

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

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

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

Form Description Program Academic Colleges for For The Academic Year 2025-2026

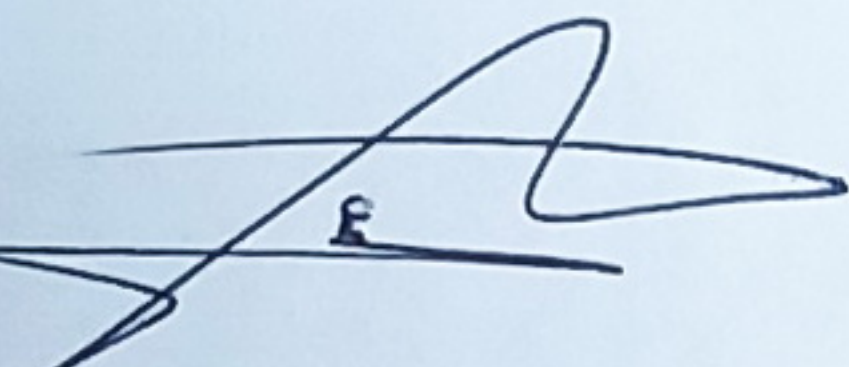
University: Diyala

College/Institute :Basic Education

Scientific Department: Geography

Date: 15-12-2026

Signature:



Dr. Ammar H. Mohammed

Head of Department

Date: 15-12-2025

The file was reviewed by

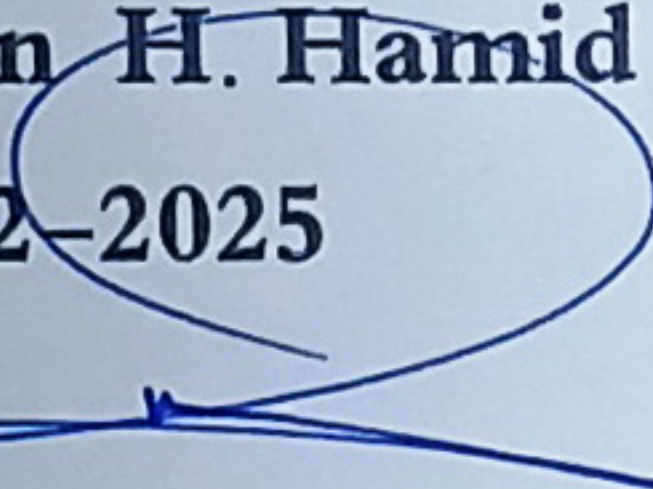
University Quality Assurance and Performance Division

Director of the Quality Assurance and University Performance Division

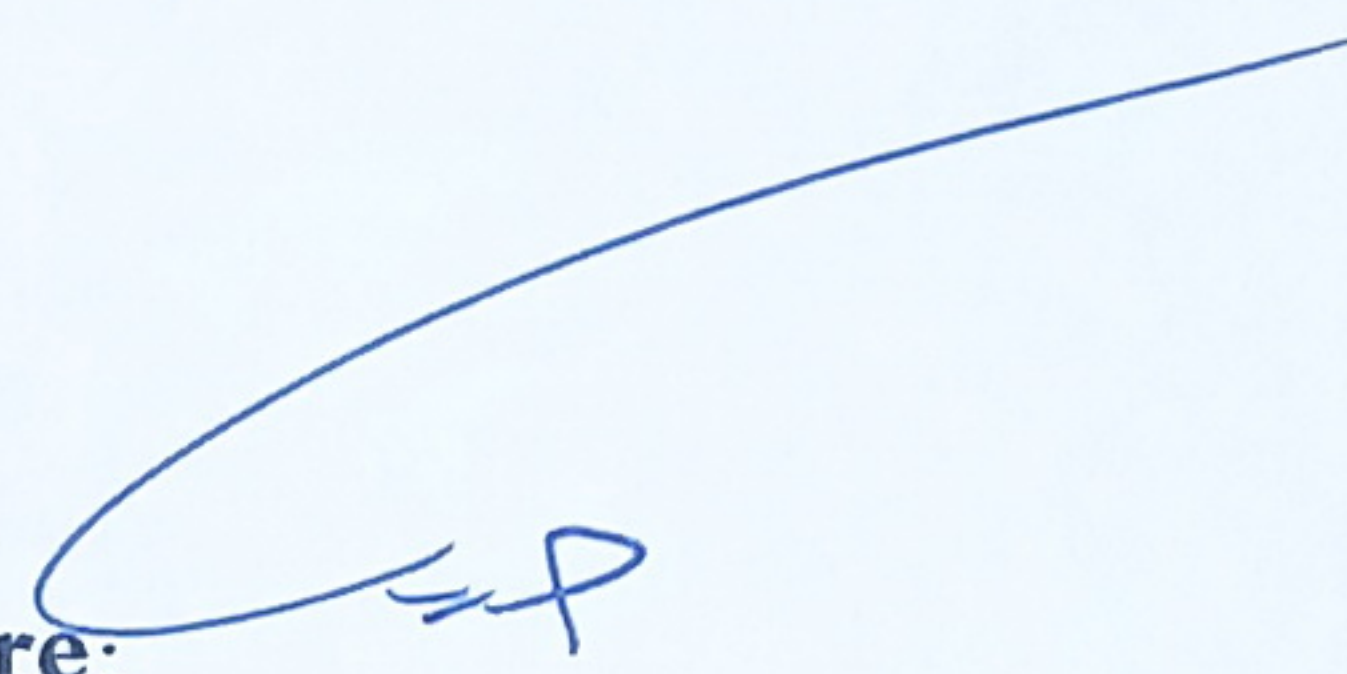
Dr. Widiyan H. Hamid

Date: 15-12-2025

Signature:



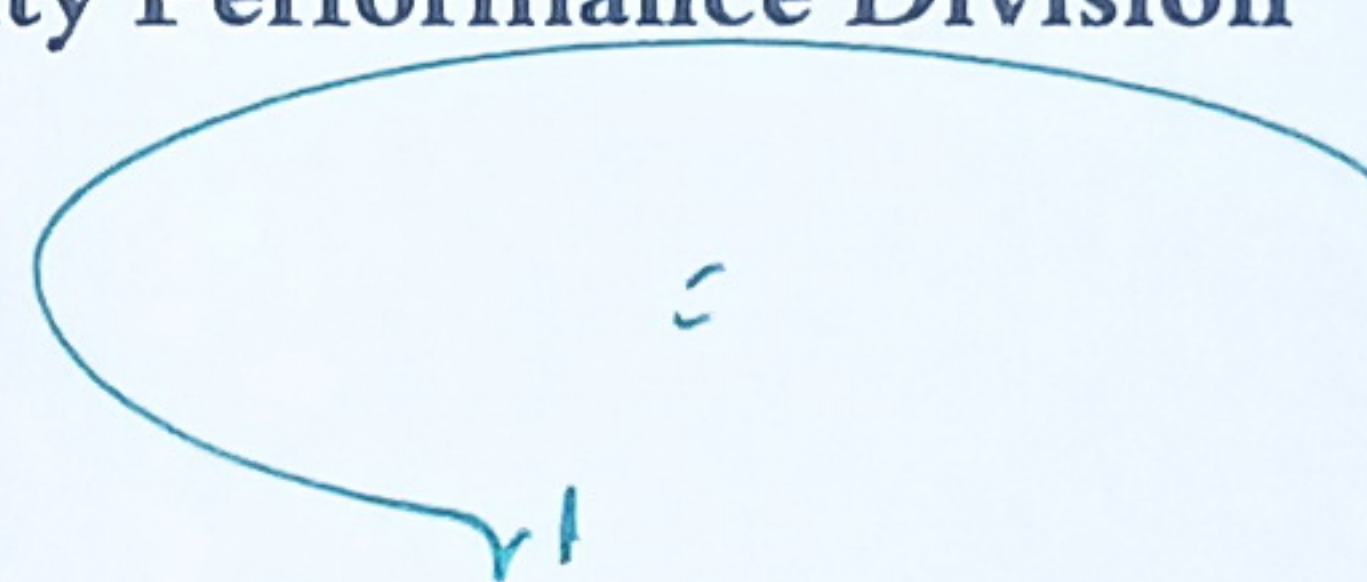
signature:



Dr. Haider A. Abbas

Assistant Dean for Scientific Affairs

Date: 15-12-2025



College Dean's Approval

Academic Program Description

This academic program description provides a concise overview of the program's key features and expected learning outcomes, demonstrating whether students have made the most of the available opportunities. It is accompanied by a description of each course within the program

College of Basic Education / University of Diyala	1. Educational institution
Geography	2. / Department Scientific Center
Geography -Basic Education	3. program or professional
Geography – Bachelor of Basic Education	4. Name of final certificate
My semester courses	5. : Study system Annual / Courses / Other
Association of Arab Universities	6. Accredited Accreditation Program
Ministry of Planning – Ministry of Education	7. Other external influences
2025/12/15	8. Date of description
9. are: for the student to be familiar with The objectives of the academic program .the following information and to have the skills to use it in his life problems	
1- teaching skills to Preparing university teachers who possess the necessary .teach geography	
2- Developing scientific attitudes among students to enable them to develop their own abilities in their postgraduate studies	
3- To equip students with the necessary skills to deal with and solve any . sound scientific manner scientific problem in a	
4- To equip students with the skills to create and develop educational tools for .use in teaching geography	
5- Developing and updating scientific curricula in the field of geography	
6- riodic and continuous Cooperating with all college departments in the pe .maintenance and development of computer equipment	

7- Encouraging attendance and participation in scientific conferences and seminars in order to learn about the latest developments in teaching methods .research in specialized subjects and the development of scientific

10..requirements, teaching and learning methods, and assessment output Program

1- Knowledge and understanding

Geography (Aerial Photography and Fieldwork, Geography of Australia, -A1 Physical Geography, Maps and Fieldwork, Human Geography, Soil Geography, Geography, Foundations of Landforms, Geography of Africa, y of Seas and Tourism Geography, Geography of the Arab World, Geograph Agricultural Geography, Population • Eurasia Oceans, Geography of Geography, Climate Geography and Applied Climatology, Geography of Iraq, of the Geographic Information Systems, Industrial Geography, Geography ds and Desertification, Rural Geography, Geography of Arid Lan • Americas Geography of Transport and Trade, Scientific Research Methodology Geographical), Political Geography, Urban Geography, Specialized Teaching)) Methods, Geographical Thought), totaling69.5 units and representing (54.9 %

Education and Psychology (Principles of Education, Psychology, -A2 Educational Guidance, Research Methods, Measurement and Evaluation, General Teaching Methods, Curricula and Textbooks, Educational on), totaling Administration and Supervision, Practical Education (Applicati 43)) units and representing33.9 %

General Culture (Computers, Arabic Language, Islamic Education, -A3 Human Rights and Democracy, English Language, Crimes of the Baath Party he total Regime) with (14) units and a percentage of 11.06%, knowing that t) number of units is126.5 .units (

.Skills specific to the subject - B

.Teaching the subject of Geography for the basic education stage - B1

.Building teaching strategies appropriate for the basic education stage - B2 geography tests to evaluate the achievement of primary Constructing - B3 .school students

capacities in developing their abilities by teaching the subject -Developing self -B4 .of geography for the basic education stage

Teaching and learning methods

1- lecturing, discussion, questioning, exploration, and special The method of methods in teaching common concepts) This is what pertains to theoretical .education 2- The method of cooperative learning and small groups) with regard to the) .practical aspect
methods Assessment
1- semester exams, attendance and participation are taken into %40 .consideration 2- .term exams-of-end %60
:Thinking Skills: Developing thinking skills related to -C Critical Thinking -A1 Creative Thinking - Part 2 Communication Skills -Q3 Frames of thinking specific to different study subjects- C4
Teaching and learning methods
The common approach: Integrating the development and teaching of the thinking process within the various study materials, with regard to the subject of .technology, so that it is taught directly and explicitly educational
Assessment methods
.term exams-of-term and end-It comes as part of the mid

other skills related to employability and) transferable skills and General - D (personal development Developing students' skills to teach geography subjects to students in -D1 .the basic education stage Developing students' abilities in developing the use of educational -D2 .technologies among students in the basic education stage ts that measure the geographical abilities Developing skills in tes -D3 .learned by primary school students
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Teaching and learning methods				
Through the subject of general teaching methods, training (individual application)				
Assessment methods				
1- Written tests 2- direct observation				
11.Program structure				
Credit Hours		Course name	Course code	Academic stage
practical	theoretical			
-	2	Human rights & Democracy	DEMF11	First
-	2	Islamic Education I	ISLFI2	First
-	2	Arabic I	ARBF11	First
-	2	English I	ENGFI2	First
2	1	Computer I	COMFI1	First
-	3	Growth Psychology	DEVFI1	First
-	3	Principles of Education	EDUFI2	First
2	1	Analysis Aerial photographs and RS	GEOB07airs	First

-	2	The continent of Australia's geographical	GEOB07ACG115	First
-	2	physical geography	GEOB07NG112	First
-	2	Geomorphology	GEOB07G211	First
-	2	Iraq's ancient history	GEOB07IAH114	First
2	1	Maps and field work geography	GEOB07GMF123	First
-	2	Human geography	GEOB07HG122	First
2	2	Climate Geography and Climate Applied	GEOB07CGAC12 2	First
-	2	Arabic II	ARBSE	Second
2	1	Computer II	COMCE4	Second
2	2	Psychology of classroom learning	CLTCE4	Second
-	2	English II	ENGSE3	Second
-	2	Ba'ath Party crimes	BAASE3	Second
-	2	Educational Psychology	EDPSE4	Second
-	2	Curricula and textbooks	CURSE3	Second
2	2	Drylands& Desertation geography	GEOB07DDSE1	Second
-	2	Geography of the continent of Africa	GEOB07RAG212	Second
-	2	Geography of tourism	GEOB07TGSE2	Second
2	2	Seas and oceans Geography	GEOB07OSG214	Second
-	2	Soil geography	GEOB07GS125	Second
2	2	Eurasia Geography	GEOB07RGE115	Second
-	2	Population Geography	GEOB07PG222	Second
-	2	sustainable development	GEOB07GSD310	Second
-	2	Arabic III	PRFOLA1	Third

-	3	General methods of teaching	GEMTH501	Third
-	3	Educational research methodology	ED-RE-TH-1	Third
-	2	Agricultural Geographic	GEOB07AG221	Third
-	2	Measurement and Evaluation	MEATH503	Third
-	2	Transport and trade geography	GEOB07TTG322	Third
-	2	Urban Geography	GEOB07ET319	Third
-	3	Arab Homeland Geography	GEOB07AHG213	Third
1	2	Geographic Information systems	GEOB07RGGI312	Third
-	2	Industrial geographical	GEOB07LG313	Third
-	3	American continent geography	GEOB07AGRB326	Third
-	2	Modern History of Iraq	GEOB07MHI311	Third
-	2	Curricula and textbooks	CURSE3	Third
-	2	Rural geography	GEOB07RG222	Third
-	2	Modern History of Arab homeland	GEOB07HMAH315	Third
-	2	Research Methodology (geographical)	GEOB07EBO25RM325	Third
-	2	philosophy	PHIF1	Fourth
-	2	Arabic IIII	PRFOLA1	Fourth
-	2	Modern European History	HEUM1	Fourth
-	2	Educational administration and direction	ED-AD-FO-1	Fourth
-	12	Application	GEOB07TP412	Fourth
-	2	Geo-political	GEOB07PG411	Fourth
	2	Professional ethics	PROFO7	Fourth
4	-	Viewing	PRTFO702	Fourth

-	2	Iraq Geography	GEOB07RGI311	Fourth
-	3	Specialized teaching methods	GEOB07STM327	Fourth
-	2	Geographical thought	GEOB07GT413	Fourth
-	2	Research Project Graduation	GEOB07GR422	Fourth

13-Planning for personal development

- 1- outputs Review of previous steps and their
- 2- Staying informed about the latest developments in books, journals, and the .internet within the field of specialization
- 3- .Periodic (annual) updating of approved teaching plans

14-regulations related to enrollment in a college establishing) Admission criteria (institute or

Competitive Average Based – Scientific and Literary Branch –Preparatory Certificate .on Desire

15-Key sources of information about the program

international information network, and the Books, periodicals, dissertations, the
.personal experience of the course instructor

Curriculum Skills Plan

.Please check the boxes corresponding to the individual learning outcomes from the program that are being assessed

Learning outcomes required from the program

and General) transferable skills other skills related to employability and personal development (				Affective and based -value objectives				- Program skills specific objectives				Cognitive objectives				essenti al choice	Course Name	Course code	Year / Level
D4	D3	D2	D1	Q 4	Pa rt 3	Pa rt 2	Pa rt 1	B4	B3	B2	B1	A4	A3	A2	A1				
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essenti al	Human rights & Democracy	DEMF11	First First
√	√	√	√	√	√	√	√	√	√	√	√		√	√	√	essenti al	Islamic Education I	ISLFI2	
√	√	√	√	√	√	√	√	√	√		√	√	√	√	√	essenti al	Arabic I	ARBF11	First First
√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	essenti al	English I	ENGFI2	

√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Computer I	COMFI1	First First
√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	essential	Growth Psychology	DEVFI1	
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Principles of Education	EDUFI2	First First
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Analysis Aerial photographs and RS	GEOB07airs	
√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	essential	The continent of Australia's geographical	GEOB07ACG1 15	First
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	physical geography	GEOB07NG11 2	First
√	√	√	√	√	√	√	√	√	√	√	√		√	√	√	essential	Geomorphology	GEOB07G211	First
√	√	√	√	√	√	√	√	√	√		√	√	√	√	√	essential	Iraq's ancient history	GEOB07IAH1 14	First
√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	essential	Maps and field work geography	GEOB07GMF 123	First
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Human geography	GEOB07HG12 2	First
√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	essential	Climate Geography and Climate Applied	GEOB07CGA C122	First

√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Arabic II	ARBSE	conSe d
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Computer II	COMCE4	Secon d
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Health and Environment Education	CLTCE4	Secon d
√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	essential	Educational Psychology	ENGSE3	Secon d
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Curricula and textbooks	BAASE3	conSe d
√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	essentia l	Drylands& Desertation geography	EDPSE4	conSe d
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Geography of the continent of Africa	CURSE3	conSe d
√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	essentia l	Geography of tourism	GEOB07DDSE 1	conSe d
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Seas and oceans Geography	GEOB07RAG2 12	conSe d
√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	essentia	Soil geography	GEOB07TGSE 2	conSe

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√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Eurasia Geography	GEOB07OSG2 14	conSe d
√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	essentia l	Population Geography	GEOB07GS12 5	conSe d
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	sustainable development	GEOB07RGE1 15	conSe d
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Arabic III	GEOB07PG22 2	irdTh
√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	essentia l	General methods of teaching	GEOB07GSD3 10	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Educational research methodology	PRFOLA1	irdTh
√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	essentia l	Agricultural Geographic	GEMTH501	irdTh
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Measurement and Evaluation	ED-RE-TH- 1	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia	Transport and trade	GEOB07AG22 1	irdTh

																l	geography		
√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	essentia l	Urban Geography	MEATH503	irdTh
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Arab Homeland Geography	GEOB07TTG3 22	irdTh
√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	essentia l	Geographic Information systems	GEOB07ET31 9	irdTh
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Industrial geographical	GEOB07AHG2 13	irdTh
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	American continent geography	GEOB07RGGI 312	irdTh
√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	essentia l	Modern History of Iraq	GEOB07LG31 3	irdTh
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Curricula and textbooks	GEOB07AGR B326	irdTh
√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	essentia l	Rural geography	GEOB07MHI3 11	irdTh
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Modern History of Arab homeland	CURSE3	Third

√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Research Methodology (geographical)	GEOB07RG22 2	irdTh
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	philosophy	PHIF1	urthFo
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Arabic IIII	PRFOLA1	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Modern European History	HEUM1	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Educational administration and direction	ED-AD-FO- 1	urthFo
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Application	GEOB07TP412	urthFo
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Geo-political	GEOB07PG41 1	urthFo
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Professional ethics	PROFO7	urthFo
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia l	Viewing	PRTFO702	urthFo
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essentia	Iraq Geography	GEOB07RGI3 11	urthFo

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√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Specialized teaching methods	GEOB07STM3 27	urthFo
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Geographical thought	GEOB07GT41 3	urthFo
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	essential	Research Project Graduation	GEOB07GR42 2	urthFo

First stage

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities available. **description** It is essential to link them to the program. Available

College of Basic Education / University of Diyala	• Educational institution
Geography Department / Cultural Materials	• / Scientific Department Center
/ Islamic Education Univ1102	• Code / Name
mandatory	• Available forms of attendance
the first First	• Year / Semester
hours 30	• of study hours Total number
2025/12/15	• Date this description was prepared
• of the academic year, the student will be able to By the end : Course objectives	
• Learn the definition With knowledge Principles Religion, names this Science And . its causes	
2. Learn Pillars Faith when public Muslims, theology, existence God Its characteristics, evidence presence God Almighty	
3. Learn guide evidence , Occurrence Care .deception is Invention , The senses	

attributes , atheism Divine attribute Psychology((Existence
4. Learn qualities Negativity(foot, stay, (violation Accidents doing By the) self, oneness), attributes Meanings((ability , Will , Science , snakes hearing , sight , Speech (
5- Learn impact doctrine Monotheism in what , Life Impossible in his right Come , what It is permissible in His right, the Most High

outcomes, teaching and learning methods, and assessment Course
Cognitive objectives - A Understanding A.1 Knowledge and Enabling students to acquire knowledge and understanding in defining the –A2 . religion science of the foundations of Enabling students to gain knowledge and understanding about the existence of –A3 . attributes God and His Enabling students to gain knowledge and understanding of the impact of the –A4 . monotheism on life of doctrine e and understanding of what is impossible and Enabling students to gain knowledg –A5 . Almighty what is permissible with regard to God
Objectives - B Marathi Specific to the course. •reasons Skills in the names of the fundamentals of religion and their –B1 . lesson the Skills related to the topics of –B2
Teaching and learning methods

Explanation and explanation of the course material How to display the form -2 Lecture method -3 learning method-Self -4						
Assessment methods						
1. Daily tests with specific questions . Assigning grades for homework and class participation -2 Assigning students the task of completing research papers and reports on the course -3 .material . Monthly tests with objective and essay questions -4						
Course structure						
Evaluation Method	Teaching method	Topic Name /	Required learning outcomes	Hours	Week	
Formative assessment	Lecture	Definition With knowledge Principles Religion The names of this science and their origins	to learn Definition With knowledge Principles Religion The names of this science and their origins	2	1	
Formative	Lecture	Pillars Faith when	to learn Pillars Faith when public	2	2	

assessment		public Muslims	Muslims			
Formative assessment	Lecture	Theology	to learn Theology	2	3	
Formative assessment	Lecture	presence God Its characteristics, evidence presence God Come here	to learn presence God Its characteristics , evidence presence God Come here	2	4	
Formative assessment	Lecture	guide Occurrence, Care and Innovation Guide	●to learn guide Occurrence Care and Innovation Guide	2	5	
solving –The first month's exam consists of various tests and problem .exercises related to the topic				2	6	
Formative assessment	Lecture	deception The senses atheism	to learn deception The senses atheism	2	7	
Formative assessment	Lecture	qualities Divine	to learn qualities Divine	2	8	
Formative assessment	Lecture	The attribute Psychology((Existence (	to learn The attribute Psychology((Existence (	2	9	

Formative assessment	Lecture	qualities Negativity(foot , stay, (violation Accidents doing By the self, oneness (	to learn qualities Negativity(foot, stay, (violation Accidents doing By the self, oneness (	2	10
Formative assessment	Lecture	characteristics Meanings(ability , Will , Science , snakes hearing , sight , ((Speech	to learn characteristics Meanings(ability , Will , Science , snakes hearing , sight , ((Speech	2	11
Formative assessment	Lecture	impact doctrine Monotheism In life	to learn impact doctrine Monotheism In life	2	12
Formative assessment	Lecture	what Impossible in his right Come here	to learn what Impossible in his right Come here	2	13
Formative assessment	Lecture	what It is permissible in His right, the Most High	to learn what It is permissible in His right, the Most High	2	14
solving-Second month exam: objective tests and problem				2	15
based objectives-Affective and value - C					
. applications To understand the importance of studying the subject and its life -A1					

the doctrine of monotheism on of He understands the importance of the impact -C2 . life
Teaching and learning methods
1- Explanation and clarification How to display the form -2 learning method-Self -3
Assessment methods
1- Theoretical tests. . Reports and studies -2
other skills related to employability and personal) General and transferable skills - D development). . terminology Skills in using references and -D1 . in collecting and analyzing data on the subject Skills -D2 . in interpreting theorems Skills -D3 . making skills- arisonComp -D4 . in developing specific concepts about the topic Skills D5

Infrastructure	
nothing	1. Required textbooks

The Fundamentals of the Islamic Religion" by " Abdul Rahman Qahtan .Rushdi Alian and Dr .Dr .	2. (sources) Main references
• The Holy Quran. • Books of interpretation and the . noble Prophetic traditions • Journal of the College of Islamic . University of Baghdad / Sciences	a) Recommended books and references: scientific journals reports , (....,
www.nourallah.com/directory www.al- islam .com / www.montalq.com	, b) Electronic references ... websites

• Curriculum Development Plan
Commitment to sectorality

Course Description

This course description provides a concise summary of the course's key features and the expected learning .have made the most of the opportunities outcomes for the student, demonstrating whether they Learning . **description** It is essential to link them to the program . Available

College of Basic Education / University of Diyala	• Educational institution
Geography Department / Cultural Materials	• / Scientific Department

	Center
/Arabic LanguageUniv1103	• Code / Name
mandatory	• Available forms of attendance
First / First	• Year / Semester
hours 30	• of study hours Total number
2025/12/15	• Date this description was prepared
• academic year, the student will be able to By the end of the : Course objectives	
1. Learn . Parts of speech	
2. Learn Types of knowledge	
3. Learn Singular, dual, and plural	
•4. Learn Literature (Explanation, analysis, and memorization of the following poem, (verses The Quran The generous one(from Surah The Moon), Sermon The Messenger ﴿ﷺ﴾ in Ansar after Signed Hanin, Ainiya my dad Dhu'ayb –Al Hudhali, Nuniyya son Zaydun, a poem Ahmed . Shawqi	

course outcomes, teaching and learning methods, and assessment

Objectives Cognitive - A

Understanding A.1 Knowledge and

speech Enabling students to acquire knowledge and understanding of the parts of –A2

knowledge Enabling students to acquire knowledge and understanding about types of –A3

knowledge and understanding of the singular, dual, andEnabling students to acquire know –A4

plural students to acquire knowledge and understanding in literature Enabling –A5
Objectives - B Marathi Specific to the course. analyzing, and memorizing the following po , Skills in explaining –B1 Lesson Skills related to the topics of the –B2
Teaching and learning methods
Explanation and explanation of the course material How to display the form -2 Lecture method -3 Learning method–Self -4
Assessment methods
with specific questions Daily tests Assigning grades for homework and class participation -2 Assigning students the task of completing research papers and reports on the course -3 Material Monthly tests with objective and essay questions -4
Assessed objectives–value Affective and - C Applications To understand the importance of studying the subject and its life –A1

the doctrine of monotheism on life of He understands the importance of the impact –A2

Teaching and learning methods

ificationExplanation and cla

ow to display the form -2

arning method–Self -3

Assessment methods

Theoretical tests.

Reports and studies -2

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

terminology Skills in using references and –D1

n collecting and analyzing data on the subject Skills –D2

n interpreting theorems Skills –D3

making skills– Comparison –D4

n developing specific concepts about the topic Skills D5

structure Course					
Evaluation Method	Teaching method	Topic Name /	Required learning outcomes	Hours	Week
Formative assessment	Lecture	Grammar	to learn Name: its definition, its sign	2	1
Formative assessment	Lecture	Grammar	to learn Proper nouns, pronouns, demonstrative pronouns, relative pronouns, nouns with the definite nouns ،"-article "al with the definite article In addition .	2	2
Formative assessment	Lecture	Grammar	to learn The dual form is its .grammatical analysis	2	3
Formative assessment	Lecture	Grammar	- The masculine plural, its conditions and declension. The feminine - plural, its conditions and declension Broken plurals and some of their patterns, plurals of paucity and	2	4

			abundance		
Formative assessment	Lecture	Grammar	to learn The five names	2	5
First month exam: Various tests and solutions exercises Related to the topic				2	6
Formative assessment	Lecture	Literature	Explain, analyze, and memorize the following poem The long poem by Zuhair bin Abi Sulma, which begins Is it because of) Umm Awfa, a ruined building, that no one spoke in the vicinity of the peacock, so the one (? who is broken	2	7
Formative assessment	Lecture	Literature	verses The Quran The generous one(from Surah (the moon	2	8
Formative assessment	Lecture	Literature	speech The Messenger ﷺ in Ansar after Signed nostalgia	2	9

Formative assessment	Lecture	Literature	Eye my dad Dhu'ayb –Al Hudhali	2	10
Formative assessment	Lecture	Literature	Nuniyya son Zaidoun	2	11
Formative assessment	Lecture	Literature	• poem Ahmed Shawqi	2	12
Formative assessment	Lecture	Literature	The light of guidance was born, and all creation was .illuminated	2	13
Formative assessment	Lecture	Literature review		2	14
month exam: objective tests Second				2	15

Infrastructure	
nothing	1. Required textbooks
●–Nada wa Ball al–Explanation of Qatr al Sada, by Ibn Hisham. • Comprehensive Grammar, Abbas . Hassan	2. (sources) Main references

● The writings of the ancient grammarians. ● Ghalayini, compiler of Arabic –al . lessons ● Journal of the Iraqi Scientific . Academy	a) Recommended books and references: scientific journals reports , (....,
● Arab blog–The website of the Lisan al . ● The Comprehensive Library ● The Scientific Council website ● . Faseeh Network–Al	, b) Electronic references ... websites

● Curriculum Development Plan
Commitment to sectorality

Course Description

of the course's key features and the expected learning This course description provides a concise summary .outcomes for the student, demonstrating whether they have made the most of the opportunities Learning . **description** It is essential to link them to the program . Available

College of Basic Education / niversity of DiyalaU	• Educational institution
Geography Department / Cultural Materials	• / Scientific Department Center
/ Democracy and human rightsUniv1101	• Code / Name
mandatory	• Available forms of attendance
First / First	• Year / Semester
hours 30	• of study hours Total number
2025/12/15	• Date this description was prepared
• By the end of the academic year, the student will be able to : Course objectives	
1. Learning(definition rights man its characteristics and	
2. Learn position Islam from . Human rights	
3. Learn Categories human rights	
4. Learn rights man collective	
5- Learn rights man in time War and disputes International and domestic	
6- Learn corruption Administrator its effect And in rights man	

Course outcomes, teaching and learning methods, and assessment
Cognitive objectives - A Understanding A.1 Knowledge and Enabling students to gain knowledge and understanding of Islam's position on –A2 . rights human Enabling students to gain knowledge and understanding of human rights –A3

. classifications

Enabling students to acquire knowledge and understanding of collective human rights –A4

and understanding of human rights in Enabling students to acquire knowledge –A5

. conflicts times of war and international and internal

- Enabling students to acquire knowledge and understanding of administrative rights corruption and its impact on human –A6

Objectives - B Marathi course Specific to the.

