Department of Computer Science (Sudan)	Recommended supporting books and references (scientific journals, reports...)
Yusr Al-Mustafa Science Series "Computer and Internet Basics, Office 2010" by Dr. Ziad Muhammad Abboud, 2013	Electronic references, websites

1.Course name:
Human Rights Stage: First
2.Course code:
115ps
3. Year/Semester
Academic year: 2024–2025
4.Date this description was prepared
24/7/2025
5.Available attendance forms:
My presence
6.Number of study hours (total) / Number of units (total):
30/4
7.Course Instructor Name(If moreFrom a male name: Name of the person in charge: M.M. Ebtihal Farhan Khalifa Email: ibtihal.farhan@uoasrah.edu.iq
8. ObjectivesThe decision
<ul style="list-style-type: none"> – Introducing students to the basic concepts of human rights – Identify the sources of human rights? – Learn about the concept of democracy, its forms, images and characteristics? – What is it Characteristics of human rights? – Understanding human rights in terms of scientific classifications – Introducing students to human rights in ancient civilizations and divine laws.

9. Teaching and learning strategies**Lecture****Strategy****10. Course structure**

road Evaluation	Learning method	Name of unit or topic	Required learning outcomes	watche s	week
Oral	Discussio n	Meeting with students and providing them with educational and psychological guidance regarding commitment to lectures, daily attendance, and participation, and providing them with the course material.	Students should be familiar with the instructions for adhering to the lecture rules, including adherence to ethical behavior, daily attendance, and participation.	1	1
Oral	Discussio n	A historical overview of human rights in the educational process.	Students should have general knowledge of human rights, including a historical overview of the emergence of human rights and their importance in the educational process.	1	2
Oral	Discussio n	Definition of human rights? And its concept among students.	Students should learn about the concepts of human rights and their importance.	1	3
Oral	Discussio n	Identify the characteristics of	To familiarize students with the importance of	1	4

		human rights	human rights characteristics.		
Oral and written	Discussion	Human rights divisions	Students will learn about the most important divisions of human rights.	1	5
Oral	Discussion	Introducing students to human rights classifications	To make students aware of the importance of classifications and their types?	1	6
Oral and written	Discussion	Human rights in ancient civilizations.	Students learn about ancient civilizations and the most prominent human rights in them.	1	7
Oral	Discussion	Learning about human rights in divine laws	That students have knowledge of the most important human rights in divine laws.	1	8
Oral	Discussion	Human rights sources.	Students should be familiar with all sources of human rights and their importance.	1	9
Oral and written	Discussion	International sources of human rights	Students will learn about the types and importance of international sources of human rights, including the Universal Declaration.	1	10
Oral	Discussion	Main features of human rights	Students will learn about the most important features and	1	11

			characteristics of human rights.		
Oral	Discussion	Rights included in the Universal Declaration of Human Rights	Students will learn about the most important civil, economic, cultural and political rights in the Universal Declaration of Human Rights.	1	12
Oral and written	Discussion	The legal value of the Universal Declaration of Human Rights.	Students will learn about the importance of the legal value of human rights.	1	13
Oral	Discussion	Definition of the two international covenants on human rights	Introducing students to the importance and categories of the International Covenant on Human Rights.	1	14
Oral	Discussion	National Human Rights Resources	Students will learn about the importance, types and sources of national human rights.	1	15
Oral	Discussion	Rights stipulated in the Iraqi Constitution of 2005.	Students will learn about the importance of the rights contained in the Iraqi Constitution of 2005.	1	16
Oral	Discussion	Human rights guarantees.	Students should learn about the importance of guarantees and their types, internal and external.	1	17
Editorial		First semester exam	First semester exam	1	18

Oral	Discussion	The principle of the rule of law	To make students aware of the importance of the principle of the rule of law.	1	19
Oral	Discussion	Judicial guarantees	Students should be familiar with judicial methods and their forms.	1	20
Oral	Discussion	International guarantees of human rights	Students should learn about international guarantees and the bodies that provide guarantees for human rights.	1	21
Oral	Discussion	The concept of democracy and its forms	To make students aware of the concept of democracy and its forms?	1	22
Oral	Discussion	Ways of emergence of democracy?	Students should know the ways in which democracy emerges.	1	23
Oral	Discussion	Definition of democracy?	Students should learn about the definition of democracy and the principles and mechanisms on which it is based.	1	24
Oral	Discussion	Characteristics of democracy	To make students aware of the importance and characteristics of democracy.	1	25
Oral	Discussion	Forms or images of	For students to get to	1	26

	n	democracy	knowThe most prominent forms and images of democracy.		
Oral	Discussion	Identify the pros and cons of democracy	Students should learn about the positives and negatives of democracy.	1	27
Editorial		Second semester exam	Second semester exam	1	28
Oral	Discussion	Pictures of the parliamentary/representative system or democratic systems in the world	Students will learn about the most prominent forms of systems in the parliamentary or representative system.	1	29
Oral	Discussion	semi-direct democracy	For students to get to knowSemi-direct democracy, its types and manifestations	1	30

11.Course Evaluation

Distribution as follows:25Monthly and daily exam grades for the semester the first.
25Monthly and daily exam grades for the second semester.50Final Exam Grade

12.Learning and teaching resources

	Required textbooks (methodology if any)
Ahmed Fathi Sorour, Constitutional Legitimacy and the Rights of Man (2000). – Riyadh Aziz Hadi: Human Rights, Baghdad 2005.	Main references (sources)
Hafez Alwan. Human Rights, Baghdad. 2009	Recommended supporting books and references (scientific journals, reports...)
Lessons in Administrative Judiciary, Cairo, 1976	Electronic references, websites

1.Course name:

Educational Sociology Stage: First

2.Course code:

105ps	
3. Year/Semester	
Academic year: 2024–2025	
4.Date this description was prepared	
23/7/2025	
5.Available attendance forms:	
My presence	
6.Number of study hours (total) / Number of units (total):	
60/6	
7.Course Instructor Name (If moreFrom a male name : Name of the person in charge: A.M.D. Wissam Abdul Karim Hamid Email: wissam.hameed@uobasrah.edu.iq	
8. ObjectivesThe decision	
<ul style="list-style-type: none"> – Benefit from Educational and Psychological Sciences In providing students with thinking and analytical skills and Enabling them to solve problemsScientific and educational. – Giving the student the ability to perceive and understand the messagemaninthe earth . – Preparing competent teaching staff with skills that keep pace with cognitive developments in the world. – ATo contribute to community service by involving students in seminarsAnd the seminarsand workshops. – AA counter for educational and scientific staff in order to enable the problems in the process to be addressededucational andEducational. – Providing the student with a taskAScientific research saw. 	
9.Teaching and learning strategies	
1-Interrogation method. 2- Lecture path. 3- Discussion method. 4- UseMoviesDocumentary.	Strategy

10.Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	concept Educational Sociology	Preparing competent teachers who contribute to the development of society	2	1
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Objectives of sociology	Preparing competent teachers who contribute to the development of society	2	2
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Principles of educational sociology	Preparing competent teachers who contribute to the development of society	2	3
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	The relationship between education and educational sociology	Preparing competent teachers who contribute to the development of society	2	4
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Society and its influence on educational sociology	Preparing competent teachers who contribute to the development of society	2	5
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	How to understand and use the tools of educational sociology	Preparing competent teachers who contribute to the development of society	2	6

t tests	g				
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	The interconnected relationship between educational sociology and society through education.	Preparing competent teachers who contribute to the development of society	2	7
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Methods of dealing with educational sociology	Preparing competent teachers who contribute to the development of society	2	8
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Foundations of modern educational sociology	Preparing competent teachers who contribute to the development of society	2	9
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	features Features Modern Sociology	Preparing competent teachers who contribute to the development of society	2	10
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Observation tools in modern sociology	Preparing competent teachers who contribute to the development of society	2	11
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Interview tools in modern sociology	Preparing competent teachers who contribute to the development of society	2	12

Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	ingredients Modern sociology from the perspective of educational specialists	Preparing competent teachers who contribute to the development of society	2	13
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Roles of modern sociology	Preparing competent teachers who contribute to the development of society	2	14
Monthly, semester, and final achievement tests	First semester exam	Case study approach	Preparing competent teachers who contribute to the development of society	2	15
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Form (questionnaire)	Preparing competent teachers who contribute to the development of society	2	16
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Personal interview	Preparing competent teachers who contribute to the development of society	2	17
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Directed and undirected observation	Preparing competent teachers who contribute to the development of society	2	18
Monthly, semester, and final	Lecture, discussion, and	The relationship of sociology to other sciences	Preparing competent teachers who contribute to the development of	2	19

achievement tests	questioning		society		
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	The relationship between education and other sciences	Preparing competent teachers who contribute to the development of society	2	20
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Types of education throughout the ages	Preparing competent teachers who contribute to the development of society	2	21
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Foundations of education	Preparing competent teachers who contribute to the development of society	2	22
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Philosophies of Education	Preparing competent teachers who contribute to the development of society	2	23
Monthly, semester, and final achievement tests	Second semester exam	Definition of society and its elements	Preparing competent teachers who contribute to the development of society	2	24
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Social statics (social construction)	Preparing competent teachers who contribute to the development of society	2	25

Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Social dynamics (social interaction)	Preparing competent teachers who contribute to the development of society	2	26
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Education and social identity	Preparing competent teachers who contribute to the development of society	2	27
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Social structure and social organization	Preparing competent teachers who contribute to the development of society	2	28
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Role and social status	Preparing competent teachers who contribute to the development of society	2	29
Monthly, semester, and final achievement tests	Final exam	The concept of social institutions and their types	Preparing competent teachers who contribute to the development of society	2	30

11.Course Evaluation

Distribution as follows:25Monthly and daily exam grades for the semesterthe first.
25Monthly and daily exam grades for the second semester.50Final Exam Grade

12.Learning and teaching resources

Introduction to Educational Sociology, Abdul Hadi, Nabil, Amman, Al–Yazouri Scientific Publishing and Distribution	Required textbooks (methodology if any)
--	---

House, 2009	
Introduction to Educational Sociology / Translated and presented by Dr. Nizar Ayoun Al-Soud (1950), Damascus House for Translation and Publishing – Syria	Main references (sources)
Educational Sociology/Dr. Majid Ahmed Al- Momani (2000), Social Affairs, Issue 66, Year 2017.	Recommended supporting books and references (scientific journals, reports...)
British Journal of Sociology of Education.	Electronic references, websites

1.Course name:
Environmental Education Stage: First
2.Course code:
102ps
3. Year/Semester
Academic year: 2024–2025
4.Date this description was prepared
20/7/2025
5.Available attendance forms:
My presence
6.Number of study hours (total) / Number of units (total): Two hours a week
60/6
7.Course Instructor Name (If moreFrom a male name
Name: Prof. Dr. Zainab Faleh Salem
Email: zainab.salem@uobasrah.edu.iq
8. ObjectivesThe decision
_Introducing students to the importance of environmental education in community life. - Enabling students to develop environmental awareness. - Apply what students learn about environmental awareness in their daily lives.

9.Teaching and learning strategies:

Lecture and interrogation method, discussion and dialogue method, and report preparation method

Strategy

10.Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes The student should know:	watches	week
Oral	Discussion , dialogue and interrogation	The concept of the environment	The concept of the environment	1-2	1
Oral	Discussion , dialogue and interrogation	Environment in Terminology	Environment in Terminology	1-2	2
Oral	Discussion , dialogue and interrogation	The concept and philosophy of environmental education	The concept and philosophy of environmental education	1-2	3
Oral	Discussion , dialogue and interrogation	ecology	ecology	1-2	4
Oral	Discussion , dialogue	The evolution of the relationship between humans and the	The evolution of the relationship between humans and the	1-2	5

	and interrogati on	environment	environment		
Oral	Discussion , dialogue and interrogati on	Human impact on the environment	Human impact on the environment	1–2	6
Oral	Discussion , dialogue and interrogati on	Environmental education objectives	Environmental education objectives	1–2	7
Oral	Discussion , dialogue and interrogati on	Environmental education methods	Environmental education methods	1–2	8
Oral	Discussion , dialogue and interrogati on	Foundations of Environmental Education	Foundations of Environmental Education	1–2	9
Oral	Discussion , dialogue and interrogati on	Characteristics and features of environmental education	Characteristics and features of environmental education	1–2	10
Oral	Discussion , dialogue and interrogati on	Environmental awareness	Environmental awareness	1–2	11

	on				
Oral	Discussion , dialogue and interrogati on	The development of environmental awareness and the weakness of environmental awareness	The development of environmental awareness and the weakness of environmental awareness	1–2	12
Oral	Discussion , dialogue and interrogati on	Components of environmental awareness	Components of environmental awareness	1–2	13
Oral	Discussion , dialogue and interrogati on	The role of environmental awareness in modifying human environmental behavior	The role of environmental awareness in modifying human environmental behavior	1–2	14
Oral	Discussion , dialogue and interrogati on	Environmental awareness in light of cognitive theory	Environmental awareness in light of cognitive theory	1–2	15
Oral	Discussion , dialogue and interrogati on	Dimensions of environmental awareness	Dimensions of environmental awareness	1–2	16
Oral	Discussion , dialogue and interrogati on	Environmental education in school curricula	Environmental education in school curricula	1–2	17

Oral	Discussion , dialogue and interrogati on	Approaches to classifying environmental education in school curricula	Approaches to classifying environmental education in school curricula	1–2	18
Oral	Discussion , dialogue and interrogati on	Environmental concepts	Environmental concepts	1–2	19
Oral	Discussion , dialogue and interrogati on	Components of the ecosystem	Components of the ecosystem	1–2	20
Oral	Discussion , dialogue and interrogati on	The concept of environmental pollution	The concept of environmental pollution	1–2	21
Oral	Discussion , dialogue and interrogati on	Environmental and pollution problems	Environmental and pollution problems	1–2	22
Oral	Discussion , dialogue and interrogati on	The role of the state in protecting the environment	The role of the state in protecting the environment	1–2	23
Oral	Discussion , dialogue	The role of the individual in protecting	The role of the individual in protecting the	1–2	24

	and interrogati on	the environment	environment		
Oral	Discussion , dialogue and interrogati on	Educational and environmental protection methods	Educational and environmental protection methods	1-2	25
Oral	Discussion , dialogue and interrogati on	Receive and maintain the environment	Receive and maintain the environment	1-2	26
Oral	Discussion , dialogue and interrogati on	Intellectual pollution in Iraq and the role of environmental education in addressing it	Intellectual pollution in Iraq and the role of environmental education in addressing it	1-2	27
Oral	Discussion , dialogue and interrogati on	The positive stance of religions on the environment	The positive stance of religions on the environment	1-2	28
Oral	Discussion , dialogue and interrogati on	The position of heavenly religions on the environment	The position of heavenly religions on the environment	1-2	29
Oral	Discussion , dialogue and interrogati on	Philosophy of Environmental Education	Philosophy of Environmental Education	1-2	30

	on				
11.Course Evaluation					
Distribution as follows:25Monthly and daily exam grades for the semesterthe first. 25Monthly and daily exam grades for the second semester.50Final Exam Grade					
12.Learning and teaching resources					
Environmental education			Required textbooks (methodology if any)		
United Nations Organization (2022), Office – of the High Commissioner for Human Rights, Green Economy in the Context of Development and Sustainability.			Main references (sources)		
Dr. Abdul Ghani Abboud and others (2005), ➤ Comparative Education and the Third Millennium: Ideology, Education, and the New World Order, Cairo. Alaa El-Din Arafat (2011) Climate change and ➤ its impact on			Recommended supporting books and references (scientific journals, reports...)		
			Electronic references, websites		

1.Course name:	
Foundations of Education	Stage: First
2.Course code:	
101ps	
3. Year/Semester	
Academic year: 2024–2025	
4.Date this description was prepared	
20/7/2025	
5.Available attendance forms:	
My presence	

6.Number of study hours (total) / Number of units (total):Two hours a week					
60/6					
7.Course Instructor Name (If moreFrom a male name					
Name: Asst. Prof. Dr. Maysaa Abdul Hamza					
Email: maysa.hamza@uobasrah.edu.iq					
8. ObjectivesThe decision					
- more to understand The student For reality Educational and social on bitter Ages And awareness The march Educational in maximum Its necessities And understand Theories Educational on various peoples old And recently. -explanation The process Educational from Destination look historical And philosophical And throwing light on upbringing And education, - statement importance role Institutions upbringing Educational Social , And help students on Training And the feeling Importantly The process educational, And he is like that science describes And explains effect Systems Educational on reality historical old And recently - to set reality Educational that Revealed About him schools Philosophical in Education And specify Goals breeding the society And application Concepts Educational			-Student's awareness of the importance of the foundations of education. _The student's awareness of the importance of the stages of education. _Enabling the student to achieve general educational goals Providing the student with detailed - information about the eras through which education passed. _Enabling the student to know Spartan education _The student's knowledge of the objectives of education, both ancient and modern. - Enabling the student to search for educational history.		
9.Teaching and learning strategies:					
Lecture and interrogation method, discussion and dialogue method, and report preparation method					Strategy
10.Course structure					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes The student should know:	watches	week

Oral	Discussion, dialogue and interrogation	meaning Education And its goals Its necessity	meaning Education And its goals Its necessity	1-2	1
Oral	Discussion, dialogue and interrogation	Her theories , and its fields	Her theories , and its fields	1-2	2
Oral	Discussion, dialogue and interrogation	basis historical For education	basis historical For education	1-2	3
Oral	Discussion, dialogue and interrogation	basis historical For education	ancient education	1-2	4
Oral	Discussion, dialogue and interrogation	basis historical For education	Chinese education	1-2	5
Oral	Discussion, dialogue and interrogation	basis historical For education	Greek education	1-2	6

	dialogue and interrogat ion				
Oral	Discussio n, dialogue and interrogat ion	basis historical For education	medieval education	1–2	7
Oral	Discussio n, dialogue and interrogat ion	basis historical For education	Education Arabic before Islam And after Islam	1–2	8
Oral	Discussio n, dialogue and interrogat ion	basis historical For education	Education Modern	1–2	9
Oral	Discussio n, dialogue and interrogat ion	basis social For education	relationship between Education and society	1–2	10
Oral	Discussio n, dialogue and	basis social For education	relationship between individual and the environment	1–2	11

	interrogat ion				
Oral	Discussio n, dialogue and interrogat ion	basis social For education	Education morality	1-2	12
Oral	Discussio n, dialogue and interrogat ion	basis social For education	Education family,	1-2	13
Oral	Discussio n, dialogue and interrogat ion	basis social For education	Education National,	1-2	14
Oral	Discussio n, dialogue and interrogat ion	basis social For education	Education Health	1-2	15
Oral	Discussio n, dialogue and interrogat ion	The economic basis of education	Education And its effect in development Economic	1-2	16

Oral	Discussion, dialogue and interrogation	basis Economist For education	And exploitation Resources natural	1-2	17
Oral	Discussion, dialogue and interrogation	basis Scientific for Education	Education The method in Search	1-2	18
Oral	Discussion, dialogue and interrogation	Foundations National and social	Foundations National and social		19
Oral	Discussion, dialogue and interrogation	Education in perspective Islamic	Education in perspective Islamic	1-2	20
Oral	Discussion, dialogue and interrogation	Renewal Educational in Iraq	the school Comprehensive	1-2	21
Oral	Discussion, dialogue and interrogation	Renewal Educational in Iraq	Education methodology	1-2	22

	dialogue and interrogat ion				
Oral	Discussio n, dialogue and interrogat ion	Renewal Educational in Iraq	schools Distinguished Acceleration	1-2	23
Oral	Discussio n, dialogue and interrogat ion	Education primitive	Accept individual the environment primitive How? woven Education itself	1-2	24
Oral	Discussio n, dialogue and interrogat ion	Education Social	that He is I have individual need Social Certain.	1-2	25
Oral	Discussio n, dialogue and interrogat ion	Education via the date	Find relationship consistency between Civilizations	1-2	26
Oral	Discussio n, dialogue and	Education Islamic	It means symmetry and consistency in thinking And work including Dictates it On us Our religion	1-2	27

	interrogation				
Oral	Discussion, dialogue and interrogation	Adjustment social	It means control Social and control Positivity	1-2	28
Oral	Discussion, dialogue and interrogation	Culture and education	practices that We do With it during Our life I fell short or It took long	1-2	29
Oral	Discussion, dialogue and interrogation	Education Social	that He is I have individual need Social Certain.	1-2	30

11.Course Evaluation

Distribution as follows: 25 Monthly and daily exam grades for the semester the first.
25 Monthly and daily exam grades for the second semester. 50 Final Exam Grade

12.Learning and teaching resources

Foundations of education	Required textbooks (methodology if any)
Emile role Kaheim , Education and society, ➤ Renaissance , Cairo ,1999 D0Ibrahim supporter , Foundations Education, house Vanguard ,Oman,2004	Main references (sources)
Dr. Raed Rasm and Dr. Samaa Turki, ➤ Foundations of Education, Nour Al-Hassan Office, Baghdad, 2021	Recommended supporting books and references (scientific journals, reports...)

