University: Diyala

College/Institute: Basic Education

Scientific Department: Arabic Language

The date of filling out the file: 10/28/2021 AD

Name of Head: Department Head: A.M. Dr.. Moayad Saeed Khalaf Name of Scientific Assistant: Prof. Haider Abdel Baqi

Date: Date   :

The file was previously checked

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Name of the Director of the Quality Assurance and University Performance Division: Eng. Najat Hamdi

the date

the signature

Authentication of the Dean

Description of the academic program

This academic program description provides a necessary summary of the most important characteristics of the program and the learning

outcomes that the student is expected to achieve, demonstrating whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program

.1.Diyala University Educational Institution

.2.Scientific Department/Center, College of Basic Education

.3.The name of the academic or professional program in Arabic

.4.Name of the final degree: Bachelor of Education in Arabic Language

.Academic system٥:

Annual / other courses / third semester / second semester

.6.Accredited accreditation program approved by the Ministry of Higher Education and Scientific Research

.Other external influences

. The Date of the description was prepared in 10/28/2021 AD

.٩Objectives of the academic program: The department seeks to achieve the following objectives:

-١Preparing teachers who hold a bachelor's degree specializing in the Arabic language.

-٢Preparing an elite group of the department's outstanding students in the Arabic language specialty to complete their graduate studies.

-٣Training Arabic language teachers in schools on developments in the field of teaching the Arabic language.

-٤Preparing research and studies that address various grammatical topics.

-٥Evaluating studies published in the field of the Arabic language and expressing an opinion about their content

.١٠Required program outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

A1- Enabling students to obtain knowledge and understanding of the general framework of the Arabic language.

A2- Enabling students to obtain knowledge and understanding of Arabic grammar in general.

A3- Enabling students to obtain knowledge and understanding of the origins of Arabic grammar, the nature of its origin, and the need for it.

A4- Enabling students to obtain knowledge and understanding of his various doctrines and opinions.

A5- Enabling students to obtain knowledge and understanding of contemporary grammar and its local and Western theories.

A6- Enabling students to obtain knowledge and understanding of the methods of teaching the Arabic language, the methods of teaching Arabic grammar, and the academic research method.

B - The program's skill objectives

B1 - He uses what he has learned of grammatical material in his correspondence and writing in classical Arabic.

B2 - Write a research paper, or specialized research on various Arabic language topics.

B3 - Learn the appropriate methods for teaching Arabic grammar.

Teaching and learning methods

-1 Delivering (the lecture), accompanied by interrogation.

-2 Interrogation.

-3 Asking students to visit the library and the international information network (the Internet) to obtain additional knowledge of academic subjects and assigning them to write research papers to encourage them to visit libraries.

-4 Giving homework that requires subjective explanations using causal methods.

Evaluation methods

-1 Daily tests with multiple and varied questions for academic subjects.

-2 Submitting research papers.

-3 The written test to measure the students' ability to understand the material and memorize examples, evidence, and grammatical characters.

-4 Allocating specific grades for daily duties.

-5 Practical application in schools for the fourth stage.

-٦Practical education (observation) for the third stage.

C- Emotional and value goals.

C1- Analyzing some grammatical issues to determine the extent of their truth.

C2- Balances grammatical issues in terms of topics.

C3- Evaluates the efforts of some famous grammar figures.

C4- It explains the reasons for the popularity of some grammatical issues and not others.

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

D1- Enabling students to write a research paper about one of the grammatical characters.

D2- Enable students to allocate a reference or source by one-tenth of its size.

D3- Developing students' ability to analyze information and interpret grammatical issues.

D4- Enabling students to be able to parse and mention grammatical evidence related to the prescribed topics.