- text of international human rights articles the Skills in –B1

. lesson Skills related to the topics of the –B2

Teaching and learning methods

Explanation and explanation of the course material

How to display the form -2

Lecture method -3

learning method-Self -4

Assessment methods

1. Daily tests with specific questions

. Assigning grades for homework and class participation -2

Assigning students the task of completing research papers and reports on the course -3
.material

. Monthly tests with objective and essay questions -4

based objectives–Affective and value - C

. **applications** To understand the importance of studying the subject and its life –A1

on the doctrine of monotheism of He understands the importance of the impact –A2
. life

Teaching and learning methods

1- Explanation and clarification

How to display the form -2

learning method–Self -3

Assessment methods

1- Theoretical tests.

. Reports and studies -2

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

. **terminology** Skills in using references and –D1

. in collecting and analyzing data on the subject **Skills** –D2

. in interpreting theorems **Skills** –D3

. making skills– **Comparison** –D4

. in developing specific concepts about the topic **Skills** D5

course structure

evaluation method	Teaching method	Topic Name /	Required learning outcomes	Hours	Week
Formative assessment	Lecture	identification rights man and its characteristics	identification rights man A	2	1
Formative assessment	Lecture	identification rights man and its characteristics	Count features rights man	2	2
Formative assessment	Lecture	position Islam from rights man	to learn position Islam from rights man	2	3
Formative assessment	Lecture	position Islam from rights man	to learn position Islam from rights man	2	4
Formative assessment	Lecture	Categories rights man	to learn Categories rights man	2	5
Formative assessment	Lecture	Categories rights man	to learn Categories rights man	2	6
Giving – The first month's exam consists of various tests and problem exercises related to the topic				2	7
Formative assessment	Lecture	rights man collective	to learn rights man collective	2	8
Formative assessment	Lecture	rights man collective	to learn rights man collective	2	9

Formative Assessment	Lecture	rights man in time War and disputes International Interior	to learn rights man in time War and disputes International Interior	2	10
Formative Assessment	Lecture	rights man in time War and disputes International Interior	to learn rights man in time War and disputes International Interior	2	11
Formative Assessment	Lecture	corruption Administrator And effect its in rights man	to learn corruption Administrator And its effect in rights man	2	12
Formative Assessment	Lecture	corruption Administrator And its effect in rights man	to learn corruption Administrator And its effect in rights man	2	13
Formative Assessment	Lecture	corruption Administrator And its effect in rights man	to learn corruption Administrator And its effect in rights man	2	14
Mid-Second month exam: objective tests and problem				2	15

Infrastructure	
nothing	1. Required textbooks

Faculty of Law, / Human Rights Sources Egypt, issued / Benha University Website 2010/2/1 on . Global Corruption Report 2007 –Transparency International No / Lebanese Association for Promoting Transparency - – 2005 –Edition st1 – The Corruption Book –Corruption Lebanon –Technopress Printing Press	2. (sources) Main references
Wasat –Al / Human Rights Law Sources 378 Issue / Website/ Friday/ 19 / September/ 2003 Individual / Article / Ahmed Helmy Arab / Behavior and Human Rights 2007 / Issue 10 / Human Rights Magazine Website of the World / Dubai / Organization for Human Rights The Phenomenon of Corruption / A –Dr. Suleiman Abdel Moneim ce with the Study of the Extent of Arab Legislation’s Complian Provisions of the United Nations Convention against Corruption. p. .17 •	a) Recommended books and references: scientific journals reports , (....,
Administrative reform can only be achieved - Fares Shehabi The / through a radical change in thinking, goals, and laws an article –sector from an economic liberal perspective public available on the website www.mafhoum.com	, b) Electronic references ... websites

Curriculum Development Plan
Commitment to sectorality

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Course description template

(General Psychology) Course description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student,

**.demonstrating whether they have made the most of the opportunities
Learning .And they must be linked . Available And
between . Program description**

College of Basic Education	• Educational institution
Educational Materials / Geography Department	• Scientific Department / Center
/ General Psychology Coll 1201	• Code / Name
mandatory	• Available forms of attendance
First / First	• Year / Semester
hours 45	• of study Total number hours
2019/10/1	• Date this description was prepared
• Course Objectives	
• Introducing students to general psychology in general terms of its origin, . concept, goals, branches and its relationship to other sciences	
2- To equip students with the ability to recognize the contributions of . Muslim scholars in the field of psychological studies	
• Students' awareness of the most important Western schools that focused . on psychological studies	
• cept of behavior and the physiological Introducing students to the con . and psychological foundations that influence human behavior	
• motives,) Students follow the processes that take place within a person .(emotions, sensation, perception, and attention	

- | |
|---|
| <ul style="list-style-type: none"> • Introducing students to learning as a means of acquiring knowledge and . achieving cultural advancement |
| <ul style="list-style-type: none"> • Students' understanding of personality through knowing its concept, . characteristics, influencing factors, and types |
| <ul style="list-style-type: none"> • Student appreciation psychology in understanding human The role of . And directing it behavior in order to control it |

10. Course Outcomes Methods of teaching, learning, and assessment

Cognitive objectives - A

To enable students to gain knowledge and understanding of general - A1
psychology in terms of its origin, concept, goals, branches and its
. sciences relationship to other

Enabling students to gain knowledge and understanding of the -A2
. studies scholars in the field of psychological contributions of Muslim

Enabling students to acquire knowledge and understanding of the -A3
. each schools of psychology and the intellectual orientations of

Enabling students to gain knowledge and understanding of human -A4
or and the physiological and psychological foundations that influence behavi
. it

Enabling students to acquire knowledge, understanding, analysis, and -A5
. behavior interpretation of the motives behind human

ing, analysis and Enabling students to acquire knowledge, understand -A6

. emotion interpretation of human

Enabling students to acquire knowledge and understanding through –A7
learning in terms of its meaning, importance, conditions and theories, with
Kohler 's theory of and a focus on Pavlov's theory of classical conditioning

. insight learning

Enabling students to acquire knowledge, understanding, analysis, and –A8

. attention interpretation of sensation, perception, and

Enabling students to acquire knowledge, understanding and –A9

. litypersona interpretation of

B- Objectives Marathi Specific to the course.

. Analyzing the concepts included in the curriculum -1

To acquire the skill of identifying the theoretical and applied branches of -2

. psychology

- . Psychology schools are being evaluated

. Using learning theory applications in school -4

Teaching and learning methods

Giving or lecturing -1

Interrogation -2

solving–Discussion and problem -3

Students are required to visit the library and the international -4
. information network

Assessment methods

1. Educational applications.

. Individual and group research papers .2

(homework questions related to the subject matter) Daily tests .3

(objective and essay) Monthly written tests .4

C- objectives based–Affective and value

information, , Developing students' awareness of the basic knowledge -1
. and concepts of general psychology

Students should show interest in general psychology topics and take -2
. learning–responsibility for self

Students' appreciation of the role of general psychology in the -4
. educational process

Teaching and learning methods

●Problem solving ●brainstorming • Simulation
Assessment methods
1. Oral tests . 2. Daily tests . (homework questions related to the subject matter) 3. Individual and group research papers . 4. Monthly written tests (objective and essay)
Skills - D General and Rehabilitational other skills related to) Transferable employability and personal development). 1. To enable the student to write short individual and group research papers in the fields of general psychology 2. Enabling the student to write educational research reports on some psychological disorders 3. Enabling the student to write educational research reports about the mental processes that take place within the human mind 4. Enabling the student to master effective communication skills between peers and the course instructor 5. Analyzing the educational and behavioral problems he will face as a teacher in the future and developing appropriate solutions for them

Course structure					
Evaluation Method	Teaching method	Topic Name /	learning Required outcomes	Hours	Week
Daily tests	delivery Interrogation discussion	science General psychology: Its origin, development, and concept Its objectives and .branches	Enabling students to: Understanding how -1 general psychology came .about Defining the basic -2 concepts of general .psychology A statement of the -3 objectives of general .psychology Distinguishing between -4 the theoretical and applied branches of .general psychology	3	the first
Class participation	Presentation and discussion	The relationship of psychology to other sciences. Schools of .psychology The role of Arab and Muslim scholars in the field of .psychology	Enabling students to: Defining the -1 relationship of psychology . to other sciences Getting acquainted with -2 the most important .schools of psychology Understanding the role -3 of Arab and Muslim scholars in the field of .psychology	3	the second
writing Short research papers Or individual or group reports on the	Discussion and questioning Problem solving	behavior Factors influencing behavior (heredity (and environment	Enabling students to: Understanding the .1 of behavior. 2. concept Analyzing the factors that .influence behavior	3	the third

subject					
Daily tests	Presentation, discussion, and questioning	Motives	Enabling students to: Understanding the -1 concept of motives and .their functions •Understanding how to .measure motivation •Classification of types .of motives • Give examples of .motives	3	Fourth
Writing short research papers Or individual or group reports on the subject	Discussion and questioning Problem solving	emotions	Enabling students to: •Understanding the .concept of emotions Understanding the -2 characteristics of .emotions Understanding the -3 physiological changes that accompany emotional .distress Identifying the most -4 important theories that .have explained emotion Recognizing the -5 .importance of emotions Giving examples of -6 .emotions	3	Fifth
First month test					Sixth
Class participation	Presentation, questioning, and discussion	Learning	Enabling students to: Understanding the -1 concept of learning and its .conditions Understanding the -2 relationship between .learning and maturation Identifying the types of -3 learning	3	Seventh

Class participation	Presentation, questioning, and discussion	) Learning theories classical conditioning theory (Pavlov)	1- Students' comprehension of the concepts of classical conditioning theory Pavlov Analyzing the laws that -2 explain the relationship between conditioned and . unconditioned stimuli	3	Eighth
Daily tests	Presentation, questioning, and discussion	Kohler's theory of . insight learning	1- Students' comprehension of the concepts of insight learning theory Analyzing the laws that -2 explain learning according to . insight	3	Ninth
Class participation	Presentation, questioning, and solving-problem	Educational applications of learning theories	Designing a plan to confront Problems The educational and behavioral challenges he will face as a future teacher, and developing appropriate . them solutions for	3	tenth
writing Short research papers Or individual or group reports on the subject	on, Presentation, questioning, and discussion	Sensation, perception, and attention	●Distinguishing between The concept of sensation Perception and attention... Analyzing the -2 psychological and neurological foundations of sensation, perception, . and attention Classification of special -3	3	eleventh

			. sensations Analyzing the factors -4 affecting attention and its . distractions		
Daily tests	Presentation, questioning, and discussion	Personality	1- Understanding the concept of personality. Identifying the factors that -2 . influence personality Analyzing personality traits -3 . Understanding personality -4 . types	3	twelfth
Second month test					thirteenth
Discussion of individual and group research and reports					fourteenth
General review					fifteenth

Infrastructure	
	1- Required textbooks
●Mohammed (2011) Shamsi, Abdul Amir) ، General Psychology ●-Zaghoul , Emad and Ali Al-Al - Introduction to (2004) Hindawi Psychology (1997) Abdul Khaliq, Ahmed Ahmed -3 Foundations of Psychology	2- (sources) Main references

books Other	
1- (2011) Muhammad Shamsi, Abdul Amir General Psychology , Journals of educational and psychological - research Journals of Psychological Studies -3	a) Recommended books and references(scientific journals (reports , (....,
Utilize educational websites related to course topics	, b) Electronic references ... websites

Curriculum Development Plan
1- Utilizing the services of electronic libraries and the international information network students to determine the extent of the Distributing questionnaires to -2 scientific and psychological benefit of the course Conducting professional development courses for students and faculty .3 members

description The course

summary of the course's key features and the expected learning This course description provides a concise .outcomes for the student, demonstrating whether they have made the most of the opportunities Learning . **description** It is essential to link them to the program . Available

College of Basic Education / University of Diyala	• utionEducational instit
Geography Department / Educational Materials	• / Scientific Department Center
/ Basic EducationColl 1202	• Code / Name
mandatory	• Available forms of attendance
First / First	• Year / Semester
hours 30	• of study hours Total number
2019/10/1	• Date this description was prepared
• By the end of the academic year, the student will be able to : Course objectives	

1. Learn . The concept of basic education and its historical development
2. Learn Basic Education System Inputs
3. Learn Basic Education Goals
4. Learn Characteristics of basic education
5- Learn Justifications for adopting basic education
6- Learn Basic education in some Arab countries
7- Learn of foreign countries Basic education in a number
8- Learn Basic education in the United States of America
9- Learn Some problems facing education in Iraq and attempts to address them

Course outcomes, teaching and learning methods, and assessment
Cognitive objectives - A Understanding A.1 Knowledge and Enabling students to acquire knowledge and understanding of the basic concept -A2 . development of education and its historical Enabling students to acquire knowledge and understanding of the basic -A3 . objectives educational Enabling students to acquire knowledge and understanding of the characteristics -A4 education of basic Enabling students to acquire knowledge and understanding in basic education -A5 countries in some Arab Enabling students to acquire knowledge and understanding of basic education -A6 countries in a number of foreign
Objectives - B Marathi Specific to the course. . lesson Skills related to the topics of the -B2

Teaching and learning methods
Explanation and explanation of the course material How to display the form -2 Lecture method -3 learning method-Self -4
Assessment methods
1. Daily tests with specific questions . Assigning grades for homework and class participation -2 Assigning students the task of completing research papers and reports on the course -3 .material . Monthly tests with objective and essay questions -4
based objectives-Affective and value - C . applications To understand the importance of studying the subject and its life -A1 the doctrine of monotheism on of He understands the importance of the impact -A2 . life
Teaching and learning methods
1- Explanation and clarification

play the formHow to dis -2
learning method-Self -3
Assessment methods
1- Theoretical tests. . Reports and studies -2
other skills related to employability and personal) General and transferable skills - D development). . terminology Skills in using references and -D1 . in collecting and analyzing data on the subject Skills -D2 . in interpreting theorems Skills -D3 . making skills- Comparison -D4 . in developing specific concepts about the topic Skills D5

Course structure					
Evaluation Method	Teaching method	Topic Name /	Required learning outcomes	Hours	Week
Formative assessment	Lecture	The concept of basic education and its historical development	to learn The concept of basic education and its historical development	2	1
Formative assessment	Lecture	Basic Education System Inputs	to learn Basic System Education	2	2

			Inputs		
Formative assessment	Lecture	Basic Education Goals	to learn Basic Education Goals	2	3
Formative assessment	Lecture	Characteristics of basic education, justifications for adopting basic education	to learn Characteristics of basic education, justifications for adopting basic education	2	4
Formative assessment	Lecture	Basic education in some Arab countries	to learn Basic education in Jordan, basic education in Algeria Basic education in Egypt	2	5
Formative assessment	Lecture	Basic education in some Arab countries	to learn Basic education in Yemen, basic education in Morocco	2	6
solving – The first month's exam consists of various tests and problem .topic exercises related to the				2	7
Formative assessment	Lecture	Basic education in some Arab countries	to learn Basic education in Bahrain, basic education in Iraq	2	8

Formative assessment	Lecture	Basic education in a number of foreign countries	to learn Basic education in Japan, basic education in Britain	2	9
Formative assessment	Lecture	Basic education in the United States of America	to learn Basic education in Sweden	2	10
Formative assessment	Lecture	Basic education in the United States of America	to learn Basic education in Germany	2	11
Formative assessment	Lecture	Basic education in the United States of America	to learn Basic education in Indonesia	2	12
Formative assessment	Lecture	Some problems facing education in Iraq and attempts to address them	Failure	2	13
Formative assessment	Lecture	Some problems facing education in Iraq and attempts to address them	leakage	2	14
solving–Second month exam: objective tests and problem				2	15

Infrastructure

nothing	1. Required textbooks
In Comparative Education and International –Professor Dr. Abdullah Hassan Al , Education Mousawi, 2004, Modern Book World	2. (sources) Main references
Teacher Khaled Rahy Fatlawi–Al The Jinan Muhammad Abdul Khafaji, teacher and the assistant teacher, Ibtisam Jaafar Khafaji, presented a book entitled –Jawad Al The Basic Education System" published by " Sadiq Cultural Foundation for –Dar Al Printing and Publishing in Babylon and Dar ishing and Distribution Radwan for Publ–Al .in Amman, in its first edition .	a) Recommended books and references: scientific journals reports , (....,
The first website for primary education in Algeria	, b) Electronic references ... websites

Curriculum Development Plan
Commitment to sectorality

Course description template

Description Course

This course description provides a concise summary of the course's key characteristics and the expected learning outcomes for the student, demonstrating whether they have to the It must be linked . made the most of the available learning opportunities . **description** program

College of Basic Education	• Educational institution
Cultural materials/University requirements	• / Scientific Department Center
/ Islamic EducationUniv1104	• Code / Name
mandatory	• Available forms of attendance
Second/First	• Year / Semester
hours 30	• of study Total number hours
2025/12/15	• Date this description was prepared
• Course Objectives	
1- To introduce the student to the importance of Islamic education and the science . of the fundamentals of religion and its impact on public life	
2- . Explaining the meaning of prophethood and messengership and their mission	
3- . nd other heavenly booksIntroducing the Holy Quran a	
4- Explaining the meaning of a miracle, how it occurs, and what the characteristics . of prophets are	

- 5- . Explaining what is meant by revelation and how it was revealed
- 6- . Explanation of the ruling on repentance and belief in the Day of Judgment
- 7- To educate the student and develop his abilities regarding responding to those . who deviate and go against the correct, moderate, and sound doctrinal principles
- 8- Explaining the true reality of Islam in a clear, purposeful, and simple scientific . style

- Course outcomes, teaching and learning methods, and assessment

Cognitive objectives - A

Enabling students to acquire knowledge and understanding of the –A1
 . religion intellectual framework of Islamic education and the fundamentals of

Enabling students to acquire knowledge and understanding of the most –A2
 th regard to prophethood and the topics of Islamic education wi important
 . message and explaining their correct meaning

Enabling students to acquire the knowledge and understanding to analyze –A3
 and interpret topics related to the fundamentals of religion and to explain the
 . therein doctrinal deviations

Enabling students to acquire knowledge and understanding of the most –A4
 sources and references for studying Islamic education and the science important
 . deviant manner-of the principles of religion in a moderate and non

Objectives - B Marathi Specific to the course.

Compares the topics presented for study in a purposeful academic and –B1
 . manner scientific

. Analyzes the relevant topics and explains their causes - B2

Islamic Writing a paper or research on any topic from the topics of Islamic - B3

. education

He gathers and studies information on the most famous intellectual and -B4

. **topics** fundamental

Teaching and learning methods

- To provide students with the basics and topics related to the course content.
- Explanation and explanation of the course material by the instructor
- Students are required to visit the library and review the sources for studying
 - . Islamic education and the fundamentals of religion
- in additional knowledge Improving students' skills by visiting websites to gain
 - . about Islamic education
- Using methods of presentation, lecture, questioning and discussion in some topics
 - . that require the method of discussion

Assessment methods

- Daily tests with specific questions.
- Grades are assigned for homework and class participation
- Students are assigned research projects in Islamic education and the
 - . and grades are assigned for them , fundamentals of religion
- Monthly tests with objective and essay questions

based objectives-and value Affective - C

To interpret and analyze the topics of Islamic education and the -A1

. **religion** fundamentals of

It differentiates between the nature of Islamic subjects and the differences - 2 Part

. in sciences

. exts and information correctlyt Islamic He evaluates some –A3

the religious sciences to gain benefit, especially in the subject He compares –Q4

. religion of Islamic education and the science of the foundations of

Teaching and learning methods

- A method for solving problems.
- . Brainstorming

. Simulation -3

Assessment methods

- The written exam measures the student's ability to think, analyze, and deduce.
- . The request was to make comparisons between different religious topics
- depth –Writing research papers on Islamic and fundamentalist topics requires in . studies and research
- . Daily exams with questions that require critical thinking and deduction other skills related to employability and personal) General and transferable skills - D development).

. connotations Uses contemporary sources, references, terminology, and –D1

Forming groups of students to study contemporary subject matter topics in –2

. them e conclusions regardingorder to reach scientific and objectiv

To benefit from relevant research centers and libraries that contain –3

fundamental books in order to benefit from them in expanding knowledge and

. papers writing research

departments and Utilizing the internet and relevant government -4 D

. institutions to increase and disseminate students' knowledge

- Course structure

Evaluation Method	Teaching method	Topic Name /	Required learning outcomes	Hours	Week
1- Daily tests With questions Specific Class -2 participation in preparing the lecture Write a paper -3 on the topic	- Delivery or lecture Interrogation Problem - solving	In explaining the human mind's need for prophetic and the , guidance role and mission of . prophethood	Enabling students to know and understand The extent to which the mind is incapable of comprehending unseen matters without prophets . and messengers	2	1
1- Daily tests With questions Specific Class -2 participation in preparing the lecture Write a paper -3 on the topic	- Delivery or lecture Interrogation Problem - solving	Definition of Prophet and Messenger in language and . terminology	Enabling students to know and understand The meaning of Prophet and Messenger and the . difference between them	2	2
1- Daily tests With questions Specific Class -2 participation in preparing the lecture Write a paper -3 on the topic	delivery or lecture Interrogation Problem - solving	Prophethood is a selection and choice from God Almighty, the humanity of the messengers and phets, the benefits pro of the occurrence of human characteristics of the prophets, the mission	To enable students to know and understand that prophecy is only granted by God Almighty and that prophets are human beings like us, and this has . many benefits	2	3

		. of the prophets			
		. The first exam	Assessing students' levels	2	4
1- Daily tests With questions Specific Class -2 participation in preparing the lecture Write a paper -3 on the topic	delivery or lecture Interrogation Problem - solving	The Holy Quran and . other holy books	To enable students to know, understand, and explain the meaning of the Holy Quran and the difference between it and .other holy books	2	5
1- Daily tests With questions Specific Class -2 participation in preparing the lecture Write a paper -3 on the topic	delivery or lecture Interrogation Problem - solving	The characteristics of prophets and . messengers	Enabling students to know and understand The characteristics of the prophets, so that they are not confused with other . human beings	2	6
1- Daily tests With questions Specific Class -2 participation in preparing the lecture Write a paper -3 on the topic	delivery or lecture Interrogation Problem - solving	Revelation in language and terminology, how revelation is revealed .	Enabling students to know and understand the meaning of revelation and the ways in which it is . revealed	2	7
		Second exam	Assessing students' levels	2	8

1- Daily tests questions With Specific Class -2 participation in preparing the lecture Write a paper -3 on the topic	delivery or lecture Interrogation Problem - solving	The miracle in language and terminology, the conditions of a . miracle	To enable students to know and understand the meaning of a miracle, its conditions, and to whom . it applies	2	9
1- Daily tests With questions Specific Class -2 participation in preparing the lecture Write a paper -3 on the topic	delivery or lecture Interrogation Problem - solving	The miracle of the het, peace and Prop blessings be upon . him	To enable students to know and understand the miracle of the Prophet, peace and blessings be upon him, which is the . Holy Quran	2	10
1- Daily tests With questions Specific Class -2 participation in preparing the lecture Write a paper -3 on the topic	delivery or lecture Interrogation Problem - solving	The ruling on belief in the Day of . Judgment	To enable students to know and understand the Day of Judgment, its . signs, and to believe in it	2	11
		Third exam	Assessing students' levels	2	12
1- Daily tests With questions Specific Class -2 participation in	delivery or lecture Interrogation Problem -	Repentance has its rulings and conditions; the knowledge of the Hour is with God	To enable students to know and understand repentance, the knowledge of the unseen, and that it is exclusively	2	13

preparing the lecture Write a paper -3 on the topic	solving	. Almighty	God Almighty's domain, . without anyone else		
1- Daily tests With questions Specific Class -2 participation in preparing the lecture Write a paper -3 on the topic	delivery or lecture Interrogation Problem - solving	Blowing into the . trumpet	Enabling students to know and understand the images that are blown . into and who does that	2	14
1- Daily tests With questions Specific Class -2 participation in preparing the lecture Write a paper -3 on the topic	delivery or lecture Interrogation Problem - solving	Paradise and Hell and a description of . their inhabitants	Enabling students to know and understand Heaven and Hell and to describe the state of their . inhabitants	2	15

• Infrastructure There is no prescribed textbook; rather, there are . terms of reference according to the sector The Fundamentals of the Islamic Religion" by " Abdul Rahman Qahtan .Rushdi Alian and Dr .Dr . • The Holy Quran. •Books of interpretation and the noble . Prophetic traditions • / Journal of the College of Islamic Sciences . University of Baghdad	1. Required textbooks 2. (sources) Main references a) Recommended books and , scientific journals) references (reports (....,
www.nourallah.com/directory www.al- islam .com / www.montalq.com	websites , b) Electronic references ...

• Curriculum Development Plan • Conducting additional developmental lectures for students in the field of Islamic theology, Islamic education, and Islamic heritage. •Conducting scientific trips to the various Islamic and intellectual regions spread across different parts of Iraq, which enhances the . students' heritage and Islamic knowledge Taking advantage of the services of electronic libraries and the -3 as there are thousands of , (the Internet) al information networkinternational moderate Islamic scientific sources and references to benefit from in
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developing and updating students' information in line with developments, Islamic thought, extremism, and so especially after the rapid events related to on, in order to promote sound understanding and correct knowledge for all . students

Course Description

This course description provides a concise summary of the outcomes for the course's key features and the expected learning student, demonstrating whether they have made the most of the .opportunities Learning It must be linked to the . **Available** .program description

college University of - Basic Education Diyala	• Educational institution
Geography / Cultural Materials Department	• Department Scientific / Center

/ General EnglishUniv1105	• Code / Name
mandatory	• Available forms of attendance
First / Second	• Year / Semester
hours 45	• of study Total number hours
2025/12/15	• Date this description was prepared
• Course Objectives	
The course aims to develop the student's language skills, improve their scientific research methods, enhance their .literary style, and empower them in side cognitive And scientific and Educational Developing the student's personality By focusing on building the student's character . through educational and cultural lessons and materials	

- Course Outcomes Methods of teaching, learning, and assessment

Cognitive objectives - A

language skills **basic** Enabling the student to acquire –A1

through discussion **skills** Developing conversation –A2

Developing writing skills through activities inside and outside the –A3
. classroom

ability to express oneself literarily **the** Developing –A4

scientific research method **Developing the** –A5

–A6

B- Objectives Marathi Specific to the course.

Improving the student's language skills - B1

research method **scientific** Developing the –B2

ability to express oneself **the** Improving –B3

declining Writing skills are –B4

Teaching and learning methods

The material is presented in a modern, colloquial style, and the
.discussion method is used in presenting the material

Assessment methods

Oral tests -1

Written tests -2

Research Activities and -3

C- based objectives–Affective and value

educational goals on Focus –A1

scientific objectives **Consolidating** –C2

cognitive objectives **Developing** –C3

goals **Consolidating** general humanitarian –C4

Teaching and learning methods

material is presented in a modern style using modern The educational .technologies, while also providing an opportunity for discussion

Assessment methods

Oral questions -1

Written questions -2

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

skills Developing basic language -1

skills writing Developing speaking and -2

personality Developing the student's -3

method Developing the scientific research -4

• Course structure

Evaluation Method	Teaching method	Topic / Name	Required learning outcomes	Hours	Week
Oral or written test	Presentation and discussion	General English	Nouns	3	and First second
Oral or written test	Presentation and discussion		Gender	3	and Third fourth
Oral or written	Presentation and		Examination	3	and Fifth sixth

test	discussion				
Oral or written test	Presentation and discussion		Verbs	3	Seventh eighth and
Oral or written test	Presentation and discussion		Tenses	3	and Ninth tenth
Oral or written test	Presentation and discussion		Examination	3	Eleventh and Twelfth
Oral or written test	Presentation and discussion		Reading passages	3	Thirteenth - Fourteenth Fifteenth -

- Curriculum Development Plan

for teaching staff, Reviewing periodicals, websites , workshops, training -1 and participating in specialized seminars with all other institutions

- Infrastructure

Rapid review of English grammar	1. Required textbooks
Developing skills by-Alexander LG	2. (sources) Main references

Developing skills by- Alexander LG	a) Recommended books and references(, scientific journals (reports (....,
	, b) Electronic references ... websites

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for students, demonstrating . whether they have made the most of the available learning opportunities . It must be linked to the program description

College of Basic Education	• Educational institution
Geography Department / Educational Materials	• / Scientific Department Center
/ Developmental Psychology Coll 1203	• Code / Name
mandatory First / Second hours 30	• Available forms of attendance • Year / Semester • of study number Total hours
2025/12/15	• Date this description was prepared

• Course Objectives • Enlightening the students The concept of developmental psychology, its importance and objectives
2- Equipping students with the ability to understand the growth requirements at each developmental stage
• Students' mastery of the concepts of some growth theories • Increasing students' awareness of the greatness of the Creator regarding the stages of growth in the Holy Quran • To equip students with the qualities of an educator capable of raising and nurturing a righteous generation through learning the principles and methods of developmental psychology

10. learning methods, and assessment Course outcomes, teaching and

Cognitive objectives - A

To enable students to acquire knowledge and understanding of the - A1
 . psychology basic concepts of developmental

Enabling students to acquire knowledge and understanding of the -A2
 . growth principles and laws that govern aspects of

Enabling students to acquire knowledge and understanding of the -A3
 . stages factors affecting growth in its various

ts to acquire knowledge, understanding, analysis and Enabling studen -A4
 human development from the sperm stage to of interpretation of the stages
 . after birth and even death

Enabling students to acquire knowledge and understanding of the -A5
. psychology opmentalmost important sources for devel

Objectives - B Marathi Specific to the course.