<p>D0Maher Al-Jaafari , Foundations Education, ➤ house Ammar , Oman , 1998</p> <p>D0Ibrahim Othman, Education , house Kazma, ➤ Kuwait,1983</p> <p>0Mahmoud Mr, studies in Education and society, The Companion Cairo,1988</p>	
	Electronic references, websites

Academic description of courses

The second stage

1.Course name:	
Curriculum and textbook Stage: Second	
2.Course code:	
205ps	
3. Year/Semester	
Academic year: 2024–2025	
4.Date this description was prepared	
23/7/2025	
5.Available attendance forms:	
My presence	
6.Number of study hours (total) / Number of units (total):	
60/6	
7.Course Instructor Name (If moreFrom a male name	
:	
Name of the person in charge: A.M.D. Wissam Abdul Karim Hamid	
Email: wissam.hameed@uobasrah.edu.iq	
8. ObjectivesThe decision	
<ul style="list-style-type: none"> – Curricula and their relationship to school books. – How does the student develop his idea for the learning process and search for solutions to the problems he faces? – Curricula: their importance, methods, characteristics and foundations. – Types of curricula, their advantages and disadvantages. – The curriculum and its academic and educational relationship in the school book. 	
9.Teaching and learning strategies	
1-Interrogation method. 2- Lecture path. 3- Discussion method. 4- Use Movies Documentary.	Strategy
10.Course structure	

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	The concept of curriculum in language and terminology	Preparing competent teachers who contribute to the development of society	2	1
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	The traditional approach: its concept, preparation, and criticisms directed at it	Preparing competent teachers who contribute to the development of society	2	2
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	The curriculum in its modern concept and characteristics	Preparing competent teachers who contribute to the development of society	2	3
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Factors that contributed to the development of the concept of curriculum and its components	Preparing competent teachers who contribute to the development of society	2	4
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	The apparent and hidden (hidden) approach	Preparing competent teachers who contribute to the development of society	2	5
Monthly, semester, and final	Lecture, discussion, and	Official curriculum and realistic	Preparing competent teachers who contribute	2	6

achievement tests	questioning	curriculum	to the development of society		
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	The philosophical and cognitive basis of curricula	Preparing competent teachers who contribute to the development of society	2	7
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	The social and psychological basis of curricula	Preparing competent teachers who contribute to the development of society	2	8
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Educational objectives of curricula	Preparing competent teachers who contribute to the development of society	2	9
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Educational learning content	Preparing competent teachers who contribute to the development of society	2	10
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Teaching methods	Preparing competent teachers who contribute to the development of society	2	11
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Educational tools and accompanying activities	Preparing competent teachers who contribute to the development of society	2	12

Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Evaluation in the curriculum	Preparing competent teachers who contribute to the development of society	2	13
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	The concept and advantages of the broad fields approach	Preparing competent teachers who contribute to the development of society	2	14
Monthly, semester, and final achievement tests	First semester exam	Disadvantages of the broad field approach	Preparing competent teachers who contribute to the development of society	2	15
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Activity Methodology / Concept and Principles	Preparing competent teachers who contribute to the development of society	2	16
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Characteristics of the activity approach	Preparing competent teachers who contribute to the development of society	2	17
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Activity curriculum applications	Preparing competent teachers who contribute to the development of society	2	18
Monthly, semester, and final	Lecture, discussion, and	Project steps	Preparing competent teachers who contribute to the development of	2	19

achievement tests	questioning		society		
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Features of the activity approach	Preparing competent teachers who contribute to the development of society	2	20
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	The axial approach / concept	Preparing competent teachers who contribute to the development of society	2	21
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Characteristics of the axial approach	Preparing competent teachers who contribute to the development of society	2	22
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Advantages of the axial approach	Preparing competent teachers who contribute to the development of society	2	23
Monthly, semester, and final achievement tests	Second semester exam	Disadvantages of the axial approach	Preparing competent teachers who contribute to the development of society	2	24
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	The concept of general and specific curriculum evaluation	Preparing competent teachers who contribute to the development of society	2	25

Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Justifications for curriculum evaluation	Preparing competent teachers who contribute to the development of society	2	26
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Curriculum evaluation objectives	Preparing competent teachers who contribute to the development of society	2	27
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Curriculum evaluation models	Preparing competent teachers who contribute to the development of society	2	28
Monthly, semester, and final achievement tests	Lecture, discussion, and questioning	Aspects of curriculum evaluation	Preparing competent teachers who contribute to the development of society	2	29
Monthly, semester, and final achievement tests	Final exam	Calendar steps + Calendar calendar	Preparing competent teachers who contribute to the development of society	2	30

11. Course Evaluation

distribution as follows: 25 Monthly and daily exam grades for the semester the first.
25 Monthly and daily exam grades for the second semester. 50 Final Exam Grade

12. Learning and teaching resources

Curriculum and textbook	Required textbooks (methodology if any)
1–Curriculum and textbook, Al-Jabiri, Kazem and others, Baghdad, Al-Naimi Printing	Main references (sources)

and Copying Office, 2011	
2–Dramatization of school curricula, Al-Nawasra, Jamal Muhammad, Amman, 2014.	
Contemporary school curriculum, Jawdat Saada and Abdullah Ibrahim: Amman, Dar AlThink, 2014.	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

1.Course name:
Educational Psychology Stage: Second
2.Course code:
209ps
3. Year/Semester
Academic year: 2024–2025
4.Date this description was prepared
1/8/2025
5.Available attendance forms:
My presence
6.Number of study hours (total) / Number of units (total):
60/6
7.Course Instructor Name (If moreFrom a male name : Name of the person in charge: M.D.Asaad Fakher Habib Email: asaad.fakhir@uobasrah.edu.iq
8. ObjectivesThe decision
<ul style="list-style-type: none"> – The student should become familiar with the concept of educational psychology and its areas of interest and study.. – The student should be able to understand the meaning of educational objectives, classify them, and transform them into learning goals. – The student should be able to understand the meaning of educational objectives, classify them, and transform them into learning goals. <p>The student should be aware of the importance of motivation in the field of educational _</p>

psychology.

9. Teaching and learning strategies

1-Interrogation method.

2- Lecture path.

3- Discussion method.

Strategy

10. Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Asking questions To a student And the answer to it	Dialogue and discussion	science self The turbineYAnd its development	Understanding the meaning of educational psychology	2	1
Asking questions For students	Dialogue and discussion	Goals Educational	The student should be able to formulate behavioral objectives and formulate a question that achieves the objective.	2	2
Asking questions For students	Dialogue and discussion	science self Educational And its development	Understanding the meaning of educational psychology	2	3
Directing questions to students	Dialogue and discussion	Goals Educational	The student should be able to formulate behavioral objectives and formulate a question that achieves the objective.	2	4

First semester exam				2	5
=	=	Memory, its theories and its role In teaching	Understanding memory and its theories	2	6
Directing questions to students	Dialogue and discussion	Memory, its theories and its role In teaching	Understanding memory and its theories	2	7
Directing questions to students	Dialogue and discussion	forgetfulness	Learn about forgetting and its theories	2	8
Directing questions to students	Dialogue and discussion	forgetfulness	Learn about forgetting and its theories	2	9
Directing questions to students	Dialogue and discussion	forgetfulness	Learn about forgetting and its theories	2	10
Directing questions to students	Dialogue and discussion	Recognizing the transfer of learning	Recognizing the transfer of learning	2	11
Second semester exam				2	12
Directing questions to students	Dialogue and discussion	Motivation in the process education	Recognizing the role of motivation in education	2	13
Directing questions to students	Dialogue and discussion	Motivation in the process education	Recognizing the role of motivation in education	2	14
Directing questions to students	Dialogue and discussion	Motivation in the process education	Recognizing the role of motivation in education	2	15
Directing questions to	Dialogue and	Concepts and their relationship in creative	Learn the meaning of the concept and creative and	2	16

students	discussion	and scientific thinking	scientific thinking		
Directing questions to students	Dialogue and discussion	Concepts and their relationship in creative and scientific thinking	Learn the meaning of the concept and creative and scientific thinking	2	17
Directing questions to students	Dialogue and discussion	Concepts and their relationship in creative and scientific thinking	Learn the meaning of the concept and creative and scientific thinking	2	18
Directing questions to students	Dialogue and discussion	Feedback	Learn the meaning of feedback	2	19
Directing questions to students	Dialogue and discussion	Feedback	Learn the meaning of feedback	2	20
First exam of the second semester				2	21
Directing questions to students	Dialogue and discussion	Educational theories	Learn about educational theories	2	22
Directing questions to students	Dialogue and discussion	Educational theories	Learn about educational theories	2	23
Directing questions to students	Dialogue and discussion	Educational theories	Learn about educational theories	2	24
Directing questions to students	Dialogue and discussion	Factors affecting learning	Identifying factors affecting learning	2	25
Directing questions to students	Dialogue and discussion	Factors affecting learning	Identifying factors affecting learning	2	26

Directing questions to students	Dialogue and discussion	individual differences And its impact on education	Recognizing individual differences	2	27
Directing questions to students	Dialogue and discussion	individual differences And its impact on education	Recognizing individual differences	2	28
Examthe second ForSecond semester				2	29
Directing questions to students	Dialogue and discussion	Skills and habits How to acquire it	Identify skills and habits	2	30
11.Course Evaluation					
Distribution as follows:25Monthly and daily exam grades for the semesterthe first. 25Monthly and daily exam grades for the second semester.50Final Exam Grade					
12.Learning and teaching resources					
Fundamentals of Educational Psychology			Required textbooks (methodology if any)		
Educational Psychology cognitive psychology Thinking without limits			Main references (sources)		
			Recommended supporting books and references (scientific journals, reports...)		
			Electronic references, websites		

1.Course name:	
Social Psychology Stage: Second	
2.Course code:	
208ps	
3. Year/Semester	
Academic year: 2024–2025	
4.Date this description was prepared	
18/8/2025	
5.Available attendance forms:	
My presence	
6.Number of study hours (total) / Number of units (total):	
60/6	
7.Course Instructor Name (If moreFrom a male name	
:	
Name of the person in charge: .m.M.Shaza Jassim Obaidi	
Email: shatha.ebadi@uobasrah.edu.iq	
8. ObjectivesThe decision	
<ul style="list-style-type: none"> – The student should become familiar with the concept of social psychology, its fields, the nature of its study, its historical development, and its relationship to other sciences. – The student should become familiar with the most important areas in which social psychology can be used. – The student should understand the concept of socialization and its importance in building the individual's personality from childhood. – The student should know the meaning of the self and the concept of the self, how it grows or develops, and the importance of that. – To recognize the role of family, school and peers in social upbringing. – To know the meaning of delinquency, juvenile delinquency, its trends, forms of delinquency, and the causes leading to juvenile delinquency. 	
9.Teaching and learning strategies	
Discussion method	Strategy
10.Course structure	

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Asking questions and having students answer them	Dialogue and discussion	Introduction to Social Psychology and its Definition	Understanding the meaning of social psychology	2	1
Asking questions and having students answer them	Dialogue and discussion	The historical development of social psychology.	- The student should be able to identify the historical development of social psychology, its relationship to other sciences, and its importance in other areas of life.	2	2
Asking questions and having students answer them	Dialogue and discussion	The historical development of social psychology.	- The student should be able to identify the historical development of social psychology, its relationship to other sciences, and its importance in other areas of life.	2	3
Asking questions and having students answer them	Dialogue and discussion	The historical development of social psychology.	- The student should be able to identify the historical development of social psychology, its relationship to other sciences, and its importance in other areas of life.	2	4
Asking questions and having students	Dialogue and discussion	The historical development of social psychology.	- The student should be able to identify the historical development of	2	5

answer them			social psychology, its relationship to other sciences, and its importance in other areas of life.		
Asking questions and having students answer them	Dialogue and discussion	<ul style="list-style-type: none"> - The process of socialization Social growth from childhood to old age. - The self and the concept of self. The role of family, school, and peer group 	<ul style="list-style-type: none"> - The student should be able to understand the process of socialization and social growth from childhood to old age. - The student should understand the nature of the self and the concept of the self, how the concept of the self is formed and its function, and how it develops according to the concepts of a number of social psychologists, such as Kroger and Vernon, in the stages of childhood and adolescence. - The student should be able to understand the role of the family, school and peer group in the process of socialization. 	2	6
Asking questions and having students answer them	Dialogue and discussion	<ul style="list-style-type: none"> - The process of socialization Social growth from childhood to old age. - The self and the concept of self. The role of family, school, and peer group 	<ul style="list-style-type: none"> - The student should be able to understand the process of socialization and social growth from childhood to old age. - The student should understand the nature of the self and the concept of the self, how the concept of the self is formed and its function, and how it develops according to the concepts of a number of social psychologists, such as 	2	7

			<p>Kroger and Vernon, in the stages of childhood and adolescence.</p> <ul style="list-style-type: none"> - The student should be able to understand the role of the family, school and peer group in the process of socialization. 		
Asking questions and having students answer them	Dialogue and discussion	<ul style="list-style-type: none"> - The process of socialization <p>Social growth from childhood to old age.</p> <ul style="list-style-type: none"> - The self and the concept of self. <p>The role of family, school, and peer group</p>	<ul style="list-style-type: none"> - The student should be able to understand the process of socialization and social growth from childhood to old age. - The student should understand the nature of the self and the concept of the self, how the concept of the self is formed and its function, and how it develops according to the concepts of a number of social psychologists, such as Kroger and Vernon, in the stages of childhood and adolescence. - The student should be able to understand the role of the family, school and peer group in the process of socialization. 	2	8
Asking questions and having students answer them	Dialogue and discussion	<ul style="list-style-type: none"> - The process of socialization <p>Social growth from childhood to old age.</p> <ul style="list-style-type: none"> - The self and the concept of self. <p>The role of family, school, and peer group</p>	<ul style="list-style-type: none"> - The student should be able to understand the process of socialization and social growth from childhood to old age. - The student should understand the nature of the self and the concept of the self, how the concept of the self is formed and its function, and how it develops according to the concepts 	2	9

			<p>of a number of social psychologists, such as Kroger and Vernon, in the stages of childhood and adolescence.</p> <p>- The student should be able to understand the role of the family, school and peer group in the process of socialization.</p>		
Asking questions and having students answer them	Dialogue and discussion	<p>- The process of socialization</p> <p>Social growth from childhood to old age.</p> <p>- The self and the concept of self.</p> <p>The role of family, school, and peer group</p>	<p>- The student should be able to understand the process of socialization and social growth from childhood to old age.</p> <p>- The student should understand the nature of the self and the concept of the self, how the concept of the self is formed and its function, and how it develops according to the concepts of a number of social psychologists, such as Kroger and Vernon, in the stages of childhood and adolescence.</p> <p>- The student should be able to understand the role of the family, school and peer group in the process of socialization.</p>	2	10
Asking questions and having students answer them	Dialogue and discussion	<p>- Social diseases (social pathology)</p> <p>Juvenile delinquency and their tendencies</p> <p>Pictures of juvenile delinquency</p> <p>- Reasons leading to delinquency</p>	<p>- The student should know the concept of social pathology.</p> <p>- Enabling the student to identify delinquency and juvenile delinquency, the concept of juvenile delinquency, its forms, and some juvenile patterns.</p> <p>- The student should</p>	2	11

			understand the reasons leading to juvenile delinquency in its various aspects.		
Asking questions and having students answer them	Dialogue and discussion	<ul style="list-style-type: none"> - Social diseases (social pathology) Juvenile delinquency and their tendencies Pictures of juvenile delinquency - Reasons leading to delinquency 	<ul style="list-style-type: none"> - The student should know the concept of social pathology. - Enabling the student to identify delinquency and juvenile delinquency, the concept of juvenile delinquency, its forms, and some juvenile patterns. - The student should understand the reasons leading to juvenile delinquency in its various aspects. 	2	12
Asking questions and having students answer them	Dialogue and discussion	<ul style="list-style-type: none"> - Social diseases (social pathology) Juvenile delinquency and their tendencies Pictures of juvenile delinquency - Reasons leading to delinquency 	<ul style="list-style-type: none"> - The student should know the concept of social pathology. - Enabling the student to identify delinquency and juvenile delinquency, the concept of juvenile delinquency, its forms, and some juvenile patterns. - The student should understand the reasons leading to juvenile delinquency in its various aspects. 	2	13
Asking questions and having students answer them	Dialogue and discussion	<ul style="list-style-type: none"> - Social diseases (social pathology) Juvenile delinquency and their tendencies Pictures of juvenile delinquency - Reasons leading to delinquency 	<ul style="list-style-type: none"> - The student should know the concept of social pathology. - Enabling the student to identify delinquency and juvenile delinquency, the concept of juvenile delinquency, its forms, and some juvenile patterns. 	2	14

			- The student should understand the reasons leading to juvenile delinquency in its various aspects.		
Asking questions and having students answer them	Dialogue and discussion	<ul style="list-style-type: none"> - Social diseases (social pathology) Juvenile delinquency and their tendencies Pictures of juvenile delinquency - Reasons leading to delinquency 	<ul style="list-style-type: none"> - The student should know the concept of social pathology. - Enabling the student to identify delinquency and juvenile delinquency, the concept of juvenile delinquency, its forms, and some juvenile patterns. - The student should understand the reasons leading to juvenile delinquency in its various aspects. 	2	15
First semester exam				2	16
Asking questions and having students answer them	Dialogue and discussion	<ul style="list-style-type: none"> - Psychological and social trends. Trends, their definition, nature, formation, factors of their growth in childhood, and the role of society in their formation, modification, and types. - Trends, some values and beliefs, and racial prejudice 	<ul style="list-style-type: none"> - The student should be able to identify trends, their nature, how they are formed, and the factors that contribute to their growth since childhood, and the student should understand the role of society. 	2	17
Asking questions and having students answer them	Dialogue and discussion	<ul style="list-style-type: none"> - Psychological and social trends. Trends, their definition, nature, formation, factors of their growth in childhood, and the role 	<ul style="list-style-type: none"> - The student should be able to identify trends, their nature, how they are formed, and the factors that contribute to their growth since childhood, and the student should 	2	18

		<p>of society in their formation, modification, and types.</p> <p>- Trends, some values and beliefs, and racial prejudice</p>	<p>understand the role of society.</p>		
<p>Asking questions and having students answer them</p>	<p>Dialogue and discussion</p>	<p>- Psychological and social trends. Trends, their definition, nature, formation, factors of their growth in childhood, and the role of society in their formation, modification, and types.</p> <p>- Trends, some values and beliefs, and racial prejudice</p>	<p>- The student should be able to identify trends, their nature, how they are formed, and the factors that contribute to their growth since childhood, and the student should understand the role of society.</p>	<p>2</p>	<p>19</p>
<p>Asking questions and having students answer them</p>	<p>Dialogue and discussion</p>	<p>- Psychological and social trends. Trends, their definition, nature, formation, factors of their growth in childhood, and the role of society in their formation, modification, and types.</p> <p>- Trends, some values and beliefs, and racial prejudice</p>	<p>- The student should be able to identify trends, their nature, how they are formed, and the factors that contribute to their growth since childhood, and the student should understand the role of society.</p>	<p>2</p>	<p>20</p>
<p>Asking questions and having students answer them</p>	<p>Dialogue and discussion</p>	<p>- Advertising and media</p> <p>The concept of propaganda, its laws, types, methods, psychology, and its impact on the individual and society.</p> <p>The difference</p>	<p>- The student should be able to identify everything related to propaganda and media, their concepts, types, methods, and their impact on the individual and society, and the</p>	<p>2</p>	<p>21</p>

		<p>between propaganda and media, propaganda and rumor.</p> <p>Public opinion, its concept, objectives and types.</p> <p>The impact of public opinion on individual and group behavior</p>	<p>differences between: propaganda and media, propaganda and rumor, and other concepts, public opinion and its objectives, and the impact of public opinion on the behavior of the individual and society.</p>		
Asking questions and having students answer them	Dialogue and discussion	<p>- Advertising and media</p> <p>The concept of propaganda, its laws, types, methods, psychology, and its impact on the individual and society.</p> <p>The difference between propaganda and media, propaganda and rumor.</p> <p>Public opinion, its concept, objectives and types.</p> <p>The impact of public opinion on individual and group behavior</p>	<p>- The student should be able to identify everything related to propaganda and media, their concepts, types, methods, and their impact on the individual and society, and the differences between: propaganda and media, propaganda and rumor, and other concepts, public opinion and its objectives, and the impact of public opinion on the behavior of the individual and society.</p>	2	22
Asking questions and having students answer them	Dialogue and discussion	<p>- Advertising and media</p> <p>The concept of propaganda, its laws, types, methods, psychology, and its impact on the individual and society.</p> <p>The difference between propaganda and media, propaganda and rumor.</p> <p>Public opinion, its</p>	<p>- The student should be able to identify everything related to propaganda and media, their concepts, types, methods, and their impact on the individual and society, and the differences between: propaganda and media, propaganda and rumor, and other concepts, public opinion and its objectives,</p>	2	23

		<p>concept, objectives and types.</p> <p>The impact of public opinion on individual and group behavior</p>	<p>and the impact of public opinion on the behavior of the individual and society.</p>		
<p>Asking questions and having students answer them</p>	<p>Dialogue and discussion</p>	<p>- Advertising and media</p> <p>The concept of propaganda, its laws, types, methods, psychology, and its impact on the individual and society.</p> <p>The difference between propaganda and media, propaganda and rumor.</p> <p>Public opinion, its concept, objectives and types.</p> <p>The impact of public opinion on individual and group behavior</p>	<p>- The student should be able to identify everything related to propaganda and media, their concepts, types, methods, and their impact on the individual and society, and the differences between: propaganda and media, propaganda and rumor, and other concepts, public opinion and its objectives, and the impact of public opinion on the behavior of the individual and society.</p>	<p>2</p>	<p>24</p>
<p>Asking questions and having students answer them</p>	<p>Dialogue and discussion</p>	<p>- Advertising and media</p> <p>The concept of propaganda, its laws, types, methods, psychology, and its impact on the individual and society.</p> <p>The difference between propaganda and media, propaganda and rumor.</p> <p>Public opinion, its concept, objectives and types.</p> <p>The impact of public opinion on individual and group behavior</p>	<p>- The student should be able to identify everything related to propaganda and media, their concepts, types, methods, and their impact on the individual and society, and the differences between: propaganda and media, propaganda and rumor, and other concepts, public opinion and its objectives, and the impact of public opinion on the behavior of the individual and society.</p>	<p>2</p>	<p>25</p>

