Academic Program and Course Description Guide

2025

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are

followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Basra

Faculty/Institute: Education for girls

Scientific Department: Educational and Psychological Sciences

Academic or Professional Program Name: Bachelores

Final Certificate Name: Bachelores, Educational and Psychological Sciences

Academic System: annual

Description Preparation Date: 5/10/2024

File Completion Date: 1/7/2025

Signature:

Head of Department

Name: sarah Ibrahim Ahmed

Date:

Signature:

Scientific Associate

Name: Mohammed Qasim

Date:

The file is checked by:

Department of Quality Assurance and University Performance

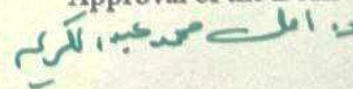Director of the Quality Assurance and University Performance Department:

Date:

Signature: ALaa shaker

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	**90**	**90**		
College Requirements	**Yes**			
Department Requirements	**Yes**			
Summer Training	**no**			
Other				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
2025-2024		Democracy and human rights	2	

8. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1	Informing students about the importance of human rights and the most important foundations on which democracy is based
Skills	
Learning Outcomes 2	Educating students on the importance of human rights and democracy
Ethics	
Learning Outcomes 4	Developing students' abilities to share ideas
Learning Outcomes 5	Expressing one's thoughts and feelings regarding life matters, including academic material on democracy and human rights

9. Teaching and Learning Strategies

Explaining the scientific material by setting a number of questions and sharing viewpoints.

2- Write a review paper for all the pillars of democracy and the most important ideas presented during the lectures

3- Linking well-known critical ideas with students' critical opinions

10. Evaluation methods

Weekly, monthly, daily exams and the end of the year exam

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Teacher	modern and contemporary European	American history			MalakMalak	

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

Democracy and Human Rights – Muhammad Abed Al Jabri – 2004

Studies in democracy and human rights – Hadi Mishaan, Spring 2016

Modern and Contemporary History of Iraq – Muhammad Suhail Taqoush – 2006.

14.	Program Development Plan

Studying the development of the stages of democracy and human rights from the end of the Ottoman era until 2006

Program Skills Outline																
				Required program Learning outcomes												
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2025-2024		Democracy and human rights													

- **Please tick the boxes corresponding to the individual program learning outcomes under evaluation.**

Course Description Form

1. Course Name:
Democracy and human rights

2. Course Code:

3. Semester / Year:
2025-2024

4. Description Preparation Date:
6-03-2024

5. Available Attendance Forms:
My presence only

6. Number of Credit Hours (Total) / Number of Units (Total)
60 hours per year, 2 hours per week

7. Course administrator's name (mention all, if more than one name)
Name: issa saad issa Email: issa.saad@uobasrah.edu.iq

8. Course Objectives

Course Objectives	• − **1 Increase the studer knowledge of the theoret conceptual aspect and histor development of the subject human rights and democracy** • − **Developing the studer analytical and critical sk regarding the reality and future human rights and democracy** • − **Training the student on importance of active participat in aspects of public life, such promoting respect for gen human rights principles active participation in polit**

			and cultural life.		
			• **Enabling students to underst**
the importance of education
its role in spreading the cult
of human rights and democr
in building a civilized soc
based on good governance,
most important components
which are belief in human righ
education on them, and ac
participation in governa
through free and fair elections.		

9. Teaching and Learning Strategies

Strategy	
	1- Educational strategy, collaborative concept planning.
2- Brainstorming education strategy.

10. Course Structure

Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
1
2
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عطلة	2
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students
with the sl
of
recognizin
political
concepts
2- Informi
students
about t
most
important
stages of t
developme	Democra
and hum
rights	Explaining
the scienti
material
reviewing
the m⸺
important
political
concepts
about
democracy
and hum
rights
Introducin
students
the necess
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exams
and t
end-of
year
exam

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17		democracy		3-	
18		in Iraq		Introducin	
19				female	
19				students	
20				the	
21				developme	
22				of the stag	
23				of	
24				democracy	
25				in Iraq	
26					
27					
28					
29					

11. Course Evaluation

Distribution is 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 (curricular books, if any)	Hadi, Riad Azbez. (2005). Hum rights (development, contents, a protection) (Baghdad). Sindi, Naz. Badrakhan. (201 Human rights and democracy. I Rushd College of Education Human Sciences, University Baghdad.
Main references (sources)	adi, Riad Azbez. (2005). Hum rights (development, contents, a protection) (Baghdad). Al-Dulaimi, Hafez Alwan. (2009) contemporary reading of hum rights.
Recommended books and references (scientific journals, reports…)	Al-Dulaimi, Hafez Alwan. (2009) contemporary reading of hum rights.
Electronic References, Websites	https://www.ohchr.org/ar/about democracy-and-human-rights

15. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2025\2024 \ first		Arabic Language for non-specialilst	theoretical	practical
			theoretical	

16. Expected learning outcomes of the program

Knowledge	
Learning Outcomes 1	enabling student to learn and use the rules of the Arabic language
Skills	
Learning Outcomes 2	Developing students ability to read correctly and pronounce correctlty
Learning Outcomes 3	Developing students writing skills
Ethics	
Learning Outcomes 4	Development of student literary taste and abilty to express orally or in writing
Learning Outcomes 5	Straightening the tongue when pronouncing

17.   Teaching and Learning Strategies

*Explaining the scientific materil in a lecture manner

*Write a review paper for each topic that summarizes the most important rules

*that were presented during the lecture

*practice what was asked during the lecture by asking to the students

18.   Evaluation methods

Daily , weekly, and monthly tests and the end of the school year test

19. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
	Arabic	literature			staff	

Professional Development

Mentoring new faculty members

Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

20. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

21. The most important sources of information about the program

Arabic language books for non _major departments

22. Program Development Plan

*the necessity of adopting the theoretical and applied aspects in teaching the Arabic language subject and allocating sufficient time for that
*introducing methods and means in teaching the subject ,such as audio and video techniques–if available,to enhance the listening skills of female students
*or replace it with conversations between the teacher and the students to apply what they have learned

23. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2025–2024 the second		Environmental education	theoretical	practical
			2	

24. Expected learning outcomes of the program

Knowledge

	e concept of the environment and the stages of its development 2- The student's knowledge of the role of the environment in the prosperity of societies 3- Developing the student's skills by giving an illustrative picture of the environment and its effects 4- Preparing graduates capable of teaching environmental education

Skills	
	The student is familiar with the concept of the environment and the ecosystem and what the sections of this system are - Knowing the relationship between humans and the environment and what theories have emerged in defining the role of both the environment and humans

Ethics	
	Giving students an opportunity to explain the study material

25. Teaching and Learning Strategies

1. In-person lectures

2 Discussion and dialogue

3- Homework

26. Evaluation methods

1. Daily oral questions

2. Reports

3- Homework assignments

4. Quarterly exams

27. Faculty

Faculty Members						
Academic Rank	**Specialization**		**Special Requirements/Skills (if applicable)**		**Number of the teaching staff**	
	General	**Special**			Ministerial	**Lecturer**
assistant teacher	Geography	Environmental education			Ministerial	

Professional Development
Mentoring new faculty members
―――
Professional development of faculty members
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28.	**Acceptance Criterion**

29.	**The most important sources of information about the program**

30.	Program Development Plan

The concept of ecology, types of environment, and stages of the human environment era

Compatibility between different types of organisms within the ecosystem

- The role of technology in developing the environment

Program Skills Outline																
				Required program Learning outcomes												
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2025-2024		Environmental education	Basic												

- **Please tick the boxes corresponding to the individual program learning outcomes under evaluation.**

Course Description Form

Course Name: Environmental education 13.	
14. Course Code:	
15. Semester / Year: Annual	
16. Description Preparation Date:2025−2034	
17.Available Attendance Forms: My presence only	
18.Number of Credit Hours (Total) / Number of Units (Total) 60 hours per year, 2 hours per week	
19. Course administrator's name (mention all, if more than one name)	
Name: Name: M.M. Lubna Faleh Ghali Email: Lubanfal@gmail.com	
20. Course Objectives	

Course Objectives	
	- Getting to know the concept of the environment and ecology 2- The student's awareness of the negative effects of the environment 3- Preparing graduates capable

	of teaching environmental education in middle and middle schools

21.	Teaching and Learning Strategies		
Strategy	1. In-person lectures. 2. Assembly discussion. 3. Question method		

22.	Course Structure				
Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**

The most important sources of information about the program 1.
Nancy Stern & Robert Stern "Compiling in information age", John Wily & Sans 1998
The same book is translated into Arabic - translated by (Sorour Muhammad Surour), Qassim University Branch
Introduction to computers and information technology - Tariq Asala - Al-Watan Publishing House, Riyadh - 1430 AH

Program development plan 2.
Nothing

Program skills chart

Learning outcomes required from the programme															
Value				Skills				Knowledge				Essential or optional?	Course Name	Course Code	the year/the level
C4	C3	C2	C1	B4	B3	B2	B1	a4	a3	a2	a1				
	✓	✓	✓		✓	✓	✓		✓	✓	✓	Basic	Computer basics1		first stage

*Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation   ●

Course description form

urse Name: Computer basics1   .1
urse Code: .2
e chapter/the year :Annual   .3   nual
te this description was prepared:12/3/2024   .4
Available attendance forms: .5   presence only
Number of study hours (total)/number of units (total):   .6   hour annually.3An hour a week
Name of the course administrator (if more than one name is   .7   mentioned)   name: M.M. Ghadeer Raad Abdel Aziz
Course objectives   .8

	veloping female students' mental ilities
	veloping female students' concepts in e field of computers
	quire the technical skills necessary to erate devices and implement programs

Teaching and learning strategies   .9

strategy	1-Explaining the scientific material throughClarifying concepts and theories related to computers

2-Attending practical lectures in the computer laboratory ink aTopics raised in the previous lecture and the current lecture	

Course structure   .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
aFor weekly, monthly, daily, written exams, and the end-of-year exam.	1-Explaining the scientific material throughPresenti ng ideas and opinions using the method of discussion and questioning 2- Writing The most important anoIdeas presented during the lectures 3- ConnectLecture with previous lectures through feedback method	Computer principles Study of computer co Data processing CPU Memories and their ty Storage capacity mea Secondary storage u Operating Systems Operating system an Word processing soft		our our our our our our our our our our our our our our our our our our our our our our our our our our our our	cation

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Course evaluation   .11
distributionAs follows: 25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester. 50Score for final exams
Learning and teaching resources   .12
• Nancy Stern & Robert Stern "Compiling in information age", John Wily & Sans 1998   • The same book is translated into Arabic - translated by (Sorour Muhammad Surour), Qassim University Branch   oduction to computers and information technology - Tariq Asala - Al-Watan Publishing ise, Riyadh - 1430 AH

Course description form

1.   Course Nan
English language
2.   Course Co
3.   Semester/Year: Annu
Annual
4.   Date this description was prepared: 02/14/20
5.   Available attendance forms:
My presence only
6.   Number of study hours (total)/number of units (total):
.2An hour a week
7.   Name of the course administrator (if more than one name is mentioned)

M. M. Zainab Kazem Abboud	

<table>
<tr><td colspan="2" align="right">8.   Course objectives</td></tr>
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1-Student acquisitionBasics of the English language

2-Students acquire the skill of reading and listening to simple English texts.