Analyzing the principles and laws that govern growth -1

The ability to distinguish between the manifestations of growth and each -2
. of its stages

. Acquiring the skill of identifying the factors that influence growth - 3

. Evaluates the characteristics of each developmental stage -4

It gathers information about the most important growth requirements at -5
. each stage of growth

arning methodsTeaching and lea

Giving or lecturing -1

Interrogation -2

solving-Discussion and problem -3

Students are required to visit the library and the international information
. network

Assessment methods

1. Educational applications.

. Individual and group research papers .2

(homework questions related to the subject matter) Daily tests .3

(objective and essay) Monthly written tests .4

based objectives–Affective and value - C

information, , Developing students' awareness of the basic knowledge -1
. and concepts of developmental psychology

Students' understanding of the developmental characteristics of the -2
. growth stages

Students showing interest in developmental psychology topics and -3
. learning–taking responsibility for self

Students' appreciation of the role of developmental psychology in -4
. solving and guiding educational problems in childhood and adolescence

ching and learning methodsTea

- Problem solving
- brainstorming
- Simulation

Assessment methods

1. Oraltests .

.2 Daily tests (homework questions related to the subject matter)

.3 Individual and group research papers

.4 Monthly written tests (objective and essay)

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

.1 To enable the student to write short individual and group research
. papers in the fields of developmental psychology

.2 Enabling the student to write educational research reports on some
. problems in the childhood and adolescence stages

.3 Enabling the student to master effective communication skills between
. peers and the course instructor

.4 Enabling the student to write a list of the most important requirements
. for each stage of development

.5 Developing skills in growth care methods

.6 Analyzing the educational and behavioral problems he will face as a
. g appropriate solutions for them in the future and develop in teacher

Course structure

Evaluati	Teaching	Topic Name /	Required learning	Hour	Week
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on Method	method		outcomes	s	
Daily tests	delivery Interrogation discussion	Developmental psychology: Its origin, development, and definition The importance of studying it, the growth, meaning of growth, maturity, and development	To enable students to understand how developmental psychology emerged and evolved, and to identify key concepts Developmental psychology and its importance from a theoretical and practical perspective, and for parents, teachers, and society	3	the first
Class participation	Presentation and discussion	Factors affecting growth • genetic factors • Environmental factors	Enabling students to identify the most important factors affecting all aspects of human development	3	the second
Writing short research papers Or individual or group reports on the subject	Discussion and questioning Problem solving	General characteristics of growth	Enabling students to analyze the principles and laws that govern aspects of growth	3	the third
Daily tests	Presentation, discussion, and questioning	Physical growth Motor and linguistic development at different stages of growth	Enabling students to analyze Physical growth The motor and linguistic stages Different growth And the factors that influence it	3	Fourth

Writing short research papers Or individual or group reports on the subject	Discussion and questioning Problem solving	ial Emotional and soc development at different stages of growth	Enabling students to understand the concept of emotional and social development, the stages of growth, and the role parents And the teachers in it	3	Fifth
Class participati on	Discussion and questioning	congenital growth For the stages of . growth a test First month	Enabling students to comprehension The congenital growth of the growth stages	3	Sixth Seventh
Class participatio n	Presentation, questioning, and discussion	Piaget theory	comprehension Students' theoretical concepts Piaget mental growth in	3	Eighth
Daily tests	Presentation, questioning, and discussion	Erikson's theory	comprehension Students' understanding of Erikson's theoretical concepts in social growth	3	Ninth
Class participatio n	Presentation, questioning, and discussion	Kohlberg theory	comprehension Students' theoretical concepts Kohlberg Moral growth in	3	tenth
Daily tests	Presentation, questioning, and discussion	Puberty, adolescence, changes and physical emotional And And the has (mentality	Students' knowledge and understanding of puberty, adolescence, and the changes that accompany .them	3	eleventh

Writing short research papers Or individual or group reports on the subject	Presentation and questioning Problem solving	Behavioral manifestations Social issues are among the most significant problems facing .teenagers	Designing a plan to address adolescent developmental problems by exploring their causes, prevention methods, and treatment .options	3	twelfth
Second month test					thirteenth
individual and group research and reports Discussion of					fourteenth
General review					fifteenth

Infrastructure	
	1- Required textbooks
- Rimawi, -Mohammed Awda Al Childhood) Developmental Psychology and Adolescence) - Child , Zubaidi and others-Abdul Jalil Al -2 Psychology - Hamed Abdel Salam Zahran, -3 . Developmental Psychology - Other books -4	2- (sources) Main references

- Hamed Abdel Salam Zahran, knowledge psyche Growth of the Journals of educational and psychological -2 research - Journals of Psychological Studies -3	a) Recommended books and scientific journals) references (reports , (....,
Utilize educational websites related to course topics	, b) Electronic references ... websites

Curriculum Development Plan
1- electronic libraries and the international Utilizing the services of information network Distributing questionnaires to students to determine the extent of the -2 scientific and psychological benefit of the course ulty Conducting professional development courses for students and fac .3 members

Course description template

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating .opportunities whether they have made the most of the Learning **Available** .It must be linked to the program description .

university College of Basic Education / Diyala	• Educational institution
Mathematics / Science Department	• Scientific Department / Center
/ Education Principles of Coll 1204	• Course Name/Code
mandatory	• Available forms of attendance
First / Second	• Semester/Year
hours 45	• Total number of study hours
2025/12/15	• Date this description was prepared
• Course objectives: By the end of the academic year, the student will be to able	
• Definition of education	
• Lists the goals of education	
• It compares the historical origins of education	
• Islamic education and Islamic –He distinguishes between pre	

.education
• He mentions the most important figures in educational thought
• .explains the philosophical foundations of education It
• .I am comparing intentional and unintentional parenting
• Course outcomes, teaching and learning methods, and assessment
Cognitive objectives –A Understanding A.1 Knowledge and Enabling students to acquire knowledge and understanding of the meaning –A2 education and goals of Enabling students to acquire knowledge and understanding of the principles –A3 education of he leading Enabling students to acquire knowledge and understanding of t –A4 thought figures of educational Enabling students to acquire knowledge and understanding of the intended –A5 education and unintended principles of
Objectives –B Marathi Specific to the course. education Lists the goals of –B1 education Distinguish between the historical origins of –B2 education Spartan Compare ethnic education and –B3 . Analyzes the philosophical foundations of education - B4 Writing a paper or research on any topic within the field of educational –B5

. thought education Islamic education and Islamic-Gathers information about pre -B6 philosophy Distinguish between types of -B7 education Compares the principles of intentional and unintentional -B8
Teaching and learning methods
1- the fundamentals and topics related to the principles of Providing students with education Clarification and explanation of the course material .2 .Students should be asked to visit the library and consult educational resources .3 es to gain additional knowledge of Improving students' skills by visiting websit .4 . educational principles Using methods of lecturing, questioning, and discussion in some topics that -5 . require the method of discussion
Assessment methods
1. Daily tests with specific questions . Assigning grades for homework and class participation -2 Assigning students to complete research papers and reports on the principles of -3 . education . Monthly tests with objective and essay questions -4
based objectives–Affective and value –C To understand the importance of studying the historical origins of -A1 . education

educational thought in It applies the educational views of leading figures –C2 activities some He conducts –C3 unintentional It compares the methods and approaches of intentional and –C4 . education
Teaching and learning methods
• .Using the presentation method • .Drawing diagrams and illustrations • .Brainstorming method
Assessment methods
The analytical exam to measure the student's ability to think, analyze, and – .deduce Request to make comparisons between different types of philosophies – Writing research papers on educational phenomena and problems . Daily tests with questions that require intellectual and deductive reasoning –
General and transferable skills (other skills related to employability and –D personal development). .Skills in using references and terminology –D1 .Skills in collecting and analyzing data on the subject –D2 .Skills in utilizing available resources –D3 .Skills in making comparisons about the topic –D4

.D5 Skills in developing specific concepts about the subject

• Course structure

Assessment Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Formative assessment	Discussion and questioning	The meaning and goals of education	Understanding the goals of concept and education	2	1
Formative assessment	Discussion and questioning	Historical origins of education	Understanding education in primitive times	2	2
Formative assessment	Discussion and questioning	Historical origins of education	Getting acquainted with education in the valley and , Mesopotamia Nile the valley	2	3
Formative assessment	Discussion and questioning	Historical origins of education	Learn about the Chinese and Greek educational systems	2	4
First month exam: essay test				2	5
Formative assessment	Discussion and questioning	Historical origins of education	-It compares pre Islamic and Islamic .education	2	6

Formative assessment	Discussion and questioning	Leading figures in Arab and Islamic educational thought	Understanding the educational views of Ibn al-Khaldun, Ghazali-Sina, and Al	2	7
Formative assessment	Discussion and questioning	Western educational thought pioneers	Understanding the educational views of both Rousseau and Dewey	2	8
Formative assessment	Discussion and questioning	Greek educational thought	Understanding the educational views of Socrates, Plato, and Aristotle	2	9
Formative assessment	Discussion and questioning	Philosophical Foundations of Education	Understanding the philosophy and functions of education	2	10
Formative assessment	Discussion and questioning	Philosophical Foundations of Education	Understanding the philosophy of ideal education	2	11
Formative assessment	and discussion interrogation	Philosophical Foundations of Education	Understanding the philosophy of realism education	2	12
Formative assessment	Discussion and questioning	Philosophical Foundations of Education	Understanding the philosophy of pragmatic education	2	13

Formative assessment	Discussion and questioning	Intentional and unintentional education	He compares school education and -Non upbringing school	2	14
Article Second month exams				2	15

Infrastructure	
nothing	1. Required textbooks
Saeed , Principles of General Education 2007 ,Ismail Ali Principles of Education, by Tariq 2008 , Abdul Raouf Amer -Philosophy of Education, Maher Al . 1993 ,Jaafari and others	2. references Main (sources)
Saeed , Principles of General Education 2007 ,Ismail Ali	a) Recommended books and references: scientific reports ,journals (....“
Lectures by educational counselors	b) Electronic references, ...websites

Curriculum Development Plan
The curriculum should include a definition of the principles of education, the and the relationship between education , fields that educational principles address .and culture

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Course description template

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating It . learning opportunities whether they have made the most of the available . criptionmust be linked to the program des

College of Basic Education	1. Educational institution
Geography	2. Department / Scientific Center
/ Aerial Image Analysis and Remote SensingGeo 1301	3. Course Name/Code
mandatory	4. Available forms of attendance
First/First	5. Semester/Year
hours 30	6. number of study hours Total
2025/12/15	7. Date this description was prepared
8. Course Objectives	
1- Students' knowledge of aerial photographs	
2- Students' knowledge of the characteristics of aerial photographs	
3- photographs Students' knowledge of how to use aerial	

10.outcomes , teaching and learning methods, and assessment Course
Cognitive objectives -A of aerial Enabling the student to acquire theoretical knowledge -A1 and their components photographs Enabling the student to acquire knowledge and understanding of -A2 classification and the criteria used for it aerial image of Enabling the student to acquire knowledge and understanding -A3 aerial photography the most important sources and references for raphygeog of Enabling the student to acquire knowledge and understanding -A4 the field study Enabling the student to acquire the knowledge and -A5 sites aerial image understanding to analyze and interpret Enabling the student to gain knowledge and understanding about -A6 aerial photographs the development of
.the course specific to based objectives -The skills -B aerial photographs Special skills in distinguishing between –B1 Special skills in analyzing and interpreting the components of –B2 aerial photographs aerial photographs Special skills in how to use –B3
Teaching and learning methods
1- lecturing or giving a presentation 2- (Practical demonstration (using the geography lab 3- Students are asked to visit the library and review the resources for .aerial photographs studying 4- Field study
Assessment methods

1- Daily tests with specific questions 2- Assigning grades for homework and class participation 3- essay questions Monthly tests with objective and
based objectives-Affective and value -C To interpret and analyze maps -A1 To differentiate between the maps of countries in terms of -Q2 .geological formation of aerial Some famous geographical researchers in the field -A3 evaluate photography aerial photographs Explains geographical phenomena in -Q4
Teaching and learning methods
1- solving method-Problem 2- brainstorming 3- Simulation method
Assessment methods
1- Written tests to measure the student's ability to think, analyze, and deduce 2- Writing research papers about some countries, including various .maps of those countries 3- Daily exams with questions that require critical thinking and deduction 4- Practical tests in theGIS laboratory
skills related to employability other) General and transferable skills -D .(and personal development Uses contemporary sources and references -D1 aerial photographs Forming a group of students to study specific -D2 to aerial photographs Utilizing state institutions related to -D3 rsify students' knowledgeincrease and dive Utilizing documentation centers and libraries that contain -D4 . photographs manuscripts and aerial

11.Course structure

Evaluation Method	Teaching method	Unit/Topic Name	Required learning To : outcomes enable students to know and understand	Hours	Week
structural	Lecture	Overview on Historical The Allergy remote	Overview on Historical The Allergy remote	3	1
structural	Lecture	the concept Aerial pictures Air Survey	the concept Aerial pictures Air Survey	3	2
structural	Lecture	the Types pictures and Geography The signs On phenomenon it	the Types pictures and Geography The signs On phenomenon it	3	3
structural	Lecture	the gauge Air pictures	the gauge Air pictures	3	4
structural	Lecture	the explanation Air pictures	the explanation Air pictures	3	5
structural	Lecture	Methods for determining north	Methods for determining north	3	6
structural	Lecture	First month exam	exam	3	7
structural	Lecture	the pictures Uses For purposes Air different :Including Surface –1 analysis	the pictures Uses For purposes Air different :Including Surface –1 the earth analysis	3	8

		the earth			
structural	Lecture	forests study	forests study	3	9
structural	Lecture	cadre survey and projects Engineering	cadre survey and projects Engineering	3	10
structural	laboratory	the study Geology	the study Geology	3	11
structural	Lecture	Second month exam	exam	3	12
structural	Lecture	Types to set rocks	Types to set rocks	3	13
structural	field	device and Stroboscope parts its	device and Stroboscope its parts	3	14
structural	field	a How to Panel job For fee the picture Air	directing How to Air the pictures device under Stroboscope points Transfer	3	15

12.Infrastructure	
An Introduction to Aerial Photographs and Satellite Images	Required textbooks .1
	(Main references (sources .2
	a) Recommended books and scientific journals,) references (.reports, etc
http://gomaa-dawod.blogspot.com/2019/01/blog-post_57.html	b) Electronic references, ...websites

13.Curriculum Development Plan
Adherence to sectoral terminology, use of modern sources and references, and .keeping up with scientific output in the field of aerial photography and its programs

Course description template

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating It . learning opportunities whether they have made the most of the available . criptionmust be linked to the program des

College of Basic Education	9. Educational institution
Geography	10. / Department Scientific Center
/ Geography of Australia in EnglishGeo 1302	11. Course Name/Code
mandatory	12. Available forms of attendance
First Year/Second Semester	13. Semester/Year
30	14. number of study Total hours
2025/12/15	15. Date this description was prepared
16. To ensure the student is familiar with the following : Course objectives :concepts	
1. and the and the area And the site of naming Understanding the concept -1 continent borders of the	
And the Geology between structures Training students to distinguish -2 of the continent topography	
To accustom students to using the information acquired from the topic of soil -3 in other geographical studies	

and cultural wealth of students by encouraging them To increase the scientific –4 to memorize and apply some information related to the continent of Australia

14.outcomes , teaching and learning methods, and assessment Course
Cognitive objectives -A acquire knowledge and understanding of the general Enabling students to -1 .framework of geography and understanding of the general Enabling students to acquire knowledge -A2 framework of physical geography l and understanding of continenta To enable students to gain knowledge -A3 geography
Students should develop .the course specific to based objectives -The skills -B skills in the following concepts Writes a research paper, and writes research and studies in the field of the -B1 topography of the Australian continent and wealth Mining , (Agriculture) Economic the activity Write a report on -B2 (and tourism) Transportation , commerce, Industry , mineral The plant and regions natural plants Students learn to distinguish between -B3 of the continent life
and learning methods Teaching
At the beginning of the semester, students are informed of the course syllabus University theses) and .(and information sources (related books, periodicals, etc assessment the distribution of topics across the weeks of the semester, and the :methods that will be followed, as follows Prepare the lectures according to the sequence mentioned in the course .1 .syllabus by using the aforementioned information sources .prepare them Informing students about the topic of the next lecture in order to .2 Students are asked to submit papers relating to one or more of the topics under .3 .study
Assessment methods

Conduct two semester exams, the first after the fifth week of the semester and .1 semester. Each exam will consider the the second after the eleventh week of the mental levels (remembering, understanding, applying, analyzing, synthesizing, and evaluating), with the assessment grade accounting for 40% of the total I be taken into achievement. The student's attendance and daily participation will consideration. The assessment grade may be 0% if students do not attend lectures .at all semester exam, which accounts for 60% of the achievement, is -of-The end .2 the ‘scheduled according to the Ministry’s timetable. When setting the questions comprehensiveness of the course content and the mental levels (remembering, understanding, applying, analyzing, synthesizing, evaluating) are taken into .consideration
based objectives: that the student be able to-Affective and value -C the historical development of the discovery of the continent Evaluate -1 Explains the reasons for the formation of the continent -2 Analyzes some of the processes affecting the shape of the continent -3
Teaching and learning methods
Lecture or presentation -1 Interrogation -2 Discussion -3
Assessment methods
It is implicitly included in the course evaluation processes that take place during .and at the end of the semester -1 Using assessment through objective tests -2 laboratory tests in the geography some applied Using
other skills related to employability and) General and transferable skills -D .(personal development Enabling students to write a research paper about the continent of Australia -1 processes affecting Developing students' ability to analyze the factors and -2 the formation of the continent's shape Enabling students to use maps, graphs, and diagrams in analyzing topics -3 related to the geology of continents

15.Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning To enable : outcomes know and students to understand the :following	Hours	Week
Class participation and daily quiz	Lecture	And the site Naming and the area borders	and And the site Naming and borders the area	2	1
Class participation and daily quiz	Lecture and questioning	and Geology Structure terrain	and Geology Structure terrain	2	2
Class participation and daily quiz	Lecture and discussion	and regions climate climatic	and regions climate climatic	2	3
Class participation and daily quiz	Lecture	and natural plant Botanicals regions	and regions natural plant Botanicals	2	4
Class participation and daily quiz	Presentation and discussion	, Water Resources Its importance Types and its distribution geographer	, Water Resources Its importance Types and its distribution geographer	2	5
		First month exam	First month exam	2	6
Class participation and daily quiz	Presentation and questioning	continent population	continent population	2	7
Class participation and daily	Presentation and discussion	) Economic Activity (Agriculture	) Economic Activity (Agriculture	2	8

quiz					
Class participation and daily quiz	Presentati on and discussion	Economic Activity and wealth Mining Industry , mineral , commerce, and Transportation tourism	Mining Economic Activity , mineral and wealth , commerce, Industry	2	9
Class participation and daily quiz	Presentati on and questionin g	Economic Activity and Transportation tourism	Economic Activity and Transportation tourism	2	10
Class participation and daily quiz	Presentati on and questionin g	Study (Additional) For unity Detailed from Selected Political continent countries	Study (Additional) For unity Detailed from Selected Political continent countries	2	11
		Second month exam		2	12
Class participation and daily quiz	Presentati on and questionin g	Discussion of reports	of reports Discussion	2	13
Class participation and daily quiz	Presentati on and questionin g	Discussion of reports	Discussion of reports	2	14

16.Infrastructure	
-----	Required textbooks .1
Geography of the Continents	(Main references (sources .2
of Natural Resources / Muhammad Geography Sammak-Azhar Al Soil Atlas	a) Recommended books and scientific journals,) references (.reports, etc

FAO (Food and Agriculture Organization of the Wikipedia, the free ' (United Nations encyclopedia	'b) Electronic references ...websites
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17. Curriculum Development Plan
The curriculum is developed according to the requirements that emerge in .1 .education levels curriculum development at the basic The curriculum is developed in accordance with the requirements that emerge in .2 .curriculum development within the global system

template Course description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the available learning opportunities. It . ogram description must be linked to the pr

College of Basic Education	1. Educational institution
Geography	2. Scientific Department / Center
/ Fundamentals of Physical Geography Geo 1303	3. Course Name/Code
mandatory	4. Available forms of attendance
First/First	5. Semester/Year
hours 30	6. number of study hours Total

2025/12/15	7. Date this description was prepared
8. Course Objectives	
1- To provide graduates with knowledge and understanding of geography, its content, schools, teaching methods, and how to use maps and geographic data with -to-systems to achieve this, and to keep them up information .developments in the field of geography	
2- Preparing qualified university teachers who possess the necessary teaching .skills to teach geography	
3- enabling them to enhance •Developing scientific attitudes among students .their personal capabilities in their postgraduate studies	
4- Students were encouraged to develop and create educational tools for use in .teaching geography	
5- To equip students with the necessary skills to deal with and solve any . scientific problem in a sound scientific manner	

A

10.Course outcomes, teaching and learning methods, and assessment
Cognitive objectives -A of Enabling the student to acquire knowledge and understanding -A1 geography the general framework of Enabling the student to acquire knowledge and understanding -A2 for the field study of Enabling the student to acquire knowledge and understanding -A3 maps and how to use them of Enabling the student to acquire knowledge and understanding -A4 graphical schoolsgeo of Enabling the student to acquire knowledge and understanding -A5 geography teaching methods Enabling the student to acquire knowledge and understanding of -A6 the philosophy of geography

.related objectives of the course -The skills -B To enable the student to understand geographical phenomena in -B1 terms of geological formation and the history of their emergence Enabling the student to explain the reasons for the appearance of -B2 affect human some natural phenomena and not others, and how they settlements Enabling the student to interpret and analyze natural maps of -B3 Earth's surface features, in addition to the method of using modern technologies
Teaching and learning methods
1- lecturing or giving a presentation 2- demonstration (using educational tools as available in the Practical (Geography Department laboratory 3- Encouraging students to use the resources available in the library .and to consult the available physical maps 4- Field study
Assessment methods
1- monthly tests Daily, weekly, and 2- practical application
:Affective goals -C To explain geographical phenomena scientifically in terms of the -A1 geological formation of the phenomenon To evaluate the research of some distinguished researchers in the -C2 geography and compare it with existing phenomena field of To interpret natural geographical phenomena through paper and -Q3) electronic mapsGIS (To distinguish natural phenomena through colors on the map -Q4
Assessment methods
1- through written tests Testing the student's ability 2- The student is tasked with writing research papers related to natural phenomena in order to measure the student's ability to think, .analyze, and draw conclusions 3- Practical tests in theGIS lab 4- .I and deductive questionsDaily tests based on posing intellectua
General and transferable skills (other skills related to employability -D .(and personal development
Using modern and reliable sources and references from -D1

researchers with outstanding expertise in this geographical field Dividing students into groups to write research papers on a -D2 specific phenomenon Assigning students to review state institutions related to the -D3 study of natural phenomena Utilizing documentation centers and public libraries -4

11.Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Classroom participation in preparation	The cruel	The universe, the solar system, the planets, meteors and meteorites	Introduction to Geography	2	the first
Classroom participation in preparation	The cruel	Theories of Kant and Lylas , continental tidal theory, soronova explosion theory	The Origin of the Universe and Theories of Evolution	2	the second
Classroom participation in preparation	The cruel	The importance of studying the Earth's chronological history, geological eras	Earth's Timeline	2	the third
Classroom participation in preparation	The cruel	Earth's circumference, the Earth's flattening and its cause, lines of longitude and latitude	Earth's shape	2	Fourth
Participation of all students	a test monthly	All the vocabulary studied in previous weeks	First month exam	2	Fifth
Classroom participation	The cruel	The Earth's rotation, its nature, and its	Earth's rotation	2	Sixth

on in preparation		geographical importance The Earth's rotation around the sun and formation of the the four seasons			
Classroom participation in preparation	The cruel	The Earth's layers: the crust, the mantle , .and the core	The internal structure of the earth	2	Sevent h
Classroom participation in preparation	The cruel	The Origin of Continents and Oceans Area of continents and oceans	and Continents Oceans	2	Eighth
participation in preparation	The cruel	tetrahydrophobic theory , the theory of continental drift	Theories of the formation of continents and oceans	2	Ninth
Classroom participation in preparation	The cruel	Atmospheric components, atmospheric layers, climate elements, factors affecting climate	Climatic Geography	2	tenth
Participation of all students	a test monthly	All the vocabulary the studied in previous weeks after the first month	Second month exam	2	elevent h
Classroom participation in preparation	The cruel	Water in nature, properties of water, the general water .cycle in nature	Water Geography	2	twelfth
Classroom participation in preparation	The cruel	Ocean floor topography, salinity of seas and oceans, tides, ocean currents, rivers	and oceans Seas	2	thirteen th
Classroom participation in	The cruel	The origin and distribution of groundwater, and the	groundwater	2	fourtee nth

preparation		natural and human .affecting it factors			
Classroom participation in preparation	The cruel	Plant regions, tropical plants, temperate plants, cold plants	Plant and animal life	2	fifteenth

12.Infrastructure	
Methodology books	Required textbooks .1
1- Mohamed Sabry Mahsoub, Physical Geography: Foundations and Modern Arab Thought House for Concepts Printing and Publishing, Cairo, Egypt, .1996 2- Mohamed Magdy Turab, Fundamentals of Hanin for –Al Physical Geography, Dar Publishing and Distribution, 1st Edition, .Vol. 1, 2008 3- –Shawawreh , Jaber Al–Ali Salem Al Hallaq, Geography of Nature and .Humanity, 1st ed., 2012 4- A group of authors, Introduction to Physical Geography, 1st ed., Vol. 1, 2010	(Main references (sources .2
	books and a. Recommended references (scientific journals, .(reports, etc
	b) Electronic references, ...websites

13. Curriculum Development Plan

The curriculum is developed according to the requirements that emerge in .1
.basic education levels curriculum development at the

The curriculum is developed in accordance with the requirements that emerge in .2
.curriculum development within the global system

Course description template

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating It . learning opportunities whether they have made the most of the available

. criptionmust be linked to the program des

College of Basic Education	9. Educational institution
Geography	10. Department / Scientific Center
/ Maps and FieldworkGeo 1306	11. Course Name/Code
mandatory	12. Available forms of attendance
Second /First	13. Semester/Year
hours 30	14. number of study Total hours
2025/12/15	15. Date this description was prepared
16. Course Objectives	
4- Students' knowledge of maps	
5- Students' knowledge of map characteristics	
6- Students' knowledge of how to use maps	

14.methods, and assessment outcomes , teaching and learning Course
Cognitive objectives -A Enabling the student to acquire theoretical knowledge of the map -A1 and its components of Enabling the student to acquire knowledge and understanding -A2 map classification and the criteria used for it

of Enabling the student to acquire knowledge and understanding -A3 the most important sources and references for cartography of Enabling the student to acquire knowledge and understanding -A4 the field study e and Enabling the student to acquire the knowledg -A5 Eurasian to analyze and interpret the locations of understanding countries Enabling the student to gain knowledge and understanding about -A6 the development of maps
.the course specific to based objectives -The skills -B distinguishing between maps Special skills in –B1 Special skills in analyzing and interpreting map components –B2 Special skills in how to use maps –B3
Teaching and learning methods
5- lecturing or giving a presentation 6- (Practical demonstration (using the geography lab 7- Students are required to visit the library and consult resources, .including maps 8- Field study
Assessment methods
3- Daily tests with specific questions 4- Assigning grades for homework and class participation 5- Monthly tests with objective and essay questions
based objectives-Affective and value -C To interpret and analyze maps -A1 To differentiate between the maps of countries in terms of -Q2 .geological formation Some famous geographical researchers in the field of maps -Q3 evaluate geographical phenomena on maps Explains -Q4
Teaching and learning methods
4- solving method-Problem 5- brainstorming 6- Simulation method
Assessment methods
5- Written tests to measure the student's ability to think, analyze, and deduce

- 6- countries, including various maps of those countries Writing research papers about some
- 7- Daily exams with questions that require critical thinking and deduction
- 8- Practical tests in theGIS laboratory

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

Uses contemporary sources and references -D1

Forming a group of students to study a specific map of one of -D2
 the continents

Utilizing state institutions related to maps to increase and -D3
 diversify students' knowledge

ntation centers and libraries that contain Utilizing docume -D4
 manuscripts and geographical maps

15.Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning To : outcomes enable students to know and understand	Hours	Week
structural	Lecture	a The concept of map / its history and development its importance /	map	3	1
structural	Lecture	Map classification and the criteria used in the classification	Criteria used in map classification	3	2
structural	Lecture	Map components	Basic components of a map	3	3
structural	Lecture	Map scale / Types / How to extract distances and areas from a map	Map scales and methods of representation	3	4
structural	Lecture	Longitude and latitude lines and importance their in mapmaking	Longitude and latitude lines and their benefits in map drawing	3	5
structural	Lecture	Methods for determining north	Methods for determining north	3	6
structural	Lecture	First month exam	exam	3	7
structural	Lecture	Muscat map Definition / Types	Map projection, its types, and the characteristics of each type	3	8
structural	Lecture	Grid grid and coordinate reading	The grid and how to read coordinates	3	9
structural	Lecture	How to find the location on the	How to locate a site on a map	3	10

		map			
structural	laboratory	How to draw a section from topographic maps	How to draw a sector from a topographic map	3	11
structural	Lecture	Second month exam	exam	3	12
structural	Lecture	Field study: its definition, requirements, and objectives in geographical studies	Field study and its requirements	3	13
structural	field	Field application to study an) agricultural crop in the (governorate	Conducting a field study of an agricultural crop	3	14
structural	field	Field application A study of the) distribution of industrial crafts (in Baquba	The field study of the distribution of industrial crafts	3	15

16.Infrastructure	
Methodology books	Required textbooks .1
	(Main references (sources .2
	a) Recommended books and scientific journals,) references (.reports, etc
	‘b) Electronic references ...websites

17.Curriculum Development Plan

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating It . learning opportunities whether they have made the most of the available . criptionmust be linked to the program des

College of Basic Education	17. Educational institution
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Geography	18. / Department Scientific Center
/ Foundations of Human GeographyGeo 1307	19. Course Name/Code
mandatory	20. Available forms of attendance
First Year/First Semester	21. Semester/Year
30	22. number of study Total hours
2025/12/15	23. Date this description was prepared
24. To ensure the student is familiar with the following : Course objectives :concepts	
the mutual influence between elements of the natural environment and humans Identifying -1	
the cultural characteristics of advanced societies Training students to distinguish between -2 and developing societies	
To accustom students to using the information acquired from the subject of human -3 geography in other geographical studies	
ease the scientific and cultural wealth of students by encouraging them to memorize To incr -4 of humankind and the development of the and apply some information related to the topic earth	

18.assessment outcomes , teaching and learning methods, and Course
Cognitive objectives -A Enabling students to acquire knowledge and understanding of the general -1 framework of human geography and understanding of the general Enabling students to acquire knowledge -A2 framework of human geography and understanding in the field of Enabling students to acquire knowledge -A3 human geography

Students should develop .the course specific to based objectives -The skills -B skills in the following concepts studies in the field of Writes a research paper, and writes research and -B1 human geography natural environments and human adaptation Write a report on the topic of -B2 to them the in and its spread man the topic of homeland Students learn about -B3 earth
and learning Teaching methods
the semester, students are informed of the course syllabus At the beginning of University theses) and .(and information sources (related books, periodicals, etc the distribution of topics across the weeks of the semester, and the assessment :follows methods that will be followed, as Prepare the lectures according to the sequence mentioned in the course .1 .syllabus by using the aforementioned information sources .Informing students about the topic of the next lecture in order to prepare them .2 submit papers relating to one or more of the topics under Students are asked to .3 .study
Assessment methods
Conduct two semester exams, the first after the fifth week of the semester and .1 the second after the eleventh week of the semester. Each exam will consider the levels (remembering, understanding, applying, analyzing, synthesizing, mental and evaluating), with the assessment grade accounting for 40% of the total achievement. The student's attendance and daily participation will be taken into grade may be 0% if students do not attend lectures consideration. The assessment .at all semester exam, which accounts for 60% of the achievement, is -of-The end .2 scheduled according to the Ministry's timetable. When setting the questions, the and the mental levels (remembering, comprehensiveness of the course content understanding, applying, analyzing, synthesizing, evaluating) are taken into .consideration
based objectives: that the student be able to-Affective and value -C natural in studying scientists appreciate the efforts of The students -1 . environments and human adaptation to them Humanity of races Students discuss the problems - 2 - 3 diversity language Theories of express their opinion The students