Asking questions and having students answer them	Dialogue and discussion	<ul style="list-style-type: none"> - Leadership and the concept of leadership The difference between leadership and presidency Leadership behavior and how to choose a leader - Theories explaining leadership - Forms and types of leadership <p>The teacher is a leader</p>	<ul style="list-style-type: none"> - The student should be able to understand leadership and the differences between it and leadership, and to comprehend the concept of leadership behavior and how to choose a leader. - The student should know the explanatory theories, forms and types of leadership. - To instill in the student the concept that the teacher is a leader in society. 	2	26
Asking questions and having students answer them	Dialogue and discussion	<ul style="list-style-type: none"> - Leadership and the concept of leadership The difference between leadership and presidency Leadership behavior and how to choose a leader - Theories explaining leadership - Forms and types of leadership <p>The teacher is a leader</p>	<ul style="list-style-type: none"> - The student should be able to understand leadership and the differences between it and leadership, and to comprehend the concept of leadership behavior and how to choose a leader. - The student should know the explanatory theories, forms and types of leadership. - To instill in the student the concept that the 	2	27

			teacher is a leader in society.		
Asking questions and having students answer them	Dialogue and discussion	<ul style="list-style-type: none"> - Leadership and the concept of leadership The difference between leadership and presidency Leadership behavior and how to choose a leader - Theories explaining leadership - Forms and types of leadership <p>The teacher is a leader</p>	<ul style="list-style-type: none"> - The student should be able to understand leadership and the differences between it and leadership, and to comprehend the concept of leadership behavior and how to choose a leader. - The student should know the explanatory theories, forms and types of leadership. - To instill in the student the concept that the teacher is a leader in society. 	2	28
Asking questions and having students answer them	Dialogue and discussion	<ul style="list-style-type: none"> - Leadership and the concept of leadership The difference between leadership and presidency Leadership behavior and how to choose a leader - Theories explaining leadership - Forms and types of leadership <p>The teacher is a leader</p>	<ul style="list-style-type: none"> - The student should be able to understand leadership and the differences between it and leadership, and to comprehend the concept of leadership behavior and how to choose a leader. - The student should know the explanatory theories, forms and types of 	2	29

			<p>leadership.</p> <p>- To instill in the student the concept that the teacher is a leader in society.</p>		
Asking questions and having students answer them	Dialogue and discussion	<p>- Leadership and the concept of leadership The difference between leadership and presidency Leadership behavior and how to choose a leader</p> <p>- Theories explaining leadership</p> <p>- Forms and types of leadership</p> <p>The teacher is a leader</p>	<p>- The student should be able to understand leadership and the differences between it and leadership, and to comprehend the concept of leadership behavior and how to choose a leader.</p> <p>- The student should know the explanatory theories, forms and types of leadership.</p> <p>- To instill in the student the concept that the teacher is a leader in society.</p>	2	30

11.Course Evaluation

Distribution as follows:25Monthly and daily exam grades for the semesterthe first.
25Monthly and daily exam grades for the second semester.50Final Exam Grade

12.Learning and teaching resources

<p>Social Psychology for Second Grades in Colleges of Education</p> <p>Dr. Amal Ahmed Yaqoub</p>	<p>Required textbooks (methodology if any)</p>
	<p>Main references (sources)</p>

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

1.Course name:	
Descriptive Statistics Stage: Second	
2.Course code:	
201ps	
3. Year/Semester	
Academic year: 2024–2025	
4.Date this description was prepared	
1/8/2025	
5.Available attendance forms:	
My presence	
6.Number of study hours (total) / Number of units (total):Two hours a week	
60/6	
7.Course Instructor Name (If moreFrom a male name Name: M.M. Duaa Abbas Basheer Email: duaa.basher@uobasrah.edu.iq	
8. Top scorer The decision	
<p>–Introducing students to statistical concepts and the role of statistics in the advancement of the humanities.</p> <p>The student acquires skills in applying the basic laws and principles of descriptive statistics.</p> <p>The student acquires the skill of identifying appropriate statistical methods in describing and organizing data.</p>	
9.Teaching and learning strategies	
Lecture, discussion and practical application	Strategy

10.Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Oral and written	Lecture and discussion	The importance of descriptive statistics in psychological and educational research	Students should recognize the importance of descriptive statistics in psychological and educational research.	1-2	1
Oral	Lecture and discussion	Frequency distributions	The importance of frequency distributions	1-2	2
Oral	Lecture and discussion	Frequent polygon and frequency histogram	Teaching students how to draw a polygon and a histogram	1-2	3
Oral	Lecture and discussion	Measures of central tendency	To familiarize students with methods of calculating measures of central tendency.	1-2	4
Oral and written	Lecture and discussion	Arithmetic mean and its propertiesFor unclassified data	The importance of calculating the arithmetic mean and its properties	1-2	5
Oral	Lecture and	Arithmetic mean and its properties For classified data	The importance of calculating the arithmetic	1-2	6

	discussion		mean and its properties		
Oral and written	Lecture and discussion	Hypothesis testing about the arithmetic mean	Students will learn about the importance of hypothesis testing for differences.	1-2	7
Oral	Lecture and discussion	The mediator and his properties	Introducing students to the concept of a mediator and its properties	1-2	8
Oral	Lecture and discussion	Methods for calculating the median for ungrouped data	Students will learn how to calculate the median for ungrouped data.	1-2	9
Oral and written	Lecture and discussion	Methods for calculating the median for grouped data	Students will learn how to calculate the median for grouped data.	1-2	10
Oral	Lecture and discussion	Mean and properties	Students should be familiar with the concept of mode.	1-2	11
Oral	Lecture and discussion	Methods for calculating the mode for ungrouped data	Students will learn how to calculate the mode for grouped data.	1-2	12

	n				
Oral and written	Lecture and discussion	Methods for calculating the mode for ungrouped data	Students will learn how to calculate the median for ungrouped data.	1–2	13
Oral	Lecture and discussion	Dispersion measures	Students will learn how important dispersion is to data.	1–2	14
Oral	Lecture and discussion	Range	Students will learn how to calculate range.	1–2	15
Oral	Lecture and discussion	Deviation from the mean is important.	Students will learn how to determine deviation from the mean.	1–2	16
Oral	Lecture and discussion	mean deviation	Learn how to calculate the ungrouped mean deviation.	1–2	17
Editorial	Lecture and discussion	mean deviation	Learn how to calculate the ungrouped mean deviation.	1–2	18

Oral	Lecture and discussion	standard deviation	Students should be familiar with methods of calculating variance.		19
Oral	Lecture and discussion	Contrast	Students should be familiar with methods of calculating variance.	1–2	20
Oral	Lecture and discussion	Hypothesis testing about variance	Students should recognize the importance of hypotheses.	1–2	21
Oral	Lecture and discussion	coefficient of variation	Students should become familiar with the concept of the coefficient of variation and methods of calculating it.	1–2	22
Oral	Lecture and discussion	percentiles	Students will learn how to calculate percentiles.	1–2	23
Oral	Lecture and discussion	Uses of dispersion measures in educational sciences	To familiarize students with the importance of dispersion measures.	1–2	24
Oral	Lecture	Simple correlation	The importance of	1–2	25

	and discussio n	and its calculation methods	relationship transactions		
Oral	Lecture and discussio n	Pearson's correlation coefficient	The importance of relationship transactions	1-2	26
Oral	Lecture and discussio n	Spearman's correlation coefficient	The importance of relationship transactions	1-2	27
Editorial	Lecture and discussio n	correlation coefficient	The importance of the correlation coefficient	1-2	28
Oral	Lecture and discussio n	Hypothesis testing about correlation coefficients	How to conduct statistical tests	1-2	29
Oral	Lecture and discussio n	Educational applications of the correlation coefficient	Program applicationSPSS	1-2	30

11.Course Evaluation

Distribution as follows:25Monthly and daily exam grades for the semesterthe first.
25Monthly and daily exam grades for the second semester.50Final Exam Grade

12.Learning and teaching resources	
Applied Statistics, Awad, Adnan (2009)	Required textbooks (methodology if any)
– Psychological, social and educational statistics, Abu Al–Nil, Mahmoud Al–Sayed (1987). Statistics and Measurement in Education and Psychology, Mansi, Mahmoud Abdel Halim (1989).	Main references (sources)
Some refereed articles	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

1.Course name	
Baath Party Crimes	Stage: Second
2.Course code:	
HBC013	
3. Year/Semester	
Academic year: 2024–2025	
4.Date this description was prepared	
1/7/2025	
5.Available attendance forms:	
My presence	
Number of study hours (total) / Number of units (total):	
30/4	
7.Course Instructor Name (If moreFrom a male name	
Name: M.M. Ebtihal Farhan Khalifa	
Email: ibtihal.farha@uobasrah.edu.iq	
8. ObjectivesThe decision	
-Identifying environmental crimes of the system	- Definition of basic concepts Definition Crimes

<ul style="list-style-type: none"> - Identifying the crimes and events of genocide committed by the Baathist regime in Iraq. - - Identifying the chronological classification of the genocide graves in Iraq 1963-2003 	<p>and their psychological effects on society</p> <ul style="list-style-type: none"> - Defining crimes in terms of other scientific terms such as law, psychology, etc. - Crimes of the Baath regime as documented by the Iraqi Supreme Criminal Court Law of 2005 Psychological and social crimes, their effects, and the most prominent violations of the Baath regime in Iraq. - Decisions issued by the Criminal Court - Pictures of human rights violations
---	---

9. Teaching and learning strategies

Lecture and discussion

Strategy

10. Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Oral	Discussion	Meeting with students and providing them with educational and psychological guidance regarding commitment to lectures, daily attendance, and participation, and providing them with the course material.	Students should be familiar with the instructions for adhering to the lecture rules, including adherence to ethical behavior, daily attendance, and participation.	1	1
Oral	Discussion	A historical overview of the emergence of the Baath Party's	Students should have general information about the subject of	1	2

		crimes and its importance in the educational process.	Baath crimes, including a historical overview of the emergence of Baath crimes and their importance in the educational process.		
Oral	Discussion	What is the definition of Baath crimes? What is its importance for parents, teachers, and psychologists?	To familiarize students with the nature of Baath crimes, and their importance to parents, teachers, and psychologists.	1	3
Oral	Discussion	The relationship of Baath crimes to other sciences	To enable students to understand the relationship between Baath crimes and other sciences.	1	4
Oral and written	Discussion	Identify crimes	To familiarize students with the crimes of the Baath Party.	1	5
Oral	Discussion	The relationship of crimes to other sciences	Students should become familiar with the concept of crimes in terms of language and terminology.	1	6
Oral and written	Discussion	Crimes, their definition, types and divisions.	Students will learn about crimes, their types and their effects on society.	1	7
Oral	Discussion	The impact of crimes on humans and society is a process	Students should have knowledge about the impact of crimes and	1	8

			their repercussions on society.		
Oral	Discussion	Definition of the concept of crimes and their types.	Students will learn about the concept of crimes and the characteristics of each type.	1	9
Oral and written	Discussion	Stages of crimes and their problems.	Students will learn about the stages of crime, the changes that occur at each stage, and the problems of each stage.	1	10
Oral	Discussion	The most important psychological and social changes in the crime stage	To enable students to identify the most important psychological and social changes in the crime stage.	1	11
Oral	Discussion	How to deal with crimes	Students learn about crimes	1	12
Oral and written	Discussion	Introducing students to mass graves and their locations.	Students will learn about the history of mass graves.	1	13
Oral	Discussion	Adolescent's relationship with society and family	Students should be familiar with the laws issued by the Criminal Court in 2005.	1	14
Oral	Discussion	Students should know the types of psychological punishment.	Students should be aware of the forms of psychological punishment and their	1	15

			effects.		
Oral	Discussion	Definition of aggressive behavior and its characteristics.	Students should be familiar with the concept of aggressive behavior and its characteristics.	1	16
Oral	Discussion	Manifestations of aggressive behavior in society.	To make students aware of the manifestations of aggressive behavior practiced by the Baath Party in society.	1	17
Editorial	Discussion	First semester exam	First semester exam	1	18
Oral	Discussion	Causes of aggressive behavior	Students should be able to identify the reasons that lead to the Baath practicing aggressive behavior.	1	19
Oral	Discussion	What are the types of radioactive pollution?	Students should be aware of war pollution, radioactivity and mine explosions.	1	20
Oral	Discussion	What are the reasons for the burned policy?	Students learn about the scorched earth policy.	1	21
Oral	Discussion	What are the types of crimes committed against religion and its men?	That students learn about the Baath crimes against religion.	1	22
Oral	Discussion	What are international crimes?	To familiarize students with the types of international crimes.	1	23
Oral	Discussion	Definition of crimes and their forms?	To familiarize students with the concept of crimes, their types and	1	24

			forms.		
Oral	Discussion	Psychological effects of crimes	To familiarize students with the mechanisms of psychological crimes.	1	25
Oral	Discussion	What are the forms of human rights violations?	For students to get to know Pictures of human rights violations and crimes of power.	1	26
Oral	Discussion	Reasons for the Baath regime's prisons and detention	Students will learn about the Baath regime's prisons and detention centers.	1	27
Editorial	Discussion	Second semester exam	Second semester exam	1	28
Oral	Discussion	Identifying mass graves	Students learn about the types of cemeteries and their locations.	1	29
Oral	Discussion	The role of society in confronting crimes	For students to get to know Baath crimes and their causes	1	30

11.Course Evaluation

Distribution as follows: 25 Monthly and daily exam grades for the semester the first.
25 Monthly and daily exam grades for the second semester. 50 Final Exam Grade

12.Learning and teaching resources

Crimes in Iraq: A Curriculum for Public and Private Universities 2024	Methodological sources
Crimes in Iraq: A Curriculum for Public and Private Universities 2024	Main references (sources)

1.Course name:

Developmental Psychology Stage: Second	
2.Course code:	
210ps	
3. Year/Semester:	
Academic year: 2024–2025	
4.Date this description was prepared: 1/8/2025	
5.Available attendance forms:	
My presence	
6.Number of study hours (total) / Number of units (total):Two hours a week	
60/6	
7.Course Instructor Name (If moreFrom a male name	
Name: M.M. Nora Hamed Hassan	
Email: Noorahamid@uobasrah.edu.iq :	
8. ObjectivesThe decision	
<ul style="list-style-type: none"> - Definition of aggressive behavior, its characteristics, its manifestations in school, and how to modify it among students at school.? - Definition of delinquency? What are its causes? And how to treat it? - Definition of school tardiness, its forms, manifestations, factors, and what are its causes? 	<ul style="list-style-type: none"> - Definition of basic concepts: What is the definition of developmental psychology? What is its importance for parents, teachers, and psychologists? The relationship of developmental psychology to other sciences. -What is itStages of developmental psychology? - what What is meant by genetic and environmental factors?? -whatWhat is the definition of glands and their effect on growth?? - Definition of the concept of adolescence, its patterns, stages, and problems - Teaching them how to deal with teenagers, and how to make use of their free time.

9.Teaching and learning strategies					
Lecture and discussion				Strategy	
10.Course structure					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watch es	week
Oral	Discussi on	Meeting with students and providing them with educational and psychological guidance regarding commitment to lectures, daily attendance, and participation, and providing them with the course material.	Students should be familiar with the instructions for adhering to the lecture rules, including adherence to ethical behavior, daily attendance, and participation.	1–2	1
Oral	Discussi on	A historical overview of the emergence of developmental psychology and its importance in the educational process.	Students should have general knowledge of developmental psychology, including a historical overview of the emergence of developmental psychology and its importance in the educational process.	1–2	2
Oral	Discussi on	What is developmental psychology? What is	To introduce students to developmental psychology and its	1–2	3

		its importance for parents, teachers, and psychologists?	importance to parents, teachers, and psychologists.		
Oral	Discussion	The relationship of developmental psychology to other sciences	To enable students to understand the relationship between developmental psychology and other sciences.	1-2	4
Oral and written	Discussion	Stages of developmental psychology	To familiarize students with the stages of development of developmental psychology.	1-2	5
Oral	Discussion	Genetic and environmental factors	Students will understand the concept of genetic and environmental factors. Do they affect each other?	1-2	6
Oral and written	Discussion	Glands, definition, and types.	Students will learn about the concept of glands, their types, and the function of each type.	1-2	7
Oral	Discussion	The effect of glands on the growth process	Students will have knowledge about the effect of glands on the growth process.	1-2	8
Oral	Discussion	Definition of the concept of	Students will learn about the concept of adolescence and the	1-2	9

		adolescence and its patterns.	characteristics of each type.		
Oral and written	Discussion	Stages of adolescence and its problems.	Students should learn about the stages of adolescence, the changes that occur at each stage, and the problems of adolescence.	1-2	10
Oral	Discussion	The most important psychological and social changes during adolescence	To familiarize students with the most important psychological and social changes during adolescence.	1-2	11
Oral	Discussion	How to deal with a teenager	Students learn how to deal with teenagers.	1-2	12
Oral and written	Discussion	Teaching teenagers how to make the most of their free time.	Students should learn how teenagers use their free time.	1-2	13
Oral	Discussion	Adolescent's relationship with society and family	Students learn about the adolescent's relationship with society and family.	1-2	14
Oral	Discussion	Adolescent relationship with school and peers	Students learn about the adolescent's relationship with the school and his peers.	1-2	15

Oral	Discussion	Definition of aggressive behavior and its characteristics.	Students should be familiar with the concept of aggressive behavior and its characteristics.	1-2	16
Oral	Discussion	Manifestations of aggressive behavior at school.	To make students aware of the manifestations of aggressive behavior practiced by students at school.	1-2	17
Editorial		First semester exam	First semester exam	1-2	18
Oral	Discussion	Causes of aggressive behavior	Students should be aware of the reasons that lead students to engage in aggressive behavior.		19
Oral	Discussion	How to modify aggressive behavior among students at school?	Students should be aware of the measures they can take to modify aggressive behavior among students at school.	1-2	20
Oral	Discussion	Treatment of aggressive behavior	Students learn how to treat aggressive behavior.	1-2	21
Oral	Discussion	Definition of delinquency, and what are its causes?	Students should understand the concept of delinquency and what are the causes of it?	1-2	22
Oral	Discussion	How to treat	Students learn how to	1-2	23

	on	delinquency?	deal with delinquency.		
Oral	Discussi on	Definition of academic delay, and its problems?	To familiarize students with the concept of academic delay and its forms.	1-2	24
Oral	Discussi on	Signs of academic delay	To make students aware of the signs of academic backwardness.	1-2	25
Oral	Discussi on	Factors of academic delay	For students to get to knowFactors of academic delay.	1-2	26
Oral	Discussi on	Reasons for academic delay	To make students aware of the reasons that cause students to fall behind in school.	1-2	27
Editorial		Second semester exam	Second semester exam	1-2	28
Oral	Discussi on	Therapeutic services for academic delay	To familiarize students with therapeutic services to treat academic delay.	1-2	29
Oral	Discussi on	The role of family and school in treating academic delay	For students to get to knowThe role of family and school in treating academic delay	1-2	30

11.Course Evaluation

Distribution as follows:25Monthly and daily exam grades for the semesterthe first.
25Monthly and daily exam grades for the second semester.50Final Exam Grade

12.Learning and teaching resources

Required textbooks (methodology if any)

Ibrahim, Iman Younis (2015): Developmental Psychology, College of Basic Education. –Hamdawi, Jamil: Adolescence, its characteristics, problems, and solutions.	Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

1.Course name:	
English for Non–Majors	Level: Second
2.Course code:	
114ps	
3. Semester/Year:	
Academic year: 2024–2025	
4.Date this description was prepared	
24–7–2025	
5.Available attendance forms:	
My presence	
6.Number of study hours (total) / Number of units (total):	
30/4	
7.Course Instructor Name (If moreFrom a male name	
Name: Munif Yousef Zahir	
Email: munaif.dhaher@uobasrah.edu.iq	
8. Objectives The decision	
The English language curriculum for the second stage in the Department of Educational and Psychological Sciences aims to develop students’ skills in learning English as a foreign language, which is represented by listening, speaking, reading and writing, in order to improve its use in the future in the academic field of teaching, writing and discussing research. Learning and developing the English language also opens a wide door to openness and communication with the academic world through scientific	

conferences and workshops outside the country and publishing and discussing research in international magazines and containers based on the curriculum book approved by the Ministry. And some notes and help from the subject teacher

9. Teaching and learning strategies

Theoretical lectures (1 hour per week). Class discussions. Daily surprise exams	Strategy
--	-----------------

10. Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Oral exam	Lecture and discussion	Present simple + Present continuous	Present simple + Present continuous	1	1
Oral exam	Lecture and discussion	Present Perfect: Affirmative	Present Perfect: Affirmative	1	2
Oral exam	Lecture and discussion	Present Perfect: Negative	Present Perfect: Negative	1	3
Oral exam	Lecture and discussion	Present Perfect: Interrogative	Present Perfect: Interrogative	1	4
Oral exam	Lecture and discussion	Present Perfect Continuous: Affirmative	Present Perfect Continuous: Affirmative	1	5
Oral exam	Lecture and discussion	Present Perfect Continuous: Negative	Present Perfect Continuous: Negative	1	6

	discussion				
Oral exam	Lecture and discussion	Present Perfect Continuous: Interrogative	Present Perfect Continuous: Interrogative	1	7
Oral exam	Lecture and discussion	Past simple + Past continuous: Affiliative	Past simple + Past continuous: Affiliative	1	8
Oral exam	Lecture and discussion	Past simple + Past continuous: Negative	Past simple + Past continuous: Negative	1	9
Oral exam	Lecture and discussion	Past simple + Past continuous: Interrogative	Past simple + Past continuous: Interrogative	1	10
Oral exam	Lecture and discussion	Past Perfect: Affiliative	Past Perfect: Affiliative	1	11
Oral exam	Lecture and discussion	Past Perfect: Negative	Past Perfect: Negative	1	12
Oral exam	Lecture and discussion	Past Perfect: Interrogative	Past Perfect: Interrogative	1	13
Oral exam	Lecture and discussion	Future Simple + Future continuous:	Future Simple + Future continuous: Affirmative	1	14

	discussion	Afirmative			
Oral exam	Lecture and discussion	Future Simple+ Future continuous: Negative	Future Simple+ Future continuous: Negative	1	15
Oral exam	Lecture and discussion	Future Simple+ Future continuous: Interrogative	Future Simple+ Future continuous: Interrogative	1	16
Oral exam	Lecture and discussion	Future Perfect: Affirmative	Future Perfect: Affirmative	1	17
Oral exam	Lecture and discussion	Future Perfect: Negative	Future Perfect: Negative	1	18
Oral exam	Lecture and discussion	Future Perfect: Interrogative	Future Perfect: Interrogative	1	19
Oral exam	Lecture and discussion	Future Perfect continuous: Affiliat	Future Perfect continuous: Affiliat	1	20
Oral exam	Lecture and discussion	Future Perfect continuous: Negative	Future Perfect continuous: Negative	1	21
Oral exam	Lecture and	Future Perfect	Future Perfect	1	22

	discussion	continuous: Interrogative	continuous: Interrogative		
Oral exam	reading words	Reading	Teaching reading	1	23
Oral exam	Writing paragraphs	Writing	Teaching writing and calligraphy	1	24