3- How to introduce oneself, others, and conversation in common social situations.

4- Developing the skill of oral delivery

5- Expressing opinions

6- Formulating the question and answering it

7- Asking for additional information and requesting a repeat conversation.

8- Extracting information from reading pieces

9- Use the dictionary.
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9.   Teaching and learning strategies

	The strategy
1-Education strategy collaborative concept planning. 2-Teaching strategy brainstorming. 3-Education strategy notes series	

10.   Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week

aFor weekly, monthly, daily, written exams, and the end-of-year exam.	1Explaining the scientific material by reading aFor specified parts. 2–Listening to the audio 3-Solving the exercises in the student book and the activity book. 4- Comprehensive reading, discussing and extracting specialized vocabulary and	1- The present simp and continuous tens 2- The affirmati negative, a exclamatory sentences. 3- The basic steps writing a compositi section. 4- Organization a planning construction. 5- Using t dictionary translation. 6- The present perf tense, affirmative a negative, in t question form. 7- The present perf continuous tense the case affirmation, den and questioning. 8- Asking clarification. 9- Formation questions. 10- How to fill out t questionnaire. 11- Langua functions. 12- The past ten and the p continuous tense the case affirmative, negati	1-Student acquisitionBa sics of the English language 2-Students acquire the skill of reading and listening to simple English texts. How to introduce oneself, others, and conversation in common social situations - Developing oral delivery skill 5- Expressing opinions 6- Formulating	2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 vacatic 16 17 18 19 19 20 21 22 23 24 25 26 27 28 29 30

| | terminology. | and questionable.
 13- Resear methods
 14- Writing t classification
 15- The past perf tense in
 The case affirmation, den and questioning
 16- Answering t question.
 17- Comprehens reading pieces psychological a educational topics. | the question and answering it
 7- Asking for additional information and requesting a repeat conversation.
 8- Extracting information from reading pieces
 9- Use the dictionary. | | |

11.   Course evaluation

distributionAs 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

New Headway plus: Oxford Univers Press Pre-intermitted	Required textbooks (methodology, if any)
A book on learning the English langua in a simplified way by Taher Al-Bayati	Main references (sources)
Watch tutorials on YouTube Dictionaries	Recommended supporting books and references (scientific journals, reports….)

	Electronic references, Internet sites

Course Description Form

23. Course Name: Sociology	
Sociology	
24. Course Code:	
25. Semester / Year:	
Annual	
26. Description Preparation Date:3/3/2024	
27.Available Attendance Forms:	
My presence only	
28.Number of Credit Hours (Total) / Number of Units (Total)	
60 hours annually. 2 hours a week	
29. Course administrator's name (mention all, if more than one name)	
Name: Sinan Saeed Jassim Email: sinan.saeed@uobasrah.edu.iq	

30. Course Objectives	
1-- **Providing students with the skill of applying educatic** **sociology** 2 – **Expanding the skill of recognizing ethical sociology** 3 – **Clarifying the most important modern ideas in sociol** **and modern trends in society**	• ….. • ….. • …..

31. Teaching and Learning Strategies	
Strategy	Education strategy collaborative concept planning. 2- Brainstorming education strategy. 3- Education Strategy Notes Series

32. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hour	1-Providing studen	Sociology	Explaining the	
2	2 hour	with the skill		scientific material	
3	2 hour	analyzing soc		through reading and	Piuhy
4	2 hour	issues by applyi		examining modern	]
5	2 hour	modern sociolo		social concepts and	
6	2 hour	theories		terminology in schod	
7	2 hour	2-Informing studer		culture, the social	
8	2 hour	about the importar		environment, class	
9	2 hour	of sociolo		differences between	
10	2 hour	theories Identifyi		the countryside and	
11	2 hour	social control in t		the city, and the	
12	2 hour	educational syst		impact of wars and	
13	2 hour	for univers		migration and their	
14	2 hour	students		impact on the	
15	2 hour			individual.	
عطلة					
16	2 hour				
17	2 hour				
18	2 hour				
19	2 hour				
20	2 hour				
21	2 hour				
22	2 hour				
23	2 hour				
24	2 hour				
25	2 hour				
26	2 hour				
27	2 hour				
28	2 hour				
29	2 hour				
30	2 hour				

33. C2ourse Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc
8

34. Learning and Teaching Resources	
Required prescribed books (methodology, if any) Main references (sources) Recommended books and supporting references (scientific journals, reports….)	General Sociology Ru Sociology Educational Sociology

MODEL OF DISCREPTION PROGRAM

ITEMS	HOURS	METHOUDES OF TEACHING	METHOUDES OF EVALUATION
Meaning of individual differences **Definition of difference and individual** **psychology** **The emergence of the psychology of** **individual differences** **The relationship of the psychology of** **individual differences to other** **sciences** **Reasons for studying the psychology** **of individual differences** **Areas of individual differences** **Heredity/genetic equation** **Chromosomes / number / shape /** **increase** **How fertilization occurs** **the environment** **The environment of the woman's** **womb/mother** **The birth was documented**	3 HOURS PER WEEK FOR EACH SUBJECT	Explanation of the lecture using posters and educational films Review the results of rec studies	Weekly and monthly exams Homework and class discussions, presenting examples and real–life cases, and practicing analyzing them

	13	

Postpartum environment Family the school the society Individual differences in components: Physical (nervous system / brain / endocrine glands / hormones) Individual differences in psychological components (personality/values/attitudes/inclinati ons/emotions/motivations/behaviour) Individual differences and their relationship to educational planning Individual differences and their relationship to measurement and evaluation How to measure individual differences			
Information sources Introduction to psychology / Linda Davidoff Physiological Psychology Ahmed Okasha Health psychology Physiological psychology			

Psychology difference **WWW.APA.ORG**		

Course Description Form

35.	Course Name: Social Psychology
Social Psychology	

36.	Course Code:

37.	Semester / Year:
Annual	

38.	Description Preparation Date:3/3/2024

39.Available Attendance Forms:
My presence only

40.Number of Credit Hours (Total) / Number of Units (Total)
60 hours annually. 2 hours a week

41.	Course administrator's name (mention all, if more than one name)
Name: Haider Mahdi Ahmed Email:	

42. Course Objectives

1-Providing students with the skill of applying Victorian id by writing poems that imitate Victorian poetry. 2 – Expanding the skill of critical reading of Victorian poetr 3 – Explaining the most important modern ideas in Eng poetry, such as aesthetic theory.	• ...... • ...... • ......

43. Teaching and Learning Strategies

Strategy	Education strategy collaborative concept planning. 2- Brainstorming education strategy. 3- Education Strategy Notes Series

44. Course Structure

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

1	2 hour	Providing student	Social Psychology	Explaining the	
2	2 hour	with the skill		scientific material by	
3	2 hour	analyzing poems		reading selected	Piuhy
4	2 hour	applying litera		poems and giving the	]
5	2 hour	theories.		most important	
6	2 hour	2- Informing studer		critical readings in th	
7	2 hour	about the importan		regard.	
8	2 hour	of critical theories		2- Writing a review	
9	2 hour	the Victorian era, su		paper for each poet	
10	2 hour	as the theory		summarizing the mo	
11	2 hour	tradition and cultu		important ideas	
12	2 hour	heritage in poetry		presented during the	
13	2 hour			lectures.	
14	2 hour			3- Linking well-knov	
15	2 hour			critical ideas with th	
عطلة				students' critical	
16	2 hour			opinions.	
17	2 hour				
18	2 hour				
19	2 hour				
20	2 hour				
21	2 hour				
22	2 hour				
23	2 hour				
24	2 hour				
25	2 hour				
26	2 hour				
27	2 hour				
28	2 hour				
29	2 hour				
30	2 hour				

45. C2ourse Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports …. etc
8

46. Learning and Teaching Resources

English Victorian and Modern Poetry Armstrong, Isobel. Victorian Poetry: Poetry, poetics and politics. Routledge, 2019 Bristow, J. (Ed.). (2000). The Cambridge companion to Victorian poetry. Cambridge University Press Cronin, R. (2012). Reading Victorian Poetry (Vol. 5). John Wiley & Sons..	Required prescribed books (methodology any) Main references (source Recommended books and supporti references (scientific journals, reports....)

Course Description Form

47.	Course Name: Developmental psychology
Developmental psychology	
48.	Course Code:
49.	Semester / Year:
Annual	
50.	Description Preparation Date:3/3/2024
51.Available Attendance Forms:	
My presence only	
52.Number of Credit Hours (Total) / Number of Units (Total)	
60 hours annually. 2 hours a week	
53.	Course administrator's name (mention all, if more than one name)
Name: Hana Abdel Nabi Kibun Email: hanaa.kbn@uobasrah.edu.iq	

54.	Course Objectives
1– **Teaching female students the stages of hun** **development.** 2 – **Clarifying the most importan modern ideas and opinion developmental psychology and its topics.**	• ..... • ..... • .....

55.	Teaching and Learning Strategies
Strategy	1--Explaining the scientific material by clarifying the concepts and theor related to developmental psychology 2- Writing the most important ideas and concepts presented during t

	19	

		lectures.
		3- Linking the topics raised in the previous lecture with the next lecture.

56. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hour	Introducing studer	Developmental	1-Explaining scientif	
2	2 hour	to the importance	psychology	material by presenti	Piuhy
3	2 hour	developmental		ideas and opinions	]
4	2 hour	psychology and		using the method of	
5	2 hour	stages		discussion and	
6	2 hour			questioning	
7	2 hour			2-Writing the most	
8	2 hour			important ideas	
9	2 hour			presented during the	
10	2 hour			lectures	
11	2 hour			3- Linking the lectur	
12	2 hour			with previous lectur	
13	2 hour			through the feedbacl	
14	2 hour			method.	
15	2 hour				
عطلة					
16	2 hour				
17	2 hour				
18	2 hour				
19	2 hour				
20	2 hour				
21	2 hour				
22	2 hour				
23	2 hour				
24	2 hour				
25	2 hour				
26	2 hour				
27	2 hour				
28	2 hour				
29	2 hour				

30	2 hour			

57. C2ourse Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc
8

58. Learning and Teaching Resources

Developmental psychology	

Course Description Form

59.	Course Name: Educational planning
Educational planning	

60.	Course Code:

61.	Semester / Year:
Annual	

62.	Description Preparation Date:3/3/2024

63.Available Attendance Forms:
My presence only

64.Number of Credit Hours (Total) / Number of Units (Total)
60 hours annually. 2 hours a week

65.	Course administrator's name (mention all, if more than one name)
Name: Maysaa Sabry Jassim Email: maysaa.gasim@uobasrah.iq	

66. Course Objectives

1- **Providing students with planning skills** 2- **Expanding the skill in avoiding obstacles dur** **the planning process and developing alterna** **plans** 3- **Explaining the most important modern ideas ab** **educational planning and its relationship to economic plannir**	• .... • .... • ....

67. Teaching and Learning Strategies

Strategy	1-Cooperative learning education strategy. 2- Brainstorming education strategy.