Religions
Teaching and learning methods
Lecture or presentation -1 Interrogation -2 Discussion -3
Assessment methods
It is implicitly included in the course evaluation processes that take place during .and at the end of the semester -1 Using assessment through objective tests -2 in the geography laboratory (field simulations) Using practical tests
other skills related to employability and) General and transferable skills -D (personal development Enabling students to write a research paper on landforms -1 the factors and processes affecting Developing students' ability to analyze -2 the formation of landforms Enabling students to use maps, graphs, and diagrams in analyzing -3 geomorphological topics

19.Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Class participation and daily quiz	Lecture	The mutual influence between elements of the natural environment and humans	The mutual influence between elements of the natural environment and humans	2	1
Class participation and daily quiz	Lecture and questioning	Natural environments and human adaptation to them	Natural environments and human adaptation to them	2	2
Class participation and daily quiz	Lecture and discussion	Human economy human activity and) (occupation economic primitive economic environment	Human economy human activity and) (economic occupation primitive economic environment	2	3
Class participation and daily quiz	Lecture	Natural and social conditions (the environment of the commercial simple and (economy	Natural and social conditions (the environment of the simple and commercial (economy	2	4
Class participation and daily quiz	Presentation and discussion	Cultural characteristics of advanced and developing societies	Cultural characteristics of advanced and developing societies	2	5
		First month exam	First month exam	2	6
Class participation and daily	Presentation and questioning	The impact of artistic development on cultural development	The impact of artistic development on cultural development	2	7

quiz					
Class participation and daily quiz	Presentati on and discussion	Reconstruction man man Home –:the earth the in and its spread earth	the Reconstruction man and man Home –:earth the earth in its spread	2	8
Class participation and daily quiz	Presentati on and discussion	– man pedigreed – Breeds Humanity – languages Religions	– man pedigreed – Humanity Breeds – languages Religions	2	9
Class participation and daily quiz	Presentati on and questionin g	human The gathering World population–1	human The gathering World population–1	2	10
Class participation and daily quiz	Presentati on and questionin g	human settlement	settlement human	2	11
		Second month exam	Second month exam	2	12
Class participation and daily quiz	Presentati on and questionin g	State institution	State institution	2	13
Class participation and daily quiz	Presentati on and questionin g	Discussion of reports	Discussion of reports	2	14

20.Infrastructure

-----	Required textbooks .1
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	(Main references (sources .2
	a) Recommended books and scientific journals,) references (.reports, etc
Wikipedia) The free encyclopedia, the official) website of the Iraqi Geological Survey	b) Electronic references, ...websites

21. Curriculum Development Plan	
requirements that emerge in The curriculum is developed according to the .1 .curriculum development at the basic education levels The curriculum is developed in accordance with the requirements that emerge in .2 .curriculum development within the global system	

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating It . learning opportunities whether they have made the most of the available . criptionmust be linked to the program des

College of Basic Education	25. Educational institution
Geography	26. / Department Scientific Center

/ Soil GeographyGeo 1308	27. Course Name/Code
mandatory	28. Available forms of attendance
Second year/Second semester	29. Semester/Year
30	30. study number of Total hours
2025/12/15	31. Date this description was prepared
32. To ensure the student is familiar with the following : Course objectives :concepts	
Understanding the concept of soil and its various properties -1	
types of soil Training students to distinguish between -2	
To accustom students to using the information acquired from the topic of soil -3 in other geographical studies	
To increase the scientific and cultural wealth of students by encouraging them -4 to the topic of soil to memorize and apply some information related	

22.outcomes , teaching and learning methods, and assessment Course
Cognitive objectives -A Enabling students to acquire knowledge and understanding of the general -1 .framework of geography and understanding of the general Enabling students to acquire knowledge -A2 framework of physical geography and understanding of soil geography Enabling students to gain knowledge -A3
develop Students should .the course specific to based objectives -The skills -B skills in the following concepts Writes a research paper, and writes research and studies in the field of soil -B1 geography It preserves soil types, their chemical and physical properties, and their -B2

.geographical distribution learn to distinguish between types of soil Students -B3
and learning Teaching methods
At the beginning of the semester, students are informed of the course syllabus University theses) and .(and information sources (related books, periodicals, etc topics across the weeks of the semester, and the assessment the distribution of :methods that will be followed, as follows Prepare the lectures according to the sequence mentioned in the course .1 .syllabus by using the aforementioned information sources .s about the topic of the next lecture in order to prepare them Informing student .2 Students are asked to submit papers relating to one or more of the topics under .3 .study
Assessment methods
and Conduct two semester exams, the first after the fifth week of the semester .1 the second after the eleventh week of the semester. Each exam will consider the mental levels (remembering, understanding, applying, analyzing, synthesizing, and evaluating), with the assessment grade accounting for 40% of the total student's attendance and daily participation will be taken into achievement. The st consideration. The assessment grade may be 0% if students do not attend lectures .at all semester exam, which accounts for 60% of the achievement, is -of-The end .2 istry's timetable. When setting the questions, the scheduled according to the Min comprehensiveness of the course content and the mental levels (remembering, understanding, applying, analyzing, synthesizing, evaluating) are taken into .consideration
ives: that the student be able to based object-Affective and value -C Evaluates some types of soil -1 Explains the reasons for soil diversity -2 Analyzes some of the processes affecting the soil -3
Teaching and learning methods
Lecture or presentation -1 Interrogation -2 Discussion -3
Assessment methods

It is implicitly included in the course evaluation processes that take place during
.and at the end of the semester

-1 Using assessment through objective tests

-2 tests in the geography laboratory some applied Using

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

Enabling students to write a research paper on education -1

Developing students' ability to analyze the factors and processes affecting -2
soil

-Enabling students to use maps, graphs, and diagrams in analyzing soil -3
related topics

23.Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Class participation and daily quiz	Lecture	Definition of soil, its nature, and its relationship to other sciences	To enable students to know and understand the of soil and its definition relationship to science, especially geography	2	1
Class participation and daily quiz	Lecture and questioning	Soil formation and its contributing factors The parent material - (rocks) Topography-	To enable students to know and understand soil formation and its contributing factors	2	2
Class participation and daily quiz	Lecture and discussion	climate Biological factors (plant and animal) Time	Enabling students to know and understand the factors of soil formation	2	3
Class participation and daily quiz	Lecture	Soil components mineral and organic) (components	Enabling students to know and understand the components of soil	2	4
Class participation and daily quiz	Presentation and discussion	Physical properties of soil Soil color -1 Soil texture-2 Soil building porosity and permeability	Enabling students to know and understand the physical properties of soil	2	5
		month exam First		2	6
Class participation and daily quiz	Presentation and questioning	Chemical properties Soil fertility-1 Salinity and -2 alkalinity	Enabling students to know and understand the chemical properties of soil	2	7
Class participation and daily	Presentation and discussion	Soil classification	Enabling students to understand know and soil classification	2	8

quiz					
Class participation and daily quiz	Presentati on and discussion	Types of soil	Enabling students to know and understand the types of soil	2	9
Class participation and daily quiz	Presentati on and questionin g	geographical The in of soils distribution the world	Enabling students to know and understand the geographical distribution of soils	2	10
Class participation and daily quiz	Presentati on and questionin g	Soil problems Reduced -1 productivity Salinity-2 Erosion-3	Enabling students to identify and understand educational problems	2	11
		Second month exam		2	12
Class participation and daily quiz	Presentati on and questionin g	Soil maintenance Puncture-1	Enabling students to know and understand soil maintenance	2	13
Class participation and daily quiz	Presentati on and questionin g	Agricultural -2 rotations fertilization	Enabling students to learn and understand agricultural cycles and fertilization	2	14
Class participation and daily quiz	Presentati on and questionin g	slopes Contour farming	Enabling students to know and understand slope gradation and contour farming	2	15

24.Infrastructure	
-----	Required textbooks .1
Mudhaffar-Soil Geography Book / Safaa Al	(sources) Main references .2

of Natural Resources / Muhammad Geography Sammak-Azhar Al Soil Atlas	a) Recommended books and scientific journals,) references (.reports, etc
FAO (Food and Agriculture Organization of the Wikipedia, the free • (United Nations encyclopedia	b) Electronic references, ...websites

25. Curriculum Development Plan
The curriculum is developed according to the requirements that emerge in .1 .levels curriculum development at the basic education The curriculum is developed in accordance with the requirements that emerge in .2 .curriculum development within the global system

Course description template

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating It . learning opportunities whether they have made the most of the available . to the program description must be linked

College of Basic Education	33. Educational institution
Geography	34. / Department Scientific Center
of Eurasia Geography /(Geo 1309)	35. Course Name/Code
mandatory	36. Available forms of attendance

semester/second Second	37. Semester/Year
hours 30 = 15*2	38. number of study Total hours
2025/12/15	39. Date this description was prepared
40. To ensure the student is familiar with the following : Course objectives :concepts	
To enable students to know and understand the most prominent topics in the .accurately of Eurasia geography	
of Eurasia Enabling students to understand the reasons for the emergence -2	
used in Introducing students to the most important sources and references -3 teaching the subject	
Enabling students to analyze the most important geographical phenomena -4 with other continents Eurasia and compare them found on	

26.outcomes , teaching and learning methods, and assessment Course
1- objectives Cognitive through Enabling the student to acquire knowledge and understanding -A1 Eurasian Geography comprehending the subject of The reasons Enabling the student to acquire knowledge and understanding -A2 of Eurasia for the emergence of the most Enabling the student to acquire knowledge and understanding -A3 of Eurasia important sources and references for the geography of the most Enabling the student to acquire knowledge and understanding -A4 at have preoccupied important geographical phenomena of Eurasia th researchers and geographers to Enabling the student to acquire the knowledge and understanding -A5 Eurasian countries analyze and interpret the locations of Enabling the student to gain knowledge and understanding about the most -A6 minent explorers of the continentpro

Students should develop the course specific to based objectives -The skills -B skills in the following concepts To compare the countries of the continent in terms of area and location - B1 behind the emergence of the continent Analyzes the reasons - B2 Writing a paper or research on any topic in the geography of Eurasia is –B3 required of Eurasia Gathers information about the countries -B4
and learning Teaching methods 9- lecturing or giving a presentation 10- Practical demonstration Students are required to visit the library and consult the resources for studying the geography of Asia
At the beginning of the semester, students are informed of the course syllabus University theses) and (.periodicals, etc and information sources (related books the distribution of topics across the weeks of the semester, and the assessment :methods that will be followed, as follows Prepare the lectures according to the sequence mentioned in the course .1 .g the aforementioned information sourcesyllabus by using .Informing students about the topic of the next lecture in order to prepare them .2 Students are asked to submit papers relating to one or more of the topics under .3 study
Assessment methods 6- specific questions Daily tests with 7- Assigning grades for homework and class participation 8- Monthly tests with objective and essay questions
Conduct two semester exams, the first after the fifth week of the semester and .1 semester. Each exam should consider the second after the eleventh week of the the mental levels (remembering, understanding, applying, analyzing, synthesizing, and evaluating), with the evaluation grade accounting for 40% of he extent the total achievement, taking into account the student's attendance and t .of their daily participation semester exam, which accounts for 60% of the grade, is scheduled -of-The end .2 according to the Ministry's timetable. The questions must cover the entirety of derstanding, applying, the course content and the mental levels (remembering, un .(analyzing, synthesizing, and evaluating
Affective objectives: that the student be able to -C To interpret and analyze maps of Eurasia -A1 To differentiate between countries in terms of their geological formation -Q2 of origin and history

Some famous geographical researchers evaluate -Q3 Explain the reasons for the appearance of some geographical phenomena on -Q4 and other continents Eurasiadon
Teaching and learning methods 7- solving method-Problem 8- brainstorming 9- method Simulation
Assessment methods 9- Written tests to measure the student's ability to think, analyze, and deduce 10- Writing research papers about some countries on the continent Daily exams with questions that require critical thinking and deduction
implicitly included in the course evaluation processes that take place during It is .and at the end of the semester
other skills related to employability and) General and transferable skills -D .(personal development references Uses contemporary sources and -D1 Eurasia Forming a group of students to study a specific phenomenon in -D2 Utilizing state institutions related to geography to increase and diversify -D3 students' knowledge pts and Utilizing documentation centers and libraries that contain manuscri -D4 geographical maps

27.Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Classroom participation in preparation	The cruel	The continent's name, its astronomical and geographical location, its .its borders area, and	Location of the continent of Asia	2	1
Classroom participation in preparation	The cruel	A brief history of the continent throughout the ages	The historical dimension of the continent of Asia		2
Classroom participation in preparation	The cruel	The geological structure of the continent, geological eras, and the morphological structure .of the continent	Geological structure of continent the		3
Classroom participation in preparation	The cruel	The main topographical divisions of the continent valleys, ‘mountains) (.plateaus, plains, etc	continental surface		4
Participation of all students	Monthly test	Vocabulary covered from the first week until the day of the exam	First month exam		5
Classroom participation in preparation	The cruel	Climate elements temperature, rainfall,) humidity) are factors that influence the continent's .climate	Continent's climate		6
Classroom participation in preparation	The cruel	Cold climatic regions, hot climatic regions, their geographical distribution	climatic regions		7

on					
Classroom participation in preparation	The cruel	Its distribution, types of natural plants, its importance, and factors affecting its distribution	natural plant		8
Classroom participation in preparation	The cruel	Its geographical distribution, factors affecting the distribution	Plant regions		9
Classroom participation in preparation	The cruel	Types, importance, geographical distribution	Water resources		10
Participation of all students	Monthly news	Vocabulary after the first monthly exam	Second month exam		11
Classroom participation in preparation	The cruel	Age and gender composition of the population Their geographical distribution; factors influencing distribution	Continental population		12
Classroom participation in preparation	The cruel	Agriculture, industry, mining: their types and geographical distribution	Economic activities		13
Classroom participation in preparation	The cruel	Its types, its components, and the factors affecting it	Transportation		14
Classroom participation	The cruel	Its types, its importance, and the factors that influence it	commerce		15

tion in preparati on					
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29. Curriculum Development Plan

The curriculum is developed according to the requirements that emerge in .1
 .development at the basic education levels curriculum
 The curriculum is developed in accordance with the requirements that emerge in .2
 .curriculum development within the global system

28. Infrastructure

	Required textbooks .1
1- -Muhammad Ahmad Aqla, Abd Ali Al Khaffaf, Geography of the Continents, Kindi for Publishing and -Al Dar .Distribution, Irbid, Jordan, 1998 2- Matari, Geography of the -Mr. Khaled Al Continents: A Comparative Study, Saudi Publishing and Distribution House, .Riyadh, Saudi Arabia, 2000 3- -Ali Hassan Moussa, Muhammad Al the Continents, Hammadi, Geography of Muasir, 12th edition, Vol. -Fikr Al-Dar Al .2002 ,1 4- Mohamed Ibrahim Hassan, Geography of Eurasia and the Red Sea Basin, Egyptian Library for Publishing and Distribution, .Egypt, 2004	Source books
1- http://hoolm.jeeran.com/mimg.htm 2- http://www.library.uu.nl/geosource/cat9.html	websites

Phase Two

Course Description

summary of the course's key features and the This course description provides a concise expected learning outcomes for the student, demonstrating whether they have made the most of .the opportunities Learning . It must be linked to the program description . **Available**

College of Basic Education / University of Diyala	• Educational institution
Geography Department / Cultural Materials	• / Scientific Department Center
/ Arabic languageUniv2107	• Code / Name
mandatory	• Available forms of attendance
Second / Third	• Year / Semester
hours 30	• study hours ofTotal number
2025/12/15	• Date this description was prepared
• By the end of the academic year, the student will be able to : Course objectives	
1. Learn Arabic grammar rules in agent's , agent , predicate , subject) Grammar .(predicate of Inna and its sisters , subject of Kana and its sisters , substitute	
•2. Learn (Life) Literature Literature in era Issued Islam((Characteristics and the) characteristics), sermon argument Goodbye For the Messenger The generous Mohammed ﷺ , a poem The Burda heel son Zuhair: ((His life , Comment	

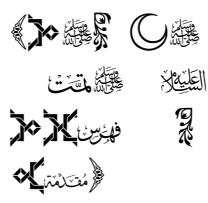
Critical N Memorize)10 verses), Life Literary in The era Umayyad poetry Contradictions, a model First: Jarir(memorize10 verses) (verses 10 memorizing) Farazdaq–Al : Second example
3- Learn Dictation writing Dictation in: •. The alphabetical, phonetic, and abjad order of Arabic letters •Solar and lunar letters 'Writing the closed and open ta

Course outcomes, teaching and learning methods, and assessment
Cognitive objectives - A Knowledge and Understanding - A the) To enable students to acquire knowledge and understanding in grammar –A1 Kana and its the subject of , agent's substitute the , the agent , the predicate , subject .(the predicate of Inna and its sisters , sisters literary) bling students to acquire knowledge and understanding of literatureEna –A2 the Farewell Sermon of the ,(features and characteristics) life in the early Islamic era peace) Noble Prophet Muhammad ﷺ ﴿قُلْ هُوَ اللَّهُ أَحَدٌ﴾ Burda poem The Literary ,(verses 10 life, critical commentary, memorize His) : by Ka'b ibn Zuhayr 10 memorize) Jarir : First example , Contradictory poetry , life in the Umayyad era (verses 10 memorize) Farazdaq–Al : Second example ,(verses erstanding in writing Enabling students to acquire knowledge and und – a3 solar , alphabetical order of Arabic letters , alphabetic and phonetic order) dictation (' writing the closed and open ta , and lunar letters
Objectives - B Marathi Specific to the course. . Skills in literature - B1

. related to grammar topics Skills –B2 . related to spelling writing Skills –B3
Teaching and learning methods
1- Clarification and explanation of the course material How to display the form -2 Lecture method -3 learning method-Self -4
methods Assessment
1. Daily tests with specific questions . Assigning grades for homework and class participation -2 Assigning students the task of completing research papers and reports on the course -3 .material . Monthly tests with objective and essay questions -4
based objectives–Affective and value - C . applications To understand the importance of studying the subject and its life –A1 the doctrine of monotheism on of He understands the importance of the impact –A2 . life
Teaching and learning methods
1- Explanation and clarification

How to display the form -2
learning method-Self -3
Assessment methods
1- Theoretical tests.
. Reports and studies -2
other skills related to employability and personal) General and transferable skills - D development).
. terminology Skills in using references and -D1
. in collecting and analyzing data on the subject Skills -D2
. in interpreting theorems Skills -D3
. making skills- arisonComp -D4
. in developing specific concepts about the topic Skills D5

course structure					
evaluation method	Teaching method	Topic Name /	Required learning outcomes	Hours	Week
formative assessment	Explanation and clarification	Grammar	Subject, Predicate	2	1
formative assessment	Explanation and clarification	Grammar	passive , Subject subject	2	2

Formative assessment	Explanation and clarification	Grammar	The name of "kana" and its sisters	2	3
Formative assessment	Explanation and clarification	Grammar	The name of Inna and its sisters	2	4
Formative assessment	Lecture	Literature	•life Literature in era Issued Islam((Characteristics and the) characteristics) • The Farewell Sermon of the Noble Prophet Muhammad 	2	5
Formative assessment	Lecture	Literature	•poem The Burda heel son Zuhair: ((His life , Comment Critical N Memorize10 verses	2	6
First month exam: Various tests and solutions exercises Related to the				2	7

Topic					
Formative assessment	Lecture	Literature	•life Literary in The era Umayyad • Contradictory Poetry	2	8
Formative assessment	Lecture	Literature	•model First: Jarir (memorize10 (verses	2	9
Formative assessment	Lecture	Literature	•model Second: Farazdaq-Al(memorized10 (verses	2	10
Formative assessment	Lecture	Dictation	•Order abecedarian And the voice and the alphabet For letters Arabic .	2	11
Formative assessment	Lecture	Dictation	•Letters solar and the moon	2	12
Formative assessment	Lecture	Dictation	writing T tied And the open taa	2	13
Formative assessment	Show model	Dictation	review	2	14
Second month exam: objective tests				2	15

Infrastructure	
nothing	1. Required textbooks
●–Nada wa Ball al–Explanation of Qatr al Sada, by Ibn Hisham. • Comprehensive Grammar, Abbas . Hassan	2. (sources) Main references
●The writings of the ancient grammarians. ●Ghalayini, compiler of Arabic –al . lessons • Journal of the Iraqi Scientific . Academy	a) Recommended books and references: scientific journals reports , (....,
● Arab blog–The website of the Lisan al . ●. The Comprehensive Library ●. The Scientific Council website • . Faseeh Network–Al	, b) Electronic references ... websites

• Curriculum Development Plan
Commitment to sectorality

description template Course

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating .whether they have made the most of the opportunities Learning **Available** .It must be linked to the program description .

University of Diyala– College of Basic Education	• Educational institution
Geography Department / Educational Materials	• Scientific Department / Center
/ Educational Psychology Coll 2205	• Code / Name
mandatory	• Available forms of attendance
Second / Third	• Year / Semester
45	• of study Total number hours
2025/12/15	• Date this description was prepared
• 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	
Increase the teacher's ability to see what is happening remotely in terms of educational changes among students and to plan to meet his expectations in educational events of change	
Organizing, formulating, using, and applying knowledge in educational situationssi	

- Course Outcomes Methods of teaching, learning, and assessment

Cognitive objectives - A: To enable the student to:

educational psychology of Define the concept -A1

educational psychology of Demonstrates the importance -A2

educational psychology of Defines the objectives -A3

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

profession Explains the characteristics of the teaching -A5

ogy and other Explains the relationship between educational psychol -A6
sciences

traits Defines the desired teacher personality -A7

educational psychology of Lists the functions -A8

Explains the importance of the axes of effectiveness in the educational -A9
process

process tiveness of the educationalthe factors affecting the effec Identifying -A10

motivation Defines -A11

learning Explains the relationship between motivation and -A12

motivation Defines the educational functions of -A13

defined is The concept of memory -A14

memory of Explains the mechanism -A15

strategy Define the sequential processing -A16

strategy Define the parallel processing -A17

memory Shows the importance of studying –A18

strategies Compares sequential and parallel processing –A19

memory Lists the types of –A20

. hip between memory and learningExplains the relations -21 A

explained **have** It outlines the most important contemporary theories that –A22
memory

Define cognitive theory -23 A

Explains the mechanism of memory according to cognitive theory -24 A

. Define behavioral theory -25 A

Explains the mechanism of memory according to behavioral theory -26 A

Gestalt theory **He defines** -27 A

Explains the mechanism of memory according to Gestalt theory -28 A

Discusses the mechanism of memory -29 A

g the memory processmost important factors affectin **the** Explains –A30

process It identifies the most important ways to improve the memory –A31

forgetting is defined **of** The concept –A32

theory Define interference –A33

forgetting through interference theory **of** Explains the mechanism –A34

most important factors affecting forgetfulness **the** Identify –A35

defined The transfer of training effects is –A36

effects Explains the importance of studying the transfer of training –A37

effects Shows the dimensions of the transfer of training –A38

training transfer of Lists the types –A39

training Compares the positive and negative transfer of the effect of –A40

training transfer of Identifies modern theories –A41

effect Compare theories of transfer of training –A42

feedback Define –A43

feedback Shows the dimensions of -44 A

feedback of Defines types –A45

Learning is defined -46 A

learning Explains the conditions for good –A47

acquisition Explains the effect of learning on language –A48

the effect of learning on acquiring motor skills **Explains** –A49

most important learning theories and laws Explains the -50 A

Explains the relationship between discovery and learning -51 A

B- Objectives Marathi Specific to the course.

It defines the mechanism for transferring theoretical knowledge to the –B1

. within the school classroom **aspect (practical)** applied

strategies within the classroom **stimulation** B2_ Implements motivational

forgetfulness Apply appropriate methods to reduce the impact of –B3

) ning Designs educational situations that facilitate the transfer of the trai - B4

effect (learning educational situations in Applying learning theories -B5 Proposes appropriate solutions to educational problems based on the -B6 . educational psychology of principles
Teaching and learning methods
The revised lecture– discussion– questioning– brainstorming– motivational questions
Assessment methods
- assigned tasks, participation, and , (reports) Continuous evaluation of student work .interaction with peers and the course instructor Surprise Quiz tests (weekly) (two tests are held during the semester) Formative assessment through written tests - . Final assessment through the final exam -
based objectives–Affective and value - C of Identifying the impact of science and scientists on the development -Q1 . educational psychology studying educational psychology in Shows active interest -C2 process Developing positive attitudes towards the learning -C3 process Modifying negative attitudes towards the learning -C4
Teaching and learning methods
Brainstorming– Discussion– Branching questions

Assessment methods
• Reports, summaries, and working papers. •. up–Observation and follow •. Group discussion during the lecture
Skills - D General and Rehabilitational other skills related to) Transferable employability and personal development). The skill of being able to solve various problems scientifically and to use –D1 problems world–what has been studied in studying real world –educational psychology in studying real of Applying the principles –2 problems lsskil learning Develops cooperative –3 curves The skill of graphing different learning –D4

• Course structure					
Evaluation Method	Teaching method	Topic Name /	Required learning outcomes	Hours	Week
Continuous) assessment participation– reports – assignments –	Revised - lecture discussion	•Definition of educational psychology •The importance of educational psychology •Goals of	The concept of educational psychology is known It demonstrates the importance of	3	1

interaction (		Educational Psychology • The relationship of educational psychology to other sciences	educational psychology It defines the goals of educational psychology It distinguishes between the theoretical and practical goals of educational psychology It defines the mechanism for transferring theoretical knowledge to the practical) applied within taspec (the school .classroom		
Continuous) assessment - daily exam participation n- reports- assignments	Discussion– Brainstorming	•Desirable teacher) personality traits psychological traits –physical traits – –mental traits social traits) • The function of -	It defines the desired teacher's personality traits Lists the functions of educational	3	2

- interaction (		educational psychology	psychology		
Continuous) assessment participation- reports - assignments - interaction (	Discussion- Revised Lecture	•Explaining the educational process •The educational process and educational the) psychology of the pillars effectiveness of the educational (process • Factors affecting the effectiveness of the educational process	He explains the importance of the axes of effectiveness in the educational process It identifies the factors that influence the effectiveness of the educational .process	3	3
Continuous) assessment surprise - quiz participation- reports- assignments - interaction (	Discussion- Revised Lecture	•Definition of motivation • The educational functions of the) motivation excitatory the –function anticipatory the –function motivating the –function punitive or	Motivation is known the It shows relationship between motivation and .learning It identifies the educational functions of	3	4

		corrective (function	.motivation		
Continuous) assessment participation n- reports - assignments - interaction (	Discussion- Brainstorming	Strategies for stimulating students' motivation to learn	He applies motivational stimulation strategies within .the classroom	3	5
Continuous) assessment participation n- reports - assignments - interaction (	Discussion- Brainstorming	- Definition of memory - The importance of studying memory	The concept of known memory is It explains how memory works It shows the importance of studying memory It compares sequential and parallel processing .strategies	3	6
Formative assessment written) (exam	First month exam			3	7

Continuous) assessment participation n- reports - assignments - interaction (	Brainstorming- Motivational Questions	- Contemporary perspectives on the interpretation of memory and its cognitive) models -perspective behavioral -perspective Gestalt	Lists types of memory It explains the relationship between memory . and learning It presents the most important contemporary theories that have explained .memory It explains the mechanism of memory according to .cognitive theory It explains the mechanism of memory according to .behavioral theory	3	8
Continuous) assessment	Brainstorming-	- Memory mechanisms - Factors affecting	It discusses the mechanism of	3	9

surprise - quiz participation- reports- assignments - interaction (	Motivati onal Question s	the memory process • Ways to improve the memory process	.memory It shows the most important factors affecting the .memory process It identifies the most important ways to improve the memory .process		
Continuous) assessment surprise - quiz participation- reports- assignments - interaction (	Brainstor ming- Motivati onal Question s	•of Causes forgetfulness • A theory in explaining) forgetting previous) interference retrograde and (inhibition subsequent) interference progressive (inhibition	The concept of forgetting is known The mechanism of forgetting is explained through interference .theory It identifies the most important factors affecting .forgetfulness	3	10
Continuous) assessment participation	Brainstor ming- Motivati	•The importance of studying the transfer effect	The transfer following training	3	11

n- reports - assignments - interaction (	onal Question s	Training • Definition of transfer following training	is known It highlights the importance of studying transfer following training		
Continuous) assessment participation n- reports - assignments - interaction (	Problem solving – discussion	•Dimensions of transfer effect Training • Theories of transfer following training	It shows the dimensions of the transfer following training It compares theories of .training transfer It designs educational situations that facilitate the transfer of the learning) training .effect (	3	12
Continuous) assessment surprise - quiz participation	Problem - solving discussion	•Definition of feedback •Dimensions of feedback • Types of feedback	feedback is known It shows the dimensions of feedback It identifies the	3	13

n- reports- assignments - interaction (			types of feedback		
Continuous) assessment surprise - quiz participatio n- reports- assignments - interaction (	Brainstor ming– Divergen t Question s	•Definition of learning •Conditions for good learning •Learning and) acquiring motor - language (skills	Learning is known It outlines the conditions for good learning It explains the impact of learning on language acquisition and motor skill .acquisition	3	14
Continuous) assessment e surpris - quiz participatio n- reports- assignments - interaction (	Problem - solving discussio n	•Learning theories and laws •Discovery and Learning •Learning curves	It explains the most important theories learning .and laws It explains the relationship between discovery and .learning	3	15

			The skill of graphing different learning curves		
Formative assessment written) (exam	Second month exam			3	16

• Infrastructure	
Nothing	1. Required textbooks
Fadel Mohsen Azirjawi , founders–Al Psychology Educational Zaghloul, –Emad Abdel Rahim Al Principles of Educational Psychology Fouad Abu Hatab, Dictionary of Psychology and Education Saleh Muhammad Ali Abu Jadu, .nd ed2 ,Educational Psychology Mahmoud Abdel Halim Mansi, Psychology Introduction to Educational Izzat Jaradat, Introduction to Education	2. Main References (Sources)
Recommended With some Research and Theses and theses Which pertains to the vocabulary of	a) Recommended books and references(, scientific journals

. the subject	(reports (...,
-University of Babylon website through its e learning lectures service http://repository.uobabylon.edu.iq/elearning/elearning2012.aspx The website of the College of Basic Education, University of Diyala is http://www.basicedu.uodiyala.edu.iq/ Iraqi Academic Journals Website http://www.iasj.net/iasj	websites , b) Electronic references ...