11.Course Evaluation

Distribution as follows:20 Monthly exam grade for the semesterthe first.20 Monthly exam gradeAnd 10 marks for daily and oral assessment are divided between the two semesters.50Final Exam Grade

12.Learning and teaching resources

Ministry of Higher Education Curriculum BookNew Headway Plus for beginners by John and Liz Soars	Required textbooks (methodology if any)
Ministry of Higher Education – Curriculum BookNew Headway Plus for beginners by John and Liz Soars	Main references (sources)
Grammar aids designed by the subject teacher and taken from reliable and solid websites and books	Recommended supporting books and references (scientific journals, reports...)
https://books-library.net/free-167753289-download	Electronic references, websites

1.Course name:

Continuous Education

Stage: Second

2.Course code:

203ps

3. Year/Semester

Academic year: 2024–2025

4.Date this description was prepared

1/8/2025

5.Available attendance forms

:

My presence					
6.Number of study hours (total) / Number of units (total):Two hours a week					
60/6					
7.Course Instructor Name (If moreFrom a male name					
Name: M.M. Wafaa Abbas Laibi					
Email:wafaa.abbas@uobasrah.eduuiq:					
8. Top scorer The decision					
<div><div></div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div></div>					

		continuing education and its importance in the educational process.	continuing education, including a historical overview of the emergence of continuing education and its importance in the educational process.		
Oral	Discussion	Definition of continuing education from the perspectives of theorists.	To make students aware of the nature of continuing education and its importance.	1–2	3
Oral	Discussion	The relationship of continuing education to other sciences	To familiarize students with the relationship between continuing education and other sciences.	1–2	4
Oral and written	Discussion	Types of continuing education	Students should know the types of continuing education.	1–2	5
Oral	Discussion	Continuing education objectives	To familiarize students with the objectives of continuing education	1–2	6
Oral and written	Discussion	Characteristics of continuing education Cropley and Dave properties	To familiarize students with the characteristics of continuing education	1–2	7
Oral	Discussion	Continuing Education Throughout History	Students should have knowledge of continuing education in history.	1–2	8
Oral	Discussion	Continuing Education in Arab–Islamic Civilization	To familiarize students with continuing education in Arab–Islamic civilization.	1–2	9

Oral and written	Discussion	Continuing Education in the Modern Age	To familiarize students with continuing education in the modern era	1–2	10
Oral	Discussion	Continuing Education Institutions	To introduce students to the most important continuing education institutions.	1–2	11
Oral	Discussion	formal formal education	Students should become familiar with formal education.	1–2	12
Oral and written	Discussion	Non–formal education.	To introduce students to informal education.	1–2	13
Oral	Discussion	informal education	To familiarize students with informal education	1–2	14
Oral	Discussion	Alternative forms of continuing education	To familiarize students with alternative forms of continuing education.	1–2	15
Oral	Discussion	Self–learning, its concept and importance	To familiarize students with the concept of self–learning	1–2	16
Oral	Discussion	Programmed education	Students learn about programmed learning.	1–2	17
Editorial		First semester exam	First semester exam	1–2	18
Oral	Discussion	review	Review of the first chapter material		19
Oral	Discussion	Artificial intelligence applications	Students should be familiar with artificial intelligence applications.	1–2	20
Oral	Discussion	Educational platforms,Blackboard,	Students get to know educational platforms	1–2	21

		coursera			
Oral	Discussion	Correspondence education, its concept and importance	To familiarize students with the concept of correspondence education	1–2	22
Oral	Discussion	Reasons for using correspondence education	To familiarize students with the reasons for correspondence education.	1–2	23
Oral	Discussion	Correspondence learning methods	To familiarize students with correspondence learning methods	1–2	24
Oral	Discussion	The fundamental differences between correspondence education methods	To enable students to identify the essential differences between correspondence learning methods.	1–2	25
Oral	Discussion	Educational TV	For students to get to know What is educational television?	1–2	26
Oral	Discussion	On audio–visual media	To familiarize students with audio–visual aids	1–2	27
Editorial		Second semester exam	Second semester exam	1–2	28
Oral	Discussion	Evaluative view	Evaluative view	1–2	29
Oral	Discussion	Education through mass communication technologies	Students learn about education through mass communication technologies.	1–2	30

11.Course Evaluation

Distribution as follows:25Monthly and daily exam grades for the semesterthe first.

25Monthly and daily exam grades for the second semester.50Final Exam Grade

12.Learning and teaching resources

	Required textbooks (methodology if any)
<ul style="list-style-type: none">– The book “Distance Learning Theories and E– Learning Terminology,” by Lee Archer Schlosser, translated by Prof. Dr. Nabil Jad Azmy, 2015.–Self–learning using educational modules, Prof. Dr. Fakhreya El–Sherbiny 2013.–Technology in Open Education, J. S. Droney, translated by Prof. Dr. Insaf Abbas, Al–Quds Open University, 2013	Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

.1Course name	
Arabic	Stage :Second:
2.Course code	
PSEA221ps	
3.Semester/Year	
2024–2025	
4.Date this description was prepared	
25/7/2025	
5.Available attendance forms	
My presence	
6.Number of study hours (total) / Number of units (total):	
30/4	
7.Course Instructor Name (If moreFrom a male name	
the name:M.M. Zeina Saheb Mahmoud	
Email: zina.mahmud@uobasrah.edu.iq	
8.Course objectives	
<ul style="list-style-type: none"> • :Enhancing Arabic language skills • Improve proficiency in reading, writing, speaking, and listening to facilitate effective communication in academic and everyday contexts. • Mastering Arabic grammar and syntax • Understand and apply Arabic grammar and sentence structure to improve language accuracy and clarity. • :Expanding vocabulary and expression • Building a diverse vocabulary related to different topics and situations, enabling students to express themselves more effectively. • Promoting cultural understanding • Exploring the rich cultural heritage of Arabic-speaking communities to foster a deeper appreciation for the language and traditions • .Encourage analytical thinking • Develop critical thinking skills through the analysis of Arabic texts, enhancing understanding and interpretation of diverse materials... 	
9.Teaching and learning strategies	
The course will use a combination of interactive lectures and discussions	

to engage students in the basic concepts of the Arabic language. Practical activities, such as group exercises and practical writing assignments, will enhance grammar and vocabulary skills. Memorization techniques for Quranic verses will be incorporated to enhance comprehension and understanding. Collaborative projects will encourage peer learning and critical analysis of literary texts. Regular assessments and feedback will help track progress and improve language proficiency in reading, writing, and speaking..

10.Course structure					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	weekes
Oral exam	Lecture and discussion	From Surat Al-Isra, verses (23-29)	From Surat Al-Isra, verses (23-29)	1	1
Oral exam	Lecture and discussion	From the hadith of the Prophet (peace and blessings of God be upon him): "God loves it when one of you does a job that he does it well."	From the hadith of the Prophet (peace and blessings of God be upon him): "God loves it when one of you does a job that he does it well."	1	2
Oral exam	Lecture and training	Verses from Al-Sharif Al-Radi's poem mourning his mother: "I weep for you, my primitive self."	Verses from Al-Sharif Al-Radi's poem mourning his mother: "I weep for you, my primitive self."	1	3
Oral exam	Lecture and scientific training	Dalya by Abu al-Ala al-Ma'arri: Not glorious...singing a singer	Dalya by Abu al-Ala al-Ma'arri: Not glorious...singing a singer	1	4
Oral exam	Lecture and discussion	Excerpts from Al-Sayyab's poem: The Rain Anthem	Excerpts from Al-Sayyab's poem: The Rain Anthem	1	5

		or Stranger to the Gulf	or Stranger to the Gulf		
Oral exam	Lecture, training and discussion	The novel, its types and elements	Understanding the types and elements of the novel	1	6
Oral exam	Lecture and scientific training	Arabic grammar of accusatives	Arabic grammar of accusatives	1	7
Oral exam	Lecture, scientific training and discussion	The Majrūrat	The Majrūrat	1	8
Oral exam	Lecture and scientific training	Present tense verb in nasb and jazm	Present tense verb in nasb and jazm	1	9
Oral and written exam	Lecture and scientific training	Language skills: rules for writing the open and closed taa	Language skills: rules for writing the open and closed taa	1	10
Oral exam	Lecture and scientific training	Writing the letters Dhad and Tha	The difference between writing the letters Dhad and Tha	1	11
exam Oral	Lecture and scientific training	Arabic grammar, numbers and its rules	Arabic grammar, numbers and its rules	1	12
Oral exam	Lecture, discussion and practical training	Arabic rhetoric	Arabic rhetoric	1	13
Oral exam	Lecture and discussion	declension	declension	1	14
Oral exam	Lecture and discussion	Verbal embellishments	Verbal embellishments: alliteration,	1	15

	n	: alliteration, rhyme, and quotation	rhyme, and quotation		
Oral exam	Lecture and discussion	On common linguistic errors	Identify common language errors	1	16

11. Course valuation

Distribution as follows: 25 Monthly and daily exam grades for the first semester.
25 Monthly and daily exam grades for the second semester. 50 Final Exam Grade

12. Learning and Teaching Resources

Explanation of Ibn Aqil, a collection of Arabic lessons, studies and research by Dr. Fakher Al-Yasiri	Required textbooks (methodology if any)
Explanation of Ibn Aqil, a collection of Arabic lessons, studies and research by Dr. Fakher Al-Yasiri	(Main references (sources
A close look at the rules of Arabic calligraphy, the rules of the language, and the method of recording the history of Arabic literature. The archaeological site of Sheikh Muhammad Bahjat	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

1.Course name:					
Educational Planning Stage: Second					
2.Course code:					
202ps					
3. Year/Semester: Annual					
Academic year: 2024–2025					
4.Date this description was prepared					
1/7/2025					
5.Available attendance forms:					
My presence					
6.Number of study hours (total) / Number of units (total):Two hours a week					
60/6					
7.Course Instructor Name (If moreFrom a male name Name: Asst. Prof. Dr. Maysaa Abdul Hamza Email: maysa.hamza@uobasrah.edu.iq					
8. ObjectivesThe decision					
<ul style="list-style-type: none"> – Introducing students to the meaning of educational planning. -Introducing students to the importance of educational planning. -Introducing students to the rationale for educational planning. -Introducing students to the factors affecting educational planning. 					
9.Teaching and learning strategies:					
Lecture and interrogation method, discussion and dialogue method, and report preparation method					Strategy
10.Course structure					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Oral	Discussion, dialogue	Introduction and basic definitions of educational planning	Introducing the student to the planning material	1–2	1

	and interrogat ion				
Oral	Discussio n, dialogue and interrogat ion	Introduction to Administrative Processes and Educational Planning	Introducing the student to administrative processes	1-2	2
Oral	Discussio n, dialogue and interrogat ion	Clarifying the relationship between planning, strategy, and decision-making	Introducing the student to the relationship between planning, strategy, and decision-making	1-2	3
Oral	Discussio n, dialogue and interrogat ion	Educational planning objectives	Introducing the student to the objectives of educational planning	1-2	4
Oral	Discussio n, dialogue and interrogat ion	The importance of educational planning	Student definition of BahWaterEducational planning	1-2	5
Oral	Discussio n, dialogue and interrogat ion	natureEducational planning	Student definitionforThe nature of educational planning	1-2	6

	ion				
Oral	Discussion, dialogue and interrogation	Types of educational planning	Introducing the student to the types of educational planning	1-2	7
Oral	Discussion, dialogue and interrogation	Stages of development of educational planning and its benefits	Introducing the student to the stages of development of educational planning and its benefits	1-2	8
Oral	Discussion, dialogue and interrogation	Justifications for educational planning	Explaining to students the rationale for educational planning	1-2	9
Oral	Discussion, dialogue and interrogation	JustificationsEducational planning	Clarification for studentsJustificationsEducational planning	1-2	10
Oral	Discussion, dialogue and interrogation	Factors affecting educational planning	Introducing the student to the principles and factors influencing educational planning	1-2	11
Oral	Discussion	Quantitative	Introducing students to	1-2	12

	n, dialogue and interrogat ion	educational information	educational information and its role in educational planning		
Oral	Discussio n, dialogue and interrogat ion	Educational information	Introducing students to educational information and its role in educational planning	1–2	13
Oral	Discussio n, dialogue and interrogat ion	Statistical educational information	Introducing students to educational information and its role in educational planning	1–2	14
Editorial	Written exam	Exam	First semester exam	1–2	15
Oral	Discussio n, dialogue and interrogat ion	Statistical educational information	Introducing students to educational information and its role in educational planning	1–2	16
Oral	Discussio n, dialogue and interrogat ion	Social information	Introducing students to social information and its role in educational planning	1–2	17
Oral	Discussio	Cultural information	Introducing students to	1–2	18

	n, dialogue and interrogat ion		cultural information and its role in educational planning		
Oral	Discussio n, dialogue and interrogat ion	Challenges of educational planning in general	Introducing students to the challenges of educational planning		19
Oral	Discussio n, dialogue and interrogat ion	Challenges of educational planning in Arab countries (Iraq as a model)	Introducing students to the challenges of educational planning	1-2	20
Oral	Discussio n, dialogue and interrogat ion	Problems of educational planning in general	Introducing the student to the problems of educational planning	1-2	21
Oral	Discussio n, dialogue and interrogat ion	Challenges of educational planning in Arab countries (Iraq as a model)	Introducing students to the challenges of educational planning	1-2	22
Oral	Discussio n, dialogue	Successful educational planning and its elements	Introducing the student to the elements of successful educational planning	1-2	23

	and interrogat ion				
Oral	Discussio n, dialogue and interrogat ion	Stages of preparing the plan	Introducing students to the stages of preparing the educational plan	1-2	24
Oral	Discussio n, dialogue and interrogat ion	Stages of preparing the plan	Introducing students to the stages of preparing the educational plan	1-2	25
Oral	Discussio n and dialogue	Discussing students' research	Discussing students' research	1-2	26
Oral	Discussio n and dialogue	Discussing students' research	Discussing students' research	1-2	27
Oral	Discussio n and dialogue	Discussing students' research	Discussing students' research	1-2	28
Oral	Discussio n and dialogue	Discussing students' research	Discussing students' research	1-2	29
Editorial	Editorial		Second semester exam	1-2	30
11.Course Evaluation					
distributionas follows:25Monthly and daily exam grades for the semesterthe first. 25Monthly and daily exam grades for the second semester.50Final Exam Grade					
12.Learning and teaching resources					

educational planning	quired textbooks (methodology if any)
Educational Planning, Mohamed Metwally Ghanima, 2015	in references (sources)
educational Planning, Hadi Mishaan Rabie, 2016 ntemporary Educational Planning, Saleh Ahmed abneh, 2015	Recommended supporting books and references (scientific journals, reports...)
	ctronic references, websites

1.Course name:	
Computer	Stage: Second
2.Course code:	
PSCOM220	
3. System: Annual	
Academic year: 2024–2025	
4.Date this description was prepared	
1/8/2025	
5.Available attendance forms:	
My presence	
6.Number of study hours (total) / Number of units (total):2 hours a week /	
60/4	
7.Course Instructor Name (If moreFrom a male name)	
Name: Prof. Ahmed Adel Abdel Wahid	
Email: ahmedadel@uobasrah.edu.iq	
8. ObjectivesThe decision	
<p>-The course also aims to:TStudents will learn about applications. Microsoft Office and how to use it effectively</p> <p>- Gain knowledge of Word and Excel programs andApply it In a way I work in computer labs besides Explain it theoretically.</p>	
9.Teaching and learning strategies	
Theoretical lectures (2 hours per week). Class discussions.	Strategy

Practical laboratory exercises.

10.Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Oral	a lecture+ Discussion	introduction+ Program interface	Computer and Environment Familiarization Word	1-2	1
Oral	practical	Formatting fonts and paragraphs	Entering and formatting texts	1-2	2
Oral	My theory +practical	Tables inWord	Creating and manipulating tables	1-2	3
Oral	Practical	Insert images and shapes	Insert items into the document	1-2	4
Oral+ Editorial	Practical	Lists(Bullets & Numbering)	Organizing information in a document	1-2	5
Oral	Practical	Setting up automatic indexes and tables	Create internal references	1-2	6
Oral+ Editorial	Practical	Mail Merge	Correspondence practice	1-2	7
Oral	Practical	Footnotes+ Printing	Control page setup and printing	1-2	8
Oral	Practical	Short project inWord	Produce a comprehensive report	1-2	9
Oral+ Editorial	My theory +practical	Review and short quiz	App reviewWord	1-2	10
Oral	a lecture+ Practical	introduction+ Excel interface	Get to knowExcel	1-2	11
Oral	Practical	Cell formatting	Data entry and formatting	1-2	12
Oral+ Editorial	Practical	SUM, AVERAGE	Using basic functions	1-2	13
Oral	My theory +practical	Conditional formats	Smart Formats Application	1-2	14
Oral	My theory +practical	Charts	Visually representing data	1-2	15
Oral	Practical	IF, MAX, MIN	Understanding Boolean Functions	1-2	16

Oral	Practical	addition/copy papers	Worksheet management	1-2	17
Editorial	—	Mid-year exam(Word)	Measuring student level	1-2	18
Oral	Practical	Sorting(Sort)	Dealing with big data		19
Oral	Practical	Filter, Find, Replace	Search and filter	1-2	20
Oral	Practical	ROUND, STDEV	Employing mathematical and statistical functions	1-2	21
Oral	Practical	Pivot Tables	Data summary	1-2	22
Oral	Practical	Pie, Line, Bar	Create advanced charts	1-2	23
Oral	Practical	Protect worksheets	Data protection	1-2	24
Oral	Practical	linkWord with Excel	Integration between applications	1-2	25
Oral	Practical	projectWord + Excel	Integrated training	1-2	26
Oral	Practical	ReportsWord + Excel	Preparing integrated reports	1-2	27
Editorial	—	End of year exam(Excel)	Comprehensive measurement of the material	1-2	28
Oral	Practical	reviewWord + Excel	General review	1-2	29
Oral	Practical	Final review	Preparing for the final exam	1-2	30

11.Course Evaluation

Distribution as follows:25Monthly exam grade Theory and practice For separationthe first. 25Monthly exam gradeTheory and practiceFor the second semester.50Final Exam Grade

12.Learning and teaching resources

Ministry of Higher Education Curriculum Book, Parts 1 and 2, for the Second Stage	Required textbooks (methodology if any)
Ministry of Higher Education Curriculum Book, Parts 1 and 2, for the Second Stage	Main references (sources)
Book (Computer Basics)/ The author of the book is Dr. Qais Al-Hadi Babiker Al-Hadi, ProfessorAssistant Professor at University of Gezira - Department of Computer Science (Sudan)	Recommended supporting books and references (scientific journals, reports...)
https://books-library.net/free-167753289-download	Electronic references, websites

Academic description of courses

The Third stage

1.Course Name	
Psychological Guidance and Educational Counseling	Level: Third
2.Course Code	
302ps	
3.nualSystem: An	
2024-2025	
4.Date of Preparation of this Description	
22/7/2025	
Available Attendance Forms: In Person	
:Total Study Hours: hours annually / Total Units	
60/6	
7.(Name of the Course Responsible (if more than one name, list them Name: Prof. Dr. Hamid Qasim Rishan edu.iq. Email: hamed.resha@uobasrah	
Course Objectives8.	
<ul style="list-style-type: none"> – Enable students to utilize psychological guidance techniques and apply them in .reality – Benefit from guidance methods and apply them practically to students in 	

.school

- I guidance, differentiate between them, and Identify types of psychological
- .attempt to apply them empirically
- .Be able to guide students with special needs
- .Recognize the most important theories used in psychological guidance
- .sBe able to identify, categorize, and quantify student problem
- .Recognize the most important means of gathering information about students

9. Teaching and Learning Strategies

Lecture and Discussion

Strategies

10. Course Structure

Assessment As Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Hours	Week
Oral Questions	Lecture and Discussion	Concept of Psychological Guidance	The student should understand the concept of psychological guidance	2	1
Oral Questions	Lecture	Justifications for Guidance and Its Objectives	The student should understand the reasons and justifications for the existence of guidance	2	2
Oral Questions	Brainstorming	Principles Underlying Psychological Guidance	The student should understand the essence of guidance and the main principles it	2	3