68. Course Structure

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

1	2 hour	1- Informing stude	Educational planning	1-Explaining the scientific material by reading the topic giv to the students through discussion and questioning.	Piuhy]
2	2 hour	about the importan			
3	2 hour	of educatio			
4	2 hour	planning in schools			
5	2 hour	2-Expanding the sl			
6	2 hour	on how		2-Writing a report o	
7	2 hour	successfully pl		a psychology topic a	
8	2 hour	educational plans a		discussing the ideas	
9	2 hour	analyze the obstac		that were presented	
10	2 hour	that may occur duri		during the lecture.	
11	2 hour	the planning proces		3- Linking the	
12	2 hour			students' ideas to th	
13	2 hour			scientific material ar	
14	2 hour			making it the focus o	
15	2 hour			the educational	
عطلة				process.	
16	2 hour				
17	2 hour				
18	2 hour				
19	2 hour				
20	2 hour				
21	2 hour				
22	2 hour				
23	2 hour				
24	2 hour				
25	2 hour				
26	2 hour				
27	2 hour				
28	2 hour				
29	2 hour				
30	2 hour				

69. C2ourse Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc
8

70. Learning and Teaching Resources

Educational planning book / author Muhammad Metwally	

Course Description Form

71.	Course Name: Developmental psychology
Developmental psychology	
72.	Course Code:
73.	Semester / Year:
Annual	
74.	Description Preparation Date:3/3/2024
75.Available Attendance Forms:	
My presence only	
76.Number of Credit Hours (Total) / Number of Units (Total)	
60 hours annually. 2 hours a week	
77.	Course administrator's name (mention all, if more than one name)
Name: Hana Abdel Nabi Kibun Email: hanaa.kbn@uobasrah.edu.iq	
78.	Course Objectives

Course Objectives	
3– **Teaching female students the stages of hum** **development.** 2 – **Clarifying the most importan modern ideas and opinion** **developmental psychology and its topics.**	• ..... • ..... • .....

79.	Teaching and Learning Strategies
Strategy	1--Explaining the scientific material by clarifying the concepts and theor related to developmental psychology 4- Writing the most important ideas and concepts presented during t lectures. 3- Linking the topics raised in the previous lecture with the next lecture.

80. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hour	Introducing studer	Developmental	1-Explaining scientif	
2	2 hour	to the importance	psychology	material by presenti	
3	2 hour	developmental		ideas and opinions	Piuhy
4	2 hour	psychology and		using the method of	]
5	2 hour	stages		discussion and	
6	2 hour			questioning	
7	2 hour			2-Writing the most	
8	2 hour			important ideas	
9	2 hour			presented during the	
10	2 hour			lectures	
11	2 hour			3- Linking the lectur	
12	2 hour			with previous lectur	
13	2 hour			through the feedbacl	
14	2 hour			method.	
15	2 hour				
عطلة					
16	2 hour				
17	2 hour				
18	2 hour				
19	2 hour				
20	2 hour				
21	2 hour				
22	2 hour				
23	2 hour				
24	2 hour				
25	2 hour				
26	2 hour				
27	2 hour				
28	2 hour				
29	2 hour				
30	2 hour				

81. C2ourse Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports …. etc 8	

82. Learning and Teaching Resources

Developmental psychology	

Course description form

1.	Course Name:continuous education

2.	Course Code:

3.	the chapter/the year:Annual
Annual	

4.	Date this description was prepared:10/3/2024

5.	Available attendance forms:
My presence only	

6.	Number of study hours (total)/number of units (total):
60hour annually.2An hour a week	

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

8.	Course objectives
....	1- Student acquisitionKnowing the difference between learning and teaching, types of learning and teaching, and the most important stages of education 2-Clarifying the most important ideas And opinionsModern inContinuing education and its topics

9. Teaching and learning strategies

	The strategy
1--Explaining the scientific material throughClarifying concepts and theories related to educational psychology 2- Writing the most important ideasAnd conceptsWhich was presented during the lectures 3- Link aTopics raised in the previous lecture and the current lecture	

10. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
aFor weekly, monthly, daily, written exams, and the end-of-year exam.	1-Explaining the scientific material throughPresenting ideas and opinions using the method of discussion and questioning 2- Writing The most important anoIdeas presented during the lectures 3- ConnectLecture	continuous education	Introducing students to the importance of learning and teaching, their types, educational levels, and the history of education in Iraq	2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 vacatio 16 17 18 19 19 20

				2hour	21
				2hour	22
with previous				2hour	23
lectures through				2hour	24
feedback				2hour	25
method				2hour	26
				2hour	27
				2hour	28
				2hour	29
				2hour	30

11. Course evaluation
distributionAs follows: 25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester. 50Score for final exams

12. Learning and teaching resources
Continuing education book

Course description form

13.	Course Name:
English language	

14.	Course Code:

15.	Semester/Year: Annual
Annual	

16.	Date this description was prepared: 02/14/2024

17.	Available attendance forms:
My presence only	

18.	Number of study hours (total)/number of units (total):
.2An hour a week	

19.	Name of the course administrator (if more than one name is mentioned)
M. M. Zainab Kazem Abboud	

20.	Course objectives
....	1-Student acquisitionBasics of the English language 2-Students acquire the skill of reading and listening to simple English texts. 3- How to introduce oneself, others, and conversation in common social situations

21.	Teaching and learning strategies

1-Education strategy collaborative concept planning. 2-Teaching strategy brainstorming.	**The strategy**

3-Education strategy notes series					
22. Course structure					
Evaluation method	**Learning method**	**Name of the unit or topic**	**Required learning outcomes**	**hours**	**the week**
aFor weekly, monthly, daily, written exams, and the end-of-year exam.	Explaining the scientific material by reading aFor specified parts. 2– Listening to the audio 3- Solving the exercises in the student book and the activity book.	1-English letters, defin and indefinite articles 2- English prepositions 3- Acquaintance 4- Greetings and farewel 5- Common Engl phrases 6- Basic and ordi numbers 7- Days of the we months of the year, a seasons of the year 8- Vocabulary of time a how to ask about time. 9- Rules for collecti nouns 10–Pronunciation rulessPlural 11- Rules for pronounci pronunciationsPlural 11- Pronunciati rulesedthe past 13- Rules for writi composition 14- Standard and irregu English verbs 15- Opposites in t English language 16- Presentation a suggestion 17- Request	1-Student acquisitio nBasics of the English language 2-Students acquire the skill of reading and listening to simple English texts. How to introduce oneself, others, and conversati on in common social situations	2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 vac on 16 17 18 19 19 20 21 22 23 24 25 26 27 28

				2 hours	29 30

23. Course evaluation

distributionAs 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

24. Learning and teaching resources

New Headway plus Beginner	Required textbooks (methodology, if any)
A book on learning the English langua in a simplified way by Taher Al-Bayati	Main references (sources)
Watch tutorials on YouTube	Recommended supporting books and references (scientific journals, reports….)
	Electronic references, Internet sites

Course Description Form

83.	Course Name: Curriculum and textbook
Curriculum and textbook	

84.	Course Code:

85.	Semester / Year:
Annual	

86.	Description Preparation Date:3/3/2024

87.Available Attendance Forms:
My presence only

88.Number of Credit Hours (Total) / Number of Units (Total)
60 hours annually. 2 hours a week

89.	Course administrator's name (mention all, if more than one name)
Name: Sinan Saeed Jassim Email: sinan.saeed@uobasrah.edu.iq	

90.	Course Objectives
Providing students with the skill of applying the curriculum the textbook. 2- **Expanding the skill of recognizing the curriculum.** 3- **Explaining the most important modern ideas in curriculum and the textbook.**	• ..... • ..... • .....

91.	Teaching and Learning Strategies
Strategy	Education strategy collaborative concept planning. 2- Brainstorming education strategy. 3- Education Strategy Notes Series

92. Course Structure

Week	Hours	Required Learning	Unit or subject	Learning method	Evaluation

		Outcomes	name		method
1	2 hour	Providing student	Curriculum a	Explaining the	
2	2 hour	with the skill	textbook	scientific material by	
3	2 hour	analyzing poems		reading selected	Piuhy
4	2 hour	applying litera		poems and giving the	]
5	2 hour	theories.		most important	
6	2 hour	2- Informing studer		critical readings in th	
7	2 hour	about the importar		regard.	
8	2 hour	of critical theories		2- Writing a review	
9	2 hour	the Victorian era, su		paper for each poet	
10	2 hour	as the theory		summarizing the mo	
11	2 hour	tradition and cultu		important ideas	
12	2 hour	heritage in poetry		presented during the	
13	2 hour			lectures.	
14	2 hour			3- Linking well-knov	
15	2 hour			critical ideas with th	
عطلة				students' critical	
16	2 hour			opinions.	
17	2 hour				
18	2 hour				
19	2 hour				
20	2 hour				
21	2 hour				
22	2 hour				
23	2 hour				
24	2 hour				
25	2 hour				
26	2 hour				
27	2 hour				
28	2 hour				
29	2 hour				
30	2 hour				

93. C2ourse Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc
8

94. Learning and Teaching Resources	
Required prescribed books (methodology, if any) Main references (sources) Recommended books and supporting references (scientific journals, reports….) Modern educational evaluation, curriculum and textbook. The textbook and educational curriculum between the past and the present	

Course Description Form

95.	Course Name: Baath Party crimes
Baath Party crimes	

96.	Course Code:

97.	Semester / Year:
Annual	

98.	Description Preparation Date:3/3/2024

99.Available Attendance Forms:
My presence only

100.	Number of Credit Hours (Total) / Number of Units (Total)
60 hours annually. 2 hours a week	

101.	Course administrator's name (mention all, if more than one name)
Name: warud Abbas Lafteh Email: worood.lftah@uobasrah.iq	

102.	Course Objectives
1- **Enabling female students to know the laws and regulati** **used during the period of government.** 2- Enabling female students to research and learn about the systems used.	• ..... • ..... • .....

103.	Teaching and Learning Strategies
Strategy	1 - Teaching strategy using the lecture method 2- Brainstorming education strategy. 3- Education Strategy Observer Series. 4- Standard learning strategy.

104. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hour	Informing studer of the informati surrounding t subject.	Baath Party crime	1- Explaining the scientific material in lecture manner	Piuhy]
2	2 hour			2- Shorten the material during the lecture	
3	2 hour			3-Practice what was asked during the lecture by asking questions to the students.	
4	2 hour				
5	2 hour				
6	2 hour				
7	2 hour				
8	2 hour				
9	2 hour				
10	2 hour				
11	2 hour				
12	2 hour				
13	2 hour				
14	2 hour				
15 عطلة	2 hour				
16	2 hour				
17	2 hour				
18	2 hour				
19	2 hour				
20	2 hour				
21	2 hour				
22	2 hour				
23	2 hour				
24	2 hour				
25	2 hour				
26	2 hour				
27	2 hour				
28	2 hour				
29	2 hour				
30	2 hour				

105. C2ourse Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily

preparation, daily oral, monthly, or written exams, reports .... etc 8	
106. Learning and Teaching Resources	
Baath Party crimes	

Course description form

13.	Course Name: Computer basics2
14.	Course Code:
15.	the chapter/the year: Annual
Annual	
16.	Date this description was prepared:12/3/2024
17.	Available attendance forms:
My presence only	
18.	Number of study hours (total)/number of units (total):
90hour annually.3An hour a week	
19. Name of the course administrator (if more than one name is mentioned)	
the name: M.M. Ghadeer Raad Abdel Aziz	
20.	Course objectives
	Developing female students' men abilities
	Developing female students' concepts the field of computers
	Acquire the technical skills necessary operate devices and implement progran
21.	Teaching and learning strategies

	The strategy
1-Explaining the scientific material throughClarifying concepts and theories related to computers 2-Attending practical lectures in the computer laboratory 3- Link aTopics raised in the previous lecture and the current lecture	

22. Course structure					
Evaluation method	**Learning method**	**Name of the unit or topic**	**Required learning outcomes**	**hours**	**the week**
aFor weekly, monthly, daily, written exams, and the end-of-year exam.	1-Explaining the scientific material throughPresenting ideas and opinions using the method of discussion and questioning 2- Writing The most important anoIdeas presented during the lectures 3- ConnectLecture with previous lectures through feedback method	Computer princ Operating syste Word processir Microsoft PowerPoint		3hour	1
				3hour	2
				3hour	3
				3hour	4
				3hour	5
				3hour	6
				3hour	7
				3hour	8
				3hour	9
				3hour	10
				3hour	11
				3hour	12
				3hour	13
				3hour	14
				3hour	15
				3hour	vacatic
				3hour	16
				3hour	17
				3hour	18
				3hour	19
				3hour	19
				3hour	20
				3hour	21
				3hour	22
				3hour	23
				3hour	24
				3hour	25
				3hour	26

				3hour	27
				3hour	28
				3hour	29
				3hour	30

23.	Course evaluation

distributionAs follows: 25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester. 50Score for final exams

24.	Learning and teaching resources

- Nancy Stern & Robert Stern "Compiling in information age", John Wily & Sans 1998
- The same book is translated into Arabic - translated by (Sorour Muhammad Surour), Qassim University Branch

Introduction to computers and information technology - Tariq Asala - Watan Publishing House, Riyadh - 1430 AH

Course description form

25.	Course Name: Computer basics2
26.	Course Code:
27.	the chapter/the year: Annual
Annual	
28.	Date this description was prepared:12/3/2024
29.	Available attendance forms:
My presence only	
30.	Number of study hours (total)/number of units (total):
90hour annually.3An hour a week	
31.	Name of the course administrator (if more than one name is mentioned)
the name: M.M. Ghadeer Raad Abdel Aziz	
32.	Course objectives
	Developing female students' men abilities Developing female students' concepts the field of computers Acquire the technical skills necessary operate devices and implement progran
33.	Teaching and learning strategies
1-Explaining the scientific material throughClarifying concepts and theories related to computers	**The strategy**

2-Attending practical lectures in the computer laboratory

3- Link aTopics raised in the previous lecture and the current lecture

34. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
aFor weekly, monthly, daily, written exams, and the end-of-year exam.	1-Explaining the scientific material throughPresenting ideas and opinions using the method of discussion and questioning 2- Writing The most important anoIdeas presented during the lectures 3- ConnectLecture with previous lectures through feedback	Computer princ Operating syste Word processir Microsoft PowerPoint		3hour	1
				3hour	2
				3hour	3
				3hour	4
				3hour	5
				3hour	6
				3hour	7
				3hour	8
				3hour	9
				3hour	10
				3hour	11
				3hour	12
				3hour	13
				3hour	14
				3hour	15
				3hour	vacatio
				3hour	16
				3hour	17
				3hour	18
				3hour	19
				3hour	19
				3hour	20
				3hour	21
				3hour	22
				3hour	23

				3hour	24
method				3hour	25
				3hour	26
				3hour	27
				3hour	28
				3hour	29
				3hour	30

35.	Course evaluation

distributionAs follows: 25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester. 50Score for final exams

36.	Learning and teaching resources

- Nancy Stern & Robert Stern "Compiling in information age", John Wily & Sans 1998
- The same book is translated into Arabic - translated by (Sorour Muhammad Surour), Qassim University Branch

Introduction to computers and information technology - Tariq Asala - Watan Publishing House, Riyadh - 1430 AH

Course Description Form

107.	Course Name:
Educational psychology	

108.	Course Code:

109.	Semester / Year:
Annual	

110.	Description Preparation Date:2024/3/3

111.	Available Attendance Forms:
My presence only	

112.	Number of Credit Hours (Total) / Number of Units (Total)
60 hours annually. 2 hours a week	

113.	Course administrator's name (mention all, if more than one name)
Name: sarah jabbar salman Email: sara.jabbar@uobasrah.edu.iq	

114.	Course Objectives
1- **Providing students with the skill of applying theo** **Educational psychology.** 2- **Expanding students' skill in applying Theories** **educational psychology in rooms Safiya.** 3 – **Clarifying the most important modern ideas** **opinions in Educational psychology and its topics**	● ..... ● ..... ● .....

115.	Teaching and Learning Strategies

Strategy	1-Explaining scientific material by clarifying the concepts and theor related to science Educational psychology 2-Writing the most important ideas and concepts presented during t lectures 3- Linking the topics raised in the previous lecture with the current lectur

116. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hour	1-Acquisition	**Educationa**	1-Explanation	
2	2 hour	Students are a sl	**psychology**	the article	
3	2 hour	analysis Scier		Scientific	Piuhy
4	2 hour	theories s		knowledge fro	]
5	2 hour	Educational A		Lal put forwar	
6	2 hour	analyze it .		Ala Thoughts	
7	2 hour			and opinions	
8	2 hour	2-Informing Studer		using road	
9	2 hour	about The importar		Discussion or	
10	2 hour	of science s		else	
11	2 hour	Educational A		Interrogation	
12	2 hour	Topics And scho		2-Writing the	
13	2 hour	which he addresses		most importa	
14	2 hour			A For ideas th	
15	2 hour			Asked during	
عطلة				Lectures	
16	2 hour			3-link Lecture	
17	2 hour			with Lectures	
18	2 hour			Previous on	
19	2 hour			road style	
20	2 hour			nutrition The	
21	2 hour			return.	
22	2 hour				
23	2 hour				
24	2 hour				
25	2 hour				
26	2 hour				
27	2 hour				

28	2 hour			
29	2 hour			
30	2 hour			

117. C2ourse Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc
8

118. Learning and Teaching Resources

1- Al-Atoum Adnan Youssef and others (2005) Educational Psychology Theory and Application, Amman, Dar Al-Masirah Publishing House Distribution and printing. 2- Adas Abdul Rahman and Qatami Youssef (2003) Educational Psychology, Amman, Dar Al Fikr.	

Course description form

1. Course Name:Personality psychology
2. Course Code:
3. Semester/Year: annual
4. Date this description was prepared:03/10/2024
5. Available attendance forms: My presence only
6. Number of study hours (total)/number of units (total):
2hour Weekly
7. Name of the course administrator (if more than one name is mentioned)
the name:Assistant Professor Shatha Abdel Latif Al-Hamdoun
8. Course objectives

- ↘ Learn about the originspsychologyPersonal And its developmentAnd its fields

- ↘ Identifying personality systems, determinants, and types.

- ↘ Knowing the theories that explained personality according to its system (biological, social, a cultural psychology)

- ↘ Defining methods of measuring and evaluating personality

- ↘ The relationship of mental health to personality balance

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	↘
aFor weekly and monthly exams homework	Explanation of the lecture using posters And educational films 2-Review the			2 hours	

Evaluation method	Teaching method	Name of the unit/topic	hours	the week
	results of recent studies			
		ConceptPersonality in the psychological heritage	2	1
		DeterminantsPersonality, personality dynamics	2	2
		DimensionsPersonality building and growth, dimensions of personality building	2	3
		formative,The cultural dimension, the social dimension	2	4
		the chapterThird: Personality theories	2	5
		FormativeMountain = Hippocrates – Kretchmer – Sheldon	2	6
		Membership: Kempert Goldstein	2	7
		FeaturesJordan Allport	2	8
		TheoriesIt is based on environmental determinism	2	9
		TheoriesBehavioral	2	10
		TheoriesIt is based on interactive determinism	2	11
		TheoriesMental-	2	12
		SocialNeo-Freudianism	2	13

		Adler	2	14
		From	2	15
		Horney	2	16
		Sullivan	2	17
		Field theory –	2	18
		Kurt Levin and the Gestalt	2	19
		theoryNeeds: The Science of Personality Murray	2	20
		theorySelf: Rogers	2	21
		calendarPersonal	2	22
		FoundationsThe theory of personality assessment	2	23
		CurriculaPersonality assessment	2	24
		MeasurementPsychological	2	25
		MeasurementEducational	2	26
		toolsPersonality measurement	2	27
		toolsPsychological	2	28
		toolsEducational	2	29
		toolsClinical	2	30

9.

Distribution as follows:50degree(Monthly exam20degree)For two consecutive months or during the first and second semester and activity(10grades)There will be 4 exams and the final exam will be 50
The total score = 100

10. Learning and teaching resources

	Required prescribed books
Physiological psychology	Main references (sources)
Personality Psychology (Dr. Hashem Al-Obaidi and Dr. Dawoud Aziz Hanna) Personality Psychology (Dr. Hassan Rabie)	Recommended supporting books and references (scientific journals, reports….)

American Psychological Association website Australian Psychological Society	
www.apa.org	Electronic references, Internet sites

Course description form

1. Course name: English poetry
Victorian and modern English poetry
2. Course Code:
3. Semester/Year: Annual
Annual
4. Date this description was prepared: 02/14/2024
5. Available attendance forms: My presence only
6. Number of study hours (total)/number of units (total):
90 hours annually. 3 hours per week
7. Name of the course administrator (if more than one name is mentioned)
Name: Eng. Mustafa Amjad Jassim Al-Hamida Email:mustafaa.alhemeedawi@uokufa.edu.iq
8. Course objectives

• ...... • ...... •	1- Providing students with the skill of applying Victorian ideas by writing poems that imitate Victorian poetry 2 - Expanding the skill of critical reading of Victorian poetry 3 -Clarifying the most important modern ideas in English poetry, such as aesthetic theory.

9. Teaching and learning strategies

	The strategy
1-Education strategy collaborative concept planning. 2-Teaching strategy brainstorming. 3-Education strategy notes series	

10. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
aFor weekly, monthly, daily, written exams, and the end-of-year exam.	Explaining the scientific material by reading selected poems and giving the most important critical readings in this regard. 2- Write a review paper for each poet summarizi	English Victori poetry	1- Providing students with the skill of analyzing poems by applying literary theories. 2- Informing students about the importance of critical theories in the Victorian era, such as	3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 vacatio 16 17 18 19 19 20 21 22

ng the most important ideas presented during the lectures 3- Linking famous critical ideas with opinionsC ash for students		the theory of tradition and cultural heritage in poetry	3 hours	23
			3 hours	24
			3 hours	25
			3 hours	26
			3 hours	27
			3 hours	28
			3 hours	29
			3 hours	30

11. Course evaluation

Distribution is 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

English Victorian and Modern Poetry	Required textbooks (methodology, if any)
Armstrong, Isobel. Victori Poetry: Poetry, poetics and politi Routledge, 2019	Main references (sources)
Bristow, J. (Ed.). (2000). The Cambridge companion to Victorian poetry. Cambridge University Press	Recommended supporting books and references (scientific journals, reports….)