• Curriculum Development Plan	
•the curriculum with practical aspects related to the teaching profession .	Enriching

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating It . learning opportunities whether they have made the most of the available . must be linked to the program description

College of Basic Education	41. Educational institution
Geography	42. / Department Scientific Center
/ (Geomorphology (the study of landformsGeo 2310	43. Course Name/Code
mandatory	44. Available forms of attendance
First Year/Second Semester	45. Semester/Year
30	46. number of study Total hours
2025-12-15	47. Date this description was prepared
48. To ensure the student is familiar with the following : Course objectives :concepts	
its types Understanding the concept of geomorphology and -1	
Training students to distinguish between the processes that form landforms -2	
To accustom students to using the information acquired from the topic of -3 landforms in other geographical studies	
of students by encouraging them To increase the scientific and cultural wealth -4 to memorize and apply some information related to the topic of landforms	

30.outcomes , teaching and learning methods, and assessment Course
Cognitive objectives -A understanding of the general Enabling students to acquire knowledge and -1 .framework of geography and understanding of the general Enabling students to acquire knowledge -A2 framework of physical geography and understanding of geomorphology To enable students to gain knowledge -A3

Students should develop the course specific to based objectives -The skills -B skills in the following concepts Writes a research paper, and writes research and studies in the field of -B1 geomorphology processes that Preserves the types of landforms, their characteristics, the -B2 form them, and their geographical distribution Students learn to distinguish between different types of landforms -B3
and learning Teaching methods
At the beginning of the semester, students are informed of the course syllabus University theses) and .(information sources (related books, periodicals, etc and the distribution of topics across the weeks of the semester, and the assessment :methods that will be followed, as follows ioned in the course Prepare the lectures according to the sequence ment .1 .syllabus by using the aforementioned information sources .Informing students about the topic of the next lecture in order to prepare them .2 Students are asked to submit papers relating to one or more of the topics under .3 .study
Assessment methods
Conduct two semester exams, the first after the fifth week of the semester and .1 the second after the eleventh week of the semester. Each exam will consider the synthesizing, mental levels (remembering, understanding, applying, analyzing and evaluating), with the assessment grade accounting for 40% of the total achievement. The student's attendance and daily participation will be taken into consideration. The assessment grade may be 0% if students do not attend lectures .lat al semester exam, which accounts for 60% of the achievement, is -of-The end .2 scheduled according to the Ministry's timetable. When setting the questions, the comprehensiveness of the course content and the mental levels (remembering, ng, analyzing, synthesizing, evaluating) are taken into understanding, applyi .consideration
based objectives: that the student be able to-Affective and value -C in landforms in classifying scientists appreciate the efforts of The students -1 .order to facilitate their study geomorphological problems Students discuss -2 - 3 Geomorphological theories and laws express their opinion The students
Teaching and learning methods
Lecture or presentation -1 Interrogation -2 Discussion -3

Assessment methods
included in the course evaluation processes that take place during It is implicitly and at the end of the semester -1 Using assessment through objective tests -2 in the geography laboratory (field simulations) Using practical tests
other skills related to employability and) General and transferable skills -D .(personal development Enabling students to write a research paper on landforms -1 Developing students' ability to analyze the factors and processes affecting -2 of landforms the formation Enabling students to use maps, graphs, and diagrams in analyzing -3 geomorphological topics

31.Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Class participation and daily quiz	Lecture	What is geomorphology and its relationship to other sciences The development of science Geomorphology and its fields	To enable students to understand the know and definition of geomorphology and its fields	2	1
Class participation and daily quiz	Lecture and questioning	Basic ideas in geomorphology	To enable students to understand the know and basic concepts in geomorphology	2	2
Class participation and daily quiz	Lecture and discussion	Rocks and their structures Types of rocks Fire-	Enabling students to learn about and understand rocks and their types	2	3
Class participation and daily quiz	Lecture	Sedimentary The squatter -	To enable students to learn about and understand sedimentary and metamorphic rocks	2	4
Class participation and daily quiz	Presentation and discussion	Geomorphological factors and processes (Thornbury and the geomorphological (process	To enable students to and understand know geomorphological factors and processes	2	5
		First month exam		2	6
Class participation and daily quiz	Presentation and questioning	Weathering- Physics - Chemical- Biology	Enabling students to know and understand weathering and its types	2	7
Class participation and	Presentation and discussion	Factors affecting weathering Shapes formed by	To enable students to know and understand the factors affecting	2	8

daily quiz		weathering	weathering and the forms it forms		
Class participation and daily quiz	Presentati on and discussion	Surfaces and movement of materials	Enabling students to know and understand surfaces and the movement of materials	2	9
Class participation and daily quiz	Presentati on and questionin g	River geomorphology River patterns Sculpture Transportation sedimentation	To enable students to know and understand river patterns and the processes they undergo	2	10
Class participation and daily quiz	Presentati on and questionin g	Landforms formed by river deposition Geomorphological stages of the river	To enable students to know and understand river landforms and river stages	2	11
		Second month exam		2	12
Class participation and daily quiz	Presentati on and questionin g	Karst Surface and subsurface karst formations; the scientific importance of .karst	Enabling students to know and understand karst	2	13
Class participation and daily quiz	Presentati on and questionin g	The role of wind in shaping the Earth's surface Wind as a sculpting agent induced -Wind atomization, transport, and deposition Geomorphological forms resulting from wind action	To enable students to and understand the know role of wind in shaping landforms	2	14
Class participation and daily quiz	Presentati on and questionin g	Folds and fractures and their effect on shaping the Earth's surface features	Enabling students to know and understand geological twists and fractures	2	15

32.Infrastructure

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-The Science of Earth Shapes / Dr. Abdul Ilah Razouqi Karbal	(Main references (sources .2
Geomorphology / Hassan Fundamentals of Sayed Ahmed Naqqash-Geomorphology " by Adnan Al"	a) Recommended books and scientific journals,) references (.reports, etc
Wikipedia) The free encyclopedia, the official) website of the Iraqi Geological Survey	b) Electronic references, ...websites

33. Curriculum Development Plan
developed according to the requirements that emerge in The curriculum is .1 .curriculum development at the basic education levels The curriculum is developed in accordance with the requirements that emerge in .2 .curriculum development within the global system

description template Course

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating It . learning opportunities whether they have made the most of the available . must be linked to the program description

College of Basic Education	49. Educational institution
Geography	50. / Department Scientific Center

/ Geography of AfricaGeo 2311	51. Course Name/Code
mandatory	52. Available forms of attendance
Third/Second	53. Semester/Year
30	54. number of study Total hours
2025/12/15	55. Date this description was prepared
56. To ensure the student is familiar with the following : Course objectives :concepts	
1- of the geographical The student should be able to understand the concept .location of the continent of Africa	
2- .The student should learn about the concept of topography in the continent	
3- The student should understand the role of Arabs in the discovery of the .African continent	
4- .plant and climatic regions of the continent The student should study the	
5- .The student will learn about soil and the factors affecting its formation	
6- The student learns about agricultural/economic/industrial activity	
7- industrial The student should understand the nature of agricultural and .activity in the continent and know the reasons for underdevelopment	

34.outcomes , teaching and learning methods, and assessment Course
Cognitive objectives -A 1- An introduction to the astronomical and geographical location of the .continent African 2- .Theories that explained how the continent was formed 3- Theories that explain how the continent was formed
The students should .the course specific to based objectives -The skills -B geography of Africa, as develop skills in geographical concepts specific to the well as the skill of asking geographical questions and inquiries about .geographical topics, and the skill of using maps and geographical images

and learning Teaching methods
informed of the course syllabus At the beginning of the semester, students are University theses) and .(and information sources (related books, periodicals, etc the distribution of topics across the weeks of the semester, and the assessment :methods that will be followed, as follows tures according to the sequence mentioned in the course Prepare the lec .1 .syllabus by using the aforementioned information sources .Informing students about the topic of the next lecture in order to prepare them .2 more of the topics under Students are asked to submit papers relating to one or .3 .study
Assessment methods
Conduct two semester exams, the first after the fifth week of the semester and .1 the second after the eleventh week of the semester. Each exam should consider understanding, applying, analyzing, ‘the mental levels (remembering synthesizing, and evaluating), with the evaluation grade accounting for 40% of the total achievement, taking into account the student's attendance and the extent .of their daily participation which accounts for 60% of the achievement, is ‘semester exam-of-The end .2 scheduled according to the Ministry’s timetable. When setting the questions, the comprehensiveness of the course content and the mental levels (remembering, aluating) are taken into understanding, applying, analyzing, synthesizing, ev .consideration
Affective objectives: that the student be able to -C He evaluates some geographical discoveries of the continent -1 Explains the reasons for the diversity of terrains and geographical -2 phenomena in the continent Analyzes some geographical phenomena in the continent -3
Teaching and learning methods
Lecture or presentation -1 Interrogation -2
Assessment methods
It is implicitly included in the course evaluation processes that take place during .end of the semester and at the -1 Using assessment through objective tests

-2 in the geography laboratory applied tests Using practical

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

to write a scientific geographical report on the Enabling students -1
geographical features of the continent

Developing students' ability to understand geographical concepts and -2
terminology

Enabling students to draw a map of the continent, highlighting the most -3
.features of the continent's surface important

35.Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning To enable : outcomes students to know and understand the following :	Hours	Week
Formative assessment	Lecture	Geography of Saharan –sub Africa	–Geography of sub Saharan Africa	2	1
Formative assessment	Lecture	Geographical and astronomical location	Geographical and astronomical location	2	2
Formative assessment	Lecture	Area and geological structure data	Area and geological structure data	2	3
Formative assessment	Lecture	Surface features	Surface features	2	4
Formative assessment	Lecture	Climate and climatic regions of the continent	Climate and climatic regions of the continent	2	5
Formative assessment	Lecture	vegetation Natural and plant regions	Natural vegetation and plant regions	2	6
a test	exam	First month exam	First month exam	2	7
Formative assessment	Lecture	Soil and soil properties	Soil and soil properties	2	8

Formative assessment	Lecture	affecting Factors soil formation and types	Factors affecting soil formation and types	2	9
Formative assessment	Lecture	Soil investments in the continent	Soil investments in the continent	2	10
Formative assessment	Lecture	Water resources	Water resources	2	11
Formative assessment	Lecture	Human data on the continent	the Human data on continent	2	12
a test	exam	Second month exam	Second month exam	2	13
Formative assessment	Lecture	Economic potential: Agriculture, industry, mining, transportation and	Economic potential: Agriculture, industry, mining, and transportation	2	14
Formative assessment	Lecture	Regional study Tanzania and) (Kenya	Regional study Tanzania and) (Kenya	2	15

36. Infrastructure

- Regional Geography of the Continents / Dulaimi-Al Khalaf Hussein
- Geography of Asia and Africa / Girgis –chorley, jma Stanley , a

Required textbooks .1

schummand David e.suyden (1984); geomorphology Methuen, new York .	
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37. Curriculum Development Plan
The curriculum is developed according to the requirements that emerge in .1 .curriculum development at the basic education levels The curriculum is developed in accordance with the requirements that emerge in .2 .curriculum development within the global system

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating It . learning opportunities whether they have made the most of the available . cription must be linked to the program des
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University of Diyala / College of Basic Education	57. Educational institution
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Geography	58. / Department Scientific Center
of the Arab Geography / Geography of Arid Lands / WorldGeo 2313	59. Course Name/Code
mandatory	60. Available forms of attendance
Second year	61. Semester/Year
hours 30	62. number of study Total hours
2025/12/15	63. Date this description was prepared
64. Course Objectives	
Enabling students to learn and teach geography, specializing in arid land -1 geography and national geography	
Arabic	
To enable students to understand and acquire knowledge of geography, especially -2 the specialization of arid land geography and	
Geography of the Arab World	
Enabling students to use the science of geography and specialize in the geography -3 nd the geography of the Arab world of arid lands a	
In their academic, professional, personal, and public lives	
Encouraging and keeping students abreast of the science of geography and its -4 specializations, or specializing in the geography of arid lands and geography	
Arab world	

38.outcomes , teaching and learning methods, and assessment Course
Cognitive objectives -A Enabling students to acquire knowledge and understanding of the -A1 specialization of arid land geography and geography Arab world students to acquire knowledge and understanding of the Enabling -A2 specialization of arid land geography and geography .The Arab world, its current developments, and predictions for the future methods Enabling students to understand and comprehend the teaching -A3 of the specialization of arid land geography and geography Arab world Enabling students to understand and grasp the fundamentals of -A4 geography and specialize in the geography of arid lands and

Geography of the Arab World abling students to understand and comprehend the topics of En -A5 specialization, arid land geography and geography The Arab world and their education
.the course specific to based objectives -The skills -B knowledge of the specialization or Understanding, perception, and - B1 course: Arid Land Geography and National Geography Arabic Understanding, knowledge, and comprehension of the prescribed - B2 geography of arid lands and the geography of the Arab world, including all ols, maps, and how to use and apply them in their related equipment, to .academic and professional lives Personal and public Understanding, comprehension, and knowledge of the course from the - B3 .perspective of the professor's teaching of the course topics to the students fbased, theoretical and practical-based and field-it office Was
Teaching and learning methods
1- Methods of presentation, questioning , and discussion 2- Office study application 3- The theoretical application of the field study is based on what the students .have witnessed in their academic, public, and private lives 4- He encouraged students to visit libraries, attend seminars and conferences, .and read theses and dissertations Theses and related fields of study
Assessment methods
and varied questions for the study subjects Daily tests with multiple -1 Written tests to measure students' ability to understand and comprehend the -2 course material and its applications Practical field application through questions that students answer theoretically -3
based objectives-Affective and value -C Teaching students the curriculum -A1 Students' practice of the specialization or course they are taught, both -C2 theoretically and practically Making students interested in and fond of the course -C3 students to apply their learning, understanding, and Encouraging -Q4 comprehension of the course material in their academic, professional, and .personal lives
Teaching and learning methods
1- Methods of presentation, questioning , and discussion 2- of the desk and field teaching method Theoretical application

3- Encouraging students and familiarizing them with books, articles, dissertations , journals, publications, and the internet related to the course .topic
Assessment methods
answer them Past and present daily tests and how to -1 Use Interrogation and discussion style and method -2 Using the field study method theoretically -3 Conducting monthly or term tests to measure the extent to which students have -4 .course acquired the skills of thinking and geographical analysis of the Academic
other skills related to employability and personal) skills transferable General and .(development Enabling students to learn the cognitive understanding of the course -D1 presentation , Empowering students and teaching them the methods of -D2 .questioning , discussion, and the teaching process Enabling students to use the course in their academic, professional, -D3 personal, and public lives Students should follow up on current and future developments in the -D4 . ouraged in this directioncourse and be enc

39.Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
-A Daily -1 quizzes with questions on the topic The -2 method of questionin g and discussion Daily -3 preparatio n in advance -for Daily -1 quizzes with questions on the topic The -2 method of questionin g and discussion Daily -3 preparatio n in advance	-A -1 Delivery -2 Interrogati on -3 Discussio n -for -1 Delivery -2 Interrogati on -3 Discussio n	The -A concept of arid lands, their causes and geographical distribution b) Area, ion, and locat geological structure of the Arab world	ا- To enable students to understan d the concept of arid lands, their causes, and their geographi cal distributio .n ب- To enable students to develop a cognitive understand ing and awareness of the area, location, and geological structure of the Arab .world	2 2	the first
-A Daily -1 quizzes with questions	-A -1 Delivery -2 Interrogati	Climate of -A -arid and semi arid lands	ا- Enabling students to know, understand, and	2	the second

on the topic The -2 method of questioning and discussion Daily -3 preparation in advance -for Daily -1 quizzes with questions on the topic The -2 method of questioning and discussion Daily -3 preparation in advance	on -3 Discussion -for -1 Delivery -2 Interrogation -3 Discussion	b) Topography, climate and water resources of the Arab world	comprehend the climate of arid and semi-arid lands ب- To enable students to know and understand the topography, climate, and water resources of the Arab world	2	
-A Daily -1 quizzes with questions on the topic The -2 method of questioning and discussion Daily -3 preparation in advance	-A -1 Delivery -2 Interrogation -3 Discussion -for	Landforms in -arid and semi arid regions Soil and -B natural vegetation in the Arab world	أ- Enabling students to recognize and understand the perception of forms land surface dry ب- To enable students to	2 2	the third

advance -for Daily -1 quizzes with questions on the topic The -2 method of questionin g and discussion Daily -3 preparatio n in advance	-1 Delivery -2 Interrogati on -3 Discussio n		know, understan d, and appreciate the soil and natural vegetation in the Arab world		
-A Correcting the answers b) Correcting the answers	-A Monthly questions b) Monthly questions	Monthly -A exam b) Monthly exam	Monthly -A exam b) Monthly exam	2 2	Fourth
-1-A Daily quizzes with questions on the topic The -2 method of questionin g and discussion Daily -3	-A -1 Delivery -2 Interrogati on -3 Discussio n	Water -A resources in arid arid -d semian lands Population of -B the Arab world, agricultural production and	Enabling (a students to identify, understand, and appreciate water resources in arid arid -and semi lands b) Enabling students to	2 2	Fifth

preparation in advance b) Daily quizzes with questions on the topic The -2 method of questioning and discussion Daily -3 preparation in advance -1 -A Daily quizzes with questions on the topic The -2 method of questioning and discussion Daily -3 preparation in advance -1 -B Daily tests with questions on the topic The -2 method of	-for -1 Delivery -2 Interrogation -3 Discussion -A -1 Delivery -2 Interrogation -3 Discussion -for -1 Delivery -2 Interrogation -3 Discussion	livestock 1- Dryland population, agriculture and awareness in drylands Mineral and industrial wealth in the Arab world	understand and appreciate the nature of the Arab world's population, agricultural production, and livestock Enabling -A students to understand and appreciate the inhabitants of arid lands and agriculture, and to be aware of arid lands b) Enabling students to know, understand, and appreciate the mineral and industrial wealth in the Arab world	2 2	Sixth
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questioning and discussion Daily -3 preparation in advance					
-1 -A Daily quizzes with questions on the topic The -2 method of questioning and discussion Daily -3 preparation in advance -1 -B Daily tests with questions on the topic The -2 method of questioning and discussion Daily -3 preparation in advance	-A -1 Delivery -2 Interrogation -3 Discussion -for -1 Delivery -2 Interrogation -3 Discussion	The future of -A drylands -B Transportation, trade, and the geopolitics of the Arab world	a) Enabling students to understand, know, and perceive the future of drylands Enabling (b students to know, understand, and comprehend transportation, trade, and the geopolitics of the Arab world	2 2	Seventh
-A Correcting the answers	The -A questions posed b) The	Monthly -A exam b) Monthly	Monthly -A exam b) Monthly	2 2	Eighth

b) The questions posed	questions posed	exam	exam		
40.Infrastructure					
Geography of arid lands and geography of the Arab world			textbooks Required .1		
Geography of drylands Geography of the Arab World			(Main references (sources .2		
The University of Baghdad Journal of Arts related to the course topic), the University of) Diyala Journal of Education for Humanities, and related research and reports for teaching .purposes			a) Recommended books and scientific journals,) references (.reports, etc		
:Internet sites 1- Google 2- Yahoo : the reviewer 1- Wikipedia 2- Scientific Encyclopedia			b) Electronic references, ...websites		

41.Curriculum Development Plan
a. Adopting modern, scientifically sound books that are relevant to the .curriculum b. Adoption of journals, publications, books, dissertations , and university theses, as well as governmental and international publications relevant .to the course syllabus c. Information was gathered from seminars and conferences and used in conjunction with the curriculum, whether the seminars and conferences .mental, or internationalwere university, govern d. .Using the internet to obtain information relevant to the course

Course description template

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating It . learning opportunities whether they have made the most of the available . criptionmust be linked to the program des

College of Basic Education	65. Educational institution
Geography	66. / Department Scientific Center
/ Geography of Seas and OceansGeo 2314	67. Course Name/Code
mandatory	68. Available forms of attendance
the second	69. Semester/Year
30	70. number of study Total hours
2025/12/15	71. Date this description was prepared
72. To ensure the student is familiar with the following : Course objectives :concepts	
8- .the origin of seas and oceans The student will learn about	
9- and surrounding .of basins The student should learn about the concept	

Her presence Interpret that theories
10- and theories surrounding the basins The student should understand Her presence Interpret that and the land Water distribution
11- the characteristics of water in seas and The student should learn about .oceans
12- Seas in Water the movement The student should become familiar with and the oceans
13- oceans flood Topography the characteristics The student learns about
14- For the gemophropathy the phenomena The student should understand coasts
15- in natural .the resources The student should become familiar with ocean

42.outcomes , teaching and learning methods, and assessment Course
Cognitive objectives -A 4- The Origin of Seas and Oceans .b identification 5- Interpret that and theories surrounding the basins The student should know Her presence and the land Water distribution 6- oceans flood Topography the characteristics The student should know
The students will develop .the course specific to based objectives -The skills -B geographical concepts related to the geography of seas and oceans, as skills in well as the skill of asking geographical questions and inquiries about topics in the geography of seas and oceans, and the skill of using maps and geographical .ementioned topicsimages related to the afor
and learning Teaching methods
At the beginning of the semester, students are informed of the course syllabus University theses) and .(and information sources (related books, periodicals, etc

weeks of the semester, and the assessment the distribution of topics across the :methods that will be followed, as follows Prepare the lectures according to the sequence mentioned in the course .1 .syllabus by using the aforementioned information sources .f the next lecture in order to prepare themInforming students about the topic o .2 Students are asked to submit papers relating to one or more of the topics under .3 .study
Assessment methods
Conduct two semester exams, the first after the fifth week of the semester and .1 the eleventh week of the semester. Each exam should consider the second after the mental levels (remembering, understanding, applying, analyzing, synthesizing, and evaluating), with the evaluation grade accounting for 40% of tudent's attendance and the extent the total achievement, taking into account the s .of their daily participation semester exam, which accounts for 60% of the achievement, is -of-The end .2 scheduled according to the Ministry's timetable. When setting the questions, the tent and the mental levels (remembering, comprehensiveness of the course con understanding, applying, analyzing, synthesizing, evaluating) are taken into .consideration
Affective objectives: that the student be able to -C He evaluates some geographical discoveries of seas and oceans -1 and the oceans Seas in Water movement Explains -2 For the coasts gemophropathy phenomena Analyzes some -3
Teaching and learning methods
Lecture or presentation -1 Interrogation -2
Assessment methods
evaluation processes that take place during It is implicitly included in the course .and at the end of the semester -1 Using assessment through objective tests -2 in the geography laboratory applied tests Using practical

employability and other skills related to) General and transferable skills -D .(personal development the shapes Enabling students to write a scientific geographical report on -1 coastal Geomorphology Developing students' ability to understand geographical concepts and -2 terminology map of the continent, highlighting its most Enabling students to draw a -3 .important features, including the seas

43.Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning To enable : outcomes students to know and understand the following :	Hours	Week
Formative assessment	Lecture	Origin of seas and oceans	Origin of seas and oceans	2	1
Formative assessment	Lecture	The historical development of the geography of seas and its oceans and relationship to other sciences	The historical development of the geography of seas and oceans and its relationship to other sciences	2	2
Formative assessment	Lecture	modern oceanographic scientific studies	modern oceanographic scientific studies	2	3
Formative assessment	Lecture	and surrounding basins Interpret that theories Her presence and Water distribution the land	and surrounding basins Interpret that theories Her presence and Water distribution the land	2	4
Formative assessment	Lecture	Interpret that Theories Oceanic basins Origin	Interpret that Theories Oceanic basins Origin	2	5
Formative assessment	Lecture	Water characteristics in seas and oceans 1- waters in salinity and the Seas oceans 2- waters heat and the Seas	Water characteristics in seas and oceans 1- waters in salinity and the Seas oceans 2- Seas waters heat and the oceans	2	6

		oceans Maritime ice	3- Maritime ice		
a test	exam	First month exam	First month exam	2	7
Formative assessment	Lecture	in Water a movement and the oceans Seas Waves –1 and The extension –2 the islands Oceanic Currents –3	in Water a movement and the oceans Seas Waves –1 and The extension –2 the islands Oceanic Currents –3	2	8
Formative assessment	Lecture	Topography Properties oceans flood bottom Topography –1 ocean The edge –2 continental deep ocean Bottom –3 bottom Sediments –4	Topography Properties oceans flood bottom Topography –1 ocean continental The edge –2 deep ocean Bottom –3 bottom Sediments –4	2	9
Formative assessment	Lecture	phenomena For the geomorphology coasts Classification –1 Coasts	phenomena For the geomorphology coasts Coasts Classification –1	2	10
Formative assessment	Lecture	Shapes Geomorphology coastal	Geomorphology Shapes coastal	2	11
Formative assessment	Lecture	Coasts Types	Coasts Types	2	12
a test	exam	Second month exam	Second month exam	2	13
Formative assessment	Lecture	in natural Resources ocean food Resources –1	in natural Resources ocean food Resources –1	2	14

		natural Resources –2 food not	natural Resources –2 food not		
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44.Infrastructure

Joudah, Hassanein Joudah, 2003
 Geography of Seas and Oceans, Beirut,
 Arabiya-Nahda Al-Dar Al
 - Mahsoub, Muhammad Sabri, 2002,
 Topics in the Geography of Seas and
 Oceans, Cairo

Required textbooks .1

45.Curriculum Development Plan

The curriculum is developed according to the requirements that emerge in .1
 .curriculum development at the basic education levels
 The curriculum is developed in accordance with the requirements that emerge in .2
 .curriculum development within the global system

Course Description

This course description provides a concise summary of the course's key
 features and the expected learning outcomes for the student, demonstrating
 It . learning opportunities whether they have made the most of the available
 . criptionmust be linked to the program des

College of Basic Education	73. Educational institution
Geography	74. / Department Scientific Center
/ Agricultural Geography Geo 2317	75. Course Name/Code
mandatory	76. Available forms of attendance
Fourth/Second	77. Semester/Year
30	78. number of study Total hours
2025/12/15	79. Date this description was prepared
80. To ensure the student is familiar with the following : Course objectives :concepts	
16- The student should become familiar with the concept of agricultural .geography	
17- agricultural geography, its relationship to The student will learn about .other sciences, and research methodology	
18- the factors affecting agricultural The student should understand .production	
19- .The student should study plant regions	
20- .affecting its formation The student will learn about soil and the factors	
21- The student learns about agricultural activity	
22- Production the characteristics The student should understand agricultural	

46.outcomes , teaching and learning methods, and assessment Course

Cognitive objectives -A 7- agricultural geography, its relationship to other sciences, and Definition of research methodology 8- . the factors affecting agricultural production Understanding 9- agricultural Production the characteristics Identifying
The students should .the course specific to based objectives -The skills -B develop skills in geographical concepts specific to the geography of Africa, as well as the skill of asking geographical questions and inquiries about .ical imagesgeographical topics, and the skill of using maps and geograph
and learning Teaching methods
At the beginning of the semester, students are informed of the course syllabus University theses) and .(and information sources (related books, periodicals, etc the semester, and the assessment the distribution of topics across the weeks of :methods that will be followed, as follows Prepare the lectures according to the sequence mentioned in the course .1 .syllabus by using the aforementioned information sources .t lecture in order to prepare themInforming students about the topic of the nex .2 Students are asked to submit papers relating to one or more of the topics under .3 .study
Assessment methods
Conduct two semester exams, the first after the fifth week of the semester and .1 eleventh week of the semester. Each exam should consider the second after the the mental levels (remembering, understanding, applying, analyzing, synthesizing, and evaluating), with the evaluation grade accounting for 40% of nt's attendance and the extent the total achievement, taking into account the stude .of their daily participation semester exam, which accounts for 60% of the achievement, is -of-The end .2 scheduled according to the Ministry's timetable. When setting the questions, the and the mental levels (remembering, comprehensiveness of the course content understanding, applying, analyzing, synthesizing, evaluating) are taken into .consideration
Affective objectives: that the student be able to -C Evaluate the role of the agricultural sector -1 agricultural Production diversity Explains the reasons for -2 production varied Agricultural and livestock Analyzes -3

Teaching and learning methods
Lecture or presentation -1 Interrogation -2
Assessment methods
course evaluation processes that take place during It is implicitly included in the .and at the end of the semester -1 Using assessment through objective tests -2 in the geography laboratory applied tests Using practical
employability and other skills related to) General and transferable skills -D (personal development Enabling students to write a scientific geographical report on agriculture -1 Developing students' ability to understand geographical concepts and -2 agricultural production terminology related to students to draw a world map showing the most important Enabling -3 .agricultural production areas

47.Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning To enable : outcomes students to know and understand the following :	Hours	Week
Formative assessment	Lecture	The concept of agricultural geography	The concept of agricultural geography	2	1
Formative assessment	Lecture	Agricultural geography and its relationship to sciences and other research methodology	Agricultural geography and its relationship to other sciences and research methodology	2	2
Formative assessment	Lecture	Factors affecting agricultural production	Factors affecting agricultural production	2	3
Formative assessment	Lecture	: Natural factors Surface-1 Climate and its -2 elements Soil-3 Water-4 Biology-5	: Natural factors Surface-1 Climate and its -2 elements Soil-3 Water-4 Biology-5	2	4
Formative assessment	Lecture	Humanity Factors The The hand -1 worker social Factors -2 Economic Factors -3 Political Factors -4 Government	Humanity Factors The worker The hand -1 social Factors -2 Economic Factors -3 Political Factors -4 Government	2	5
Formative	Lecture	Production features	Production features	2	6

assessment		agricultural	agricultural		
a test	exam	month exam First	First month exam	2	7
Formative assessment	Lecture	Production Patterns : Agricultural Mobile Agriculture–1 Agriculture –2 Self Sufficiency	Production Patterns : Agricultural Mobile Agriculture–1 Agriculture –2 Self Sufficiency	2	8
Formative assessment	Lecture	wide Agriculture –3 mixed Agriculture –4 dense Agriculture –5	wide Agriculture –3 mixed Agriculture –4 dense Agriculture –5	2	9
Formative assessment	Lecture	agricultural Production	agricultural Production	2	10
Formative assessment	Lecture	Production Types : Vegetarian grains	Production Types : Vegetarian grains	2	11
Formative assessment	Lecture	cotton sugar cane 3- vegetables 4- Citrus Dates	cotton sugar cane 1- vegetables 2- Citrus Dates	2	12
a test	exam	Second month exam	Second month exam	2	13
Formative assessment	Lecture	Characteristics of agriculture and animal :production To Global Experiences Agriculture develop animal and production	Characteristics of agriculture and animal :production To Global Experiences and Agriculture develop animal production	2	14
Formative	Lecture	agricultural problems	agricultural problems	2	15

assessment		and its Arabic and ways components From it Limit	and its Arabic and ways components From it Limit		
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48.Infrastructure

–chorley,jma Stanley , a
schummand David e.suyden
(1984); geomorphology Methuen,
new York .