			.is based on		
Oral Questions	Lecture and Discussion	Relationship of Guidance to Other Sciences	cognize the Re relationship between guidance and other .sciences	2	4
Oral Questions	Illustrated Models	Fields of peutiPsychological/Thera c Guidance	Understand the nature of therapeutic guidance, its importance, and .its fields	2	5
Oral Questions	Lecture	Educational Guidance	Understand educational guidance and its .inputs	2	6
Oral Questions	Practical observation	Career guidance	Mastery of career guidance and its importance	2	7
Short exam	Discussion	Marital guidance	Understanding marital guidance and the importance of family and marriage, and guiding couples	2	8
Oral Questions	Lecture	Family guidance	Identifying the main family problems and addressing them	2	9
Short exam	Brainstorming	Child guidance	Attempting to ide children and gu	2	10

			understanding their problems		
Oral Questions	Lecture	Youth guidance	Distinguishing between children's problems and youth problems	2	11
Oral Questions	Field visit	Adult guidance	Identifying adult problems and guiding them	2	12
Oral Questions	Brainstorming and discussion	Guidance for individuals with special needs	Attempting to guide special needs groups and understanding their needs	2	13
Oral Questions	Lecture	Guidance methods	Identifying the main methods of individual and guidance group gu	2	14
Written exam	Lecture	Foundations of guidance	Understanding the main foundations upon which guidance is built	2	15
Oral Questions	Lecture	–Philosophical psychological	Understanding philosophical and psychological foundations	2	16
Oral Questions	Lecture	Ethical	Understanding ethical foundations	2	17
Oral Questions	Lecture and Discussion	Guidance theories / Psychoanalysis	Comprehensive study of the main theories used in guidance	2	18

Oral Questions	Illustrated models and lecture	Behavioral theory	Understanding avioral theory beh and its main experiments and foundations	2	19
Oral Questions	Lecture	Humanistic theory	Understanding humanistic theories and Rogers	2	20
Oral Questions	Lecture and Discussion	Existential theory	Understanding the reasons for life personal philosophy	2	21
Oral Questions	Observation	Necessary information for guidance	Mastery of gathering information related to guidance	2	22
Oral Questions	Models	Information gathering methods / narrative records / autobiography	Observing and training on filling out narrative forms and autobiographies	2	23
Practical exam	Practical training	Tests and how to prepare them	The ability for the guided individual to construct tests	2	24
Oral Questions	Observation and lecture	Observation, its types	g Understandin observation and distinguishing between its types	2	25
Oral Questions	Practical onApplicati	Interview / Practical applications	Understanding the technique of interviewing and	2	26

			the foundations of its application		
Oral Questions	Practical Application	Educational Guidance in Schools	Practical Applications in Educational Guidance	2	27
Oral Questions	Lecture	Teacher Councils–Parent	Preparing and –Managing Parent Teacher Councils	2	28
Oral Questions	Discussion	The Need for Guidance Programs	g the Identifyin Actual Need for Guidance and Its Programs	2	29
n Writte exam	Discussion	Problems Addressed by Educational Guidance	The student should be able to distinguish between the problems addressed by guidance	2	30

11.Course Evaluation

:Distribution as follows 25 .points for monthly and daily exams for the first semester 25points
for monthly and daily exams for the second semester 50 points for final exams

12.Learning and Teaching Resources

There are no prescribed methodological textbooks	(xtbooks (if anyRequired Te
Principles of Educational Guidance, authored by Abdulla ‘Tarawneh-Al .Dar Yafa Scientific Publishing and Distribution ،٢٠٠٩ ance, authored by Kamila Principles of Educational Guic ،Farakh Shaaban–Al Dar Safa Publishing and Distribution, Amman ،١٩٩٩	(Main References (Sources
(American Psychological Association (APA	Recommended Supporting Books and References (scientific

	(.journals, reports, etc
hja Website	sElectronic References, Internet Site

1.Course Name	
Personality Psychology	Level: Third
2.Course Code	
307ps	
3.System: Annual	
2024–2025	
4.Description Date of Preparation of this	
22/7/2025	
5.Available attendance forms:	
6.Number of study hours (total) / Number of units (total):2 hours a week /	
60/4	
7.Name of the Course Responsible (if more than one name, list them) Name: Nora Hamid Hassan edu.iq.Email: noora.hamid@uobasrah	
8.vesCourse Objecti	
<ul style="list-style-type: none"> –To provide the student with the concept of personality –To equip the student with knowledge of personality theories –To clarify the factors influencing personality formation 	

- To enable the student to connect theoretical concepts
- nt's ability to analyze personality patternsTo develop the stude
- To enhance scientific and objective attitudes
- To prepare the student to use personality measurement methods
- To prepare the student professionally

9.Teaching and Learning Strategies

Discussion and Dialogue –Case Study –rative Learning Coope Explanatory Lecture Field Observation –Based Learning –Problem Brainstorming – Directed Learning–Self	Strategies
---	------------

10.Course Structure

Assessment Method	odLearning Meth	Unit or Topic Name	Required Learning Outcomes	Hours	Week
Direct Oral or Written Questions	Theoretical Lectures Direct Teaching Classroom Discussions Reports and ssignmentsA Practical Applications Examinations	The Concept of Personality in Psychological Heritage	Knowledge and Understanding Cognitive Skills Practical Skills Personal Skills Values and Attitudes	2	1

Direct Oral or Written Questions	Theoretical Lectures Direct Teaching Classroom Discussions	Determinants of Personality	Knowledge and Understanding	2	2
Direct Oral or Written Questions	Theoretical Lectures Direct Teaching Classroom Discussions	Dimensions of Personality Construction and Growth	ive Cognit Skills	2	3
Direct Oral or Written Questions	Theoretical Lectures Direct Teaching Classroom Discussions	Dimensions of Personality Development	Practical Skills	2	4
Direct Oral or Written Questions	Theoretical Lectures Direct Teaching Classroom Discussions	Theories of Personality	Personal Skills	2	5
Direct Oral or Written Questions	Theoretical Lectures Direct Teaching Classroom Discussions	The Humoral Theory of sHippocrate	Values and Attitudes	2	6
Direct Oral or Written tionsQues	Theoretical Lectures Direct Teaching Classroom Discussions	The Organic Theory: Kurt Goldstein	Knowledge and Understanding	2	7
Direct Oral or Written	Theoretical Lectures	Theories Based on Interactional	Cognitive Skills	2	8

Questions	Direct Teaching Classroom Discussions	Determinism			
Direct Oral or Written Questions	Theoretical Lectures Direct Teaching Classroom Discussions	Psychological Theories	Practical Skills	2	9
Direct Oral or Written Questions	Theoretical Lectures Direct Teaching Classroom Discussions	Adler	Personal Skills	2	10
Direct Oral or Written Questions	Theoretical Lectures Direct Teaching Classroom Discussions	Horney	Values and Attitudes	2	11
Direct Oral or Written Questions	Theoretical Lectures Direct Teaching Classroom Discussions	Fromm	Knowledge and Understanding	2	12
Direct Oral or Written Questions	Theoretical Lectures Direct Teaching Classroom Discussions	Sullivan	Cognitive Skills	2	13
Direct Oral or Written Questions	Theoretical Lectures Direct Teaching Classroom Discussions	Theories Based on Environmental Determinism	Practical Skills	2	14

	Discussions				
Direct Oral or Written Questions	Theoretical Lectures Direct Teaching Classroom Discussions	Behavioral theoriesT	Personal Skills	2	15
Direct Oral or Written Questions	Theoretical Lectures Direct Teaching Classroom Discussions	Theory of Needs	Values and Attitudes	2	16
Direct Oral or Written Questions	Theoretical Lectures Direct Teaching Classroom Discussions	Field Theory	ge Knowled and Understanding	2	17
Direct Oral or Written estionsQu	Theoretical Lectures Direct Teaching Classroom Discussions	Gestalt Theory	Cognitive Skills	2	18
Direct Oral or Written Questions	Theoretical Lectures Direct Teaching Classroom Discussions	Trait Theory	Practical Skills	2	19
Direct Oral or Written Questions	Theoretical Lectures eachingDirect T Classroom Discussions	Personality Assessment and Theoretical Foundations	Knowledge and Understanding	2	20

Direct Oral or Written Questions	Theoretical Lectures Direct Teaching Classroom Discussions	Methods of Personality Assessment	Cognitive Skills	2	21
Direct Oral or Written Questions	Theoretical Lectures Direct Teaching Classroom Discussions	Diagnosis and psychological P Measurement	Practical Skills	2	22
Direct Oral or en Writt Questions	Theoretical Lectures Direct Teaching Classroom Discussions	Personality and Mental Health	Personal Skills	2	23
Direct Oral or Written Questions	Theoretical Lectures Direct Teaching Classroom Discussions	Integration of Personality	Values and Attitudes	2	24
Direct Oral or Written Questions	Theoretical Lectures chingDirect Tea Classroom Discussions	Normality and Abnormality	Knowledge and Understanding	2	25
Direct Oral or Written Questions	Theoretical Lectures Direct Teaching Classroom Discussions	Psychological Disorders	Cognitive Skills	2	26
Direct Oral or Written	I Theoretica Lectures	Mental Illnesses	Practical Skills	2	27

Questions	Direct Teaching Classroom Discussions				
Direct Oral or Written Questions	Theoretical Lectures Direct Teaching Classroom Discussions	Psychotherapy	Knowledge and Understanding	2	28
Direct Oral or Written Questions	Theoretical Lectures Direct Teaching Classroom Discussions	lytical Ana Therapy	Cognitive Skills	2	29
Direct Oral or Written Questions	Theoretical Lectures Direct Teaching Classroom Discussions	Behavioral Therapy	Practical Skills	2	30

11.e EvaluationCours

Distribution as follows:25Monthly exam grade Theory and practice For separationthe first. 25Monthly exam gradeTheory and practiceFor the second semester.50Final Exam Grade

12.Learning and Teaching Resources

ychology of Personality, Aziz Hanna Dawood Ps Abidi–and Nazim Hashim Al	(Required Textbooks (if any
Theories of Personality, Dawn Schultz	(Main References (Sources
tment, The Mind, Its Disorders, Emotions, and T Ali Kamal	Recommended Supporting Books and References (scientific journals, reports, (.etc
Iraqi Virtual Library	Electronic References, Internet Sites

1.Course name:
Physiological Psychology
2.Course code:
308ps
3. System: Annual
Academic year: 2024–2025
4.Date this description was prepared
1/8/2025
5.Available attendance forms:
My presence
6.Number of study hours (total) / Number of units (total):2 hours a week /
60/4
7.(Name of the Course Responsible (if more than one name, list them) Rakabi-Name: Suha Abdulrahim Yasser Al suha.abdobasrah.edu.iqlraheem@u
8.Course Objectives
<p>-Enhancing the scientific understanding of human behavior Enhancement – nd Physiological psychology contributes to linking human behavior with neural a hormonal foundations, enabling students to understand psychological phenomena in a precise scientific manner, and forming a solid basis for other psychological disciplines.</p> <p>-Building early critical and research thinking analysis and linking psychological concepts with It trains students in scientific</p>

experimentation and physiology, thereby enhancing critical thinking skills and readiness for scientific research.

-Establishing a common knowledge base among branches of psychology link between general psychology, neuropsychology, clinical psychology, cognitive psychology, and health psychology, thus contributing to a comprehensive and interconnected understanding of the psychological system.

-pmentKeeping pace with global academic develop

-The inclusion of this course aligns with the academic standards of reputable global universities, which begin with establishing a biological understanding of behavior in the early stages of psychological education

-ontemporary mental health issuePreparing students to address co

With the increase in psychosomatic disorders and neurological disturbances, it becomes imperative for students to be knowledgeable about the physiological aspect and provide retro understand the causes and mechanisms behind these issues a solutions in the future

9. Teaching and Learning Strategies

Lecture and Discussion

Strategy

10. Course Structure

Assessment Method	Learning Method	ameUnit or Topic N	Required Learning Outcomes	Hours	Week
General information	Discussion and dialogue	Defining physiological psychology: The beginning and development of physiological psychology	Meeting with students to provide educational and instructional guidance and presenting the course content	2	1
Oral questions, daily tests, and daily assessments	Presentations, discussion, and dialogue	The nervous system: Functions of the the 'nervous system nerve cell	Understanding, analyzing, describing, interpreting, distinguishing, linking, applying, comparing, identifying, and clarifying the nervous system and its main components	2	2
Oral questions and daily tests	Presentations and explanatory videos	Structure of the central nervous system, structure of the peripheral nervous .system	Understanding, analyzing, describing, interpreting, distinguishing, linking, applying, comparing, identifying, and clarifying ts of the the componen) central and peripheral	2	3

			(nervous systems		
Oral questions and daily tests	resentationsP and dialogue	Endocrine glands and their functions in the -body types of glands -pituitary gland thyroid gland	Understanding the role of ands in the endocrine gl regulating body functions, describing the structure and function of the pituitary and thyroid glands, analyzing the effect of hormones on vital processes, explaining the mechanism of action of the endocrine glands, identifying the hormones by the pituitary secreted and thyroid glands, linking gland disorders to their impact on health, applying knowledge to understand the symptoms of gland diseases	2	4
Oral questions and daily tests	resentations and dialogue	-Types of glands glandular -pancreas balance	Understanding the role of the pancreas in regulating sugar, describing the structure of the pancreas and its glandular functions, analyzing the relationship between hormones and xplaining the homeostasis, e effect of insulin and glucagon on the body, applying knowledge to understand glandular balance disorders such as diabetes	2	5
Oral questions and daily tests	Discussion	Sensation and its types -and manifestations definition of sensation characteristics of - -sensation manifestations of sensation	tion of sensation, Defini characteristics of sensation, manifestations of sensation	2	6
Oral questions and daily tests	resentation and videos	The eye and vision, the ear and hearing	nderstanding the U mechanism of vision and hearing in the body, describing the structure of	2	7

			the eye and ear and their functions, analyzing the relationship between the senses and the nervous system, explaining how sensory stimuli are received and transformed distinguishing between parts of the eye and ear and their role in perception		
Oral questions and daily tests	resentation and videos Educational	The nose and smell, the tongue and the sense of taste	Understanding the role of the nose and tongue in the the senses, describing structure of the nose and tongue and their sensory receptors, distinguishing between types of flavors and odors, explaining the mechanism of receiving and analyzing smell and taste, applying knowledge to understand the impact of diseases on the senses	2	8
Oral questions and daily tests	Discussion	Cutaneous sensations	Understanding the role of the skin in receiving sensations, describing sensory receptors and their types, distinguishing n types of sensations between such as touch, temperature, and pain	2	9
Oral questions and daily tests	Discussion	Innate drives, definition of drive	Understanding the concept of innate drives and their importance, explaining their effect on human behavior, en distinguishing between innate and acquired drives	2	10
Oral questions and daily tests	Discussion	Types of drives The role of motives in explaining behavior	Understanding the concept of drives and their importance in behavior, classifying types of drives (innate and acquired), explaining	2	11

			of drives in the effect directing human behavior		
Oral questions and daily tests	Discussion	Physiological aspects of innate motives: hunger, thirst, sex, etc	Understanding the physiological foundations of innate motives, explaining the effects of ex on hunger, thirst, and s behavior, analyzing the role of vital organs in regulating these motives	2	12
Oral questions and daily tests	Discussion	Physiological aspects of emotion: definition of emotion, conditions for the occurrence of emotion	Understanding the concept of emotion and its psychological gnificance, describing si the physiological changes accompanying emotion, explaining the conditions for the occurrence of emotion and their effects, analyzing the relationship between emotion and behavior, distinguishing between types of emotions and dily responsestheir bo	2	13
Oral questions and daily tests	Discussion	Types of emotion: harms and benefits of emotion	Understanding the nature of emotions and their effects on the individual, classifying f emotions types o negative and positive),) evaluating the harms and benefits of emotions in daily life	2	14
Oral questions and daily tests	Discussion	Physiological changes accompanying emotion	Understanding the nature of emotions and ody, their effects on the b describing physiological changes such as increased heart rate and sweating, explaining the relationship between	2	15

			emotion and the system		
11.Course Evaluation					
Distribution as follows:25Monthly exam grade Theory and practice For separationthe first. 25Monthly exam gradeTheory and practiceFor the second semester.50Final Exam Grade					
12.Learning and Teaching Resources					
			(Required Textbooks (if any (Main References (Sources		
Physiological Psychology (Authors: Ahmed (Akasha, Tarek Akasha reviewed scientific -An internationally peer journal (ECSJ) the comprehensive electronic scientific and journal for publishing educational research e International Journal for Publishing Research (and Studies (IJRSP			Recommended Supporting Books and (.References (scientific journals, reports, etc		
University –Center for Psychological Research of Baghdad Department of Physiological –Noor Library ologyPsych EDLibre: Free Learning			Electronic References, Internet Sites		

1.Course Name
Experimental Psychology :
2. Course Code
306ps
3. System:
Academic year: 2024–2025
4.Date of preparation of thisTo describe
25/7/2025
5.Available attendance forms:
My presence
6.Number of study hours (total) / Number of units (total):
60/4

7.Course Instructor Name Name of the Cour)

Name: Assistant Professor Eman Naeem Shaeir Mohsen

Email: ayman.shaeir@uobasrah.edu.iq**8.Course Objectives****:Students should learn about -**

–rical development of experimental psychology The histo

Steps of experimental research

–Types of variables in experimental research

–Types of hypotheses

–Means of the scientific method in experimental psychology

–Measurement

hodAlternatives to the scientific met**Safety of experimental design****Experimental designs****9.Teaching and Learning Strategies**

Method of dialogue, discussion, and questions

10.re of the courseStructu

Assessment Method	Teaching method	Name of the unit or topic	Required Learning Outcomes	Hours	Week
Oral examination	Lecture and onDiscussi	Concept of experimenta l psychology	Introduction and definition of the course material and its requirements	2	2,1
Oral examination	Lecture and Discussion	Historical developmen t of experimenta l psychology	Historical development of experimental psychology	2	4,3

examination Oral	Lecture and training	Problem identification	Steps of experimental research	2	6,5
Oral examination	Lecture and scientific training	Independent dependent, ' and extraneous variables	Types of variables in experimental research	2	8,7
Oral examination	Lecture and Discussion	Null and alternative	Types of hypotheses	2	10,9
Oral examination	Lecture, training, and discussion	Observation Advantages and disadvantages	Methods of the scientific method in experimental psychology	2	12,11
Oral examination	Lecture and scientific training	Natural and psychological	Measurement	2	14,13
Oral examination	Lecture, scientific training, and discussion	Case study, comparative causal ' studies	Alternatives to the scientific method	2	16,15
Oral examination	Lecture and scientific gtrainin	Internal validity External validity	Safety of experimental design	2	18,17
Oral examination	Lecture and scientific training	Experimenta l designs	Experimental designs	2	20,19
Oral examination	Lecture and scientific training	Exact partial experimenta l design	Exact partial experimental design	2	22,21
Oral examination	Lecture and scientific training	Single subject designs	Single subject designs	2	24,23
Oral examination	Lecture and scientific training	Practical Applications	Practical Applications	2	26,25
		Final examination	Final examination	2	28,27

11.e EvaluationCours

Distribution as follows:25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester.50Final Exam Grade

12. Learning resources Learning and teach	
Awda Muhammad.. Experimental Psychology, First Edition, Al Adnan Press-Edition, Al 2011 Baghdad	(Required Textbooks (if any
Abbas Muhammad Khalil et al., Research Methods and Edition, in Education and Psychology, Amman, Jordan 2009	(Main References (Sources
	Recommended Supporting Books and (.References (scientific journals, reports, etc
	Electronic References, Internet Sites

1.Course Name: Educational techniques		Stage: Third
2.Course Code:		
303ps		
3. Semester/Year		
2024–2025		
4.Date this description was prepared		
25/7/2025		
5.Available attendance forms		
My presence		
6.Number of study hours (total) / Number of units (total):		
60/4		
7. Name Course Instructor(s):		
Name: M.M.Zainab Samir Abdel Razzaq		
Email: Zainab.abdulrazzaq2@uobasrah.edu.iq		
-		
8.Course Objectives		
-Introducing them to the influencing factors When choosing educational tools -Obstacles to the use of educational technologies. - Introducing them to audio-visual aids	–Definition of basic concepts: What is the definition of educational technology? What are its stages of development?	