Cronin, R. (2012). Reading Victorian Poetry (Vol. 5). John Wiley & Sons...	
https://zlibrary-asia.se/ https://www.researchgate.net/	Electronic references, Internet sites

31. **Program Structure**				
Program Structure	**Number of Courses**	**Credit hours**	**Percentage**	**Reviews**∗
Institution Requirements	**90**	**90**		**Basic course**
College Requirements	**Yes**			
Department Requirements	**Yes**			
Summer Training	**nothing**			
Other				

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

Course Description Form

119.	Course Name:
Inferential statistics	

120.	Course Code:

121.	Semester / Year:
Yearly	

122.	Description Preparation Date:
8/3/2024	

123.	Available Attendance Forms:

124.	Number of Credit Hours (Total) / Number of Units (Total)
90 hours annually. 3 hours per week	

125.	Course administrator's name (mention all, if more than one name)
Name: Assistant teacher: Abdullah Mohammed ohmayed Email: Abdulla.alrekabi@yahoo.com	

126.	Course Objectives

Providing the graduate with the skills of collecting, presenting and analyzing data with the aim of extracting and drawing conclusions about the various phenomena under study

−The student's ability to predict, estimate, and perform statistical inference

−Writing reports on the results of statistical analysis

− Using statistical methods in different fields

127.	Teaching and Learning Strategies

1− Education strategy collaborative concept planning.

2− Brainstorming education strategy.

3- Education Strategy Notes Series

			128.	Course Structure		

128. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3 hours		Introduction to inferential statistic		Weekly,
2	3 hours		What is inferential statistics?		monthly,
3	3 hours		The teacher and the non-scientist		daily,
4	3 hours	1- Providing t	Population and sample		written
5	3 hours	graduate w	Sample selection methods		exams, a
6	3 hours	the skills	Milestones and estimates		the end-c
7	3 hours	collecting,	Statistical hypotheses		year exai
8	3 hours	presenting a	What are statistical hypotheses?		
9	3 hours	analyzing da	Null and alternative hypothesis		
10	3 hours	with the aim	The possibility of the researcher making a mistake		
11	3 hours	extracting a	Type I error		
12	3 hours	drawing	Type II error		
13	3 hours	conclusions	Significance level		
14	3 hours	about the vario	Degrees of freedom		
15	3 hours	phenomena	T-test		
16	3 hours	under study	One-sample t-test		
17	3 hours	2- Graduating	Special examples		
18	3 hours	outstanding stude	T-test for two correlated samples		
19	3 hours	in data analysis	Special examples		
19	3 hours		T-test for two independent sample		
20	3 hours	3-Using statisti	Special examples		
21	3 hours	methods in varic	One-way analysis of variance		
22	3 hours	fields	Special examples		
23	3 hours		Chi-square test		
24	3 hours		One-sample chi-square test		
25	3 hours		Special examples		
26	3 hours		Chi-square test for independence		
27	3 hours		Special examples		
28	3 hours		Kolmkov-Smirnov test		
			Special examples		

29	3 hours			
30	3 hours			

129. Course Evaluation

Distribution is 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

130. Learning and Teaching Resources

Mathematical Statistics, Hormuz, Amir Hanna (1990) Psychological, social and educational statistics, Abu Al-N Mahmoud Al-Sayyid (1987) Statistics and Measurement in Education and Psycholo Mansi, Mahmoud Abdel Halim (1989	
Main references (sources)	
Statistics (Principles and Methods), Richard A. Johnson,University of Wisconsin at Madison (2018	
https://www.researchgate.net	

Course description form

1.	Course Name:Teaching methods
2.	Course Code:
3.	the chapter/the year:Annual
	Annual
4.	Date this description was prepared: 02/14/2024
5.	Available attendance forms:
	My presence only
6.	Number of study hours (total)/number of units (total):
	90hour annually. 3An hour a week
7.	Name of the course administrator (if more than one name is mentioned)
	the name:Prof. Dr. Anwar Abdel Qader Machi anwar.alkader@uobasra.edu.iq
8.	Course objectives

● ...... ● ...... ●	- The student's familiarity with the importance of studying the types of teaching methods Helping the student learn good teaching skills - Enabling the student to use interactive methods in teaching - Training on active learning strategies

9.	Teaching and learning strategies

1-Different teaching methods **2- Brainstorming** **3- Interrogation**	**The strategy**

Cooperative learning					

10. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
aFor weekly, monthly, daily, written exams, and the end-of-year exam.	1- Explaining scientific material through daily preparation 2- Use questions or interrogations to clarify vocabulary 3- Preparing assignments related to different teaching methods 4- The students prepare a topic and choose an appropriate teaching method to explain this topic	Teaching concept	Providing learners with everything related to the concept of teaching, its foundations, teaching methods, methods and strategies, in addition to classifications of methods and students' knowledge of each method and how to use it in teaching.	3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 vacatic 16 17 18 19 19 20 21 22 23 24 25 26

				3hour	27
				3hour	28
				3hour	29
				3hour	30

11.	Course evaluation

distributionAs follows: 25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester. 50Score for final exams

12.	Learning and teaching resources

Social subjects curricula and teaching methods / **Prof. Dr. Faisal Abd Munshid and Prof. Dr. Daoud Abdel Salam2016**	Required textbooks (methodology, if any)
Interactive teaching strategies and methods Dr. Ab Wahed Mahmoud Al-Kanaani Dr. Suha Abdel A Abboud2016	Main references (sources)
Contemporary teaching strategies / Dr. Firas Al-Saliti 2015 Active learning strategies / Prof. Dr. Abdullah Kha Ambusaidi - Ms. Hoda Bint Ali Al Hosaniyah	Recommended supporting books and references (scientific journals, reports….)
https://www.researchgate.net/	Electronic references, Internet sites

Course description form

1. Course Name:psychological guidance	
The concept of psychological counseling and its decisions	
2. Course Code:	
3. the chapter/the year:Annual	
Annual	
4. Date this description was prepared 7/3/2024	
5. Available attendance forms:	
My presence only	
6. Number of study hours (total)/number of units (total):	
60hour annually.2An hour a week	
7. Name of the course administrator (if more than one name is mentioned)	
8. Course objectives	

• ...... • ...... •	1- Providing students with application skillsTheories Psychological counseling and analysis **2 –Skill expansionIn comparison between psychological counseling in the ancient and modern era** 3-Clarifying the most important modern ideasAbout psychological counseling media.

9.	Teaching and learning strategies	
1-Education strategyCooperative learning. 2-Teaching strategy brainstorming. 3-Education strategyDiscussion and questioning		**The strategy**

10.	Course structure				

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Hours	the week
aFor weekly, monthly, daily, written exams, and the end-of-year exam.	1- Explainin g the scientific material through readingTh e topic given to students through discussio nAnd interrogatio n 2- WritingRe	Principles foundations education	1-Providing students with t skill of analyzi and applyi theories 2-Psychological and counseli and its uses psychological counselors Informing students about t importance counseling, foundations a principles schools, a applying means collecting information effectively, such interviews, observation, ca	2hour 2hour	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 vacatic 16 17 18 19 19 20 21

			studies,	2hour	22
port on a psycholog y topic and discuss the ideas that were presented During the lecture 3- ConnectStud ideas about subjectscience make it the f of the educati process			cumulative records, a others.	2hour	23
				2hour	24
				2hour	25
				2hour	26
				2hour	27
				2hour	28
				2hour	29
				2hour	30

11.	Course evaluation

distributionAs follows: 25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester. 50Score for final exams

12.	Learning and teaching resources

	1-The book on psychological guidance and advice / Muhammad Jaafar Jamal 2 / The book on psychological guidance / Dr. Fahim Al-Tarih and Dr. Hussein Rabie

1. Program description

Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoretical	Comparative education		2025−2024 /Third

2. Expected learning outcomes of the programme

Knowledge	
	A- Cognitive objectives. A1- Enabling the student to gain an understanding of various educational and psychological science subjects. A2- Preparing a teacherYesn moEto Yesn for trainingYesS in educational institutionsYesH. A3- . Introducing the student to the culture of comparative education. A4. Know the innovative methods, high skills, and clear and precise mechanisms used in comparative education

Skills	
	B1 - Providing learners with

	various research methods in comparative education B2 - The ability to use modern teaching methods and techniques. B3 - The ability to manage the classroom effectively. B 4. Learn about the types of comparative education. B5. Getting to know comparative education in Arab countries
Value	
	C1- Reception or acceptanceReceiving
	C2- ResponseResponding
	C3- Evaluation or giving valueValues
	C4- OrganizationOrganizing
	C5- Forming the self or labeling it with valuecharacterization by a value
	C6- Comparing previous education systems and benefiting from them in the current era.
	C4- Presenting positive models of systems in comparative education.

Course description form

1. Course Name:
Comparative education
2. Course Code:
3. Semester/Year: Annual
Annual
4. Date this description was prepared3/15/2024
5. Available attendance forms:
My presence only
6. Number of study hours (total)/number of units (total):
90 hours annually.2An hour a week
7. Name of the course administrator (if more than one name is mentioned)
the name: A.M.D. Rafif Abdul Hafez RiahiEmail:rafeef.alreahy@uobasrah.edu.iq
8. Course objectives

• ...... • ...... •	B1 - The student should know how to determine theSystemsTargetHAnd its definitiona. B2 - The ability to use modern teaching methods and techniques. B3 - The ability to manage the

classroom effectively.

B4 - Enabling the student to...Knowled of curriculaOf all kindsaAnd learn abc waysApply it.

9. Teaching and learning strategies

1-Education strategy collaborative concept planning. 2-Teaching strategy brainstorming. 3.Multimedia 3Discussion and dialogue	The strategy

10. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Hours	the week
aFor weekly, monthly, daily, written exams, and the end-of-year exam.	Explaining scientific material through readingReview the existing systems in the countries in which teaching is taught and focus on the curricula followed in those countries. 2-Provide a report on each country studied in the lesson. 3-Displaying explanatory posters for each country or showing	Compara ve educatio	1-Teaching female students the most important types of systems. 2- Informing students about the importance of...Each system and	2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 vacatio 16 17 18

	a videoSo that students make connections between what they read and what they see		how to apply them	2hour	19
				2hour	19
				2hour	20
				2hour	21
				2hour	22
				2hour	23
				2hour	24
				2hour	25
				2hour	26
				2hour	27
				2hour	28
				2hour	29
				2hour	30

11. Course evaluation

distributionAs 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

nothing	Required textbooks (methodology, if any)
Multiple sources from the Internet Comparative education and its educatio policies, by author Dr. Abdel-Jawad Sayyid Bakr.	Main references (sources)
A book called Comparative Education and Education Systems) by Muhammad Taha Hanafi and others, 2012	Recommended supporting books and references (scientific journals, reports....)
https://arz.wikipedia.org/wiki/%D8%AA%D8%B1%D8%A8%D9%8A%D9%87_%D9%85%D9%82%D8%A7%D8%B1%D9 %86%D9%87 https://www.researchgate.net/	Electronic references, Internet sites

Course description form

13. Course Name:
Comparative education
14. Course Code:
15. Semester/Year: Annual
Annual
16. Date this description was prepared3/15/2024
17. Available attendance forms:
My presence only
18. Number of study hours (total)/number of units (total):
90 hours annually.2An hour a week
19. Name of the course administrator (if more than one name is mentioned)
the name: A.M.D. Rafif Abdul Hafez **RiahiEmail:rafeef.alreahy@uobasrah.edu.iq**
20. Course objectives

• ...... • ...... •	B1 - The student should know how to determine theSystemsTargetHAnd its definitiona. B2 - The ability to use modern teaching methods and techniques. B3 - The ability to manage the

				classroom effectively.
				B4 - Enabling the student to...Knowled
				of curriculaOf all kindsaAnd learn ab
				waysApply it.