Required textbooks .1

49.Curriculum Development Plan

The curriculum is developed according to the requirements that emerge in .1
.curriculum development at the basic education levels

The curriculum is developed in accordance with the requirements that emerge in .2
.curriculum development within the global system

Course description template

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating It . learning opportunities whether they have made the most of the available . criptionmust be linked to the program des

College of Basic Education	81. Educational institution
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Geography	82. Department / Scientific Center
/ Population Geography Geo2318	83. Course Name/Code
mandatory	84. Available forms of attendance
Fourth/Second	85. Semester/Year
hours 30	86. number of study Total hours
2025/12/15	87. Date this description was prepared
88. Course Objectives	
7- Students' knowledge of population geography	
8- Students' knowledge of population characteristics	
9- Students' knowledge of how to use and analyze population data and .between static and dynamic population data distinguish	

50.outcomes , teaching and learning methods, and assessment Course
Cognitive objectives -A Enabling the student to acquire theoretical knowledge of -A1 population geography Enabling the student to acquire the knowledge and -A2 to classify the population data used for this purpose understanding of Enabling the student to acquire knowledge and understanding -A3 the most important sources and references for population geography of Enabling the student to acquire knowledge and understanding -A4 the field study

Enabling the student to acquire the knowledge and understanding to analyze the concept of demography -A5 Enabling the student to acquire knowledge and understanding of the stages of development of the science of demography -A6
the course specific to based objectives -The skills -B Special skills in distinguishing between static and dynamic population data -B1 of Special skills in analyzing and interpreting the components of demography -B2 Special skills in how to apply population statistical equations -B3
Teaching and learning methods
11- lecturing or giving a presentation 12- (Practical demonstration (using the geography lab resources 13- Students are required to visit the library and consult for a population geography study 14- Field study
Assessment methods
9- Daily tests with specific questions 10- Assigning grades for homework and class participation 11- Monthly tests with objective and essay questions
objectives based-Affective and value -C To interpret and analyze the science of demography -A1 .To differentiate between demography and population geography -Q2 Some famous geographical researchers in the field of population geography evaluate -A3 a that influence population Explain the geographical phenomenon -Q4 distribution
Teaching and learning methods
10- solving method-Problem 11- brainstorming 12- Simulation method 13- Interrogation method
Assessment methods
11- Written tests to measure the student's ability to think, analyze, and deduce 12- Writing research papers about certain countries, including various population studies of those countries

13-	Daily exams with questions that require critical thinking and deduction
14-	Practical tests in theGIS laboratory
other skills related to employability) General and transferable skills -D .(and personal development Uses contemporary sources and references -D1 Forming a group of students to study and solve some statistical -D2 problems about child mortality opulation and population Utilizing state institutions related to p -D3 censuses to increase and diversify students' knowledge Benefiting from planning centers and the Central Statistical -D4 Organization affiliated with the Ministry of Planning	

51.Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning To : outcomes enable students to know and understand	Hours	Week
structural	Lecture	The concept of population geography / its historical development / its importance	Population geography and demography	2	1
structural	Lecture	Population census classification and the criteria used in the classification	Population census and methods of conducting it	2	2
structural	Lecture	Components of the census form	Basic components of the census form	2	3
structural	Lecture	How to extract the social characteristics of a community from a census form	Characteristics of census, sample survey, and population vital records	2	4
structural	Lecture	The most densely populated areas in the world	densely populated areas	2	5
structural	Lecture	Natural and human causes of population decline	sparsely populated areas	2	6
structural	Lecture	First month exam	exam	2	7
structural	Lecture	Density laws and their applicability	Calculative and physiological density	2	8
structural	Lecture	Defining the	Continental and	2	9

		concept of continental and island geography from a population geography perspective	island		
structural	Lecture	The difference between fertility and death	Factors affecting fertility	2	10
structural	a lecture	Using fertility equations	Fertility and fertility measurements	2	11
structural	Lecture	Second month exam	exam	2	12
structural	Lecture	Defining death and identifying the most important mortality indicators	Mortality and mortality measures	2	13
structural	a lecture	Practice drawing the population pyramid	Population pyramid and its types	2	14
structural	a lecture	Identifying the most important methods of birth control	Modern trends in birth control and family planning	2	15

52.Infrastructure	
...Textbooks	Required textbooks .1
-Population Geography by Dr. Abdul Ali Al Khaffaf... and Population Geography by Dr. Rihani-Abdul Makhour Al	(Main references (sources .2
World Organization reports... United Nations reports	a) Recommended books and scientific journals,) references (.reports, etc

Arab Geographers Forum	b) Electronic references
53. Curriculum Development Plan	Resources
Commitment to sectorality	

Phase Three

Course Description

a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities Learning Available. It must be linked to the program description

University of Diyala / College of Basic Education	• institution Educational
Cultural Materials / Geography Department	• Scientific Department / Center
/ General Arabic Univ3112	• Course Name/Code

mandatory	• Available forms of attendance
Fifth/Third	• Semester/Year
hours 30	• number of study Total hours
2025/12/15	Date this description was prepared
Course objectives: By the end of the academic year, the student will be able to	
1- .Providing students with a set of grammatical rules	
2- .and drawing letters correctly Developing students' writing skills	
3- Equipping students with the ability to evaluate themselves by training them to discover their mistakes and work to correct them	
4- Enabling students to learn the skills of understanding, explaining, and reactions to different situations using grammatical rules expressing their	
5- Enabling students to learn about the characteristics, features, and purposes of Islamic and Umayyad literature	
Course outcomes, teaching and learning methods, and assessment	
objectives Cognitive –A Knowledge and understanding –A1 Enabling students to know the grammatical rules and apply them –A2 .correctly Accustoming students to paying attention, listening, and following –A3 .along understanding using Enabling students to gain knowledge and –A4 .punctuation marks A5. Enabling students to write quickly for its necessities and to use .grammatical rules correctly	

A6. To enable students to gain knowledge and understanding of Islamic and Umayyad literature topics
Objectives –B arathiM Specific to the course. .Skills in applying and solving exercises related to the topic –B1
Teaching and learning methods
1- Clarifying and explaining the course material. .The lecture method is accompanied by questioning –2 .learning method–self The –3
Assessment methods
1. Daily tests with specific questions. .Assigning grades for homework and class participation –2 .Assigning students to complete reports on the course material –3 . uestionsMonthly tests with objective and essay q –4
based objectives–Affective and value –C To understand the importance of studying the subject and its life –A1 .applications
Teaching and learning methods
1- Clarifying and explaining the course material. .accompanied by questioning The lecture method is –2 .learning method–The self –3
Assessment methods
1- Daily and monthly tests. .Homework and preparing reports on the topics –2
General and transferable skills (other skills related to employability and –D personal development). .Skills in using references and terminology –D1 .Skills in gathering and analyzing information about topics –D2

s about the entire subject Skills in developing specific concept –D3

Course structure

Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Formative assessment	Explanation and clarification using discussion and questioning	The name of Inna and its sisters	to learn The concept of accusative nouns in general, and the noun of "inna" and its sisters in particular	Gram –mar 2	1
Formative assessment	Explanation and clarification using discussion and questioning	The predicate of "kana" and its sisters	to learn The concept of accusative nouns in general, and the predicate of "kana" and its sisters in particular	Gram –mar 2	2
Formative assessment	Explanation and clarification using discussion questioning and	The object	Learn the concept of transitive verbs that take more than one object	Gram –mar 2	3
Formative assessment	Explanation and clarification using discussion and questioning	The absolute object and the object of the verb	Learn the concept of transitive verbs that take more than one object	Gram –mar 2	4
Formative assessment	Explanation and clarification using discussion and questioning	The object of purpose and the object of accompanime	Learn the concept of transitive verbs that take more than one object	Gram –mar 2	5

		nt			
First month exam				Gram -mar 2	6
ormati ssesm nt	The lecture was accompanied by questioning and .discussion	Studying Islamic and Umayyad Literature: Its Status and Main Purposes	Understanding Islamic and Umayyad literature, its status and its main purposes	Litera -ture 2	7
ormati ssesm nt	The lecture was accompanied by questioning and .discussion	The sermon of the Holy Prophet (PBUH) during the Farewell Pilgrimage	Analysis and preservation of the sermon of the Holy Prophet (PBUH) during the Farewell Pilgrimage	Litera -ture 2	8
ormati ssesm nt	The lecture was accompanied by questioning and .discussion	Ka'b ibn Zuhayr from -the poem (Al (Burda	Learn about the life of the poet Ka'b ibn Zuhayr while memorizing(10) (verses)	Litera -ture 2	9
ormati ssesm nt	The lecture was accompanied by questioning and .discussion	From the -satires of Al Farazdaq	life Learn about the -of the poet Al Farazdaq and analyze his poem while memorizing .(verses 10)	Litera -ture 2	10
ormati ssesm nt	Explanation and clarification	Rules for writing the medial and final hamza	Teaching and understanding the g the rules for writin medial and final hamza	Dictat 2- ion	11

formati ssesm nt	Explanation and clarification	punctuation marks	Teaching and understanding punctuation rules	Dictat 2- ion	12
formati ssesm nt	Explanation and clarification	The closed taa and the open taa	Teaching and knowing how to write the closed and 'open taa	Dictat 2- ion	13
formati ssesm nt	Explanation and clarification	Writing practice Places Tanween of	Knowing how to write tanween with Training on it	Dictat 2- ion	14
Second month exam				Dictat 2- ion	15

Infrastructure	
nothing	1. Required textbooks
1- Ibn Aqil's commentary on Ibn Malik's Muhammad Muhyiddin Abdul - Alfiyya Hamid Abu Hisham Naoum -Unique Dictation -2 Jirjis Zarazir	2. Main references (sources)
Utilize sources related to general Arabic .(topics (grammar, literature, spelling	a) Recommended books and references: scientific journals, reports (....
advantage of websites Taking	b) Electronic references, ...websites

1. Curriculum Development Plan
Commitment to sectorality

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Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for .student, demonstrating whether they have made the most of the opportunities the Learning It must be . **Available**
.linked to the program description

College of Basic Education / University of Diyala	• Educational institution
Materials Educational/ Geography Department	• / Scientific Department Center

/ Research Methods Coll 3209	• Code / Name
mandatory	• Available forms of attendance
Third / Fifth	• Year / Semester
hours 45	• of study hours Total number
2025/12/15	• Date this description was prepared
• By the end of the academic year, the student will be able to : Course objectives	
1. Learn Science and scientific research	
2. Learn : Research problem and hypotheses	
3- Learn Study group	
4- Learn . Data collection tools	
5- Learn . Preparing the research report	
6- Learn . Libraries and scientific research	
7- Learn Summarizing a Master's or Doctoral thesis by students	

Course outcomes, teaching and learning methods, and assessment
Cognitive objectives - A Understanding Knowledge and - A of Enabling students to acquire knowledge and understanding of the stages –A1 acquiring knowledge of the nature of Enabling students to acquire knowledge and understanding –A2 . science, the goals of science, and the characteristics of research Enabling students to gain knowledge and understanding in reviewing the –a3 .literature related to the research problem rstanding in libraries and Enabling students to acquire knowledge and unde –A4 . scientific research

Objectives - B Marathi Specific to the course. .Skills in educational research and its steps -B1 .the sources of obtaining the problem related to Skills -B2 .data collection tools related to Skills -B3 report Skills in preparing a research -B4 . in summarizing a master's or doctoral thesis by students Skills -B5
Teaching and learning methods
1- Clarification and explanation of the course material How to display the form -2 Lecture method -3 learning method-Self -4
Assessment methods
1. Daily tests with specific questions . Assigning grades for homework and class participation -2 Assigning students the task of completing research papers and reports on the course -3 .material . Monthly tests with objective and essay questions -4
based objectives-Affective and value - C . applications To understand the importance of studying the subject and its life -A1 chethical considerations in educational resear of Recognizes the importance -C2
Teaching and learning methods
1- Explanation and clarification How to display the form -2 learning method-Self -3
Assessment methods
1- Theoretical tests. . Reports and studies -2
other skills related to employability and personal) General and transferable skills - D development). . terminology Skills in using references and -D1 . in collecting and analyzing data on the subject Skills -D2

- . in interpreting theorems **Skills –D3**
- . making skills– **Comparison –D4**
- . in developing specific concepts about the topic **Skills D5**

Course structure

Evaluation method	Teaching method	Topic Name /	Required learning outcomes	Hours	Week
Formative assessment	Explanation and clarification	Science and scientific research	to learn Stages of acquiring knowledge. Learn what science is, the goals of science, and the characteristics of .research Learn about educational research and its .steps Learn about ethical considerations in .educational research	3	1
Formative assessment	Explanation and clarification	Science and scientific research	to learn Research classification: .Descriptive research Experimental .research Historical research	3	2
Formative assessment	Explanation and clarification	Research problem :and hypotheses	to learn Sources of the problem. Rules for formulating the	3	3

			.problem		
Formative assessment	Explanation and clarification	Research problem and hypotheses	to learn Search variables. Research hypotheses Reviewing the literature related to the research . problem	3	4
Formative assessment	Show model	Study group	Learn the procedure The .questionnaire Interview	3	5
Formative assessment	Lecture	Study group	to learn .Note	3	6
First month exam: objective and essay tests				3	7
Formative assessment	Lecture	Preparing the .research report	learn to Preparing .the research report	3	8
Formative assessment	Lecture	Preparing the .research report	to learn Preparing .the research report	3	9
Formative assessment	Lecture	Libraries and Scientific Research	to learn Libraries and Scientific Research	3	10
Formative assessment	Lecture	Libraries and Scientific Research	to learn Libraries and Scientific Research	3	11
Formative assessment	Lecture	Summarizing a master's or doctoral .thesis by students	Summarizing a master's or doctoral .thesis by students	3	12
Formative	Lecture	Summarizing a	Summarizing a	3	13

assessment		master's or doctoral .thesis by students	master's or doctoral .thesis by students		
formative assessment	Show model	Summarizing a master's or doctoral .thesis by students	Summarizing a master's or doctoral .thesis by students	3	14
second month exam: objective tests And my article				3	15

Infrastructure	
nothing	1. Required textbooks
Rahim ,Azzawi–Al Younes Krou, 2008, Introduction to Scientific Research Methodology, st 1 Edition, Dar Dijla Printing and . Publishing, Amman, Jordan	2. (sources) Main references
Daoud, Aziz Hanna And Abd Rahman, Anwar ,Hussein1990 AD, <u>, Educational Research Methods</u> Ministry of Higher Education and Hikma –Scientific Research, Dar Al for Printing and Publishing, .University of Baghdad, Iraq	a) Recommended books and references: scientific journals reports , (....,
Any website related to educational research	, b) Electronic references ... websites

Curriculum Development Plan
Commitment to sectorality

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating .made the most of the opportunities whether they have Learning **Available** .It must be linked to the program description .

College of Basic Education	• Educational institution
Geography Department / Educational Materials	• Scientific Department / Center
/ Measurement and Evaluation Coll 3211	• Code / Name
mandatory	• Available forms of attendance
Third / Sixth	• Year / Semester
hours 45	• of study Total number hours
2025/12/15	• Date this description was prepared
• Course Objectives	
:achieve the following This course aims to help students	
1- Understanding the scientific meaning of the concepts of measurement and .evaluation and the difference between them	
2- To understand the importance of evaluation and to identify its main areas, .steps and types	
3- .students with the skill to prepare different types of tests Equipping	
4- Equipping students with the practical skills of the fundamentals of statistics in educational measurement and evaluation	
5- at suits Introducing students to assessment tools and their use in a way th	

- Course Outcomes Methods of teaching, learning, and assessment

Cognitive objectives - A

Enabling students to acquire knowledge and understanding of the concept –A1

. **evaluation** of measurement and

Enabling students to gain knowledge and understanding of the concept of –A2

. **tests** personality

Enabling students to gain knowledge and understanding of the concept of –A3

. **tests** oral and written

g of the concept Enabling students to acquire knowledge and understandin –A4

. essay tests **and** of objective

Enabling students to gain knowledge and understanding of how to prepare –A5

. **tests**

Enabling students to gain knowledge and understanding of how to prepare –A6

. **map** a test

B- Objectives Marathi Specific to the course.

Special skills in distinguishing between the concepts of measurement and –B1

. **evaluation**

. specifications table or test map **a** Skills in how to prepare –B2

ch the Skills in choosing the appropriate test to measure the extent to whi –B3

. **achieved** set goals have been

. in preparing a set of behavioral objectives **Skills** –B4

Teaching and learning methods

Interrogation and discussion

. Students are required to prepare sample objective and essay tests

methods Assessment

- Daily, monthly, and term tests.
- . lesson in front of the students–Conduct a mini
- . Practical tests in creating models for objective and essay tests

C- based objectives–Affective and value					
Developing students' attitude towards using innovations and developments –C1					
. methods in teaching					
. sciences Keeping up with developments in educational and psychological –C2					
. profession Developing students' attitude towards the teaching –C3					
–C4					
Teaching and learning methods					
brainstorming					
solving method–Problem					
programmed learning					
Assessment methods					
Daily and monthly tests					
.(application) Practical tests					
Skills - D General and Rehabilitational other skills related to) Transferable employability and personal development).					
. modern resources using The skill of –D1					
. skill of benefiting from the latest developments in the educational field The –2					
students The skill of performing a practical lesson in front of –D3					
. test according to scientific principles a The skill of preparing –D4					

• Course structure					
Evaluation Method	Teaching method	Topic Name /	Required learning outcomes	Hours	Week
Daily test	Lecture and questionin	Calendar: its concept, types, and fields. : its concept, characteristics, and	The ability to define and understand	hours 3	the first

	g method	relationship to .evaluation	assessment and measurement and the relationship between them		
Daily classroom participati on	Cooperati ve learning	Types of tests and measurements Educational and psychological Steps for building tests The achievement of Teacher preparation includes identifying the importance of .behavioral objectives	Enabling students to know and understand Steps for building tests The achievement of Teacher preparation includes identifying the importance of behavioral .objectives	hours 3	the second
Classroom participati on in preparing the lecture	Presentatio n questionin g, discussion	Principles of determining test items/item distribution The test Light of the weights of the objectives and the curriculum content. Behavioral objectives: definition, characteristics, and levels	Enabling students to know and understand Principles of determining test items/item distribution The test weights Light of the of the objectives and curriculum content	hours 3	the third
Classroom participati on in preparing the lecture	group discussion	Types of test items, their characteristics, and the principles of their .formulation	Enabling students to know and understand Types of test items, their characteristics, and the principles of their .formulation	hours 3	Fourth
Classroom participati on in	Lecture	Paragraph drafting Test and their types Principles of paragraph arrangement	Enabling students to know and understand	hours 3	Fifth

preparing the lecture		Principles of test application	Paragraph drafting Tests and their types Principles of paragraph arrangement Principles of test application		
		Monthly exam		hours 3	Sixth
Classroom participation in preparing the lecture	delivery And the argument	Honesty: its definition, types, and mechanisms for identifying honesty definition Stability: its and characteristics	Enabling students to know and understand Honesty: its definition, types, and mechanisms for identifying honesty Stability: its definition and characteristics	hours 3	Seventh
Classroom participation in preparing lecture the	Presentation and questioning	oral exams	Enabling students to know and understand oral exams	hours 3	Eighth
Class participation in Preparing the lecture	Presentation and questioning	Intelligence tests: definition and types	Enabling students to know and understand Intelligence tests: definition and types	hours 3	Ninth
Classroom participation in preparing the lecture	Presentation, questioning, and discussion	Personality and tendencies assessments	Enabling to students know and understand Personality and tendencies assessments	hours 3	tenth
Classroom participation	Presentation and	Measuring instruments –Non	Enabling students to	hours 3	eleventh

on in preparing the lecture	questionin g	testing	know and understand Measuring instruments –Non testing		
		monthly exam		hours 3	twelfth

Infrastructure	
-	1. Required textbooks
Tests Ahsaliyah–Al Schoolwork (Principles of Constructing and Analyzing Questions) .Prof. Dr – Abdul Wahid Hamid Kubaisi–Al Mr. Dr Hadi Mishaan Rabee	2. Main References (Sources)
assessment and measurement Psychological Educational symbolism The stranger Principles of educational measurement and evaluation for university students and teachers Arabic, seven Abu Labdeh	a) Recommended books and references(, scientific journals (reports (....,
A number of educational websites	websites , b) Electronic references ...

Curriculum Development Plan
Working to provide the college with the latest sources and references in educational . and psychological sciences and teaching methods . In addition to equipping classrooms with the latest technological equipment classrooms in terms of size and furniture to implement modern teaching Equipping . methods

Course description template

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the .riptionprogram desc

College of Basic Education	89. Educational institution
Educational Materials / Geography Department	90. Scientific Department / Center
General teaching methods	91. Course Name/Code
mandatory	92. Available forms of attendance
Sixth/Third	93. Semester/Year
hours 30	94. Total number of study hours
2025/12/15	95. Date this description was prepared
96. Course Objectives	
Students' understanding of the concept of teaching methods .1	
Students' awareness of the importance of teaching methods .2	
commonly used methods Identifying the most .3	
Identifying the most important trends and innovations in teaching methods .4	
Learning teaching methods for mastery and creativity .5	
Students' knowledge of teaching diversification and strategies .6	

54.teaching and learning methods, and assessment ‘Course outcomes
Cognitive objectives -A Enabling students to acquire knowledge and understanding of the concept -A1 of teaching methods Enabling students to acquire knowledge and understanding of the concept -A2 strategies of teaching s Enabling students to acquire knowledge and understanding of the concept -A3 of teaching methods Enabling students to acquire knowledge and understanding of the concept -A4 of commonly used teaching methods knowledge and understanding of the concept Enabling students to acquire -A5 of diversified teaching Enabling students to acquire knowledge and understanding of the concept -A6 of trends and innovations in teaching methods
related objectives of the course -The skills -B skills in distinguishing between methods Special –B1 Special skills in analyzing and interpreting each method in terms of its -B2 advantages and disadvantages Skills in choosing the best teaching method –B3 in a single lesson Special skills in how to integrate more than one method -B4
Teaching and learning methods
Delivering the lecture .1 Interrogation and discussion .2 Requiring students to write a daily lesson plan .3 .lesson-Students are required to prepare and present a mini .4
Assessment methods
monthly, and term tests with objective and essay questions ‘Daily .1 Practical tests in writing a daily lesson plan .2 lesson for the student in front of his classmates-Conducting a mini .3

based objectives-Affective and value -C opment and renewalDeveloping a spirit of devel -C1 Keeping up with the latest innovations and developments in teaching -Q2 methods Keeping pace with the use of technology in education -C3 Keeping abreast of global developments in educational and psychological -Q4 sciences
learning methods Teaching and
brainstorming solving method-Problem programmed learning
Assessment methods
Written exams (Practical tests (application
General and transferable skills (other skills related to employability and personal -D .(development modern and advanced sources Uses -D1 Utilizing technology in learning and teaching -D2 -D3 -D4

55.Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Classroom participation in preparing the lecture	delivery Interrogation discussion	Teaching methods: their nature, curricula, and the need for them	Enabling students to know and understand nature of the teaching methods and curricula and the need for them	2	the first
Classroom participation in preparing the lecture	delivery Interrogation discussion	Key elements in curriculum teaching	Enabling students to know understand and the basic elements of teaching	2	the second
Classroom participation in preparing the lecture	delivery Interrogation discussion	The appropriate teaching method, the factors influencing its selection, evaluation, and up-follow	Enabling students to know and understand the appropriate teaching method, factors the influencing its selection, and the evaluation up -and follow process	2	the third
Classroom participation in preparing the lecture	delivery Interrogation discussion	elocution Images of the art of recitation , its advantages and disadvantages, and reasons for preferring it	To enable students to know and understand the concept of presentation methods and Its images, advantages, and	2	Fourth

			disadvantages		
Classroom participation in preparing the lecture	delivery Interrogation discussion	group discussion Its advantages and disadvantages	Enabling students to know and understand the concept of group discussion	2	Fifth
Classroom participation in preparing the lecture	delivery Interrogation discussion	The inductive and deductive method: its steps, advantages, and disadvantages	Enabling students to know and understand the concept of the inductive and deductive method	2	Sixth
Classroom participation in preparing the lecture Daily tests	delivery Interrogation discussion	Live questioning methods and types of classroom questions	Enabling students to know and understand the concept of live questioning	2	Seventh
Classroom participation in preparing the lecture	delivery Interrogation discussion	Team learning and programmed learning	Enabling students to know and understand the concept of team learning and the concept of programmed learning	2	Eighth
Classroom participation in preparing the lecture it And applies practically	delivery Interrogation discussion	learning -Micro and correspondence education	Enabling students to learn about and understand learning -micro and correspondence education	2	Ninth
Classroom participation	delivery Interrogation	Teaching planning	Enabling students to know	2	tenth

on in preparing the lecture And it applies practically	on discussion		and understand lesson planning		
Classroom participation in preparing the lecture	rydelive Interrogation discussion	The concept of diversifying teaching and the psychological and educational foundations of diversifying teaching	Enabling students to know and understand the concept of differentiated instruction and the psychological and educational foundations of differentiated instruction	2	eleventh
Classroom participation in on preparing the lecture Daily exams	delivery Interrogation discussion	Important skills for implementing a teaching diversification strategy	Enabling students to know and understand	2	twelfth
Classroom participation in preparing the lecture Daily tests	delivery Interrogation discussion	Learning method for mastery	To enable students to learn and understand important skills for implementing a diversified teaching strategy	2	thirteenth
Classroom participation in	delivery Interrogation	playing -Role method	Enabling students to know and understand	2	fourteenth

preparing the lecture And it applies practically	discussion		how to play the role		
Classroom participation in preparing the lecture And it applies practically	delivery Interrogation discussion	brainstorming method	Enabling students to learn and understand the brainstorming method	2	fifteenth

56.Infrastructure

publications on teaching methods and The latest .strategies, covering the prescribed curriculum	Required textbooks .1
Dr. Dawood Maher Mohammed and Majid Mahdi Mohammed: Fundamentals of General Teaching Methods Amin: General Teaching Methods for –Shaker Al ial StudiesSoc The trick: teaching methods and strategies	(Main references (sources .2
	a) Recommended books and references (scientific journals, (.reports, etc
	b) Electronic references, ...websites

57.Curriculum Development Plan

scientific research and teaching Providing the college with the latest resources in methods

Providing a school for student (teacher) training under the supervision of the supervising professor

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating It . learning opportunities whether they have made the most of the available . criptionmust be linked to the program des

College of Basic Education	97. Educational institution
Geography	98. / Department Scientific Center
/ Geography of IraqGeo 3320	99. Course Name/Code
mandatory	100. Available forms of attendance
Fifth/Third	101. Semester/Year
hours 45=15*3	102. number of study Total hours

2025/12/15	103. Date this description was prepared
104. Course Objectives	
To enable students to know and understand the most prominent topics in the -1 geography of Iraq accurately	
of the Enabling students to understand the reasons for the emergence -2 geography of Iraq	
Introducing students to the most important sources and references used in -3 teaching the subject	
Enabling students to analyze the most important geographical phenomena in -4 Iraq and compare them with other countries	

58.outcomes , teaching and learning methods, and assessment Course	
Cognitive objectives -A Enabling the student to acquire knowledge and understanding through -A1 comprehending the subject of Iraqi geography tanding of the Enabling the student to acquire knowledge and unders -A2 reasons for the emergence of the Iraqi extremism Enabling the student to acquire knowledge and understanding of the most -A3 important sources and references for the geography of Iraq understanding of the most Enabling the student to acquire knowledge and -A4 important geographical phenomena of Iraq that have preoccupied researchers and geographers Enabling the student to acquire the knowledge and understanding to -A5 analyze and interpret Iraq's sites knowledge and understanding of the most Enabling the student to gain -A6 prominent researchers in the geography of Iraq	
Students should develop .the course specific to based objectives -The skills -B skills in the following concepts area and location To compare the governorates of Iraq in terms of - B1 Analyzes the reasons behind the formation of the surface of Iraq - B2 Writing a paper or research on any topic in geography about Iraq is - B3 .required Gathers information about Iraq -B4	
and learning Teaching methods	
beginning of the semester, students are informed of the course syllabus At the University theses) and .(and information sources (related books, periodicals, etc	

the distribution of topics across the weeks of the semester, and the assessment :followed, as follows methods that will be Prepare the lectures according to the sequence mentioned in the course .1 .syllabus by using the aforementioned information sources .Informing students about the topic of the next lecture in order to prepare them .2 ked to submit papers relating to one or more of the topics under Students are as .3 .study
Assessment methods 12- Daily tests with specific questions 13- Assigning grades for homework and class participation 14- Monthly tests with objective and essay questions
semester exams, the first after the fifth week of the semester and Conduct two .1 the second after the eleventh week of the semester. Each exam should consider the mental levels (remembering, understanding, applying, analyzing, luation grade accounting for 40% of synthesizing, and evaluating), with the eva the total achievement, taking into account the student's attendance and the extent .of their daily participation semester exam, which accounts for 60% of the grade, is scheduled -of-The end .2 timetable. The questions must cover the entirety of according to the Ministry's the course content and the mental levels (remembering, understanding, applying, .(analyzing, synthesizing, and evaluating
Affective objectives: that the student be able to -C analyze maps of Iraq To interpret and -Q1 To differentiate between governorates in terms of their geological -C2 formation and history of origin Some famous geographical researchers evaluate -Q3 Explain the reasons for the appearance of some geographical phenomena -Q4 urface of Iraq and not in other countrieson the s
Teaching and learning methods 14- Method of delivery and lecturing 15- brainstorming Simulation method
Assessment methods

15-	Written tests to measure the student's ability to think, analyze, and deduce
16-	research papers on some aspects of the geography of Iraq Writing Daily exams with questions that require critical thinking and deduction
It is implicitly included in the course evaluation processes that take place during .and at the end of the semester	
other skills related to employability and) General and transferable skills -D (personal development	
	Uses contemporary sources and references -D1
	Forming a group of students to study a specific phenomenon in Iraq -D2
	related to geography to increase and diversify Utilizing state institutions -D3
	students' knowledge
	Utilizing documentation centers and libraries that contain manuscripts and -D4
	geographical maps