<p>and techniques.</p> <p>-Introducing them to the means and techniques Visual</p> <p>-Introducing them to audio-visual media- and techniques</p> <p>-Video conferencing definition,Its benefits and advantagesIts disadvantages What equipment is needed to operate it</p> <p>-Traditional education, definition, advantages, disadvantages</p> <p>-Modern education, its definition, advantages, disadvantages.</p> <p>-E-learning, definition, advantages, disadvantages.</p> <p>-Educational computer, its definition Its features,What are its importance in education its shortcomings.</p> <p>- E-book definition, stages of production Its characteristics.</p> <p>- virtual classrooms, definition Its types and featuresIts negatives and requirements.</p>	<p>–Definition of educational media. What is its importance in the educational process</p> <p>–The importance of educational tools for the learner and the educational material.</p> <p>–Justifications for using educational tools.</p>
---	---

9.Teaching and learning strategies

Method of dialogue, discussion and questions

10.Course Structure

Intended Learning Outcomes	Intended Learning Outcomes	Intended Learning Outcomes	Intended Learning Outcom	Hours	week
Oral	Discussion	Meeting with students and providing them with educational and psychological guidance regarding commitment to lectures, daily attendance, and participation, and providing them with	For students to get to know each other On the instructions to comply with the controls related to the lecture From commitment to ethical behavior Daily attendance and participation	1–2	1

		.the course material			
Oral	Discussion	Ahistorical overview of the developmental stages of educational technologies and the characteristics of each stage	Students should have general information about the subject of educational technology, including a brief overview of the stages of development of .technology	1-2	2
Oral	Discussion	Definitions of educational technologies, educational methods and the names given to them	To familiarize students with the concept of educational technologies and the concept of .educational means	1-2	3
Oral	Discussion	The importance of educational tools in the educational process, the educational material, and the learner	To make students aware of the importance of educational tools	1-2	4
Written and oral	Discussion	Justifications for using educational tools	Students should know the reasons that prompted educators to use educational	1-2	5

			.methods		
Oral	Discussio n	Factors affecting the choice of educational media	Students learn about factors Or the basic criteria that the teacher relies on to choose educational tools	1-2	6
Written and oral	Discussio n	Obstacles to the use of educational technologies	Students should identify the obstacles that hinder the use of educational technologie	1-2	7
Oral	Discussio n	Definition of audio recordings, radio, and school radio, and the advantages and disadvantages of each	Students should have knowledge of audiovisual aids and techniques	1-2	8
Oral	Discussio n	Language laboratories, their definition, types, advantages, and shortcomings	Students get to know the .language laboratories	1-2	9
Written and oral	Discussio n	Chalkboard, maps, pictures and the advantages and disadvantages of .each	Students become familiar with visual aids and techniques	1-2	10
Oral	Discussio n	Educational television, educational video, computer and their advantages and disadvantages	To familiarize students with audio-visual means and techniques	1-2	11
Oral	Discussio n	Video conferencing definition and benefits	Students learn about video conferencing	1-2	12
Written and oral	Discussio n	Equipment needed to run video conferences, and steps to follow to	Students will learn how to operate video	1-2	13

		implement a good educational video conference	.conferences		
Oral	Discussion	Advantages and disadvantages of video conferencing	Students should be aware of the advantages and disadvantages of .video conferencing	1-2	14
Oral	Discussion	Traditional education: its concept, advantages, and disadvantages	To familiarize students with the concept of traditional education	1-2	15
Oral	Discussion	Modern education: its concept, advantages, and disadvantages	To familiarize students with the concept of modern education	1-2	16
Oral	Discussion	E-learning: its concept, advantages, and disadvantages	To familiarize students with the concept of e-learning	1-2	17
Written		First semester exam	First semester exam	1-2	18
Oral	Discussion	Educational computer definition, its importance in education	To familiarize students with the concept of .educational computing	1-2	19
Oral	Discussion	Advantages and disadvantages of educational computers	Students should be aware of the advantages and disadvantages of .educational computers	1-2	20
Oral	Discussion	Areas of computer use in the educational process	To familiarize students with the areas of .computer use	1-2	21

Oral	Discussion	E-book definition, stages of production	To familiarize students with the concept of e-book	1-2	22
Oral	Discussion	Features of e-books	Students should be familiar with the features of e-books	1-2	23
Oral	Discussion	Virtual classrooms definition, names given to them	To familiarize students with the concept of virtual classrooms	1-2	24
Oral	Discussion	Types of virtual classrooms	Students should learn about the types of virtual classrooms	1-2	25
Oral	Discussion	Advantages and disadvantages of classrooms	Students should be aware of the advantages and disadvantages of virtual classroom	1-2	26
Oral	Discussion	Virtual Classroom Requirements	Students should be familiar with the requirements of virtual classrooms	1-2	27
Written		Second semester exam	Second semester exam	1-2	28
Oral	Discussion	The difference between virtual classrooms and traditional classrooms	Students should know the difference between virtual classrooms and traditional classrooms	1-2	29
Oral	Discussion	Teacher's tasks in the virtual classroom	For students to become familiar with the teacher's duties in the virtual classroom	1-2	30

11.Course Evaluation .

n .2 Grade distribution out of 100: 25 marks: Monthly and daily exams for the first semester • 25 marks: Monthly

and daily exams for the second semester • 50 marks: Final exam	
12.Learning and Teaching Resources	
	Prescribed Textbooks (if any):
Al-Hasnawi, Hakim Musa Abdul Khadir: – Modern educational techniques in teaching Issa, et al.: Educational Technologies – between Theory and Practice (Theoretical Book Jari Khader, Abbas: Educational – Technologies (Development, Classification, (Types, Trends	Main References (Sources)
	Recommended Supporting Books and References (scientific journals, reports, etc.):
	Electronic references, websites

1.Course Name
Inferential Statistics
2.Course Code
301ps
3. System:
Academic year: 2024–2025
4.Date of preparation of thisTo describe
25/7/2025
5.Available attendance forms:
My presence
6.Number of study hours (total) / Number of units (total):
60/4
7.Name of the Course Respons (if more than one name, list them)
Name: M.M. Duaa Abbas Basheer
Email: duaa.basher@uobasrah.edu.iq :

8.Course Objectives

- inferential statistics To introduce students to the importance of i
- To introduce students to the statistical methods used in parametric inferential statistics
- To introduce students to the statistical methods used in non
- ..parametric inferential statistics
- tistical methods To enable students to use parametric sta

9.Teaching and learning strategies

.Lecture, discussion, and practical application

Strategy

10.Course Structure

Assessment Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	rsHou	Week
Oral and .written	Lecture and oDiscussi n	Basic concepts in .inferential statistics	Students will learn the importance of descriptive statistics in psychological and .educational research	2	1
.Oral	Lecture and Discussio n	Concept of inferential .statistics	The importance of .frequency distributions	2	2
.Oral	Lecture and Discussio n	Parametric inferential statistics and its .scondition	Teaching students how to draw polygons and .frequency histograms	2	3
.Oral	Lecture and Discussio	test-sample t-One	Students will learn about methods for calculating measures of central .tendency	2	4

	n				
Oral and .written	Lecture and Discussio n	ications Statistical appl -sample t-in the one test	The importance of calculating the arithmetic mean and its properties	2	5
.Oral	Lecture and Discussio n	-Independent two test-sample t	The importance of calculating the arithmetic mean and its properties	2	6
Oral and .written	Lecture and Discussio n	Statistical applications in the independent test-sample t-two	Statistical applications in -two the independent test-sample t	2	7
.Oral	Lecture and Discussio n	way ANOVA-One	way ANOVA-One	2	8
.Oral	Lecture and Discussio n	Statistical applications way ANOVA-in one	Statistical applications in way ANOVA-one	2	9
Oral and .written	Lecture and Discussio n	hoc –Post comparisons	hoc comparisons–Post	2	10

.Oral	Lecture and Discussion	Scheffé test, Tukey test	Scheffé test, Tukey test	2	11
.Oral	Lecture and Discussion	Statistical applications in hoc -in post comparisons	Statistical applications in hoc comparisons-stpo	2	12
Oral and .written	Lecture and Discussion	–The concept of non parametric statistics	–The concept of non parametric statistics	2	13
.Oral	Lecture and Discussion	square test for –Chi goodness of fit	square test for –Chi ness of fitgood	2	14
.Oral	Lecture and Discussion	Statistical applications in the square test for –Chi goodness of fit	Statistical applications in square test for –the Chi goodness of fit	2	15
.Oral	Lecture and Discussion	Concepts of rank tests	ncepts of rank testsCo	2	16
.Oral	Lecture	Whitney test –Mann	Whitney test for –Mann	2	17

	and Discussio n	for small samples	small samples		
Written	Lecture and Discussio n	Whitney test –Mann sfor small sample	Whitney test for –Mann small samples	2	18
.Oral	Lecture and Discussio n	Whitney test –Mann for small samples	Whitney test for –Mann small samples	2	19
.Oral	Lecture and Discussio n	Statistical applications in the ey test Whitn–Mann for small samples	Statistical applications in Whitney test –the Mann for small samples	2	20
.Oral	Lecture and Discussio n	Statistical applications in the Whitney test –Mann for medium samples	Statistical applications in Whitney test –the Mann for medium samples	2	21
.Oral	Lecture and Discussio n	Statistical applications in the Whitney test –Mann for large samples	ions in Statistical applicat Whitney test –the Mann for large samples	2	22
.Oral	Lecture and	Percentiles	Students should learn how to calculate	2	23

	Discussion		percentiles		
.Oral	Lecture and Discussion	Uses of measures of dispersion in educational sciences	Students should learn the importance of measures of dispersion	2	24
.Oral	Lecture and Discussion	Wallis test –Kruskal for more than three groups	Wallis test for –Kruskal more than three groups	2	25
.Oral	Lecture and Discussion	Statistical applications Wallis -of the Kruskal test	Statistical applications of Wallis test-the Kruskal	2	26
.Oral	Lecture and Discussion	Wilcoxon test for one with a sample size less than	Wilcoxon test for one sample with a sample size less than	2	27
Written	Lecture and Discussion	Statistical applications of the Wilcoxon test	Statistical applications of the Wilcoxon test	2	28
.Oral	Lecture and Discussion	Calculating degrees of freedom in inferential statistics	Calculating degrees of freedom in inferential statistics	2	29

	n				
.Oral	Lecture and Discussion	General concepts about statistical packages	General concepts about statistical packages	2	30

11.Course Evaluation

points 25 .points for monthly and daily exams for the first semester °Distribution as follows:
points for final exams ° .for monthly and daily exams for the second semester

12.esourcesLearning and Teaching R

Applied statistics, Awad, Adnan(2009)	(Required Textbooks (if any
Descriptive and inferential statistics in – psychological and educational sciences, Tawfiq, (1980) Abdul Jabbar in writing Descriptive and inferential statistics research in psychological and educational (2016) sciences, Ayial, Yassin Hamid Statistics for researchers in education and –human sciences, Awda, Ahmad Salman and Al (1988) Khalili, Khalil Youssef	(Main References (Sources
ne reputable articles	Recommended Supporting Books and ientific journals, reports, References (sc (.etc
	Electronic References, Internet Sites

1.Course Name					
Teaching methods					
2.Course Code					
305ps					
3. Year/Semester					
Academic year: 2024–2025					
4.Date this description was prepared					
1/8/2025					
5.Available attendance forms:					
My presence					
6.Number of study hours (total) / Number of units (total):Two hours a week					
60/6					
7.Name of the Course Responsible (if more than one name, list them Name: Dr. Nidhal Issa Abd edu.iq. Email: Nidhal.Abd@uobasrah					
8.Course Objectives					
The student should acquire the necessary information, concepts, ideas, strategies, modern ational and teaching models, and skills that contribute to their preparation for teaching educ .psychological sciences at the middle and secondary levels with efficiency and proficiency					
9.Teaching and learning strategies					
Lecture and Discussion				Strategy	
10.Course Structure					
Assessmen t Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Hours	Week
Oral and .written	Lecture and	The concept and foundations of .teaching	The concept and .foundations of teaching	2	2,1

	Discussion				
.Oral	Lecture and Discussion	Learning, education, and teaching; is teaching an art or a science	Learning, education, and teaching; is teaching an art or a science	2	4,3
.Oral	Lecture and Discussion	The pillars of the teaching process	The pillars of the teaching process	2	6,5
.Oral	Lecture and Discussion	Teaching methods and their techniques	Teaching methods and their techniques	2	8,7
Oral and .written	Lecture and Discussion	The difference between the concepts of strategy, model, method, and technique	The difference between the concepts of strategy, model, method, and technique	2	10,9
.Oral	Lecture and Discussion	Method and curriculum	Method and curriculum	2	11
Oral and .written	Lecture and Discussion	Educational objectives and their sources of derivation	Educational objectives and their sources of derivation	2	14,13, 12

	n				
.Oral	Lecture and Discussio n	.Teaching methods	.Teaching methods	2	17,16, 15
.Oral	Lecture and Discussio n	Teaching tools and their stages of .pmentdevelo	Teaching tools and their .stages of development	2	19,18
Oral and .written	Lecture and Discussio n	Classroom questions .and their conditions	Classroom questions .and their conditions	2	21,20
.Oral	Lecture and Discussio n	The concept of ts evaluation and i .objectives	The concept of evaluation and its .objectives	2	23,22
.Oral	Lecture and Discussio n	Features of teaching and quality standards .of teaching methods	Features of teaching and quality standards of .teaching methods	2	25,24
Oral and .written	Lecture and Discussio n	Modern models and .strategies in teaching	Modern models and .ingstrategies in teach	2	30-26

11.Course Evaluation

Distribution as follows:25Monthly and daily exam grades for the semesterthe first.
25Monthly and daily exam grades for the second semester.50Final Exam Grade

12.Learning and teaching resources

An introduction to modern teaching and distance .Hadidi, Saddam Muhammad–learning, Al (2024)	(Required Textbooks (if any
Models, methods, and techniques of teaching – Hadidi, Saddam Muhammad–and evaluation, Al (2021) General teaching fundamentals, Zayer, Saad – .Ali et al(2013) Fundamentals in teaching methods, – Muhammad, Dawood Maher, and Majid, Mahdi Muhammad(1991)	(References (Sources Main
	Recommended Supporting Books and References (scientific journals, reports, (.etc
	Electronic References, Internet Sites

1.Course Name	
Scientific research methodology	
2.urse CodeCo	
310ps.	
3.Year/Semester	
2024-2025	
4.Date this description was prepared	
1/8/2025	
5. anceAvailable forms of attend	
My presence	
6.(Number of study hours (total) / Number of units (total)	
60/4	
7.Name of the Course Responsible (if more than one name, list them)	
.Name: M.D. Rehab Hussam Ali	
.Email: rahab.ali@uobasrah.edu.iq	
8.Course Objectives	
1- The concept of scientific research and its importance: Understanding scientific research and .its impact on knowledge development 2- Characteristics of a scientific researcher: Developing traits of the researcher such as .vityaccuracy and objecti 3- Hypotheses in the scientific method: Defining the basic hypotheses to ensure the validity of .the research 4- .The research problem: How to accurately define the problem 5- nd Defining research objectives and hypotheses, and research tools using descriptive a .experimental methods	
9.Teaching and Learning Strategies	
Lecture and Discussion	Strategy
10.Course Structure	

Assessment Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Hours	Week
Oral and .written	Lecture and Discussion	.Scientific research	The importance of .scientific research	2	1
.Oral	Lecture and Discussion	Characteristics of .scientific research	Teaching the characteristics of .scientific research	2	2
.Oral	Lecture and Discussion	The hypotheses upon which the scientific .method is based	The hypotheses upon which the scientific .asedmethod is b	2	3
.Oral	Lecture and Discussion	The problem in .research	.The problem in research	2	4
Oral and .written	Lecture and Discussion	The importance of research, its objectives, hypotheses, .and terminology	The importance of research, its objectives, hypotheses, and .ogyterminol	2	5
.Oral	Lecture and Discussion	Preliminary .procedures	Teaching research .procedures	2	6

	n				
Oral and .written	Lecture and Discussio n	The historical .research method	Teaching the historical .research method	2	7
.Oral	Lecture and Discussio n	What does the historical research ?method investigate	What does the historical research method ?investigate	2	8
.Oral	Lecture and Discussio n	Steps of scientific research	Teaching students the scientific steps of research	2	9
Oral and .written	Lecture and Discussio n	Identifying the problem of historical research	How to identify the problem of historical research	2	10
.Oral	Lecture and Discussio n	Collecting scientific material	Method of collecting scientific material	2	11
.Oral	Lecture and Discussio n	Evaluating and critiquing scientific material	Evaluating and critiquing scientific material	2	12

Oral and .written	Lecture and Discussio n	Formulating hypotheses	Teaching students how pothesesto formulate hy	2	13
Oral and .written	Lecture and Discussio n	Interpreting results and writing reports	Teaching students how to interpret results and write reports	2	14
Oral and .written	Lecture and Discussio n	Descriptive research methodology	Descriptive research gymethodolo	2	15
Oral and .written	Lecture and Discussio n	Steps of descriptive research	Steps of descriptive research	2	16
Oral and .written	Lecture and Discussio n	Types of descriptive research	Types of descriptive research	2	17
Oral and .written	Lecture and Discussio n	Experimental research methodology	Teaching students the experimental research methodology	2	18
Oral and	Lecture	Steps of experimental	Steps of experimental	2	19

.written	and sioDiscus n	research	research		
Oral and .written	Lecture and Discussio n	Conducting the experiment	Conducting the experiment	2	20
Oral and .written	Lecture and Discussio n	Research tools	Guiding students to choose research tools	2	21
Oral and .written	Lecture and Discussio n	Samples	Samples	2	22
Oral and .written	Lecture and Discussio n	Statistics	Analyzing sample results	2	23
Oral and .written	Lecture and Discussio n	Presenting and discussing results	How to present and discuss results	2	24

11.Course Evaluation

marks 25 . emesterfirst s marks for monthly and daily exams for the 25 : as follows Distribution
.marks for final exams 50 . for monthly and daily exams for the second semester

12.Learning and teaching resources	
labri, Kazem Karim, and Dawood, Abdul Salam–Al .Scientific Research Methodologies ,(2015)	(Required Textbooks (if any
Dawood, Aziz Hanna and Abdul Rahman, – Scientific Research ,(1990) Anwar .Methodologies Research ,(2002) Mohammed Melhem, Sami .Methodologies in Education and Psychology	(Main References (Sources
Some reputable scientific articles in the field of .specialized scientific research	Recommended Supporting Books and References (scientific journals, reports, (.etc
	ces, Internet SitesElectronic Referen

1.Course Name
Cognitive Psychology
2.Course Code
309ps
3. Semester / Year: Annual
2024-2025
4. Description Preparation Date:
25/8/2025
5. Available Attendance Forms: In-person
6. Number of Credit Hours (Total) /Number of Units (Total):

60/4

7.Name of the Course Responsible (if more than one name, list them)

:

Responsible Person: M. Dr. Asaad Fakher Habib

Email:asaad.fakhir@uobasrah.edu.iq

8.Objectives Course

- Students learn about the beginnings of cognitive psychology, its justifications, and its methodologies
- :Developing students' knowledge of the basic concepts of cognitive psychology such as (on processing information -memory -perception -attention)
- Students learn how to represent information in the cognitive system
- solving) and its relationship to experience, and its -Students define the concept of (problem types
- methods (their nature cognitive –Students explain the following concepts: learning methods (and classifications
- Students learn the concept of language, its characteristics, functions, structures, acquisition, and its relationship to thought

9.Teaching and Learning Strategies

.interview method .lecture method .The discussion method	Strategy
--	----------

10.Course Structure

Assessment Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Hours	Week
Directing questions to the student and	Dialogue and discussion	The historical development of cognitive psychology	The historical development of cognitive psychology	2	1

answering them					
Directing questions for students	Dialogue and discussion	Topics of traditional cognitive psychology	Definition of traditional cognitive psychology topics	2	2
Directing questions for students	ue Dialog and discussion	The relationship between cognitive processes (sensation, attention, and .(perception	Definition of the process .of attention Characteristics and nature of the process of .attention Functions and stages of .the process of attention	2	3
Directing questions to students	Dialogue and discussion	Types of attention and .its theories	Attention and .(spontaneity (experience Attention filtering .models The relationship between attention and the .learning process	2	4
Directing questions to students	Dialogue and discussion	.Concept of perception Development of perception and its relationship with the .senses Auditory and visual .ptionperce	.Concept of perception Development of perception and its relationship with the .senses Auditory and visual .perception	2	5
Directing questions to students	Dialogue and discussion	Factors affecting .perception Perception stability	Factors affecting .perception Perception stability	2	6
Directing questions to students	Dialogue and discussion	Emergence of information processing orientation	Models of separate and nnected memoryco	2	7

Directing questions to students	Dialogue and discussion	Working memory	Introduction and levels of information processing	2	8
Directing questions to students	Dialogue and discussion	Concept of cognitive .structure Forgetting	presentation of Re information with perception	2	9
Directing questions to students	Dialogue and discussion	Representation of information based on .meaning	Representation of information based on .meaning	2	10
Directing questions to students	Dialogue and discussion	Representation of information according to the model of .associative networks	Representation of information according to the model of associative .networks	2	11
Directing questions to students	Dialogue and discussion	Representation of information through mental maps (schemas)	Representation of information through (mental maps (schemas	2	12
Directing questions to students	Dialogue and discussion	Concept of cognitive Characteristics -styles .of cognitive styles	Concept of cognitive Characteristics of -styles .ive stylescognit	2	13
First semester exam				2	14
Directing questions to students	Dialogue and discussion	The relationship of styles to some .concepts	The relationship of styles .to some concepts	2	15
Directing questions to students	Dialogue and discussion	Classification of .cognitive styles	Classification of cognitive .styles	2	16
Spring break				2	17
Directing questions to students	Dialogue and discussion	earning Concept of l .styles	Concept of learning .styles	2	18

Directing questions to students	Dialogue and discussion	Models of learning .styles	.Models of learning styles	2	19
g Directin questions to students	Dialogue and discussion	.Metacognition	.Metacognition	2	20
First exam of the second semester				2	21
Directing questions to students	Dialogue and discussion	Concept of language, characteristics of .language	Concept of language, characteristics of .language	2	22
Directing questions to students	Dialogue and discussion	Functions of language, .language acquisition	Functions of language, .anguage acquisitionl	2	23
Directing questions to students	Dialogue and discussion	Language .development	.Language development	2	24
Directing questions to students	Dialogue and discussion	The relationship between language and .thought	en The relationship betwe .language and thought	2	25
Second exam of the second semester				2	26
Directing questions to students	Dialogue and discussion	Review of the study material		2	27-30

11.Course Evaluation

Grade distribution is as follows: 25 marks for monthly and daily exams in the first semester, 25 marks for monthly and daily exams in the second semester, and 50 marks for the final exams.