21. Teaching and learning strategies

1-Education strategy collaborative concept planning. 2-Teaching strategy brainstorming. 3.Multimedia 3Discussion and dialogue	The strategy

22. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Hours	the week
aFor weekly, monthly, daily, written exams, and the end-of-year exam.	**Explaining scientific material through readingReview the existing systems in the countries in which teaching is taught and focus on the curricula followed in those countries.** **2-Provide a report on each country studied in the lesson.** **3-Displaying explanatory posters for each country or showing**	**Compara ve educatio**	1-Teaching female students the most important types of systems. 2- Informing students about the importance of...Each system and	2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 vacatio 16 17 18

	a videoSo that students make connections between what they read and what they see		how to apply them	2hour	19
				2hour	19
				2hour	20
				2hour	21
				2hour	22
				2hour	23
				2hour	24
				2hour	25
				2hour	26
				2hour	27
				2hour	28
				2hour	29
				2hour	30

23.   Course evaluation

distributionAs 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

24.   Learning and teaching resources

nothing	Required textbooks (methodology, if any)
Multiple sources from the Internet Comparative education and its educatio policies, by author Dr. Abdel-Jawad Sayyid Bakr.	Main references (sources)
A book called Comparative Education and Education Systems) by Muhammad Taha Hanafi and others, 2012	Recommended supporting books and references (scientific journals, reports….)
https://arz.wikipedia.org/wiki/%D8%AA%D8%B1%D8%A8%D9%8A%D9%87_%D9%85%D9%82%D8%A7%D8%B1%D9 %86%D9%87 https://www.researchgate.net/	Electronic references, Internet sites

Course description form

Course Name: .13
Educational research methodology
Course Code: .14
Semester/Year: Annual .15
Annual
Date this description was prepared:3/3/2024 .16
Available attendance forms: .17
My presence only
Number of study hours (total)/number of units (total): .18
60hour annually.2An hour a week
Name of the course administrator (if more than one name is .19 mentioned)
the name:a.Dr. Faisal Abd MunshidEmail: Dr.faisal994@gemail. Com
Course objectives .20

…… •	**Giving students the skill of writing educational**
…… •	**earch. 2 Giving students the skill of collecting,**
…… •	**lyzing, and interpreting data. 3 Training students**
	statistical methods to interpret data and extract
	results.

Teaching and learning strategies	.21

	The strategy
Education Strategy Collaborative Concept Planning. 2- Education ategy Brainstorming. 3- Education Strategy Learning Cycle and Concept Maps	

Course structure	.22

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
aFor weekly, monthly, daily, written exams, and the end-of-year exam.	scussion and application	Educational research methodology	1- Providing dents with the ll of applying educational ethods within the classroom Informing dents about the portance of educational hnologies and e extent of their nefit in the earning process	2hour	1
				2hour	2
				2hour	3
				2hour	4
				2hour	5
				2hour	6
				2hour	7
				2hour	8
				2hour	9
				2hour	10
				2hour	11
				2hour	12
				2hour	13
				2hour	14
				2hour	15
					cation
				2hour	16
				2hour	17
				2hour	18
				2hour	19
				2hour	19
				2hour	20
				2hour	21
				2hour	22
				2hour	23
				2hour	24

					25	2hour
					26	2hour
					27	2hour
					28	2hour
					29	2hour
					30	2hour

Course evaluation .23
distributionAs 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

Learning and teaching resources .24	
	Educational research methodology
	Scientific secrets in writing educational research

Course description form

13.	Course Name:Teaching methods
14.	Course Code:
15.	the chapter/the year:Annual
Annual	
16.	Date this description was prepared: 02/14/2024
17.	Available attendance forms:
My presence only	
18.	Number of study hours (total)/number of units (total):
90hour annually. 3An hour a week	
19.	Name of the course administrator (if more than one name is mentioned)
the name:Prof. Dr. Anwar Abdel Qader Machi anwar.alkader@uobasra.edu.iq	
20.	Course objectives

● ...... ● ...... ●	- The student's familiarity with the importance of studying the types of teaching methods Helping the student learn good teaching skills - Enabling the student to use interactive methods in teaching - Training on active learning strategies

21.	Teaching and learning strategies	
1-Different teaching methods **2- Brainstorming** **3- Interrogation** **Cooperative learning**		**The strategy**

22. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
aFor weekly, monthly, daily, written exams, and the end-of-year exam.	5- Explaining scientific material through daily preparation 6- Use questions or interrogations to clarify vocabulary 7- Preparing assignments related to different teaching methods 8- The students prepare a topic and choose an appropriate teaching method to explain this topic	Teaching concept	Providing learners with everything related to the concept of teaching, its foundations, teaching methods, methods and strategies, in addition to classifications of methods and students' knowledge of each method and how to use it in teaching.	3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour 3hour	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 vacatic 16 17 18 19 19 20 21 22 23 24 25 26 27

				3hour	28
				3hour	29
				3hour	30

23.	Course evaluation

distributionAs follows: 25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester. 50Score for final exams

24.	Learning and teaching resources

Social subjects curricula and teaching methods / **Prof. Dr. Faisal Abd Munshid and Prof. Dr. Daoud Abdel Salam**2016	Required textbooks (methodology, if any)
Interactive teaching strategies and methods Dr. Ab Wahed Mahmoud Al−Kanaani Dr. Suha Abdel A Abboud2016	Main references (sources)
Contemporary teaching strategies / Dr. Firas Al-Saliti 2015 Active learning strategies / Prof. Dr. Abdullah Kha Ambusaidi - Ms. Hoda Bint Ali Al Hosaniyah	Recommended supporting books and references (scientific journals, reports….)
https://www.researchgate.net/	Electronic references, Internet sites

Course description form

13. Course Name:psychological guidance
The concept of psychological counseling and its decisions
14. Course Code:
15. the chapter/the year:Annual
Annual
16. Date this description was prepared 7/3/2024
17. Available attendance forms:
My presence only
18. Number of study hours (total)/number of units (total):
60hour annually.2An hour a week
19. Name of the course administrator (if more than one name is mentioned)
20. Course objectives

• ...... • ...... •	1- Providing students with application skillsTheories Psychological counseling and analysis 2 –Skill expansionIn comparison between psychological counseling in the ancient and modern era 3-Clarifying the most important modern ideasAbout psychological counseling media.

21.	Teaching and learning strategies	
1-Education strategyCooperative learning. 2-Teaching strategy brainstorming. 3-Education strategyDiscussion and questioning		**The strategy**

22.	Course structure				

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Hours	the week
aFor weekly, monthly, daily, written exams, and the end-of-year exam.	1- Explainin g the scientific material through readingTh e topic given to students through discussio nAnd interrogatio n 2- WritingRe port on a	Principles foundations education	1-Providing students with t skill of analyzi and applyi theories 2-Psychological and counseli and its uses psychological counselors Informing students about t importance counseling, foundations a principles schools, a applying means collecting information effectively, such interviews, observation, ca studies,	2hour 2hour	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 vacatic 16 17 18 19 19 20 21 22

			cumulative records, a others.	2hour	23
	psycholog y topic and discuss the ideas that were presented During the lecture 3- ConnectStud ideas about subjectscience make it the fo of the educatic process			2hour	24
				2hour	25
				2hour	26
				2hour	27
				2hour	28
				2hour	29
				2hour	30

23.	Course evaluation

distributionAs follows: 25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester. 50Score for final exams

24.	Learning and teaching resources

	1-The book on psychological guidance and advice / Muhammad Jaafar Jamal 2 / The book on psychological guidance / Dr. Fahim Al-Tarih and Dr. Hussein Rabie

Course Description Form

131.	Course Name:
Educational techniques	

132.	Course Code:

133.	Semester / Year:
Annual	

134.	Description Preparation Date:2024/3/3

135.	Available Attendance Forms:
My presence only	

136.	Number of Credit Hours (Total) / Number of Units (Total)
60 hours annually. 2 hours a week	

137.	Course administrator's name (mention all, if more than one name)
Name: sarah jabbar salman Email: sara.jabbar@uobasrah.edu.iq	

138.	Course Objectives
1–**Providing students with the skill of applying educational metho** **in the classroom** 2–**Expanding students' skills in how to use these means** 3 – **Explaining the most important classifications and trends in educatic technologies and methods**	● ..... ● ..... ● .....

139.	Teaching and Learning Strategies
Strategy	1 --Explaining the scientific material by clarifying the concepts educational methods 2-Writing the most important ideas and concepts presented during t lectures 3- Linking the topics raised in the previous lecture with the current lectur

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	2 hour	1-Providing	Educational	1- Explaining the	
1	2 hour	students with t	techniques	scientific material by	
2	2 hour	skill of applyi		presenting ideas and	Piuhy
3	2 hour	educational		opinions using the	]
4	2 hour	methods within t		method of discussior	
5	2 hour	classroom		and questioning.	
6	2 hour	2- Informi		2- Writing the most	
7	2 hour	students about t		important ideas	
8	2 hour	importance		presented during the	
9	2 hour	educational		lectures.	
10	2 hour	technologies and t		3- Linking the lectur	
11	2 hour	extent of th		with previous lectur	
12	2 hour	benefit in t		through the feedbacl	
13	2 hour	learning process		method	
14	2 hour				
15	2 hour				
عطلة					
16	2 hour				
17	2 hour				
18	2 hour				
19	2 hour				
20	2 hour				
21	2 hour				
22	2 hour				
23	2 hour				
24	2 hour				
25	2 hour				
26	2 hour				
27	2 hour				
28	2 hour				
29	2 hour				
30	2 hour				

141. C2ourse Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily

preparation, daily oral, monthly, or written exams, reports .... etc 8	

142. Learning and Teaching Resources	
1-Jari, Khudair Abbas (2016): Educational technologies, their development, classifications, types, trends, Baghdad, Thaer Al-Asami Foundation for Printing, Publishing, Distribution and Advertising. 2-Attiya, Mohsen Ali (2007): Communication technology in education	

Course Description Form

1. Course Name:
Physiological psychology

2. Course Code:

3. Semester / Year: Annual

4. Description Preparation Date:
10/3/2024

5. Available Attendance Forms:
Presence only

6. Number of Credit Hours (Total) / Number of Units (Total)
3 Hours Weekly/ 80 Hours a year

7. Course administrator's name (mention all, if more than one name)
Assistant Professor Ameera Abdul-Kareem Maran

8. Course Objectives
Identify the origins, development and fields of physiological psychology Identify the nature of the physiological foundations of behaviour. Knowing the relationship of hormones to behaviour and their effect on humans How does coordination and neural and hormonal integration occur in regulating relationship between the individual and his environment The importance of the nervous system and its function Understanding the physiological basis of motivation

9. Teaching and Learning Strategies
Distribution is as follows: 50 marks (monthly exam 20 marks) for two consecutive months or during the first and second semester and the activity (10 marks) with 4 exams and the final exam out of 50.   The total score = 100