59.Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Classroom participation in preparation	The cruel	Its astronomical and geographical location, the area of Iraq, the borders of Iraq	Iraq site	3	1
Classroom participation in preparation	The cruel	A brief history of Iraq throughout the ages	The historical dimension of Iraq	3	2
Classroom participation in preparation	The cruel	The geological structure of Iraq, geological eras, and the morphological composition of Iraq	Geological structure of Iraq	3	3
Classroom participation in preparation	The cruel	The main topographical divisions of Iraq (mountains, valleys, plateaus, (.plains, etc	Iraq's surface	3	4
Classroom participation in preparation	The cruel	Vocabulary covered from the first week until the day of the exam	First month exam	3	5
Classroom participation in preparation	The cruel	Climate elements temperature, rainfall,) humidity) are factors .affecting Iraq's climate	Iraq's climate	3	6
Classroom	The cruel	Climatic regions, their geographical	climatic regions	3	7

participation in preparation		distribution			
Classroom participation in preparation	The cruel	Its distribution, types of natural plants, its importance, and factors affecting its .distribution	natural plant	3	8
Classroom participation in preparation	The cruel	Its geographical factors .distribution affecting the distribution	Plant regions	3	9
Classroom participation in preparation	The cruel	Types, importance, geographical distribution	Water resources	3	10
Classroom participation in preparation	The cruel	Vocabulary after the monthly exam first	Second month exam	3	11
Classroom participation in preparation	The cruel	Age and gender composition of the population Their geographical distribution; factors influencing distribution	Iraqi population	3	12
Classroom participation in preparation	The cruel	Agriculture, industry, mining: their types and geographical distribution	Economic activities	3	13
Classroom participation	The cruel	Its types, its components, and the .factors affecting it	Transportation	3	14

tion in preparati on					
Classroom participa tion in preparati on	The cruel	Its types, its importance, and the .factors that influence it	commerce	3	15

60.Infrastructure	
	Required textbooks .1
1- A group of authors, Regional Geography University of Baghdad, Baghdad, ‘of Iraq .2013 2- Mohammed Ahmed Aqla, Abdul Ali Khaffaf, Geography of the Continents, .Jordan, 1998 3- Ani’s speech, Agricultural Geography -Al .of Iraq, 1st ed., Vol. 1, 1972 4- Saadi, The Population of -Abbas Fadhil Al Baghdad, 2013 ‘.Iraq, 1st ed	Books and sources

61. Curriculum Development Plan

The curriculum is developed according to the requirements that emerge in .1
.curriculum development at the basic education levels

requirements that emerge in The curriculum is developed in accordance with the .2
.curriculum development within the global system

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating It . learning opportunities whether they have made the most of the available . criptionmust be linked to the program des

College of Basic Education	105. Educational institution
Geography	106. / Department Scientific Center
/ Geographic Information SystemsGeo 3321	107. Course Name/Code
mandatory	108. Available forms of attendance
Third year/Fifth semester	109. Semester/Year
45	110. number of study Total hours
2025-12-15	111. Date this description was prepared
112. To ensure the student is familiar with the following : Course objectives :concepts	
Understanding the concept of Geographic Information Systems (GIS) and their –1 uses	
Training students on the use of Geographic Information Systems (GIS) software –2	
To accustom students to using the information acquired from the subject of –3 Geographic Information Systems in other geographical studies	
tural wealth of students by encouraging them To increase the scientific and cul –4 to memorize and apply some programs and information related to the subject of Geographic Information Systems	

62.outcomes , teaching and learning methods, and assessment Course
Cognitive objectives -A Enabling students to acquire knowledge and understanding of the general -1 framework of geography and understanding of the general To enable students to gain knowledge -A2 framework of geographic technologies understanding of Geographic and Enabling students to gain knowledge -A3 (Information Systems (GIS
Students should develop .the course specific to based objectives -The skills -B skills in the following concepts Writes a research paper and studies in the field of Geographic Information -B1 Systems Memorizes the types of Geographic Information Systems (GIS) programs -B2 and their areas of application .Students learn to use Geographic Information Systems (GIS) software -B3
and learning Teaching methods
informed of the course syllabus At the beginning of the semester, students are University theses) and .(and information sources (related books, periodicals, etc the distribution of topics across the weeks of the semester, and the assessment :methods that will be followed, as follows tures according to the sequence mentioned in the course Prepare the lec .1 .syllabus by using the aforementioned information sources .Informing students about the topic of the next lecture in order to prepare them .2 more of the topics under Students are asked to submit papers relating to one or .3 .study
Assessment methods
Conduct two semester exams, the first after the fifth week of the semester and .1 the second after the eleventh week of the semester. Each exam will consider the understanding, applying, analyzing, synthesizing, mental levels (remembering and evaluating), with the assessment grade accounting for 40% of the total achievement. The student's attendance and daily participation will be taken into tudents do not attend lectures consideration. The assessment grade may be 0% if s

.at all semester exam, which accounts for 60% of the grade, is scheduled -of-The end .2 according to the Ministry's timetable. The questions must cover the entirety of erstanding, applying, the course content and the mental levels (remembering, und .(analyzing, synthesizing, and evaluating
based objectives: that the student be able to-Affective and value -C geographic in and developers Students appreciate the efforts of scientists -1 .facilitating its study information systems and their contribution to geographical problems and their relationship to geographic Students discuss -2 .information systems -3 (on Geographic Information Systems (GIS Students express their opinion .programs and their uses
Teaching and learning methods
Lecture or presentation -1 Interrogation -2 Discussion -3
Assessment methods
It is implicitly included in the course evaluation processes that take place during .and at the end of the semester Using assessment through objective tests -1 - 2 practical tests in the Geographic Information Systems (GIS) Using laboratory
other skills related to employability and) General and transferable skills -D .(personal development write a research paper on Geographic Information Enabling students to -1 Systems Developing students' ability to analyze factors and the interrelationships -2 .between geographical phenomena in geographic information systems photographs , and satellite Enabling students to use maps, diagrams, aerial -3 imagery in geographic information systems (GIS) for analyzing geography .topics

63.Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Class participation and daily quiz	Lecture	The concept of .1 information systems Geographic Information Systems	Enabling students to understand the know and definition of Geographic Information Systems .(GIS)	3	1
Class participation and daily quiz	Lecture and questionin g	Historical development of Geographic Information Systems Components of .3 Geographic Information Systems	To enable students to know and understand the historical development information systems of and their components	3	2
Class participation and daily quiz	Lecture and discussion	Requirements for Geographic Information Systems (GIS) software)	Enabling students to know and understand the conditions for the availability of its .software	3	3
Class participation and daily quiz	Lecture and questionin g	Benefits of using .4 Geographic Information Systems	Enabling students to know and understand the benefits of using Information Geographic .(Systems (GIS	3	4
Class participation and daily quiz	Presentati on and discussion	The relationship of Geographic Information Systems (GIS) to other sciences) The relationship between geographic information systems and remote sensing	Enabling students to know and understand the relationship between geographic information systems and remote sensing	3	5
		First month exam		3	6
Class participation and daily quiz	Presentati on and questionin g And my work	The relationship between Geographic Information Systems and Statistics The relationship between Geographic Systems Information	Enabling students to know and understand the relationship between information systems and the sciences of statistics and cartography	3	7

		GIS) and Cartography)			
Class participation and daily quiz	Presentati on and discussion And my work	relationship The between Geographic Information Systems GIS) and Geography) The relationship between Geographic Information Systems GIS) and Computer) Science	To enable students to know and understand the relationship between information systems and the sciences of geography and computer science	3	8
Class participation and daily quiz	Presentati on and discussion And my work	Geographic Database The concept of a geographic database	Enabling students to know and understand geographic databases	3	9
Class participation and daily quiz	Presentati on and questionin g And my work	Geographic database design requirements Geographic database :(structure (its types	Enabling students to know and understand database design requirements	3	10
Class participation and daily quiz	Presentati on and questionin g And my work	structure hierarchical Network structure	Enabling students to know and understand the types of geographic databases	3	11
		Second month exam		3	12
Class participation and daily quiz	Presentati on and questionin g And my work	structure Relational Components of a geographic database	Enabling students to know and understand the relational structure and components of a geographic database	3	13
Class participation and daily quiz	Presentati on and practical applicatio n	Database design stages descriptive) Data types (spatial -	Enabling students to know and understand the stages of database design .and data types	3	14
Class	Presentati	-Data sources (primary	Enabling students to	3	15

participation and daily quiz	and on questionin g And my work	(secondary -Data structure (linear (area	know and understand data sources and their structure		
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64.Infrastructure	
-----	Required textbooks .1
-Geographic Information Systems (GIS) Introduction to GIS / General Directorate for Development Curriculum Design and	(Main references (sources .2
Geographic Information Systems (GIS) from the Ahmed Saleh / Beginning	a) Recommended books and scientific journals,) references (.reports, etc
ESRI company website	b) Electronic references, ...websites

65.Curriculum Development Plan
The curriculum is developed according to the requirements that emerge in .1 .curriculum development at the basic education levels The curriculum is developed in accordance with the requirements that emerge in .2 .curriculum development within the global system

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating It . learning opportunities whether they have made the most of the available . must be linked to the program description

College of Basic Education	113. Educational institution
Geography	114. / Department Scientific Center
/ Industrial Geography Geo 3322	115. Course Name/Code
mandatory	116. Available forms of attendance
Fifth semester / Third stage	117. Semester/Year
30	118. number of study Total hours
2025/12/15	119. Date this description was prepared
120. To ensure the student is familiar with the following : Course objectives :concepts	
the student The concept of industrial geography and its importance for .1	
The concept of scientific theories related to industrial geography -2	
Types of approaches used in industrial geography -3	
The importance of preparing for the lesson and how to convey information to the -4 student	
scientific methods used in studying industrial Knowledge of the correct -5 geography	

66.outcomes , teaching and learning methods, and assessment Course
Cognitive objectives -A 1- .The student should understand the importance of industrial geography 2- and principles of classifying industrial activity To understand the theories 3- .The student should be able to analyze industrial sites 4- .The student should identify problems in industrial activity

Students should .the course of skills objectives The following are the specific -B develop skills in the following concepts 1- The student should be able to categorize small and large industrial establishments 2- Analysis of industries and factors of industrial localization
and learning Teaching methods
students are informed of the course syllabus 'At the beginning of the semester University theses) and .(and information sources (related books, periodicals, etc the distribution of topics across the weeks of the semester, and the assessment :methods that will be followed, as follows 1. Prepare the lectures according to the sequence mentioned in the course syllabus by using the aforementioned information sources 2. Informing students about the topic of the next lecture in order to prepare them 3. According to one or more of the topics under Students are asked to submit papers relating to study
Assessment methods
1. Conduct two semester exams, the first after the fifth week of the semester and the second after the eleventh week of the semester. Each exam should consider remembering, understanding, applying, analyzing,) the mental levels synthesizing, and evaluating), with the evaluation grade accounting for 40% of the total achievement, taking into account the student's attendance and the extent .of their daily participation 2. semester exam, which accounts for 60% of the grade, is scheduled -of-The end according to the Ministry's timetable. The questions must cover the entirety of the course content and the mental levels (remembering, understanding, applying, .(aluatinganalyzing, synthesizing, and ev
Affective objectives: that the student be able to -C 1-C Define the geography of industry 2-C shows the basis for classifying industrial activity 3-C explains the factors of industrial localization
Teaching and learning methods
teaching method is usually used, where skills are taught directly and The direct explicitly, reinforced by modern methods such as presentations or .demonstrations of the curriculum
Assessment methods
t take place during It is implicitly included in the course evaluation processes tha .and at the end of the semester

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

- Employing acquired skills in teaching knowledge specific to the subject of industrial geography
- Select examples from the basic education curriculum, each demonstrating the skills covered in the course

67.Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Formative assessment	Discussion and questioning	What is industrial geography? / The concept of industrial geography and its relationship to other sciences	What is industrial geography? / The concept of industrial geography and its relationship to other sciences	2	1
Formative assessment	Discussion and questioning	Research methodologies and data sources in industrial geography	Research methodologies and data sources in industrial geography	2	2
Formative assessment	Discussion and questioning	Industrial Principles of Activity Classification/Factors of Industrial Location	Principles of Industrial Activity Classification/Factors of Industrial Location	2	3
Formative assessment	Discussion and questioning	Raw materials/market/capital	Raw materials/market/capital	2	4
Formative assessment	Discussion and questioning	Government policy/Labor force/Energy and fuel/Transport	Government policy/Labor force/Energy and fuel/Transport	2	5
Formative assessment	Discussion and questioning	Monthly test	Monthly test	2	6
Formative assessment	Discussion and questioning	Industrial Site Analysis/Industrial Site Theories	Industrial Site Site Analysis/Industrial Theories	2	7
Formative assessment	Discussion and questioning	Industrial planning / Regional development	Industrial planning / Regional development	2	8
Formative assessment	Discussion and questioning	Regional patterns of industrial distribution	Regional patterns of industrial distribution	2	9

Formative assessment	Discussion and questioning	Industrial concentration/industrial dispersion	Industrial concentration/industrial dispersion	2	10
Formative assessment	Discussion and questioning	Characteristics of industrial activity	Characteristics of industrial activity	2	11
Formative assessment	Discussion and questioning	Industrial Problems of activity, with emphasis on Iraqi industry	Problems of industrial activity, with emphasis on Iraqi industry	2	12
Formative assessment	Discussion and questioning	Capital / Market	Capital / Market	2	13
Formative assessment	Discussion and questioning	Technology/Environmental Pollution	Technology/Environmental Pollution	2	14
Formative assessment	Discussion and questioning	Final exam	Final exam		15

68.Infrastructure	
Nothing	Required textbooks .1
Industrial Geography from a Contemporary -Perspective / Dr. Muhammad Azhar Al Sammak / First Edition / 2008 Industrial Location and Spatial Development Kinani / First -Policies / Dr. Kamel Kazem Al Edition / 2008	Sources and references used -2
periodicals and resources relevant to the Utilize p .course	Recommended books and -3 references (scientific journals and (.reports, etc
Utilizing the international information network as additional resources	Electronic references/websites -4

69. Curriculum Development Plan

1. The curriculum is developed according to the requirements that emerge in curriculum development at the basic education levels

2. The curriculum is developed in accordance with the requirements that emerge in curriculum development within the global system

Course description template

The subject is the geography of the Americas.

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the available learning opportunities. It must be linked to the

. riptionprogram desc

College of Basic Education	121. Educational institution
Geography	122. Scientific Department / Center
3 / of the Americas GeographyGeo 332	123. Course Name/Code
mandatory	124. Available forms of attendance
Sixth/Third	125. Semester/Year
hours 30	126. Total number of study hours
2025/12/15	127. Date this description was prepared
128. Course Objectives	
10- of the Americas Students' knowledge of the geography	
11- of the divisions Students' knowledge of the surface characteristics and Americas	
12- distinguish between the natural aspects and Students will learn how to divisions of the continent, and the various economic activities of the population, such as population distribution, agriculture, mining, and trade, .etc	

70.	methods, and Course outcomes, teaching and learning assessment
Cognitive objectives –A	
Enabling the student to acquire theoretical knowledge of the –A1 geography of North America	
Enabling the student to acquire knowledge and understanding –A2 political units of the division of the continent according to its . (countries)	
Enabling the student to acquire knowledge and understanding –A3 of the most important sources and references for the geography of the New World	
Enabling the student to acquire knowledge and understanding –A4 specific to the continent of the field study	
Enabling the student to acquire the knowledge and –A5 understanding to analyze the concept of the Kuldler Mountains system and its divisions	
Enabling the student to acquire knowledge and understanding –A6 opment of landforms on the continent and about the stages of devel the factors affecting them	
.related objectives of the course –The skills –B	
Special skills in distinguishing between the Rocky Mountain –B1 system and the Laplash Mountain system	
analyzing and interpreting the components of Special skills in –B2 population activities within the continent	

Special skills in how to apply a drawing of the continent and –B3 illustrate some of its main features
Teaching and learning methods
15– presentation lecturing or giving a 16– (Practical demonstration (using the geography lab 17– Students are encouraged to visit the library and consult .resources for a geography study of the New World 18– The field study related to the continent, based on the .libraries availability of information in
Assessment methods
15– Daily tests with specific questions 16– Assigning grades for homework and class participation 17– Monthly tests with objective and essay questions
based objectives–Affective and value –C geography of North To interpret and analyze the regional –A1 America To differentiate between industrial regions, agricultural regions, –Q2 .trade and transport in the continent Some famous geographical researchers in the field of New –Q3 World geography evaluate omena affecting population Explain the geographical phen –Q4 distribution in the continent
Teaching and learning methods
16– solving method–Problem

17–	brainstorming
18–	Simulation method
19–	Interrogation method
Assessment methods	
17–	Written tests to measure the student's ability to think, and deduce ,analyze
18–	Writing research papers about certain countries, including .various population studies of those countries
19–	Daily exams with questions that require critical thinking and deduction
20–	Practical tests in theGIS laboratory
transferable skills (other skills related to employability General and –D .(and personal development	
Uses contemporary sources and references –D1	
Forming a group of students to study and solve some statistical –D2 problems about the most important rivers in the continent	
Utilizing state institutions that draw maps related to the –3 of the Americas geography	
Benefiting from planning centers and the Central Statistical –D4 Organization affiliated with the Ministry of Planning	

71. Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes: To enable students to know and understand	Hours	Week
structural	Lecture	General overview of the regional geography of the continent	of Geography the Americas	2	1
structural	Lecture	Classification of the movements and landforms that resulted from them	tectonic movements that led to the formation of the continent's surface sections	2	2
structural	Lecture	List of surface sections and their components	The most important parts of the continent's surface	2	3
structural	Lecture	How to utilize the continent's water resources for various purposes	Water resources on the continent	2	4
structural	Lecture	The most densely	Continent's climate	2	5

		populated areas in the world			
structural	Lecture	Natural factors and human ability to overcome harsh climatic conditions	The most important factors affecting the climate	2	6
structural	Lecture	First month exam	exam	2	7
structural	Lecture	The most important human races to which the inhabitants of the continent belong	The continent's inhabitants and their ethnic origins	2	8
structural	Lecture	Defining the concept of continental and island geography from a population geography perspective	The most important population migrations that the continent has witnessed	2	9
structural	Lecture	The most important economic resources serving the	Economic activities in the continent	2	10

		continent			
structural	a lecture	Defining agricultural and industrial regions	Agriculture and the Industry in Americas	2	11
structural	Lecture	Determining the importance of oil extracted from the continent's wells	Mining and the most important energy sources on the continent	2	12
structural	Lecture	Learn about transportation, means of transport, and .general trade	Transport, trade and tourism in the continent	2	13
structural	a lecture	Second month exam	exam	2	14
structural	a lecture	The most important methods of birth control are neutralized	Study of an elected political (unit (Canada	2	15

72. Infrastructure	
...Textbooks	Required textbooks .1
New World by Dr. Yousef Geography of the Saadi–Yahya Ta'mas and Dr. Saadi Al	(Main references (sources .2



UNESCO World Organization reports... United Nations reports	a) Recommended books and references (scientific journals, (.reports, etc
Arab Geographers Forum	references, b) Electronic ...websites

Course Description

key features is a concise summary of the program's The course description and expected learning outcomes for the student, demonstrating whether . learning opportunities they have made the most of the available learning a link between Furthermore, the course description should provide . the program description and

College of Basic Education	129. Educational institution
Geography	130. / Department Scientific Center
/ Geography of Rural SettlementGeo 3326	131. Course Name/Code
mandatory	132. Available forms of attendance
Sixth semester / Third year	133. Semester/Year
30	134. study number of Total hours

2025/12/15	135. Date this description was prepared
136. To ensure the student is familiar with the following : Course objectives :concepts	
6- To provide graduates with knowledge and understanding of geography, its and how to use maps and geographic content, schools, teaching methods date with -to-information systems to achieve this, and to keep them up .developments in the field of geography	
7- Preparing qualified university teachers who possess the necessary teaching .skills to teach geography	
8- ing scientific attitudes among students, enabling them to enhance Develop .their personal capabilities in their postgraduate studies	
9- Students were encouraged to develop and create educational tools for use in .teaching geography	
10- necessary skills to deal with and solve any To equip students with the . scientific problem in a sound scientific manner	

73.outcomes , teaching and learning methods, and assessment Course
I- objectives Cognitive 1- rural settlements To give students experience in understanding 2- settlement in rural Introducing students to the patterns and forms of and its distribution its structure and characteristics terms of 3- and distinguishing settlements Identifying the architectural characteristics of rural them from urban settlements
Students should develop .the course specific to based objectives -The skills -B skills in the following concepts 1- Enabling students to study rural settlement and to identify the surface hand, and features and physiographic characteristics of the place on the one .to choose locations for settlements for specific purposes on the other hand 2- Enabling students to recognize the variation in human settlement or urbanization 3- Identifying the distribution of human settlements by studying the variation t density and diversity across the diverse environments and in settlemen .natural conditions to which each region is subject

and learning Teaching methods
At the beginning of the semester, students are informed of the course syllabus University theses) and .(books, periodicals, etc and information sources (related the distribution of topics across the weeks of the semester, and the assessment :methods that will be followed, as follows Prepare the lectures according to the sequence mentioned in the course .1 .by using the aforementioned information sources syllabus .Informing students about the topic of the next lecture in order to prepare them .2 Students are asked to submit papers relating to one or more of the topics under .3 .study
Assessment methods
two semester exams, the first after the fifth week of the semester and Conduct .1 the second after the eleventh week of the semester. Each exam should consider the mental levels (remembering, understanding, applying, analyzing, evaluation grade accounting for 40% of synthesizing, and evaluating), with the the total achievement, taking into account the student's attendance and the extent .of their daily participation semester exam, which accounts for 60% of the grade, is scheduled -of-The end .2 y's timetable. The questions must cover the entirety of according to the Ministr the course content and the mental levels (remembering, understanding, applying, .(analyzing, synthesizing, and evaluating
Assessment methods
processes that take place during It is implicitly included in the course evaluation .and at the end of the semester
other skills related to employability and) General and transferable skills -D .(personal development Assigning students to conduct comparative studies between urban and rural -D1 settlements through field visits to those settlements Using maps and modern technologies to geographically identify rural -D2 settlements Dividing the students into groups to write research papers about rural -D3 settlements and to examine their reality Urging students to consult with relevant departments and institutions regarding -D4 the study of rural settlements Utilizing public references and libraries -5

74.Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
The builder	Lecture	The concept of rural settlement; the emergence of settlement Rural settlements develop 0 rural Permanent and temporary housing 0	The emergence of rural settlement	2	1
The builder	Lecture	distribution of rural patterns, and 'Characteri housing 0 Regional distributions of rural houses 0	rural housing	2	2
The builder	Lecture	A brief history of rural settlement throughout history	The historical dimension of rural settlement	2	3
The builder	Lecture	Functional classification of rural settlement	Rural settlement classification	2	4
The builder	Lecture	Rural uses in the primitive 'economy Rural uses in the advanced economy Rural land uses in tropical rainy climate regions	Land uses in rural areas		5
The builder	Lecture	All the above vocabulary	First month exam	2	6
The builder	Lecture	Morphological problems of rural 'settlements Rural housing morphology rural dwelling shape Rural house design rural dwelling Components of a	Enabling students to understand the morphology of settlements	2	7
The builder	Lecture	Rural settlement distribution 'patterns Factors affecting the distribution of rural settlements	Geographical distribution of rural settlements	2	8

The builder	Lecture	Service †agricultural relations †relations Population relations	Rural and urban regional relations	2	9
The builder	Lecture	age and gender †Rural population regional composition, their problems and connections Regional distributions	rural population	2	10
The builder	Lecture	regional connections	population rural	2	11
The builder	Lecture	Regional distributions	rural population	2	12
The builder	Lecture	All vocabulary after the first monthly exam	Second month exam	2	13
The builder	Lecture	Factors †Rural residents the distribution of influencing †rural settlements	Iraq	2	14
The builder	Lecture	Factors †Rural residents influencing the distribution of †rural settlements	Rural settlement in the Arab world	2	15

75.Infrastructure	
1- Hiti, Geography of Rural -Al Sabri Faris Settlement and Rural Development, Dar Safa for Publishing and Distribution, -Al .Amman, Jordan, 2000 2- Matari, Geography of -Mr. Khaled Al Rural Settlement, Jeddah, Saudi Arabia, .1999 3- Mohammed Mahmoud, General Features tlement Centers, Research and of Rural Set .Translation Unit, Kuwait, 1988 4- Mohamed Medhat Gaber, Geography of Rural and Urban Settlement, Angaw Library , Cairo, Egypt, 2006 5- Abdul Razzaq Ahmed Saeed, Rural Settlements in Iraq (The Rural Village), Issue Six, April †Educational Studies .2009	Required textbooks .1

1- Journal of Urban Geography http://www.ingentaselect.com/rpsv/cw...638/contp1.htm 2- Journal of Research, Policy and Urbanism http://taylorandfrancis.***press.com...issn=0811-1146	References and websites

76. Curriculum Development Plan	
emerge in The curriculum is developed according to the requirements that .1 .curriculum development at the basic education levels The curriculum is developed in accordance with the requirements that emerge in .2 .curriculum development within the global system	

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating It . learning opportunities whether they have made the most of the available . criptionmust be linked to the program des

University of Diyala / College of Basic Education	137. Educational institution
Geography	138. / Department Scientific Center
Geography of Transport and Trade(Geo 3328 / (Geography of Geographical Research) MethodologyGeo 9332)	139. Course Name/Code

Permanent	140. Available forms of attendance
Sixth/Third	141. Semester/Year
hours 30	142. number of study Total hours
2025/12/15	143. Date this description was prepared
144. Course Objectives	
and Enabling students to learn and teach geography, specializing in transport -1 trade geography and curriculum geography	
Geographical research	
To enable students to understand and acquire knowledge of geography, especially -2 .the specializations of transport and trade geography	
Geographical research methodology	
udents to use the science of geography, the specialization of transport Enabling st -3 and trade geography, and research methodology in their lives	
Scientific, professional, personal, and public	
geography and date with the science of-to-Encouraging and keeping students up -4 its specializations, or specializing in transport and trade geography and curriculum geography	
Geographical research	

77.outcomes , teaching and learning methods, and assessment Course
Cognitive objectives -A acquire knowledge and understanding of the Enabling students to -A1 specialization of transport and trade geography and its methodology Geographical research Enabling students to acquire knowledge and understanding of the -A2 methodology specialization of transport and trade geography and its Modern research and its current developments, and predictions for the future Enabling students to understand and comprehend the teaching methods -A3 of the specialization of transport and trade geography and the research methodology geographer Enabling students to understand and grasp the principles of geography -A4 and the specialization of transport and trade geography and methodology Search Enabling students to understand and comprehend the topics of -A5

ation: transport and trade geography and research methodologyspecializ Geography and their education
.the course specific to based objectives -The skills -B Understanding, perception, and knowledge of the specialization or - B1 of Transport and Trade and Research Methodology course: Geography geographer Understanding, knowledge, and comprehension of the prescribed –B2 geography of transport and trade and research methodology in all related matters to use and apply them in This includes devices, equipment, maps, and how .their academic and professional lives Personal and public Understanding, comprehension, and knowledge of the course from the - B3 .perspective of the professor's teaching of the course topics to the students ‡based, theoretical and practical-d fieldbased an-Was it office
Teaching and learning methods
5- Methods of presentation, questioning , and discussion 6- Office study application 7- The theoretical application of the field study is based on what the students .their academic, public, and private lives have witnessed in 8- He encouraged students to visit libraries, attend seminars and conferences, .and read theses and dissertations Theses and related fields of study
Assessment methods
questions for the study subjects Daily tests with multiple and varied -1 Written tests to measure students' ability to understand and comprehend the -2 course material and its applications Practical field application through questions that students answer theoretically -3
based objectives-value Affective and -C Teaching students the curriculum -A1 Students' practice of the specialization or course they are taught, both -C2 theoretically and practically Making students interested in and fond of the course -C3 apply their learning, understanding, and Encouraging students to -Q4 comprehension of the course material in their academic, professional, and .personal lives
Teaching and learning methods
4- Methods of presentation, questioning , and discussion 5- and field teaching method Theoretical application of the desk 6- Encouraging students and familiarizing them with books, articles,

dissertations , journals, publications, and the internet related to the course .topic
Assessment methods
Past and present daily tests and how to answer them -1 Use Interrogation and discussion style and method -2 Using the field study method theoretically -3 Conducting monthly or term tests to measure the extent to which students have .acquired the skills of thinking and geographical analysis of the course demicAca -4
other skills related to employability and) General and transferable skills -D .(personal development Enabling students to learn the cognitive understanding of the course -D1 • Empowering students and teaching them the methods of presentation -D2 .questioning , discussion, and the teaching process Enabling students to use the course in their academic, professional, -D3 personal, and public lives Students should follow up on current and future developments in the -D4 . direction course and be encouraged in this

78.Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
-A Daily -1 quizzes with questions on the topic The -2 method of questionin g and discussion Daily -3 preparatio n in advance -for Daily -1 quizzes with questions on the topic The -2 method of questionin g and discussion Daily -3 preparatio n in advance	-A -1 Delivery -2 Interrogati on -3 Discussio n -for -1 Delivery -2 Interrogati on -3 Discussio n	أ- The emergence of transport and trade geography and the ‘ developm the ent of concept of transport geography and its stages ب- Geographi cal research methodolo gy, its basic concepts and approache s	ث- To enable students to understand the cognitive aspects and origins of transport and trade geography and the ‘ developm ent of the concept of transport geography and its stages ث- To enable students to understand the cognitive methodolo gy of geographi cal research, its basic concepts and approache s	2 2	the first
-A Daily -1 quizzes with	-A -1 Delivery -2	Geographical -A research methods and means:	ث- To enable students to know and understand	2	the second

questions on the topic The -2 method of questioning and discussion Daily -3 preparation in advance -for Daily -1 quizzes with questions on the topic The -2 method of questioning and discussion Daily -3 preparation in advance	Interrogation -3 Discussion -for -1 Delivery -2 Interrogation -3 Discussion	transportation and trade b) Characteristics of a successful researcher	d the means and methods of research in the geography of transport and trade ث- Enabling students to know and understand the qualities of a successful researcher	2	
-A Daily -1 quizzes with questions on the topic The -2 method of questioning and discussion Daily -3 preparation	-A -1 Delivery -2 Interrogation -3 Discussion	Research -A methods and approaches for transport and trade geography b)	ث- To enable students to know and understand the means and methods of research in the geography of transport and trade	2	the third

n in advance -for Daily -1 quizzes with questions on the topic The -2 method of questioning and discussion Daily -3 preparation in advance	-for -1 Delivery -2 Interrogation -3 Discussion	Characteristics of successful research	ث- Enabling students to know, understand, and recognize the characteristics of successful research.		
-A Correcting the answers b) Correcting the answers	The -A questions posed b) The questions posed	Monthly -A exam b) Monthly exam	Monthly -A exam b) Monthly exam	2 2	Fourth
-A Daily -1 quizzes with questions on the topic The -2 method of questioning and	-A -1 Delivery -2 Interrogation -3 Discussion	Geographical -A transport pillars Steps of -B scientific	a) Enabling students to know, understand, and comprehend the foundations of transport geography	2 2	Fifth

discussion Daily -3 preparation in advance -for Daily -1 quizzes with questions on the topic The -2 method of questioning and discussion Daily -3 preparation in advance	-for -1 Delivery -2 Interrogation -3 Discussion	research	b) Enabling students to understand, know, and comprehend Steps of scientific research		
-A Daily -1 quizzes with questions on the topic The -2 method of questioning and discussion Daily -3 preparation in advance -for Daily -1 quizzes with questions on the	-A -1 Delivery -2 Interrogation -3 Discussion -for -1 Delivery -2 Interrogation -3 Discussion	Geographical -A transport pillars How to write -B a geographical scientific research paper	a) Enabling students to know, understand, and comprehend the foundations of transport geography b) Enabling students to know, understand, and comprehend how to write geographical scientific research	2 2	Sixth