12.Learning and Teaching Resources

Atoom, Adnan-Main methodological source: Al Cognitive Psychology Theory and (2004) Masira for -Application, Amman, Dar Al .Publishing and Distribution	(d Textbooks (if anyRequire
The Cognitive Foundations (1994) Zayat, Fathi-Al	(Main References (Sources

Information and Information Processing, of Mental Health .Wafa Press-Mansoura, Al	
	Recommended Supporting Books and References (scientific journals, reports, (.etc
	Electronic References, Internet Sites

1.Course Name	
Stage: Third	Comparative Education
2.Course Code	
304ps	
3. Semester / Year: Annual	
2024-2025	
4. Description Preparation Date:	
25/8/2025	
5. Available Attendance Forms: In-person	
6. Number of Credit Hours (Total) /Number of Units (Total):	
60/4	
Course Administrator's Name Name: A. M. Asmaa Saleh Ali Email: hamed.resha@uobasrah.edu.iq	
8.Course Objectives	
- «Recognizing all forms of intellectual activity including memorization, understanding, application -synthesis, and evaluation of information «analysis -Recognizing values, tendencies, attitudes, and emotions - Recognizing the level of response that exceeds mere interest to simple participation and .interaction	

stable value system where the individual's Recognizing the level of discrimination as a
 -distinction and unique personality are evident
 -Identifying various motor and manual skills

9. Teaching and Learning Strategies

ative A theoretical study concerning the content of the subject of compa
 .education and conducting research and reports on educational systems

Strategy

10. Course Structure

Assessment Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Hours	Week
Daily and semester tests and brief reports	Presentation and Discussion	Concept of The Comparative Education	The Concept of Comparative Education	2	1
Daily and semester tests and brief reports	Presentation and Discussion	The evolution of the comparative concept of education and the role of Arab and international .organizations	The evolution of the concept of comparative education and the role of Arab and international .organizations	2	2
Daily and semester tests and brief reports	Presentation and Discussion	International Bureau of Education (Geneva) UNICEF	International Bureau of Education (Geneva) UNICEF)	2	3
Daily and semester tests and brief reports	Presentation and Discussion	Arab Organization for Education, Culture, and Science	Arab Organization for Education, Culture, and Science	2	4
Daily and semester tests and brief reports	Presentation and Discussion	Arab Bureau of Education for the Gulf States	Arab Bureau of Education for the Gulf States	2	5
Daily and semester tests and brief reports	Presentation and Discussion	Educational Applications	Educational Applications	2	6

Daily and semester tests and brief reports	Presentation and Discussion	Objectives of Comparative Education	Objectives of Comparative Education	2	7
Daily and semester tests and brief reports	Presentation and Discussion	rs of Some Pionee Comparative Education	Some Pioneers of Comparative Education	2	8
Daily and semester tests and brief reports	Presentation and Discussion	Isaac Kandel, George Pedri	Isaac Kandel, George Pedri	2	9
Daily and semester tests and brief reports	resentation P and Discussion	Russell	Russell	2	10
Daily and semester tests and brief reports	Presentation and Discussion	Sadler, Mark Anton	Sadler, Mark Anton	2	11
Daily and semester tests and brief reports	Presentation and Discussion	Stages of Development of Research Methodologies in Comparative Education	Stages of Development of Research Methodologies in e Comparativ Education	2	12
Daily and semester tests and brief reports	Presentation and Discussion	Stage of Transfer and Borrowing (riptive MethodDesc)	Stage of Transfer and Borrowing Descriptive) (Method	2	13
Daily and semester tests and brief reports	Presentation and Discussion	Stage of Forces and Factors	Stage of Forces and Factors	2	14
Daily and semester tests and brief reports	Presentation and Discussion	Stage of Using the Scientific Method	Stage of Using the tific MethodScien	2	15

ly and Dai semester tests and brief reports	Presentation and Discussion	Research Methodologies in Comparative Education	Research Methodologies in Comparative Education	2	16
Daily and semester tests and brief reports	Presentation and Discussion	Descriptive Method	Descriptive Method	2	17
Daily and s semester test and brief reports	Presentation and Discussion	Interpretive Method	Interpretive Method	2	18
Daily and semester tests and brief reports	Presentation and Discussion	Method of Comparison between Educational Systems in Different Countries	Method of Comparison between Educational Systems in Different Countries	2	19
Daily and semester tests and brief reports	Presentation and Discussion	Comparative Study of Educational Systems in Certain Countries	ive Study Comparat of Educational Systems in Certain Countries	2	20
Daily and semester tests and brief reports	Presentation and Discussion	Study of the Education System of a Country in Eastern Europe	Study of the Education System of a Country in Eastern Europe	2	21
Daily and semester tests and brief reports	Presentation and Discussion	Study of the Education ntry in System of a Cou the Western and Developed World	Study of the Education System of a Country in the Western and Developed World	2	22
Daily and semester tests and brief reports	Presentation and Discussion	Japan	Japan	2	23
Daily and semester tests and brief reports	Presentation ionand Discuss	France	France	2	24

Daily and semester tests and brief reports	Presentation and Discussion	Sweden	Sweden	2	25
Daily and semester tests and brief reports	Presentation and Discussion	United States of America	United States of America	2	26
Daily and semester tests and brief reports	Presentation and Discussion	Comparative Educational Applications	Comparative Educational Applications	2	27
Daily and semester tests and brief reports	Presentation and Discussion	Comparative Study of the Educational Systems of Arab Gulf Countries	Comparative Study of the Educational Systems of Arab Gulf Countries	2	28
Daily and semester tests and brief reports	Presentation and Discussion	A comparative study of the educational systems of Arab Maghreb countries	A comparative study of the educational systems of Arab Maghreb countries	2	29
Daily and semester tests and brief reports	Presentation and Discussion	Comparative Educational Applications	Comparative Educational Applications	2	30

11. Course Evaluation

points for theoretical and practical monthly exams for the first 25 :Distribution is as follows
50 .points for theoretical and practical monthly exams for the second semester 25 .semester
points for final exams

12. Learning and Teaching Sources

Comparative Education by Saadoun Salman 2017 'Najm, Ibn Rushd College of Education	(Required Textbooks (if any
In Comparative Education by Ahmed Ibrahim Ma'arif Library, Alexandria-Ahmed, Al	(Main References (Sources
Studies in Comparative Education by Jamal Asad Mazal, University of Mosul, National Library	porting Books and Recommended Sup References (scientific journals, reports, (.etc
	Electronic References, Internet Sites

Academic description of courses

The Fourth stage

1. Course name					
Mental Health					
2. Course code					
404ps					
3. Year/Semester					
2024-2025					
4. Date this description was prepared					
1/8/2025					
5. Available forms of attendance					
My presence					
6. (Number of study hours (total) / Number of units (total))					
60/4					
7. (If more than one name is mentioned) Name of the course administrator if more)					
Rehab Hossam Ali .Name: Dr :Email rahab.ali@uobasrah.edu.iq :					
8. Scorer Objective					
<ul style="list-style-type: none"> -Identify the concept of mental health and its basic manifestations -Distinguishing between normal and abnormal behavior -Identify and apply mental health standards -skills of adaptation and compatibility with the environment and society Enhancing -Analyzing the causes of psychological problems and ways to prevent them -Developing mechanisms to support individuals and improve the quality of life -Building a society that enjoys psychological awareness and sustainable healthContributing to buildi 					
9. Teaching and learning strategies					
Lecture and discussion					Strategy
10. Course structure					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watch es	week

Oral and written	Lecture and discussion	The concept of health and its manifestations	The concept of health and its manifestations	2	1
Oral	Lecture and discussion	mental health theories	mental health theories	2	2
Oral	Lecture and discussion	Compatibility (personal and social)	Compatibility (personal and social)	2	3
Oral	Lecture and discussion	Adolescents and psychological compatibility	Adolescents and psychological compatibility	2	4
Oral and written	Lecture and discussion	Teenage problems	Teenage problems	2	5
Oral	Lecture and discussion	socialization	socialization	2	6
Oral and written	Lecture and discussion	Dynamic factors of frustration	Dynamic factors of frustration	2	7
Oral	Lecture and discussion	Dynamic factors of conflict	factors of Dynamic conflict	2	8

Oral	Lecture and discussion	Methods of healthy and unhealthy adjustment	Methods of healthy and unhealthy adjustment	2	9
Oral and written	re Lecture and discussion	Mental health standards	Mental health standards	2	10
Oral	Lecture and discussion	Promoting mental health	Promoting mental health	2	11
Oral	Lecture and discussion	Promoting mental health through nutrition	Promoting mental health through nutrition	2	12
Oral and written	Lecture and discussion	Mental and psychological disorders	Mental and psychological psyc disorders	2	13
Oral and written	Lecture and discussion	Causes of mental and psychological disorders	Causes of mental and psychological disorders	2	14
Oral and written	Lecture and discussion	Examples of mental disorders	Examples of mental disorders	2	15
Oral and written	Lecture and discussion	Examples of mental disorders	Examples of mental disorders	2	16

Oral and written	Lecture and a discussion	Examples of mental disorders	Examples of mental disorders	2	17
Oral and written	Lecture and discussion	Models of psychotic disorders	Models of psychotic disorders	2	18
Oral and written	Lecture and discussion	Models of psychotic disorders	Models of psychotic disorders	2	19
Oral and written	Lecture and discussion	Models of psychotic disorders	of psychotic Models disorders	2	20
Oral and written	Lecture and discussion	Serious mental illnesses	Serious mental illnesses	2	21
Oral and written	Lecture and ssiondiscu	personality disorders	personality disorders	2	22
Oral and written	Lecture and discussion	Examples of personality disorders	Examples of personality disorders	2	23
Oral and written	Lecture and discussion	sexual deviations	sexual deviations	2	24

Oral and written	Lecture and discussion	xamples of sexual E deviations	Examples of sexual deviations	2	25
Oral and written	Lecture and discussion	Addiction and drugs	Addiction and drugs	2	26
Oral and written	Lecture and discussion	suicide	suicide	2	27
Oral and written	Lecture and discussion	Psychotherapy: goals and methods	Psychotherapy: goals and methods	2	28
Oral and written	Lecture and discussion	Examples of psychological treatments	Examples of psychological treatments	2	29
Oral and written	Lecture and a discussion	Mental health in school	Mental health in school	2	30

11.Course Evaluation

marks 25 . first semester marks for monthly and daily exams for the 25 : as follows Distribution .marks for final exams 50 . for monthly and daily exams for the second semester

12.sourcesarning and teaching reLe

Foundations of Mental Health ,(٢٠٢٠)Ibrahim, Om Care	(Required textbooks (methodology if any
Keys to Mental Health ,(٢٠١٠)Sadiq, Adel – Mental health: its (٢٠١٥)Abdul Salam, Khaled –	(Main references (sources

.concept and dimensions	
	mended supporting books and Recom references (scientific journals, reports, (.etc
	Electronic references, websites

1. Course name
Measurement and Evaluation
2 Course code
405ps
3. System: Annual
Academic year: 2024–2025
4.Date this description was prepared
1/8/2025
5.Available attendance forms:
My presence
6.Number of study hours (total) / Number of units (total):2 hours a week /
60/4
7.Course Instructor Name (If moreFrom a male name)
Name: Prof. Dr Amjad Abdul Razzaq Habib Email: Amjad.razzaq@uobasrah.edu.iq
8.Course scorer
- evaluation , measurement , basic concepts (testing Know the). of tests Distinguish between the various types -. Know the characteristics of educational measurement -. of educational measurement and Distinguish between the characteristics - physical measurement. . tests Know the types of achievement - test Know the characteristics of a good -(validity, reliability, ease of application and correction, comprehensiveness, objectivity, standards) its

types, and the factors affecting it concept, t.
 Calculating the difficulty and ease factor, incorrect alternatives, and judging – the paragraphs.
 , tests True or false) The answer selection based on the tests Know- . tests matching

9.esTeaching and learning strategi

Lecture and discussion

Strategy

10.Course structure

Evalu ation metho d	Learning method	Name of unit or topic	Required learning outcomes	watch es	week
Oral	Discussion	Meeting with students educational and providing guidance and teaching Subject vocabulary	Meeting with students, giving educational and , teaching guidance the and presenting subject material	2	1
Oral	Discussion	Overview in Measurement And the calendar, a summary including f o History and concepts and measurement testing Its and the calendar importance in the educational process	General information about the subject of measurement and evaluation. An erview of o and measurement evaluation, including History .an overview of and concepts , testing measurement, and evaluation and their importance in the educational process	2	2

Oral	Discussion	Types of evaluation according to the standard Or the touchstone User and classification	Types of evaluation according to the standard or the User and criteria calendar classification by time Educational objectives and their importance in the educational process	2	3
Oral	Discussion	Formulating behavioral objectives Its importance in the calendar Exposure to Bloom's taxonomy For educational purposes	Formulating behavioral objectives, their importance in evaluation, and exposure to Bloom's taxonomy of educational esobjectiv	2	4
Written and oral	Assignments and applications at the end of .stage each	map Test And its importance in preparing tests Achievement	map and its test importance in preparing tests achievement	2	5
Oral	Assignments and applications at the end of .stage each	„Achievement Tests Its concept and types	its „Achievement Tests concept and types	2	6
Note	Assignments and applications at	Basis for based on sTest the answer giving	tests based– Answer	2	7

	the end of . each stage				
Saffy	Assignments and applications at the end of . each stage	that require Tests (article(answers Long	that require Tests (answer extended (essay	2	8
Oral	Assignments and applications at the end of . each stage	that require Tests Give short answers	that require short Tests answers	2	9
Written and oral	Assignments and applications at the end of . each stage	tests Multiple choice e answerTh	choice tests –Multiple	2	10
Oral	Assignments and ations at applic the end of . each stage	True or false test advantages, disadvantages and rules Prepared by	True or false test: its advantages, disadvantages, and rules for preparing it	2	11
Oral	Assignments and applications at the end of . each stage	Matching test Its advantages Its disadvantages and rules Prepared by	Matching test: advantages, disadvantages, and preparation rules	2	12
Oral	Assignments and applications at the end of . each stage	test choice Multiple advantages Its disadvantages and rules Prepared by	choice tests: –Multiple advantages, disadvantages, and preparation rules	2	13

Oral	Discussions – . with students	test paragraphs, Assemble prepare instructions The test	Item Assembly Test Instructions Test	2	14
Written and oral	Assignments and applications at the end of . each stage	Test Experience Analysis Test paragraphs And improve it	experience , Test analyze and improve items test	2	15
Editorial	Discussions – with students and paper . tests	answers (test Quantize) correction	Test answers Quantize correction	2	16
Oral	Discussions – with students and paper . tests	Types of debug keys	Types of debug keys	2	17
Editorial Editorial and practical		First semester exam	first semester examF	2	18
practical	Discussions–	For test paragraphs paragraphs	analysis of Statistical items test	2	19
Written and oral	and test book test (The open (one (Various tests) home test	difficulty the d Extracting test items coefficient for Objectivity	the difficulty Extracting coefficient for objective test items	2	20

practic al	and test book test – online. (open (Various tests) home test	the difficulty Extracting test items coefficient for cleThe arti	the difficulty Extracting test factor for essay items	2	21
practic al	Practical _ (applications practical for) statement designing and producing various educational lessons	Extracting the discrimination coefficient for est items, objective t theoretical exam Comprehensive in the material	Extracting the discrimination coefficient for objective test items Comprehensive theoretical exam for the subject	2	22
practic al	Practical _ (applications practical for) statement designing and producing various educational lessons	the effectiveness Extracting factor Wrong alternatives	Extracting the effectiveness factor of the wrong alternatives	2	23
practic al	Practical _ (applications practical for) statement designing and producing various educational lessons	Improve paragraphs according to For its analysis indicators	Improve paragraphs according to their analysis indicators	2	24

Oral	Practical _ (applications practical for) statement designing and d producing various educational lessons	Good test specifications	Good test specifications	2	25
Written and oral	Practical _ (applications practical for) statement designing and producing various educational lessons	Honesty, its nature, factors Influential	Honesty, its nature, and the factors affecting it	2	26
practical	Practical _ (applications practical pr for) statement designing and producing various educational lessons	Content validity and apparent validity Honesty of construction and honesty Associated with a touchstone	Content validity and apparent validity Constructional validity related –and criterion validity	2	27
Editorial		semester exam the second	Second semester exam	2	28
	Practical _ (applications practical	Stability, its nature, factors	Stability, its nature, and the factors affecting it	2	29

practic al	for) statement designing and producing various educational lessons	Influential			
practic al	Practical _ (applications practical for) statement designing and producing various educational lessons	Methods of calculating method–stability, re The test	Methods of calculating retest –reliability, test method	2	30

11.Course Evaluation

marks for 25 . first semester marks for monthly and daily exams for the 25 : as follows Distribution
.marks for final exams 50 . estermontly and daily exams for the second sem

12.Learning and teaching resources

	(Required textbooks (methodology if any
and educational evaluation. Written by measurement .Prof. Dr. Safaa Tariq Habib Safwat Psychological measurement. Written by .Farag Psychological Measurement and Educational Hamoud Shaker .Evaluation. Written by Prof. Dr Abdullah in collaboration with Assistant Lecturer .Nasser Thamer Lafta Psychological Measurement. Written by Saad Abdel .Rahman tion. Dr. Sabah Hussein Measurement and Evalua - .Ajili and others-Al	(Main references (sources
rnal of Psychological Measurement and Educational Evaluation Journal of Educational and Psychological)	Recommended supporting books and (...references (scientific journals, reports

measurement ch as al programs for data analysisStatistic- Rascall, SPSS	
	Electronic references, websites

1. Course name
Teaching Thinking
.2 Course code
408ps
3. System: Annual
Academic year: 2024–2025
4.Date this description was prepared
1/8/2025
5.Available attendance forms:
My presence
6.Number of study hours (total) / Number of units (total):2 hours a week /
60/4
7.Name of Course Supervisor (if more than one name is mentioned Name: Prof. Dr. Zainab Faleh Salem Email: zaina.bsalem@uobasrah.edu.iq
8. Course Objectives
1. The historical development of learning to think, its concept, and importance. 2. Trends in teaching thinking. 3. Factors contributing to the success of the thinking process and its obstacles. 4..Patterns and types of thinking.

5. Programs for developing creative thinking.

6. Methods and strategies that contribute to developing thinking.

9. Teaching and learning strategies

Lecture and discussion

Strategy

10. Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watch es	week
Oral and written	Lecture and discussion	The historical development of teaching thinking	The historical development of teaching thinking	2	1
Oral	Lecture and discussion	Definition of thinking and its function	Definition of thinking and its function	2	2
Oral	Lecture and discussion	Characteristics of the thinking process and its types	Characteristics of the thinking process and its types	2	3
Oral	Lecture and discussion	The importance of teaching thinking	The importance of teaching thinking	2	4
Oral and written	Lecture and discussion	Trends in teaching thinking	Trends in teaching thinking	2	5
Oral	Lecture and	basic thinking skills	basic thinking skills	2	6

	discussion				
Oral and written	Lecture and discussion	thought processes	thought processes	2	7
Oral	Lecture and discussion	Factors for the success of the thinking process	Factors for the success of the thinking process	2	8
Oral	Lecture and discussion	Obstacles to the thinking process	Obstacles to the thinking process	2	9
Oral and written	Lecture and discussion	A method and approach to developing thinking	A method and to approach developing thinking	2	10
Oral	Lecture and discussion	Trends in the thinking process and its strategies	Trends in the thinking process and its strategies	2	11
Oral	Lecture and discussion	Thinking patterns	patterns Thinking	2	12
Oral and written	Lecture and discussion	critical thinking	critical thinking	2	13
Oral and written	Lecture and	creative thinking	creative thinking	2	14

	discussion				
Oral and written	Lecture and discussion	gProblem solvin	Problem solving	2	15
Oral and written	Lecture and discussion	probing thinking	probing thinking	2	16
Oral and written	Lecture and discussion	metacognitive thinking	metacognitive thinking	2	17
Oral and written	Lecture and discussion	ingProductive think	Productive thinking	2	18
Oral and written	Lecture and discussion	Thinking Education Program	Thinking Education Program	2	19
Oral and written	Lecture and discussion	Court program	Court program	2	20
Oral and written	Lecture and discussion	inking Hats ProgramSix Th	Six Thinking Hats Program	2	21
Oral and written	Lecture and	TRIZ program	TRIZ program	2	22

	discussion				
Oral and nwrite	Lecture and discussion	Ways and methods of developing thinking	Ways and methods of developing thinking	2	23
Oral and written	Lecture and discussion	Thinking activities method	Thinking activities method	2	24
Oral and written	Lecture and discussion	Practical applications	Practical applications	2	25
and Oral written	Lecture and discussion	brainstorming	brainstorming	2	26
Oral and written	Lecture and discussion	Practical application	Practical application	2	27
Oral and written	Lecture and discussion	Composition of the diaspora	Composition of the diaspora	2	28
Oral and written	Lecture and discussion	Practical applications	Practical applications	2	29
Oral and written	Lecture and	mind maps	mind maps	2	30

	discussion				
11.Course Evaluation					
marks 25 . first semester and daily exams for the marks for monthly 25 : as follows Distribution .marks for final exams 50 . for monthly and daily exams for the second semester					
12.Learning and teaching resources					
			(Required textbooks (methodology if any		
eory and Practice, Abu Teaching Thinking: Th (2007) Jado, Saleh and Nofal, Muhammad Bakr Thinking and educational skills, Saad Ali Zayer . (2023) and others			(Main references (sources		
			Recommended supporting books and references (scientific journals, reports, (.etc		

1. Course name
Philosophy of Education
2. Course code
409ps
3. System: Annual
Academic year: 2024–2025
4.Date this description was prepared
1/8/2025
5.Available attendance forms:
My presence
6.Number of study hours (total) / Number of units (total):2 hours a week /
60/4
8.Name of Course Supervisor (if more than one name is mentioned Name: Asst. Prof. Dr. Nidhal Issa Abd Email: Nidhal.Abd@uobasrah.edu.iq
8.Course scorer

- Introducing students to the nature of philosophy, its importance and its objectives
- familiar with the concepts related to education and philosophy The student should become familiar with the concepts related to education and philosophy
- Developing the student's ability to understand the nature of the relationship between education and philosophy
- The student should be familiar with the functions of the philosophy of education
- Training the student to think scientifically and philosophically

9. Teaching and learning strategies

Discussion Lecture and disc

Strategy

Course structure .\ .