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	3	1-Providing students with the skill speaking and writing in English	The origins of physiological	Explanation of the lecture using poste	Weekly and monthly exam

| | | 2- Providing students with cult communication skills with fore culture | psychology Its development a fields Hormonal system Diseases arising fr hormonal imbalan The relationship o hormones to behavior The relationship o hormones to ment abilities The nervous syste and its function Its sections Brain lobes Neuron cell physiology Types of nerves Nervous instructic Chemical carriers Nervous system diseases Epilepsy Its types His treatment His first aid The relationship o epilepsy to learnin Physiological foundations of motivation The relationship o the hypothalamus hunger, thirst, and sex Emotions Its relationship to physical diseases Its harm to the fet Its benefits sleep Types of sleep Sleep and learn Sleep disorders Sleep deprivation | And educational fil 2- Review the res of recent studies | homework The student should evalua the daily situations tha occur to him a a result of the physiological basis It raises the level of awareness about the importance o the nervous system as a scientific basi for an individual's balance |

11. Course Evaluation

Weekly, monthly, and daily exams, the end-of-year exam, in addition to preparing scientific reports	
12. Learning and Teaching Resources	
Main references (sources)	Physiological psychology
Recommended books and references (scientific journals, reports…)	Physiological Psychology by Dr. Abbas Awad Endocrine glands and their hormones, Dr. Ahmed Majdoub The reference in physiological psychology, Dr. Mustafa Hussein Physiological Psychology Dr. Ahmed Okasha Your health magazine
Electronic References, Websites	

Course Description Form

1. Course Name:	
Personality psychology	
2. Course Code:	
3. Semester / Year	
Annual	
4. Description Preparation Date:	
10/3/2024	
5. Available Attendance Forms:	
Presence only	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 Hours Weekly	
7. Course administrator's name (mention all, if more than one name)	
Assistant Professor Ameera Abdul-Kareem Maran	
8. Course Objectives	

Employing mental health principles and concepts according to the needs of society arising from the situation

Focusing on the needs of the student at the present time and his needs as a future teacher practicing his work among teenagers in middle schools

The ability to recognize abnormal behaviour and diagnose and identify some of its causes and factors

It helps not to abandon or postpone psychological conditions and deal with them professionally and with awareness

Spreading awareness about the importance of mental health among members of society, especially studer to create a psychologically healthy person capable of achieving his goals and building his future.

A- Cognitive objectives.

1) The student should distinguish between mental health and psychological disorder
2) That the student understands the causes of mental health
3) The student should understand the difference between some mental illnesses
4) The student knows the types of mental illness

B - Skills objectives of the program:

B1/ The student should enumerate the types of mental illnesses

B2/ The student should enumerate the causes of mental illness

B3/ The student should be familiar with mental health and international mental health references

B4/ The student should know the symptoms of some common psychological diseases (such as anxiety an depression)

B5/ To distinguish between mental illness, crisis, and psychological conflict

B6/ To know some common types of psychological treatments

9. Teaching and Learning Strategies

Distribution is as follows: 50 marks (monthly exam 20 marks) for two consecutive months or during the first and second semester and the activity (10 marks) with 4 exams and the final exam out of 50.
    The total score = 100

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	2			1-Explanation of th lecture using poste And educational fil 2- Review the res of recent studies	Weekly and monthly exan Homework ar class discussions, presenting examples and real-life cases and practicin; analyzing the

11. Course Evaluation

Distribution is as follows: 50 marks (monthly exam 20 marks) for two consecutive months or during the first and second semester and the activity (10 marks) with 4 exams and the final exam out of 50.

The total score = 100

12. Learning and Teaching Resources

Required prescribed books	Mental health Hussein Al-Dahri Mental health where there is psychiatrist
Main references (sources)	
Recommended books and references (scientific journals, reports…)	Bulletin of the American Psychological Association Publications of the Arab Resources Workshop Publications and research of the World Council for Mental Health

Electronic References, Websites	

Course description form

1. Course Name:
Practical education
2. Course Code:
3. Semester/Year: Annual
Annual
4. The date this document was prepared3/8/2024
5. Available attendance forms:
My presence only
6. Number of study hours (total)/number of units (total):
11hour(Total)One hour per week
7. Name of the course administrator (if more than one name is mentioned)
Name: M.M. Maysaa Abdel Hussein Khalaf, email:maisaa.khalaf@uobasrah.edu.iq
8. Course objectives

• ...... • ...... •	1/ Introducing students to the concept of practical education, its stages, its most important principles and its importance so that the application process can be completed successfully 2/ Introducing students to teaching skills (planning, implementation, and evaluation)

| | | | | and their importance for achieving the goals of the educational process and the skills of classroom control and management so that the process of implementing it can be completed successfully.
3/ Training students to teach in a practical way and linking the theoretical aspect to the applied aspect. | | |

9. Teaching and learning strategies

	The strategy
1/thediscussion 2/lecture	

10. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Hours	the week
Ask questions in the lecture **Train them to present a lesson and evaluate their**	Explanation the article and give Examples clarification And use the blackboard The pen is lost Scientific material Follow discussion And the lecture And invo students	Practical education	1/ Preparing students who possess knowledge of the concept of practical education, its stages, and its most important principles	1 hour 1 hour 1 hour 1 hour 1 hour 1 hour 1 hour 1 hour 1 hour 1 hour	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 vacatio

performance And monthly tests	In the lect from During th assignment provide Imam's lecture Their colleagu to train them On teaching link lecture Previous current		and importance 2/ Providing students with teaching skills (planning, implementation, and evaluation) and their importance for achieving the goals of the educational process and the skills of classroom control and management so that the process of implementing it can be completed successfully. 3/ Preparing students for practical teaching.		16 17 18 19 19 20 21 22 23 24 25 26 27 28 29 30

11.					

Distribution is as follows:5daily5View form20A monthly exam is the total30degree

12. Learning and teaching resources	
	Required textbooks (methodology, if any)
Practical education, prepared by Prof. Zainab Ali Faleh Attia, Mohsen Ali.(2013), Curricula a Methods Teaching, 1st edition, Dar Al-Mahraj Publishing and Distribution, Amman	Main references (sources)
	Recommended supporting books and references (scientific journals, reports….)
	Electronic references, Internet sites

Course Description Form

143.	Course Name:
Behavior modification skills and techniques	

144.	Course Code:

145.	Semester / Year:
Annual	

146.	Description Preparation Date:
1/3/2024	

147.	Available Attendance Forms:
90 hours annually. 3 hours per week	

148.	Number of Credit Hours (Total) / Number of Units (Total)

149.	Course administrator's name (mention all, if more than one name)
Name: M.M. Duha Adel Salem Al-Luaibi Email: Email: duha.salim@uobasrah.edu.iq	

150.	Course Objectives	
1- Providing students with the skill of applying behavior modification 2- Applying behavior modification in reality	• ….. • ….. • …..	

3 - Explaining the most important modern ideas in behavior modification		

151.	Teaching and Learning Strategies	
Strategy	1- Teaching strategy to solve problems. 2- Brainstorming education strategy. 3- Education Strategy Notes Series	

152. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
2 3 4 5 6 7 8 9 10 11 12 13 14 15 عطلة 16 17	3 hours 3 hours 3 hours 3 hours 3 hours 3	- Providing students with the skill of behavior modification. 2- Informing students about the importance of behavior modification	Behavior modificati skills a technique	Explaining the scientific material through questions and answers 2- Write a review paper for all behavior modification techniques 3- Linking ideas	Weekly, monthly, daily, written exams, and the end-of-year exam.

18 19 19 20 21 22 23 24 25 26 27 28 29 30	hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3	theories 3- Behavior modification techniques		to problems that require behavior modification

	hours 3				
	hours 3				
	hours 3				
	hours 3				
	hours 3				
	hours 3				
	hours 3				
	hours 3				
	hours 3				
	hours 3				
	hours 3				
	hours 3				
	hours				

	3 hours				
	3 hours				
	3 hours				

153. 2Course Evaluation

Distribution is 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

154. Learning and Teaching Resources

Required textbooks (curricular books any)	Behavior Modification
Main references (sources)	Behavior modification, Shut up and Nael 2016
Recommended books and references (scientific journals, reports…)	Modifying human behavior, modifying human behavior
Electronic References, Websites	

Course description form

25. Course Name:Special Education
Special Education
26. Course Code:
27. Semester/Year: Annual
Annual
28. Date this description was prepared:7/3/2024
29. Available attendance forms:
My presence only
30. Number of study hours (total)/number of units (total):
90 hours annually. 3 hours per week
31. Name of the course administrator (if more than one name is mentioned)
the name: A.M.D. Rafif Abdul Hafez Al-Ria **Email:rafeef.alreahy@uobasrah.edu.iq**
32. Course objectives
• ...... • ...... •	B1 - The student should know how to identify and define the target underdevelopment. B2 - The ability to use modern teaching methods and techniques. B3 - The ability to manage the classroom effectively. B4 - Enabling the student to measure underdevelopment of types and learn about methods of measuring underdevelopment

33.	Teaching and learning strategies		
1-Education strategy collaborative concept planning. 2-Teaching strategy brainstorming. 3.Multimedia 3Discussion and dialogue			The strategy

34.	**Course structure**				

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Hours	the week
aFor weekly , monthly, daily, written exams, and the end-of-year exam.	Explaining scientific material through readingVie w widesprea d cases of disabilities in society Focusing on the most important diseases of the era. 2-Provide a report on each case studied in	**Special Education**	1-Teaching students the most important symptoms of diseases and their characteristic s. 2- Informing students about the importance of...The importance of each category of people with	2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 vacatio 16 17 18 19 19 20 21 22 23

	the lesson. 3-Display explanatory posters for each case or video presentationSo that the students connect what they read with what they see, or take them to the segment that will be studied. For example, if the lesson is about visual		special needs and how to deal with them.	2hour 2hour 2hour 2hour 2hour 2hour 2hour	24 25 26 27 28 29 30

	impairment, make a visit for them to the Al-Nour Institute for the Blind.				

35.	Course evaluation

distributionAs 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

36.	Learning and teaching resources

Nothing	Required textbooks (methodology, if any)
Multiple sources from the Internet Introduction to Special Education bo written by Omar Fawaz Abdulaziz Spec Education by author Dr. Hussein Yasiri.	Main references (sources)
Special education and its therapeutic programs by author Dr. Abdel Fattah Abdel Majeed Al Sharif, Introduction to Special Education by Dr. Omar Jawaz Abdel Majeed and others	Recommended supporting books and references (scientific journals, reports….)
https://ar.wikipedia.org/wiki/%D8%AA %D8%B1%D8%A8%D9%8A%D8%A 9_%D8%AE%D8%A7%D8%B5%D8 %A9	Electronic references, Internet sites

https://www.researchgate.net/	

Course description form

25. Course Name:Philosophy of education
Philosophy of education
26. Course Code:
27. the chapter/the year:Annual
Annual
28. Date this description was prepared11/3/2024
29. Available attendance forms:
My presence only
30. Number of study hours (total)/number of units (total):
60hour annually.2An hour a week
31. Name of the course administrator (if more than one name is mentioned)
Name: Beida Dawoud Salman Email: baydaa.daood@uobasrah.edu.iq
32. Course objectives
• ...... 1- AimsPhilosophy of educationTo

	......	NashRUnderstanding and ethical action.
	......	2- Strengthening the needRSelf-esteem and jaw strengtheningRThe demoqRBe humble, reconcile with yourself, and achieve peaceRAutonomous and self-governing.
		3 - CreateandInstitutions TRA paint that strengthens one's strengthRAt fRThey focus on exploration, research, and reconnaissance, which earns them theRStupidity and motivationThe questionAnd inquireRAbout everythingand.