.١١ Program structure

Academic stage Course or course code Course or course name Credit hours

My theory is practical

The first Univ1101 Human rights 2-

The first Univ1102 Islamic Education I 2-

First Univ1103 Arabic I 2-

The first Univ1104 Islamic Education II 2-

First Univ1105 English I 2-

The first Univ1106 Computer I 1 1

The first Coll 1201 General Psychology 3-

The first Coll 1202 The basis of education 2-

The first Coll 1203 Developmental Psychology 3-

The first Coll 1204 principals of Education 3-

The first Arab 1301 As I 3-

The first Arab 1302 Pre-Islamic Literature I 2-

The first Arab 1303 Team I 2-

The first Arab 1304 Library and research methodology literary 3-

The first Arab 1305 As II 3-

The first Arab 1306 Pre-Islamic Literature II 2-

The first Arab 1307 Team II 2-

The first Arab 1308 Arab lexi

Univ1101   Human rights٢   -

Univ1102   Islamic Education I   ٢   -

Univ1103   Arabic I ٢   -

Univ1104   Islamic Education II ٢   -

Univ1105   English I ٢   -

Univ1106   Computer I   ١   ١

Coll 1201   General Psychology   ٣   -

Coll 1202   The basis of education ٢   -

Coll 1203   Developmental Psychology ٣
-

Coll 1204   principals of Education   ٣
-

Arab 1301   As I ٣   -

Arab 1302   Pre-Islamic Literature I   ٢
-

Arab 1303   Team I   ٢   -

Arab 1304   Library and research methodology literary   ٣   -

Arab 1305   As II   ٣   -

Arab 1306   Pre-Islamic Literature II   ٢ -

Arab 1307   Team II   ٢   -

Arab 1308   Arab lexi

17 .Educational Institution, University of Diyala - College of Basic Education

18 .Scientific Department/Center, Educational Subjects/College Requirements

19 .Course name/code Educational Psychology

20 .Available forms of attendance are mandatory

21 .Third/second semester/year

22 .Number of academic hours (total) 45

23 .The date of this description was prepared in 10/28/2021

24 .Course objectives

Understanding the phenomena of learning and teaching, the factors affecting them, and interpreting the outcomes of events that permeate the relationship

between learning and teaching and between the teacher and the learner.

Increasing the teacher's ability to see remotely what educational changes are occurring among students and plan to meet his expectations of changes in educational events.

Organizing, formulating, using and applying knowledge in educational situations.

15 .Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives: To make the student able to:

A1- Knows the concept of educational psychology

A2- Explains the importance of educational psychology

A3- Defines the goals of educational psychology

A4- Distinguish between the theoretical and practical goals of educational psychology

A5- Explains the characteristics of the teaching profession

A6- Explains the relationship between educational psychology and other sciences

A7- Determines the desired personality characteristics of the teacher

A8- List the functions of educational psychology

A9- Explains the importance of the aspects of the effectiveness of the educational process

A10- Identify the factors affecting the effectiveness of the educational process

A11- Knows motivation

A12- Shows the relationship between motivation and learning

A13- Determines the educational functions of motivation

A14- Knows the concept of memory

A15- Explains how memory works

A16- Knows the sequential processing strategy

A17- Defines the parallel processing strategy

A18- Explains the importance of studying memory

A19- Compare the sequential and parallel processing strategies

A20- List the types of memory

A21- Explains the relationship between memory and learning.

A22- Explains the most important contemporary theories that explain memory

A23- Knows cognitive theory

A24- Explains the mechanism of memory according to cognitive theory

A25- Knows behavioral theory.

A26- Explains the mechanism of memory according to behavioral theory

A27- Knows Gestalt theory

A28- Explains the mechanism of memory according to Gestalt theory

A29- Discusses the mechanism of memory

A30- Explains the most important factors affecting the remembering process

A31- Determines the most important ways to improve the remembering process

A32- Knows the concept of forgetting

A33- Knows the theory of interference

A34- Explains the mechanism of forgetting through interference theory

A35- Identify the most important factors affecting forgetting

A36- The transmission effect of training is known

A37- Explains the importance of studying the transmission of the effect of training

A38- Shows the dimensions of the transfer of the training effect

A39- Enumerate the types of transmission of the effect of training

A40- Compare the positive and negative transfer of the effect of training

A41- Determines modern theories of transmission of the effect of training

A42- Compares the theories of transmission of the training effect

A43- Defines feedback

A44- Shows the dimensions of feedback

A45- Identify the types of feedback

A46- Knows learning

A47- Explains the conditions for good learning

A48- Explains the effect of learning on language acquisition

A49- Explains the effect of learning on acquiring motor skills

A50- Explains the most important learning theories and laws

A51- Explains the relationship between discovery and learning

B - The skills objectives of the course.

B1 - Determines the mechanism for transferring theoretical knowledge to the applied aspect within the school classroom

B2_ Apply strategies to stimulate motivation within the school classroom

B3 - Apply appropriate methods to reduce the effect of forgetting

B4 - Designs educational situations that facilitate the transfer of the training effect (learning)

B5- Apply learning theories in educational situations

B6- Proposes appropriate solutions to educational problems based on the principles of educational psychology.

Teaching and learning methods

Modified lecture - discussion - interrogation - brainstorming - motivational questions

Evaluation methods

-Continuous evaluation of students' work (reports) and the duties assigned to them, and their participation and interaction with their peers and

with the subject professor, surprise tests (Quiz) (weekly)

-Formative assessment through written tests (two tests were held during the semester)

-Final evaluation through the final exam.

C- Emotional and value-based goals

C1- Identify the impact of science and scientists on the development of educational psychology.