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watch es	week
Oral and written	Lecture and discussion	Introduction to the Philosophy of Education	Introduction to the Philosophy of Education	2	1
Oral	Lecture and discussion	The topics or theories that philosophy studies	The topics or theories that philosophy studies	2	2
Oral	Lecture and discussion	Philosophy of Education	Philosophy of Education	2	3
Oral	Lecture and discussion	Philosophy of Education Philosophical Jobs	Philosophy of Education Jobs	2	4
Oral and written	Lecture and discussion	The ideal teacher	The ideal teacher	2	5

	discussion				
Oral	Lecture and discussion	From the flags of idealist philosophy	One of the most prominent figures in idealist philosophy	2	6
Oral and written	Lecture and discussion	The ideal approach	The ideal approach	2	7
Oral	Lecture and discussion	Educational philosophy and realism	Educational philosophy and realism	2	8
Oral	Lecture and discussion	realistic teacher	realistic teacher	2	9
Oral and written	Lecture and discussion	realistic curriculum	realistic curriculum	2	10
Oral	Lecture and discussion	One of the most prominent figures in realistic philosophy	One of the most prominent figures in realistic philosophy	2	11
Oral	Lecture and discussion	Pragmatic educational philosophy	ucational Pragmatic ed philosophy	2	12
Oral and written	Lecture and	pragmatic teacher	pragmatic teacher	2	13

	discussion				
Oral and written	Lecture and discussion	One of the most prominent figures in pragmatic philosophy	One of the most prominent figures in pragmatic philosophy	2	14
Oral and written	Lecture and discussion	existential educational philosophy	existential educational philosophy	2	15
Oral and written	Lecture and discussion	existential teacher	existential teacher	2	16
Oral and written	Lecture and discussion	One of the most prominent figures in existential philosophy	One of the most prominent figures in existential philosophy	2	17
Oral and written	Lecture and discussion	Logical positivist educational philosophy	Logical positivist educational philosophy	2	18
Oral and written	Lecture and discussion	Logical education goals, the logical teacher	Logical education goals, the logical teacher	2	19
Oral and written	Lecture and discussion	One of the most prominent figures in logical positivism	One of the most prominent figures in logical positivism	2	20
Oral and written	Lecture and discussion	Contemporary educational philosophies	Contemporary educational	2	21

	discussion		philosophies		
Oral and written	Lecture and discussion	The essence	The essence	2	22
Oral and written	Lecture and discussion	Progressive	Progressive	2	23
Oral and written	Lecture and discussion	Progressive	Progressive	2	24
Oral and written	Lecture and discussion	renewal	renewal	2	25
Oral and written	ecture Le and discussion	renewal	renewal	2	26
Oral and written	Lecture and discussion	Islamic educational philosophy	Islamic educational philosophy	2	27
Oral and written	Lecture and discussion	Among the Muslim philosophers: Ibn Sina, Ghazali–Farabi, Al–Al	Among the Muslim philosophers: Ibn –Farabi, Al–Sina, Al Ghazali	2	28
Oral and	Lecture	Postmodern Philosophy	Postmodern	2	30–29

written	and discussion		Philosophy		
11.Course Evaluation					
marks 25 . emesterfirst s marks for monthly and daily exams for the 25 : as follows Distribution .marks for final exams 50 . for monthly and daily exams for the second semester					
12.Learning and teaching resources					
			(Required textbooks (methodology if any		
Sadr, Muhammad Baqir–Al –1970Our (Philosophy) i, Mohamed MounirMors–1995Philosophy of (Education			(Main references (sources		
lies in the (1989) Farhan, Muhammad Jaloub-Philosophy of Education, University of Mosul			Recommended supporting books and references (scientific journals, reports, (.etc		

1. Course Name: Behavior Modification
2. Course Code: 407ps
3. Semester / Year: Annual
2024-2025
4. Description Preparation Date:
25/8/2025
5. Available Attendance Forms: In-person

6. Number of Credit Hours (Total) 60 hours per year /Number of Units (Total):					
60/4					
7. Course Administrator's Name					
Name: Prof. Dr. Hamed Qasim Reshan					
Email: hamed.resha@uobasrah.edu.iq					
8. Course Objectives					
<ul style="list-style-type: none"> - Enabling students to utilize behavior modification techniques and apply them in real-life situations. - Preparing a student counselor proficient in utilizing behavior modification tools. - To become familiar with the characteristics of behavior modification and to design a behavior modification plan. - To gain proficiency in modifying the behavior of individuals with special needs. - To become familiar with the most important methods used in behavior modification - Practical application of behavior modification methods. 					
9. Teaching and Learning Strategies					
Strategy		The curriculum content is distributed over 30 weeks throughout the academic year, with two hours per week.			
10. Course Structure					
Week	Hours	Required learning outcomes	Unit or Subject Name	Learning Method	Evaluation Method

1	2	For the student to become familiar with the concept of behavior modification	Concept of Behavior Modification	Lecture and Discussion	Oral Questions
2	2	For the student to become familiar with learning and its relationship to behavior modification.	Learning and Its Relationship to Behavior Modification	Lecture	Oral Questions
3	2	For the student to become familiar with the main fields in which behavior modification is applied.	Fields of Behavior Modification	Brainstorming	Oral Questions
4	2	To become familiar with the principles of learning.	Principles of Learning	Lecture and Discussion	Oral Questions
5	2	To become familiar with the conditions under which learning occurs.	Conditions Under Which Learning Occurs	Discussion	Oral Questions
6	2	To become familiar with the most important theories and their applications in behavior modification.	Learning Theories and Their Applications in Behavior Modification	Lecture	Oral Questions
7	2	To become familiar with the general characteristics of human behavior modification.	General Characteristics of Human Behavior	Field Observation	Oral Questions
8	2	To become familiar with the characteristics of the behavioral approach in behavior modification.	Characteristics of the Behavioral Approach	Discussion Oral Question	Quiz

9	2	To become familiar with the importance of behavior modification.	Importance of Behavior Modification	Lecture	Oral Question
10	2	To attempt designing a behavior modification plan.	Behavior Modification Plan	Charts	Quiz
11	2	To become familiar with the methods of conditional behavior modification.	Methods of Classical (Conditional) Behavior	Lecture	Oral Question
12	2	To become familiar with the methods of operant behavior modification.	Methods of Operant Behavior Modification	Lecture and Discussion	Oral Question
13	2	To differentiate between conditional and operant behavior modification methods.	Comparison Between Classical and Operant Behavior Modification Methods	Brainstorming and Discussion	Oral Question
14	2	To become familiar with the nature of child behavior modification.	Behavior Modification for Children	Lecture	Oral Question
15	2	To become familiar with the nature of adolescent behavior modification	Behavior Modification for Adolescents	Lecture	Written exam
16	2	To become familiar with the most important specialized methods in behavior modification.	Specialized Methods in Behavior Modification	Lecture	Oral Question
17	2	To become familiar with the methods of the cognitive theory.	Cognitive Theory Methods in Behavior Modification	Lecture	Oral Question

18	2	A comprehensive study of the cognitive approach perspective.	Perspective of the Cognitive Approach	Lecture and Discussion	Oral Question
19	2	To become familiar with the Michinbaum approach in behavior modification	Meichenbaum and the Self-Talk Method	Lecture	Oral Question
20	2	To become familiar with Salter's principles in behavior modification.	Salter and Self-Control	Lecture	Oral Question
21	2	To become familiar with Kanfer's principles in behavior modification.	Kanfer and the Self-Management Method	Lecture and Discussion	Oral Question
22	2	To gain proficiency in Wolpe's method of behavior modification.	Wolpe's Methods in Behavior Modification	Practical Application	Oral Question
23	2	To gain proficiency in Bandura's method of behavior modification.	Bandura's Methods in Behavior Modification	Practical Application	Oral Question
24	2	For the counselee to become proficient in the types of modeling and to recognize them.	Types of Modeling	Mod Oral Question els	Practical Exam
25	2	To become familiar with the characteristics of modeling.	Characteristics of Modeling	Presentation of Models	Oral Question
۲۶	2	Applying the modeling technique in behavior modification.	Applications of the Modeling Technique	Observation and Lecture	Oral Question

27	2	Presenting studies on behavior modification based on modeling.	Studies on the Modeling Technique	Practical Application	Oral Question
28	2	To become familiar with the role-playing technique.	Role-Playing Technique	Practical Application	Oral Question
29	2	To become familiar with the assertiveness technique.	Assertiveness Technique	Practical Application	Oral Question
30	2	For the student to gain proficiency in using the desensitization technique in behavior modification	Desensitization Technique	Discussion	Written Exam

11. Course Evaluation

Grade distribution is as follows: 25 marks for monthly and daily exams in the first semester, 25 marks for monthly and daily exams in the second semester, and 50 marks for the final exams.

12. Learning and Teaching Sources

Required textbooks (methodology, if any)	No prescribed textbooks
Main references (sources)	<p>"Behavior Modification" by Nael Muhammad Abdul Rahman Akas, 2015 Al-Rushd Library for Publishing and Distribution</p> <p>"Human Behavior Modification" by Jamal Al-Khatib, 2009 Dar Haneen for Publishing and Distribution</p>
Recommended supporting books and references (scientific journals, reports...)	American Counseling Association

Electronic references, websites	Muhja Website
---------------------------------	---------------

1.Course name:
Stage: Fourth Special Education
2. Course code
403ps
3. System: Annual
Academic year: 2024–2025
4.Date this description was prepared
1/8/2025
5.Available attendance forms:
My presence
6.Number of study hours (total) / Number of units (total):2 hours a week /
60/4
7.Course Instructor Name (If moreFrom a male name)
Ali Name: A.M. Asmaa Saleh Email: asmaa.ali@uobasrah.edu.iq
8.Course objective
<ul style="list-style-type: none"> – evaluation and Providing students with basic concepts related to the process of .diagnosis of special needs students – .The student acquires the skill of dealing with people with special needs – Distinguish between the different characteristics of each category of special .education – or each category of special education and To distinguish the different standards f . the correct way to apply them

9.Teaching and learning strategies					
.Lectures, discussion and dialogue					
10.Course structure					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Oral questions	Lecture and discussion	The concept of special education An idea about the history of special education	The concept of special education An idea about the history of special education	6	3,2,1
Oral questions	Lecture and discussion	mental retardation definition Levels of reasons	mental retardation definition Levels of reasons	6	6,5,4
Oral questions	Lecture and discussion	Speech and language disorders: types, causes, diagnosis	Speech and language disorders: types, diagnosis, causes, d	6	9,8,7
Oral questions	Lecture and discussion	Hearing impairment:	Hearing impairment: definition, types,	6	12,11,10

	discussion	definition, types Reasons Diagnosis	causes Diagnosis		
Oral questions	Lecture and discussion	Visual impairment: definition, types Causes, diagnosis	Visual impairment: definition, types, causes, diagnosis	6	15,14,13
Oral questions	Lecture and discussion	Physical retardation: definition, types Causes, diagnosis	Physical retardation: definition, types, causes, diagnosis	6	18,17,16
Oral questions	Lecture and discussion	Educational obstacles: definition, causes Types	Educational obstacles: definition, causes, types	6	21,20,19
Oral questions	Lecture and discussion	Emotional disorders: definition, causes Types	Emotional disorders: definition, causes Types	6	24,23,22
Oral questions	Lecture and discussion	Creative children: definition, types Causes, diagnosis	Creative children: definition, types, reasons Diagnosis	6	28,27,26,25

11.Course Evaluation

25 . first semester marks for monthly and daily exams for the 25 : as follows
Distribution .marks for final exams 50 . r the second semester marks for monthly and daily exams fo

12.Learning and teaching resources

There are no prescribed curriculum books	(Required textbooks (methodology if any
<p>Introduction to Special Education, written -١ Khatib and Dr. -uhammad Alby Dr. Jamal M .Hadidi-Mona Sobhi Al</p> <p>Introduction to Special Education, written -٢ .by Dr. Tayseer Mufleh Kawafha</p> <p>Psychology of Special Groups, written -٣ Feel and Dr. Hanan -by Dr. Helmy El .Sayed-Samir El</p>	(Main references (sources -
<p>The guide for special education -١ -teachers, prepared by Dr. Badi' Al .Qash'ala</p> <p>Special Education and its Treatment -٢ Programs, authored by Dr. Abdel Fattah Abdel Majeed Al Sharif</p> <p>Foundations of Special Education -٣ Categories, Diagnosis, Educational Programs, Authored by Dr. Muhammad Fawzan, Dr. Khalid-Ahmad Al bin Raqqas-Nahis Al</p>	ences Recommended supporting books and refer (...scientific journals, reports)
<p>Scientific Journal of Special -١ ' Education /https://sosj.journals.ekb.eg needs Gulf children with special -٢ . website</p>	Electronic references, websites

1. Course name					
Learning Economics					
2. Course code:					
401ps					
3. For the system: Annual					
2024-2025					
4. Date this description was prepared					
20/8/2025					
5. Available attendance forms: In-person					
6. Number of study hours (total) / Number of units (total): 60/4					
7. (joined) Name of the course administrator (more than one name is mentioned if more)					
Name: M.M. Nora Hamed Hassan					
Email: noora.hamid@uobasrah.edu.iq					
8. Objectives of the course					
<ul style="list-style-type: none"> – Understanding the relationship between education and economic* – Analysis of the efficiency of spending on education – Study of education policies – Application of economic concepts in the field of 					
9. Teaching and learning strategies					
.discussion and dialogue ,Lectures					
10. Course structure					
Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Oral questions	Lecture and discussion	Learning Economics: Concept,	s: Learning Economic Concept, Importance, Objectives	2	1

	n	Importance, Objectives			
Oral questions	Lecture and discussio n	Practical Use of Educational Economics	Practical Use of Educational Economics	2	2
Oral questions	Lecture and discussio n	Factors affecting the economics of education	rs affecting the Facto economics of education	2	3
Oral questions	Lecture and discussio n	Education and Economic Growth	Education and Economic Growth	2	4
Oral questions	Lecture and discussio n	Sources and economic growth	Sources and economic thgrow	2	5
Oral questions	Lecture and discussio n	Measurement and economic growth	Measurement and economic growth	2	6
Oral ionsquest	Lecture and discussio n	economic development	economic development	2	7
Oral questions	Lecture and discussio n	The difference between economic growth and economic development	The difference between economic growth and economic development	2	8

Oral questions	Lecture and discussion	Factors of economic development	Factors of economic development	2	9
Oral questions	Lecture and discussion	The concept of cost in economics	The concept of cost in economics	2	10
Oral questions	Lecture and discussion	The importance of measuring educational costs	The importance of measuring educational costs	2	11
Oral questions	Lecture and discussion	Spending on education	Spending on education	2	12
Oral questions	Lecture and discussion	Factors affecting educational spending	Factors affecting educational spending	2	13
Oral questions	Lecture and discussion	Types of educational costs	Types of educational costs	2	14
Oral questions	Lecture and discussion	Educational cost analysis	Educational cost analysis	2	15
Oral questions	re Lecture and discussion	Educational efficiency and productivity	Educational efficiency and productivity	2	16

Oral questions	Lecture and discussion	Methods for forecasting education expenditures	Methods for forecasting education expenditures	2	17
Oral questions	Lecture and discussion	Education returns	Education returns	2	18
Oral questions	Lecture and discussion	The importance of technology in recruitment	The importance of technology in recruitment	2	19
Oral questions	Lecture and discussion	Educational productivity	Educational productivity	2	20
Oral questions	Lecture and discussion	Green economy in Higher education	Green economy in education	2	21
Oral questions	Lecture and discussion	Green economy indicators	Green economy indicators	2	22
Oral questions	Lecture and discussion	Green economy requirements	Green economy requirements	2	23
Oral questions	Lecture and discussion	Education Economics Technology	Education Economics Technology	2	24

Oral questions	Lecture and discussion	The importance of employing technology in education	The importance of employing technology in education	2	25
Oral questions	Lecture and discussion	Investment in technology	Investment in technology	2	26
Oral questions	Lecture and discussion	Brain migration	Brain migration	2	27
Oral questions	Lecture and discussion	Reasons and motives for migration	Reasons and motives for migration	2	28
Oral questions	Lecture and discussion	Effects of brain drain	Effects of brain drain	2	29
Oral questions	Lecture and discussion	Methods of reducing brain drain	Methods of reducing brain drain	2	30

11.Course Evaluation

25 . first semester marks for monthly and daily exams for the 25 : as follows Distribution .marks for final exams 50 . marks for monthly and daily exams for the second semester

12.Learning and teaching resources

hdan, Abdullah -Economics of Education, Al ٢٠٠١Zahi	(Required textbooks (methodology if any
Education and Economics of Education, Abu ١٩٩٣ah, Kamal Sam	(Main references (sources –

Education and Economic Development, Habib, ١٩٨١ Musaddiq Jamil,	Recommended supporting books and (...references (scientific journals, reports
Iraqi Virtual Library	Electronic references, websites

1.Course name					
Educational Administration and Supervision			Stage: Fourth		
2. Course code:					
402ps					
3.For the system: Annual					
2024-2025					
4.Date this description was prepared					
20/8/2025					
5. Available attendance forms: In-person					
6. Number of study hours (total) / Number of units (total): 60/4					
7. Name of the course supervisor (if more than one name is mentioned)					
Name: Asst. Prof. Dr. Maysa Abdul Hamza					
Email: maysa.hamza@uobasrah.edu.iq					
8.Course objectives					
1. Introduce students to the concepts of educational administration. 2.Introduce students to the best administrative methods in dealing with education. 3.Introduce students to the concept of classroom management. 4.Identify correct educational applications for use in everyday life. 5.Introduce students to the concept of school administration.					
9. Teaching and learning strategies:					
Lecture and interrogation method, discussion and dialogue method, and report preparati method					
10. Course structure					
weeke	hours	Required learning outcomes	Name of unit or topic	Learning method	Evaluation method
1	2	Introducing the Student to	Introduction to	Discussion,	Oral

		Management Science	Management	dialogue and interrogation	
2	2	Introducing the Student to Management Science	The Evolution of Management	Discussion, dialogue and interrogation	Oral
3	2	Introducing the Student to Management Science	Management: Between Science and Art	Discussion, dialogue and interrogation	Oral
4	2	Introducing the student to management science	Management Schools and Theories	Discussion, dialogue and interrogation	Oral
5	2	For the student to become familiar with educational administration	Educational Administration	Discussion, dialogue and interrogation	Oral
6	2	For the student to become familiar with the characteristics of educational administration	Characteristics of Educational Administration	Discussion, dialogue and interrogation	Oral
7	2	For the student to become familiar with the levels of educational administration	Levels of Educational Administration	Discussion, dialogue and interrogation	Oral
8	2	For the student to become familiar with the types of educational administration	Types of Educational Administration	Discussion, dialogue and interrogation	Oral
9	2	The student will learn about the factors influencing educational	Factors Influencing Educational	Discussion, dialogue and	Oral

		administration.	Administration	interrogation	
10	2	The student will learn about the prevailing trends in educational administration.	Prevailing Trends in Educational Administration	Discussion, dialogue and interrogation	Oral
11	2	The student will learn about school administration.	School Administration	Discussion, dialogue and interrogation	Oral
12	2	For the student to become familiar with the school administration	The Importance of School Administration	Discussion, dialogue and interrogation	Oral
13	2	For the student to become familiar with the school administration	Goals of School Administration	Discussion, dialogue and interrogation	Oral
14	2	For the student to become familiar with the school administration	Characteristics of School Administration	Discussion, dialogue and interrogation	Oral
15	2	For the student to become familiar with the school administration	School Administration Patterns	Discussion, dialogue and interrogation	Oral
16	2	First semester exam	Exam	Discussion, dialogue and interrogation	Oral
17	2	The student will learn about classroom	Classroom Management	Discussion, dialogue and	Oral

		management.		interrogation	
18	2	The student will learn about the characteristics of the classroom teacher.	Characteristics of Classroom Teachers	Discussion, dialogue and interrogation	Oral
19	2	The student will learn about educational communication.	Educational Communication	Discussion, dialogue and interrogation	Oral
20	2	The student will learn about the elements of communication.	Elements of Communication	Discussion, dialogue and interrogation	Oral
21	2	The student will learn about communication methods.	Means of Communication	Discussion, dialogue and interrogation	Oral
22	2	The student will learn about the types of communication.	Types of Communication	Discussion, dialogue and interrogation	Oral
23	2	The student will learn about educational supervision.	Educational Supervision	Discussion, dialogue and interrogation	Oral
24	2	The student will learn about the types of educational supervision.	Types of Educational Supervision	Discussion, dialogue and interrogation	Oral
25	2	The student will learn about the objectives of educational supervision.	Goals of Educational Supervision	Discussion, dialogue and interrogation	Oral

26	2	The student should learn the basics of selecting an educational supervisor.	Basics for Selecting an Educational Supervisor	Discussion, dialogue and interrogation	Oral
27	2	The student should learn about the relationship between the supervisor and the teacher.	The Relationship Between the Supervisor and the Teacher	Discussion, dialogue and interrogation	Oral
28	2	The student should learn about the areas of educational supervision.	Areas of Educational Supervision	Discussion, dialogue and interrogation	Oral
29	2	For the student to become familiar with the characteristics of good technical supervision,	Characteristics of Good Technical Supervision	Discussion, dialogue and interrogation	Oral
30	2	the second semester exam	Exam	Discussion, dialogue and interrogation	Oral

11. Course Evaluation

Distribution as follows: 25 marks for monthly and daily exams for the first semester. 25 marks for monthly and daily exams for the second semester. 50 marks for final exams.

12. Learning and teaching resources.

Required textbooks (methodology if any)	
Main references (sources)	<ul style="list-style-type: none"> – Educational Administration and Supervision: Between Theory and Practice, Nashwan Yaqoub Hussein, 2004. Principles of School --Administrati Al-Amaireh, Muhammad Hassan, 1999.
Recommended supporting books and references (scientific journals, reports..)	<ul style="list-style-type: none"> - Introduction to Educational Administration, Dr. Al-Qaryouti, 2017. - Principles of Educational Administration and Supervision, Abdullah Al-Saad, 2018. - Educational Leadership, Dr. Sami Abdel Fattah Raouf, 2018.

	- Methodologies of Administration, Leadership, and Supervision, 2021.
Electronic references, websites	