33. Teaching and learning strategies

1--Explaining the scientific material throughClarifying related concepts and theoriesPhilosophy of education	**The strategy**
2- Writing the most important ideasAnd conceptsWhich was presented during the lectures	
3- Link aTopics raised in the previous lecture and the current lecture	

34. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
aFor weekly, monthly, daily, written exams, and the	1-to explain Scientific material throughPresenting ideas and opinions using the method of discussion and	Philosophy education	1-TaizIt enhances the philosophical and educational culture of	2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour	1 2 3 4 5 6 7 8 9 10 11

end-of-year exam.	questioning 2- Writing The most important anoIdeas presented during the lectures 3- ConnectLecture with previous lectures through feedback method		students. 2- soRepres entPhilos ophyaFor theories And ideasAnd Opinions and sayings of scholarsA ndThinke rs and philosoph ers in successiv e historical stages that deal with the problems of life, including the problems of education	2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour	12 13 14 15 vacatio 16 17 18 19 19 20 21 22 23 24 25 26 27 28 29 30

35. Course evaluation

distributionAs follows: 25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester. 50Score for final exams

36.	Learning and teaching resources
	1- Al-Yamani, Abdul Karim Ali Saeed (2004): Philosophy of Education, Amman, Dar Al-Shorouk for Publishing, Distribution and Printing. 2- Al-Shuwaili, Faisal Abd and Jabr, Amal (2003): Readings in Philosophical Times,

Course description form

37.	Course Name:Educational administration and supervision

38.	Course Code:

39.	the chapter/the year:Annual
Annual	

40.	Date this description was prepared:10/3/2024

41.	Available attendance forms:
My presence only	

42.	Number of study hours (total)/number of units (total):
60hour annually.2An hour a week	

43. Name of the course administrator (if more than one name is mentioned)
the name: MD Sarah Ibrahim Ahmed

44.	Course objectives
....	1- gain tAdministrative qualities 2-Clarifying the most important ideas And opinionsModern inManagement and administrative work and its topics

45.	Teaching and learning strategies

The strategy
1--Explaining the scientific material throughClarifying concepts and theories related to management 2- Writing the most important ideasAnd conceptsWhich was presented during the lectures 3- Link aTopics raised in the previous lecture and the current lecture

46. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
aFor weekly, monthly, daily, written exams, and the end-of-year exam.	1-Explaining the scientific material throughPresenting ideas and opinions using the method of discussion and questioning 2- Writing The most important anoIdeas presented during the lectures 3- ConnectLecture with previous	Educational administration and supervision	Introducing students to the importance of management, types of management and leadership	2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 vacatio 16 17 18 19 19 20 21

	lectures through			2hour	22
	feedback			2hour	23
	method			2hour	24
				2hour	25
				2hour	26
				2hour	27
				2hour	28
				2hour	29
				2hour	30

47. Course evaluation
distributionAs follows: 25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester. 50Score for final exams

48. Learning and teaching resources
Educational administration and supervision/Dr. Nihad

Course description form

49.	Course Name:Educational administration and supervision

50.	Course Code:

51.	the chapter/the year:Annual
Annual	

52.	Date this description was prepared:10/3/2024

53.	Available attendance forms:
My presence only	

54.	Number of study hours (total)/number of units (total):
60hour annually.2An hour a week	

55.	Name of the course administrator (if more than one name is mentioned)
the name: MD Sarah Ibrahim Ahmed	

56.	Course objectives	
• ...... • ...... •	2- gain tAdministrative qualities 2-Clarifying the most important ideas And opinionsModern inManagement and administrative work and its topics

57.	Teaching and learning strategies

The strategy
1--Explaining the scientific material throughClarifying concepts and theories related to management
2- Writing the most important ideasAnd conceptsWhich was presented during the lectures
3- Link aTopics raised in the previous lecture and the current lecture

58.   Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
aFor weekly, monthly, daily, written exams, and the end-of-year exam.	1-Explaining the scientific material throughPresenting ideas and opinions using the method of discussion and questioning 2- Writing The most important anoIdeas presented during the lectures 3- ConnectLecture with previous	Educational administration and supervision	Introducing students to the importance of management, types of management and leadership	2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour 2hour	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 vacatio 16 17 18 19 19 20 21

	lectures through feedback method			2hour	22
				2hour	23
				2hour	24
				2hour	25
				2hour	26
				2hour	27
				2hour	28
				2hour	29
				2hour	30

59. Course evaluation

distributionAs follows: 25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester. 50Score for final exams

60. Learning and teaching resources

	Educational administration and supervision/Dr. Nihad

Course Description Form

155. Course Name:	
156. Course Code:	
157. Semester / Year:	
Year	
158. Description Preparation Date: 14-02-2024	
159. Available Attendance Forms:	
Presence	
160. Number of Credit Hours (Total) / Number of Units (Total)	
One hour a year /2 hours a week	
161. Course administrator's name (mention all, if more than one name)	
Name: M. Dr. Buthaina Sabti Al Jabri Email: buthaina. sabty@uobasrah.edu.iq.com	

162. Course Objectives	
1- Providing students with the skill of applying Victorian ideas by writing poems that imitate Victorian poetry 2- Expanding the skill of critical reading Victorian poetry 3 - Explaining the most	• ..... • ..... • .....

	114	

important modern ideas in English poetry, such as aesthetic theory.	

163.	Teaching and Learning Strategies

Strategy	1- Educational strategy, collaborative concept planning. 2- Brainstorming education strategy. 3- Education Strategy Notes Series

164. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
2 3 4 5 6 7 8 9 10 11 12 13 14 15 Holiday 16 17 18 19 19	2hrs 2hrs 2hrs 2hrs 2hrs 2hrs 2hrs 2hrs 2hrs 2hrs 2hrs 2hrs 2hrs 2hrs 2hrs 2hrs 2hrs 2hrs 2hrs 2hrs	1- Providing students with knowledge of levels of thinking and patterns of thinking	Introduction to teaching thinking	Explanation of the article Scientific from During reading Poems Selected And give the most important Readings cash with this	Exams weekly And monthly And daily And editorial And an exam End of year.

20	2hrs			The special.	
21	2hrs			2-Writing	
22	2hrs			paper	
23	2hrs			Review	
24	2hrs			each	
25	2hrs			A poet	
26				Summarizes	
27				the most	
28				important	
29				Ideas that	
30				Asked	
				during	
				Lectures	
				3-Link	
				Ideas	
				Cash	
				Famous	
				with	
				Critical	
				opinions	
				For students	

165. Course Evaluation

Distribution is 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 Score for final exams

166. Learning and Teaching Resources

| Required textbooks (curricular books, if any) | English Modern and Victori poetry |

Main references (sources)	n. Isobel, Armstrong Poetry: Poetry, poetics and politics. Routledge, 2019
Recommended books and references (scientific journals, reports…)	Bristow, J. (Ed.). (2000). The Cambridge companion to Victorian poetry. Cambridge University Press Cronin, R. (2012). Reading Victorian Poetry ..(Vol. 5). John Wiley & Sons
Electronic References, Websites	https://zlibrary-asia.se/ https://www.researchgate.net/

Course description form

1.	Course Name:
Economics of education	

2.	Course Code:
_____	

3.	the chapter/the year:Annual
Annual	

4.	Date this description was prepared03/17/2024

5.	Available attendance forms:
My presence only	

6.	Number of study hours (total)/number of units (total):
60hourFor 30 weeks annually	

7.	Name of the course administrator (if more than one name is mentioned)
the name:M.Wael Qasim Rashed **Email:wael.kassem@uobasrah.edu.iq**	

8.	Course objectives

	Developing students' inclinations towards knowledge
	- The optimal number of qualified teachers qualified to teach in secondary schools.
	- Increasing the development of students' mental and educational abilities.
	Emotional and value goals **-The student evaluates and analyzes economic plans for education and methods of measuring them**
	-The student understands teaching and learning methods - materials, discussion, and asking ideas and questions about the topic and examples **-Developing and developing skills in methods and methodsthemeasurement**

9.	Teaching and learning strategies

1-Education strategy collaborative concept planning. **2-Teaching strategy brainstorming.** **3-Education strategy notes series**	**The** **strateg**

10. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Hours	the week
Weekly and monthly written exams and the end-of-year exam.	1- Explanation of the scientific materialIn an interactive way of dialogue and discussion. 2- Assignment of duties AndSummarizes the most important ideas presented During lectures 3-	1- The concept of education economics, its importance, justifications for its emergence and its fields		2	1
		2- The relationship of education economics to other sciences		2	2
		3- The most important pioneers and institutional contributors in the history of its development		2	3
		1- The concept of economic growth, its types of theories, and methods of measuring it		2	4
		2- Rostow's theory of stages of economic growth		2	5
		3- The concept of economic development and its goals		2	6
		4- The relationship between education, economic growth and economic development		2	7
		1- The concept of education expenses and costs		2	8
		2- Objectives of studying the cost of education and the high cost of education		2	9
		3- Educational cost components and types		2	10
		Methods of measuring educational cost and means of reducing it		2	11
		1- The concept of educational returns and the elements of educational returns		2	12

	Asking questions and exercises and solving them on the blackboard	2- The importance of measuring the returns to education		2	13
		3- Methods used to measure educational returns and criticisms directed at them		2	14
		---------------------------	-----------------	2	vacati
		4- Cost-benefit analysis (effectiveness)		2	17
		1- The relationship between the cost and expenses of education and its financing		2	18
		2- Factors affecting the financing of education spending		2	19
		3- Education funding sources		2 2	20
		1- The concept of educational productive efficiency and its types		2	21
		2- The basic components of educational productive efficiency		2	22
		3- The relationship of productive efficiency to educational waste		2	23
		4- Methods of measuring production efficiency and ways to increase it		2	24
		1- The concept of quality in education, its principles and obstacles to its application		2	26
		2- Economics of quality in education and its improvement		2	27
		3- Measuring quality in education		2	28
		1-			

		2- The concept of brain drainAndA historical overview of brain drain		2	29
		3- Causes and treatments		2	30

11.   Course evaluation
distributionAs follows: 25Monthly and daily exam grades for the first semester. 25Monthly and daily exam grades for the second semester. 50Score for final exams

12.   Learning and teaching resources

Nothing	Required textbooks (methodology, if any)
1-Economics of Education/Arab Center for Educational Research.-1st edition. Kuwait Center, 2012 2- Yasser Khaled Salama, Economics of Education, 1st edition, 2010 3- Nawaf Al-Adwani, Economics of Education, 2007 4- Abdullah Al-Rashdan, Economics of Education, 3rd edition, 2015	Main references (sources)
Statistical collections of the Central Bureau of Statistics and Information Technology	Recommended supporting books and references (scientific journals, reports….)
	Electronic references, Internet sites