C2- He shows an active interest in studying the subject of educational psychology

C3- Developing positive attitudes towards the learning process

C4- Modifying negative attitudes towards the learning process

Teaching and learning methods

Brainstorming - discussion - cross-cutting questions

Evaluation methods

-Reports, summaries and working papers.

-Observation and follow-up.

-Group discussion during the lecture.

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

D1- The skill of being able to solve various problems using scientific methods and using what has been studied to study realistic problems

D2- Applies the principles of educational psychology in studying realistic problems

D3- Develops cooperative learning skills

D4- The skill of graphing different learning curves

16 .Course structure

Week Hours Required Learning Outcomes

Name of the unit/topic, teaching method, and evaluation method

1 ٣ Defines the concept of educational psychology

Shows the importance of educational psychology

Defines the goals of educational psychology

Distinguish between the theoretical and practical goals of educational psychology

It determines the mechanism for transferring theoretical knowledge to the applied (practical) aspect within the school classroom

1 -Definition of educational psychology

2 -The importance of educational psychology

3 -Objectives of educational psychology

4 -The relationship of educational psychology to other sciences, modified lecture - discussion, continuous evaluation (participation - reports - assignments - interaction)

2 ٣ Determines the desired teacher personality characteristics

Lists the functions of educational psychology

1 -Desired teacher personality characteristics (psychological characteristics - physical characteristics - mental characteristics - social characteristics)

2- -The function of educational psychology: Discussion - Storming

Chapter Four: Description of the course

33. Educational institution, College of Basic Education

34. Scientific Department / Center Cultural Materials / University Requirements

35. Name/code of the course Health and Environmental Education

36. Available forms of attendance are mandatory

37. Fourth/second semester/year

38. Number of study hours (total) 30

39. The of date this description was prepared in 10/28/2021

40. The objectives of the course are to make the student able to:

1- Knows health / 2- Enumerates the fields of health education

3- Learn about the concept of health and health education

4- Enumerates the methods and methods of health education

5- Know the disease. 6- Explain the reason for the transmission of the disease

7- Mentions the symptoms of diseases and malnutrition

-⁸Distinguish between healthy and unhealthy habits

-⁹Explaining first aid and its correct methods when needed

-¹⁰Enumerate the factors and causes of diseases

-¹¹   Explains the benefit of vaccines in preserving human life

.²¹Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

A1- The student should know the concept of health

A2- To understand the proper ways to maintain an environment free of diseases

A3- To explain how to prevent diseases

A4- Analyze the symptoms of the disease correctly

A5- Explain the causes of the disease

A6- To distinguish healthy, healthy habits from wrong ones

A7- Enumerates the ways and methods of health education

-٨Identifies diseases resulting from malnutrition

-٩Conclude the relationship between food, body structure, and health

B - The skills objectives of the course.

B1 - Draw a diagram that shows the relationship between health and food

B2 - Draw a diagram that shows the relationship between health, vaccines, and infection with infectious diseases

-٣The ability to preserve the environment, whether individually or collectively

-٤The ability to transform acquired knowledge into necessary actual skills, that is, the tangible result of actions, behavior and knowledge

Teaching and learning methods

☐ **Lecture method**

☐ **Method of interrogation**

☐ **Discussion method**

Problem Solving

Evaluation methods

☐ **Written exam**

☐ **Oral exam**

☐ **Scientific research and reports**

C- Emotional and value goals

C1- He appreciates the role of health departments in protecting citizens from contracting diseases

A2- We value the role of scientists and doctors in discovering many types of vaccines to save humanity from deadly diseases.

Teaching and learning methods

☐ **Lecture method**

☐ **Discussion method**

☐ **Method of interrogation**

☐ **Problem solving**

☐ **Exploration**

Evaluation methods

☐ **Daily exams with questions that require intellectual answers**

☐ **Preparing practical reports on health and environment topics**

☐ **Oral questions**

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

D1- Skill in dealing with illness

D2- Skill and understanding of health education methods and methods

D3-The skill of linking the symptoms of the disease with its prevention

D4- Understanding the ideal way to choose healthy food

.٢٢Course structure

Week Hours Required learning outcomes Name of unit/or subject Teaching method Evaluation method

٢.١That the student knows the concept of public health and how to achieve it The concept of public health, its components and how to achieve it □ Lecture

□ Laboratory

□ Discussion

□ Simulations □ Written tests

And oral performance

٢.٢The student understands health and environmental education and its goals

-Enumerates the risks that threaten health, the concept of health education and its goals. □ Lecture

□ Laboratory

□ Discussion

Simulations □ Written tests

And oral performance

٢.٣The student enumerates the fields of health education. Fields of health □ Lecture

□ Laboratory

□ Discussion

Simulations ☐ Written tests

And oral performance

٢.٤The student should mention the methods and objectives of health education Methods and methods of health education ☐ Lecture

☐ Laboratory

☐ Discussion

Simulations ☐ Written tests

And oral performance

٢.٥To explain how to maintain school health. School health ☐ Lecture

☐ Laboratory

☐ Discussion

Simulations ☐ Written tests

And oral performance

٢.٦The student explains the goals of health education. Objectives of health education ☐ The lecture

☐ Laboratory

☐ Discussion

Simulations ☐ Written tests

And oral performance

٢.٧The student should analyze the elements of food and their benefits

The concept of a balanced diet explains the elements of food. ☐ The lecture

☐ Laboratory

☐ Discussion

Simulations ☐ Written tests

And oral performance

٢.٨First month exam ☐ Written exams

And oral performance

٢.٩For the student to understand the importance of vaccines for children, factors and causes of diseases ☐ Lecture

☐ Laboratory

☐ Discussion

Simulations ☐ Written tests

And oral performance

٢.١٠The student should know the seriousness of communicable diseases

-Explaining methods of combating infectious diseases and communicable diseases ☐ Lecture

☐ Laboratory

☐ Discussion

Simulations ☐ Written tests

And oral performance

٢.١١The student should list the most important diseases that affect children Diseases that affect children ☐ Lecture

☐ Laboratory

☐ Discussion

Simulations ☐ Written tests

And oral performance

٢.١٢For the student to recognize that smoking, alcohol, and drug addiction are harmful habits Some harmful habits ☐ Lecture

☐ Laboratory

☐ Discussion

Simulations ☐ Written tests

And oral performance

٢.١٣That the student realizes the necessity of learning first aid

-Identifying the elements of first aid. First aid ☐ Lecture

☐ Laboratory

☐ **Discussion**

Simulations ☐ Written tests

And oral performance

٢.١٤**The student explains the necessity of home pharmacy Home pharmacy ☐ Lecture**

☐ **Laboratory**

☐ **Discussion**

Simulations ☐ Written tests

And oral performance

٢.١٥**Second month exam ☐ Written exams**

And oral performance

٢٣.**Infrastructure**

١-**There are no required textbooks**

٢-**Main references (sources) ☐ Health Education, Thamer Al-Mallah, 2012**

☐ **Health education and first aid, 2009**

☐ **Internet**

A- Recommended books and references (scientific journals, reports,...) Public health books

.**٢٩**Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

A1- Knows the concept of educational guidance.

A2- The student explains the professional counseling relationship.

A3- Explains to the student the general foundations of psychological counselling.

A4- The student explains the theories of educational guidance.

A5- The student enumerates the methods and types of guidance.

A6- The student is given examples of the problems faced by the counselor in primary schools.

B - The skills objectives of the course.

B1 - Compares direct guidance and indirect guidance

B2 - Analyze the causes of some educational problems and confront them.

B3- Apply writing a paper or research on any educational guidance topic

B4- Collects information about educational phenomena and problems.

Teaching and learning methods

-١ Providing students with the basics and topics related to educational guidance

-٢ Clarification and explanation of the study material by the teacher of educational guidance

-٣ Asking students to visit the library and review guidance resources

-٤ Improving students' skills by visiting websites to obtain additional knowledge of guidance and direction.

- ٥ -١ Using methods of delivery, lecture, interrogation and discussion on some topics that require a discussion method.

Evaluation methods

-١ Daily tests with specific questions

-٢ Assigning grades for homework and class participation.

-3Assigning students to complete research and reports on guidance problems and ways to address them.

-4Monthly tests with objective and essay questions.

C- Emotional and value goals

C1- Realizes the importance of guiding theories

C2- Gives importance to problems that require quick solutions

C3- He carries out extension activities

C4- Conducts extension activities.

Teaching and learning methods

-1Using the presentation method.

-2Drawing illustrative diagrams.

-3Brainstorming method.

Evaluation methods

-Analytical exam to measure the student's ability to think, analyze and conclude

Requesting comparisons between counseling theories

Writing research on phenomena and problems

-Daily exams by asking intellectual and deductive questions.

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

D1- Skills in using references and terminology.

D2- Skills in collecting and analyzing data on the topic.

D3- Skills to exploit available capabilities.

D4- Skills of making comparisons about the topic.

D5 Skills for preparing special concepts about the subject.

.۳۰ Course structure

Week Hours Required learning outcomes Name of unit/or subject Teaching method Evaluation method

۲ ۱ Getting to know the concept, objectives, and programs of guidance and guidance The concept of guidance, its types, and objectives Discussion and interrogation Formative evaluation

۲ ۲ Understanding the general foundations of counselling, the general foundations of psychological counselling, discussion and questioning, formative evaluation