Correcting the answers	The -A questions posed	b) Monthly exam	Monthly -A exam		
Correcting the answers	b) The questions posed		b) Monthly exam		

79.Infrastructure

Geography of transport and trade, and the geography of geographical research methodology	Required textbooks .1
Geography of Transport and Trade (Between Methodology and Application Geographical Research Geography of Methodology	(Main references (sources .2
The University of Baghdad Journal of Arts related to the course topic), the University of) Diyala Journal of the College of Education for Humanities, and related research and reports by .faculty members	a) Recommended books and scientific journals,) references (.reports, etc
:Internet sites 1- Google 2- Yahoo : the reviewer a. Wikipedia b. Scientific Encyclopedia	b) Electronic references, ...websites

80.Curriculum Development Plan

a. sound books that are relevant to the .curriculum b. Adoption of journals, publications, books, dissertations , and university theses, as well as governmental and international publications relevant .to the course syllabus c. seminars and conferences and used in Information was gathered from conjunction with the curriculum, whether the seminars and conferences .were university, governmental, or international d. .Using the internet to obtain information relevant to the course	Adopting modern, scientifically
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Seven Stage Four / Chapter

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating whether they have made the most of the opportunities Learning be It must . **Available** .linked to the program description

College of Basic Education / University of Diyala	• Educational institution
Geography Department / Cultural Materials	• / Scientific Department Center
/ Arabic languageUniv4115	• Code / Name
mandatory	• Available forms of attendance
Fourth / Seventh	• Year / Semester
hours 30	• of study hours Total number
2025/12/15	• Date this description was prepared

By the end of the academic year, the student will be able to : Course objectives
1. Learn Arabic grammar rules in Grammar(Dependent Words): , Adjective Indeclinable Noun , Conjunction , Emphasis , Apposition
2. Learn Literature(Modern Arabic Literature): The literary renaissance in poetic schools with a sample poet and their life for each , modern Arabic literature prose in modern Arabic literature , school

Course outcomes, teaching and learning methods, and assessment
Cognitive objectives - A Knowledge and Understanding - A grammar of Enabling students to acquire knowledge and understanding –A1 .dependents): adjective, substitute, emphasis, conjunction, indeclinable noun) literature (modern Enabling students to acquire knowledge and understanding in –A2 e literary renaissance in modern Arabic literature, the poetic Arabic literature): th schools with a model of a poet and his life for each school, prose in modern Arabic . literature
Objectives - B Marathi Specific to the course. .Skills in literature –B1 . o grammar topicsrelated t Skills –B2 related to modern Arabic prose Skills –B3
Teaching and learning methods
1- Clarification and explanation of the course material How to display the form -2 Lecture method -3 learning method–Self -4
Assessment methods
1. Daily tests with specific questions . Assigning grades for homework and class participation -2 Assigning students the task of completing research papers and reports on the course -3

.material . Monthly tests with objective and essay questions -4
based objectives–Affective and value - C . applications To understand the importance of studying the subject and its life –A1 . prose He understands the spiritual meaning of poetry and –A2
Teaching and learning methods
1- Explanation and clarification How to display the form -2 learning method–Self -3
Assessment methods
1- Theoretical tests. . Reports and studies -2
other skills related to employability and personal) General and transferable skills - D development). . terminology Skills in using references and –D1 . in collecting and analyzing data on the subject Skills –D2 . in interpreting theorems Skills –D3 . making skills– Comparison –D4 . in developing specific concepts about the topic Skills D5

Structure Course					
evaluation method	Teaching method	Topic Name /	Required learning outcomes	Hours	Week
Formative assessment	Explanation and clarification	/ Grammar Dependent Elements	Learn adjectives	2	1
Formative assessment	Explanation and clarification	/ Grammar Dependent Elements	Learn the substitution	2	2
Formative assessment	Explanation and clarification	/ Grammar Dependent Elements	Learn emphasis– verbal and semantic	2	3

Formative assessment	Explanation and clarification	/ Grammar Dependent Elements	Learn compassion	2	4
Formative assessment	Lecture	/ Grammar Dependent Elements	Learn about - apposition conjunction	2	5
Formative assessment	Lecture	/ Grammar Dependent Elements	The indeclinable	2	6
First month exam: Various tests and solutions exercises Related to the topic				2	7
Formative assessment	Lecture	Literature/ Modern Arabic Literature	•Literary Renaissance in Modern Arabic Literature	2	8
Formative assessment	Lecture	/ Literature Arabic Modern Literature	: Poetic Schools The Revival The - School Emigrant School The Diwan - Group	2	9
Formative assessment	Lecture	/ Literature Modern Arabic Literature	•Poetic schools -Apollo School Free Verse School •	2	10
Formative assessment	Lecture	/ Literature Modern Arabic Literature	• Examples from the life of one poet for each	2	11

			school, and ten lines of his poetry		
Formative assessment	Lecture	/ Literature Modern Arabic Literature	Examples from the life of one poet for each school, and ten lines of his poetry	2	12
Formative assessment	Lecture	/ Literature Modern Arabic Literature	Prose in Literature Modern Arabic: The Short Story and the Novel	2	13
Formative assessment	Show model	/ Literature Modern Arabic Literature	Prose in Modern –Arabic Literature: The Play–The Essay	2	14
Month exam: objective tests Second				2	15

Infrastructure	
nothing	1. Required textbooks
●–Nada wa Ball al–Explanation of Qatr al Sada, by Ibn Hisham. • Comprehensive Grammar, Abbas .Hassan	2. (sources) Main references
●The writings of the ancient grammarians. ●Ghalayini , compiler of –Mustafa Al . Arabic lessons • Journal of the Iraqi Scientific .Academy	a) Recommended books and references: scientific journals reports , (....,

• Arab blog–The website of the Lisan al • • The Comprehensive Library • The Scientific Council website • Faseeh Network–Al	, b) Electronic references ... websites
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• Curriculum Development Plan
Commitment to sectorality

Course description template

Course Description

provides a concise summary of the course's key This course description features and the expected learning outcomes for the student, demonstrating .whether they have made the most of the opportunities Learning **Available** .It must be linked to the program description .

university College of Basic Education / Diyala	• Educational institution
Geography Department / Educational Materials	• Scientific Department /

	Center
/ Curricula and textbooks Coll 4214	• Course Name/Code
mandatory	• Available forms of attendance
Fourth / Seventh	• Semester/Year
hours 30	• Total number of study hours
2025/12/15	• Date this description was prepared
• Course objectives: By the end of the academic year, the student will be able to	
• Definition of curricula	
• Lists the characteristics of the curricula	
• the importance of curricula It shows	
• .It explains the foundations of curriculum development	
• Analyzes the elements of the school curriculum	
• .It compares different types of curricula	
• The curriculum	
• It explains the reasons for developing curricula and their .models	
• The textbook is known in terms of its concept	
• Lists the most important points of the textbook	
• The textbook	
• Course outcomes, teaching and learning methods, and assessment	
Cognitive objectives –A Enabling students to acquire knowledge and understanding of the curricula, –A2 importance their characteristics, and their Enabling students to acquire knowledge and understanding of the –A3 development foundations of curriculum Enabling students to acquire knowledge and understanding of the elements –A4	

curriculum of the school Enabling students to acquire knowledge and understanding of different –A5 curricula types of in the field of Enabling students to acquire knowledge and understanding –A6 evaluation curriculum Enabling students to acquire knowledge and understanding of curriculum –A7 reasons development, its models and textbook Enabling students to acquire knowledge and understanding of the –A8
Objectives –B Marathi ific to the courseSpec. Compares the old concept and the modern concept of curricula - B1 . It shows the foundations for curriculum development - B2 components Analyze the school curriculum into its –B3 . curricula Collects information about the types of school –B4 . evaluating school curricula for Explains the reasons –B5 . curricula and its models of It shows the development –B6 . textbook the He writes a research paper about –B7
Teaching and learning methods 1. fundamentals and topics related to the curriculum Providing students with the . Clarifying and explaining the subject matter -2 Students should be asked to visit the library and consult school curriculum .3 .resources onal knowledge of Improving students' skills by visiting websites to gain additi .4 .school curricula Using methods of lecturing, questioning, and discussion in some topics that -5 . require the method of discussion
Assessment methods 1. Daily tests with specific questions . Assigning grades for homework and class participation -2 . Assigning students the task of completing research papers and reports -3 . Monthly tests with objective and essay questions -4

based objectives–Affective and value –C importance of curriculum theories He understands the –A1 It gives importance to the textbook –Q2 Linking curriculum activities to the environment –Q3 .Evaluates activities –Q4
Teaching and learning methods
•.Using the presentation method •.Drawing diagrams and illustrations •.Brainstorming method
Assessment methods
The analytical exam to measure the student's ability to think, analyze, and – .deduce Requesting comparisons between curricula in Iraq and in developed countries – problems related to curricula Writing research papers on phenomena and . Daily tests with questions that require intellectual and deductive reasoning –
General and transferable skills (other skills related to employability and –D personal development). .terminology Skills in using references and –D1 .Skills in collecting and analyzing data on the subject –D2 .Skills in utilizing available resources –D3 .Skills in making comparisons about the topic –D4 .D5 Skills in developing specific concepts about the subject

• Course structure					
valuation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Formative assessment	Discussion and questioning	Curricula	Understanding the concept of curricula, their characteristics,	2	1

			and their importance		
Formative assessment	Discussion and questioning	Curriculum Foundations	Understanding the) philosophical basis (intellectual	2	2
Formative assessment	Discussion and questioning	Curriculum Foundations	Understanding the (social) cultural basis	2	3
Formative assessment	Discussion and questioning	Curriculum Foundations	Understanding the) psychological (developmental basis	2	4
Formative assessment	Discussion and questioning	Elements of the school curriculum	Understands educational content , objectives analysis	2	5
Test of the month Article First questions				2	6
Formative assessment	Discussion and questioning	Types of curricula	Getting acquainted with the curriculum of the study materials	2	7
Formative assessment	Discussion and questioning	Types of curricula	Understanding the activity methodology	2	8
Formative assessment	Discussion and questioning	Types of curricula	Understanding the core curriculum	2	9
Formative assessment	Discussion and questioning	Curriculum Evaluation	Understanding the concept of curriculum evaluation, its objectives, standards, steps methods, and	2	10
Formative assessment	Discussion and	Curriculum development	Understanding curriculum	2	11

	questioning		development and its motivations		
Formative assessment	Discussion and questioning	Curriculum development	Understanding the principles of curriculum development and basic models for its development	2	12
Formative assessment	Discussion and questioning	textbook	Understanding the concept of the textbook and its importance	2	13
Formative assessment	Discussion and questioning	textbook	Getting acquainted with the printed and electronic textbook	2	14
Second month test essay questions				2	15

Infrastructure	
nothing	1. Required textbooks
Book Analysis, Awad Methodology and Tamimi, 2009–Jassim Muhammad Al Awad Jassim Muhammad , The textbook 1980 , Tamimi–Al	2. (Main references (sources
Awad , Methodology and Book Analysis 2009 , Tamimi–Jassim Muhammad Al Awad Jassim Muhammad , The textbook 1980 , Tamimi–Al	a) Recommended books and references: scientific journals, reports (....
quality lectures and web hosting–High	b) Electronic references, ...websites

- Curriculum Development Plan

The curriculum should include the stages of curriculum development, modern the need for , the importance of curriculum development , curriculum theories and examples of curricula from some , educational institutions to develop curricula .developed countries

Course description template

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating .whether they have made the most of the opportunities Learning **Available** .It must be linked to the program description .

College of Basic Education	• Educational institution
Geography Department / Educational Materials	• Scientific Department / Center
/ Educational Administration Coll 4215	• Code / Name
mandatory	• Available forms of attendance
the chapter Seventh/ Fourth Year	• Year / Semester
30	• of study Total number hours

1/10/2025	Date this description was prepared
Course objectives: To ensure the student is familiar with the following concepts	
1. Concept Administration and its development, educational administration, school administration	
2. .To become familiar with the most important management theories	
3. .Identifying the most important functions of management	
4. .leadership, its development and its most important theories The concept of	
5. Getting acquainted with educational supervision and educational supervision methods	
6- Evaluation in educational supervision (evaluation of the principal, evaluation of the .(ion of the studentteacher, evaluat	

- Course Outcomes Methods of teaching, learning, and assessment

Cognitive objectives - A

- the concept of management, educational The student should know –A1
 . management, and school management
- the most important management theories, The student should know –A2
 . functions and patterns
- the concept of leadership, educational leadership, The student should know –A3
 . and its most important theories
- the student should know about educational supervision, its development –A4
 .the most important methods of educational supervision dan
-) The student should know about educational evaluation and its importance –A5
 .(the students , the teacher , principal the

B- Objectives Marathi The course aims to equip students with skills related to the following concepts.

- Educational Administration - B1
- Educational Leadership - B2

. Educational supervision - B3 . Evaluation Educational -B4
Teaching methods and learning
At the beginning of the semester, students are informed of the course syllabus and periodicals , related books) information sources, and the syllabus is , (dissertations along with the assessment methods that , distributed over the weeks of the semester as follows , will be followed: Prepare the lectures according to the sequence mentioned in the course syllabus .1 . by using the aforementioned information sources . Informing students about the topic of the next lecture in order to prepare them .2 udents are asked to submit papers relating to one or more of the topics under St .3 . study
Assessment methods
1. Conduct two semester exams, the first after the fifth week of the semester and the second after the eleventh week of the semester. Each exam should consider the with the assessment grade , (exploring , applying , remembering) mental levels of the total achievement, taking into account the student's %40 accounting for attendance and the extent of their daily participation. of the achievement, is %60 semester exam, which accounts for-of-The end .2 ng to the Ministry's timetable. When setting the questions, the scheduled accordi application , recall) comprehensiveness of the course content and the mental levels .are taken into consideration (exploration ,
C- be able to That the student : Based Objectives-Affective and Value . leader Defining the most important skills of a successful educational -A1 . Defining the most important skills of a successful manager - 2 Part . successful educational leadership and management of Defining the type -Q3 . supervision est methods of evaluation in educationalIdentifying the b -C4

Teaching and learning methods
The direct instruction method is usually used, where skills are taught directly and stages explicitly, reinforced with management examples for the basic education
Assessment methods
It is implicitly included in the course evaluation processes that take place during , and at the end of the semester
Skills - D General and Rehabilitational other skills related to) Transferable employability and personal development). most important management the Employing the acquired skills in teaching -D1 . skills to students Choosing examples or models of management and presenting their -2 . advantages and disadvantages . students have acquired assessment skills which Evaluating the extent to -D3 most important skills that students the Constructing special tests to identify -D4 . have acquired through the course

• Course structure					
Evaluation Method	Teaching method	Topic Name /	Required learning outcomes	Hours	Week
Formative assessment	Discussion and questioning	concept Administration, Educational Administration, School Administration With examples	concept Administration, Educational Administration, School Administration With examples	2	1
Formative	Discussion	Theories of	Management		2

assessment	and questioning	Educational Management	theories educational		
Formative assessment	Discussion and questioning	Educational Administration Jobs	Educational Administration Jobs		3
Formative assessment	Discussion and questioning	Educational management styles	Educational management styles		4
Formative assessment	Discussion and questioning	Leadership: its concept and evolution	Leadership: its concept and evolution		5
Formative assessment	-	Monthly test	Monthly test		6
Formative assessment	Discussion and questioning	Key leadership theories	Key leadership theories		7
Formative assessment	Discussion and questioning	Some models of leadership behavior, their concept, and their types	Some models of leadership behavior, their concept, and their types		8
Formative assessment	Discussion and questioning	Educational supervision and its development	Educational supervision and its development		9

	g				
Formative assessment	Discussion and questionin g	Types and methods of educational supervision	Types and methods of educational supervision		10
Formative assessment	-	Monthly test	Monthly test		11
Formative assessment	Discussion and questionin g	Evaluation in educational supervision	Evaluation in educational supervision		12
Formative assessment	Discussion and questionin g	Evaluation of the principal, teacher, and students	Evaluation of the principal, teacher, and students		13
			Final review		14
Formative assessment	Discussion and questionin g	Final exam	Final exam		15

• Infrastructure	
Nothing	1. Required textbooks
• Educational administration: its concept, theories, and methods Dr. Salah Abdel Hamid Mustafa, Dr. Najat Nabih–Al Abdullah	2. (Main references (sources
Utilize periodicals and resources relevant to the .course	a) Recommended books and references (scientific journals, (reports (....“

Utilizing the international information network information as a source of known	b) Electronic references, ...websites
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Curriculum Development Plan
1. The curriculum is developed according to the changes and developments that occur in society. The curriculum is developed in accordance with the requirements that appear in .2 . curriculum development in the global system

Course description template

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating It . learning opportunities whether they have made the most of the available . criptionmust be linked to the program des

College of Basic Education	145. Educational institution
Geography	146. / Department Scientific Center
/ Political GeographyGeo4332	147. Course Name/Code
mandatory	148. Available forms of attendance
Seventh/Fourth	149. Semester/Year
30	150. number of study Total hours
2025/12/15	151. Date this description was prepared
152. To ensure the student is familiar with the following : Course objectives :concepts	
the concept of political geography Understanding -1	
formation the components of state Training students to distinguish between -2 factors of state formation, the concept of the state, classification of states in) (terms of their power capabilities	

Theories of state	Training students to use the acquired information about –3
in other geographical studies	power
e students' scientific and cultural knowledge by encouraging them to	To increase –4
Political . borders	memorize and apply information related to

81.outcomes , teaching and learning methods, and assessment Course	
Cognitive objectives -A to acquire knowledge and understanding of the general Enabling students -1 .framework of geography and understanding of the general Enabling students to acquire knowledge -A2 framework of geopolitics and understanding of the subject of Enabling students to gain knowledge -A3 political geography	
Students should develop .the course specific to based objectives -The skills -B skills in the following concepts Writes a research paper, and writes research and studies in the field of -B1 political boundaries types of political boundaries, their characteristics, and the It preserves the -B2 .processes that form them Students learn to distinguish between types of political borders -B3	
and learning Teaching methods	
course syllabus At the beginning of the semester, students are informed of the University theses) and .(and information sources (related books, periodicals, etc the distribution of topics across the weeks of the semester, and the assessment :methods that will be followed, as follows to the sequence mentioned in the course Prepare the lectures according .1 .syllabus by using the aforementioned information sources .Informing students about the topic of the next lecture in order to prepare them .2 cs under Students are asked to submit papers relating to one or more of the topi .3 .study	
Assessment methods	

Conduct two semester exams, the first after the fifth week of the semester and .1 the second after the eleventh week of the semester. Each exam will consider the analyzing, synthesizing, mental levels (remembering, understanding, applying and evaluating), with the assessment grade accounting for 40% of the total achievement. The student's attendance and daily participation will be taken into tures consideration. The assessment grade may be 0% if students do not attend lec .at all semester exam, which accounts for 60% of the grade, is scheduled -of-The end .2 according to the Ministry's timetable. The questions must cover the entirety of the course content and the mental levels (remembering, understanding, applying, .(lyzing, synthesizing, and evaluatingana
based objectives: that the student be able to-Affective and value -C for Political geography .scholars appreciate the efforts of the The students -1 .the purpose of facilitating its study political problems between countries discuss Students -2 - 3 Political theories and laws between express their opinion The students countries
Teaching and learning methods
Lecture or presentation -1 Interrogation -2 Discussion -3
Assessment methods
included in the course evaluation processes that take place during It is implicitly .and at the end of the semester -1 Using assessment through objective tests -2 in the geography laboratory (field simulations) Using practical tests
other skills related to employability and) General and transferable skills -D .(personal development Enabling students to write a research paper on political geography -1 Developing students' ability to analyze the factors and processes that -2 the formation of political relations influence Enabling students to use maps, graphs, and diagrams in analyzing -3 geopolitical topics

82.Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	The required learning are to enable outcomes students to know and understand the definition	Hours	Week
Class participation and daily quiz	Lecture	The concept of political geography	The concept of political geography	2	1
Class participation and daily quiz	Lecture and questioning	The foundations of state formation (factors in state formation, the (concept of the state	The foundations of state formation (factors in state formation, the (state concept of the	2	2
Class participation and daily quiz	Lecture and discussion	Ranking of countries according to their potential power	Ranking of countries according to their potential power	2	3
Class participation and daily quiz	Lecture	The foundations of state power and their impact on its political weight (natural (resources	The foundations of state power and their impact on its political weight (natural resources)	2	4
Class participation and daily quiz	Presentation and discussion	Human resources, economic resources	Human resources, economic resources	2	5
		First month exam	First month exam	2	6
Class participation and daily quiz	Presentation and questioning	) Politics border border (concept border Types , Political (Political)	) Politics border Political border (concept Political) border Types , (	2	7
Class participation	Presentation and	Theories of State	Theories of State	2	8

tion and daily quiz	discussion	Power: An Introduction Mackinder's Theory –1	Power: An Introduction Theory Mackinder's –1		
Class participation and daily quiz	Presentati on and discussion	Mahan's theory	Mahan's theory	2	9
Class participa tion and daily quiz	Presentati on and questionin g	Seversky's theory	Seversky's theory	2	10
Class participa tion and daily quiz	Presentati on and questionin g	Modern theories	Modern theories	2	11
		Second month exam	Second month exam	2	12
Class participa tion and daily quiz	Presentati on and questionin g	) Applied problems Political (Problems contemporary The case –1 Palestinian	) Applied problems Political (Problems contemporary Palestinian The case –1	2	13
Class participa tion and daily quiz	Presentati on and questionin g	Discrimination problem racist	Discrimination problem racist	2	14
Class participa tion and daily quiz	Presentati on and questionin g	Discussion of reports	Discussion of reports	2	15

83.Infrastructure

-----	Required textbooks .1
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	(Main references (sources .2
	a) Recommended books and scientific journals,) references (.reports, etc
Wikipedia) The free encyclopedia, the official) website of the Iraqi Geological Survey	b) Electronic references, ...websites

84. Curriculum Development Plan	
The curriculum is developed according to the requirements that emerge in .1 .curriculum development at the basic education levels The curriculum is developed in accordance with the requirements that emerge in .2 .development within the global system curriculum	

Course description template

Course Description

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating It . learning opportunities whether they have made the most of the available . cription must be linked to the program des

College of Basic Education	153. Educational institution
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Geography	154. / Department Scientific Center
/ Urban Geography Geo4333	155. Course Name/Code
mandatory	156. Available forms of attendance
Seventh/Fourth	157. Semester/Year
30	158. number of study Total hours
2025/12/15	159. Date this description was prepared
160. :By the end of the semester, the student will be able to : Course Objectives	
Understanding the concept of urban geography –1	
Training students to differentiate between types of cities, as well as between –2 rural and urban areas	
To accustom students to using the information acquired from the subject of –3 urban geography in other geographical studies	
To increase students' scientific and cultural wealth by encouraging them to –4 d to urban geography in their urban environmentsapply some information relate	

85. Course outcomes, teaching and learning methods, and assessment

İ– Cognitive objectives

- Enabling students to gain knowledge and theoretical of the city understanding**

Enabling students to acquire knowledge and theoretical – of urban structure understanding

To enable students to gain knowledge and theoretical – of city classifications understanding Enabling students to acquire theoretical knowledge and – n morphologyUrba understanding To enable students to acquire knowledge and theoretical – of the comparison between the city and its understanding region
specific skills objectives : Students will develop the –B. Course .following skills - Practical application to a city usingGIS maps
Teaching and learning methods
At the beginning of the semester, students are informed of the course syllabus and information sources (related books, distributed across periodicals, dissertations), and the syllabus is the weeks of the semester, along with the assessment methods :that will be followed, as follows Prepare the lectures according to the sequence mentioned in .1 the course syllabus by using the aforementioned information .sources ing students about the topic of the next lecture in order Inform .2 .to prepare them Students are asked to submit papers relating to one or more .3 .of the topics under study
Assessment methods

Conduct two semester exams, the first after the fifth week of .1 semester and the second after the eleventh week of the the semester. Each exam should consider the mental levels remembering, understanding, applying, analyzing, synthesizing,) and evaluating), with the evaluation grade accounting for 40% of ent, taking into account the student's the total achievem .attendance and the extent of their daily participation semester exam, which accounts for 60% of the –of–The end .2 grade, is scheduled according to the Ministry's timetable. The e course content and the questions must cover the entirety of th mental levels (remembering, understanding, applying, analyzing, .(synthesizing, and evaluating

: Affective objectives: The student should be able to –C
He appreciates the efforts of experts in classifying cities in order .facilitate their study to

- He praises the role of scientists in developing city .classification
- His opinion on the city he lives in is shown in the classification

Teaching and learning methods

Various methods, some traditional such as lectures, and some modern such as workshops, discussion panels, and the use of

.geographic technologies in gaining understanding and learning
Assessment methods
It is implicitly included in the course evaluation processes that .semester take place during and at the end of the - Using objective assessment through objective tests -) Using laboratory testsGIS geography lab)
General and transferable skills (other skills related to –D .(employability and personal development - Uses available sources and references - internet is used The

86.Course structure					
Evalu ation Metho d	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Forma tive assess ment	Thematic lecture	The geographical importance of cities	Understanding the importance of urban geography	2	1
Forma tive assess ment	Thematic lecture	Objectives of studying urban geography	Identifying the objectives of studying urban geography	2	2
Forma tive assess	discussion	Location and types	Identifying the site and its types	2	3

ment					
Formative assessment	Learning teams	The internal structure of the city	Understanding the internal structure of the city	2	4
Formative assessment	Various objective questions	First month exam	First month exam	2	5
Formative assessment	panel discussion	Theories that explained the internal structure of the city	Identifying the theories that explain the internal of the city structure	2	6
Formative assessment	a lecture	City classification	Understanding city classifications	2	7
Formative assessment	Discussion and questionin g	morphology City	Understanding the morphology of the city	2	8
Formative assessment	laboratory	Applications on Iraqi cities	Applications on Iraqi cities	2	9
Formative assessment	laboratory	Applications on Arab cities	Applications on Arab cities	2	10
Formative assessment		Second month exam	Second month exam	2	11
Formative assessment	laboratory	The relationship between the city and its region	The relationship between the city and its region	2	12
Formative assess	laboratory	Applications usingGIS	Applications usingGIS	2	13

ment					
Formative assessment		Discussion of reports	Discussion of reports	2	14
Formative assessment		Discussion of reports	Discussion of reports	2	15

87.Infrastructure	
	Required textbooks .1
Hiti -Cities / Dr. Sabri Faris Al Geography of and Dr. Saleh Faleh Hassan	(Main references (sources .2
Geography of Cities / Dr. Gamal Hamdan	a) Recommended books and scientific journals,) references (.reports, etc
Regional Website of the Center for Urban and (Planning, and the free encyclopedia (Wikipedia	b) Electronic references, ...websites

88.Curriculum Development Plan
The curriculum is developed according to the requirements that emerge in .1 .curriculum development at the basic education levels accordance with the requirements that emerge in The curriculum is developed in .2 .curriculum development within the global system

Course description template

This course description provides a concise summary of the course's key features and the expected learning outcomes for the student, demonstrating It . learning opportunities whether they have made the most of the available . criptionmust be linked to the program des

College of Basic Education	161. Educational institution
Geography	162. Department / Scientific Center
4 / Geographical ThoughtGeo433	163. Course Name/Code
mandatory	164. Available forms of attendance
Seventh/Fourth	165. Semester/Year
hours 30	166. number of study Total hours
2025/12/15	167. Date this description was prepared
168. Course Objectives	
13-	Students' knowledge of geographical thought
14-	Students' knowledge of the geographical thought of ancient civilizations
15-	schools Students' knowledge of old and modern geographical

89.outcomes , teaching and learning methods, and assessment Course	
Cognitive objectives -A	
Enabling the student to acquire theoretical knowledge of	-A1
geographical thought and its schools	
of Enabling the student to acquire knowledge and understanding	-A2
the classification of geographical schools of thought and their	
pioneers	
of Enabling the student to acquire knowledge and understanding	-A3
hical thoughtthe most important sources and references for geograp	
of Enabling the student to acquire knowledge and understanding	-A4
the field study	
Enabling the student to acquire the knowledge and	-A5
to analyze and interpret ancient geographical understanding	
discoveries	
knowledge and understanding about Enabling the student to gain	-A6
the development of the science of geography	
.the course specific to based objectives -The skills -B	
Special skills in distinguishing between geographical schools of	–B1
thought	
interpreting the components of Special skills in analyzing and	–B2
geographical thought	
Special skills in how to study the geographical thought	–B3
methodology specific to each of the old schools	
Teaching and learning methods	
19-	lecturing or giving a presentation
20-	(using the geography lab) Practical demonstration
21-	Students are encouraged to visit the library and consult the
	.resources for studying geographical thought
22-	Field study
Assessment methods	
18-	Daily tests with specific questions
19-	Assigning grades for homework and class participation
20-	Monthly tests with objective and essay questions

based objectives-Affective and value -C To explain and analyze the research method in geographical thought -A1 To differentiate between ancient civilizations and what they have achieved -Q2 famous geographical researchers in the field of Some -Q3 geographical thought evaluate Explains the geographical phenomena discovered by scientists through travel literature -Q4
Teaching and learning methods
20- solving method-Problem 21- brainstorming 22- Simulation method
Assessment methods
21- Written tests to measure the student's ability to think, analyze, and deduce 22- Writing research papers about some countries that incorporate geographical thought and are diverse 23- critical thinking and Daily exams with questions that require deduction
other skills related to employability) General and transferable skills -D .(and personal development Uses contemporary sources and references -D1 Forming a group of students to study one of the ancient and what it achieved civilizations -D2 Utilizing state institutions related to maps to increase and diversify students' knowledge -D3 Utilizing documentation centers and libraries that contain manuscripts and historical material that confirm and document the ts of those civilizationsachievemen -D4

90.Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning To : outcomes enable students to know and understand	Hours	Week
structural	Lecture	Geographical thought in ancient civilizations	Geographical thought in ancient civilizations	2	1
structural	Lecture	Geographical thought in ancient Egyptian civilization	Geographical thought in ancient Egyptian civilization	2	2
structural	Lecture	Geographical thought in ancient Iraqi civilization	Geographical thought in ancient Iraqi civilization	2	3
structural	Lecture	Geographical thought in ancient Roman civilization	Geographical thought in ancient Roman civilization	2	4
structural	Lecture	Geographical thought in ancient Chinese civilization	Geographical thought in ancient Chinese civilization	2	5
structural	Lecture	Geographical thought in ancient civilization	Geographical thought in ancient civilization	2	6
structural	Lecture	Geographical thought among the Greeks	Geographical thought among the Greeks	2	7
structural	Lecture	Geographical thought in modern geographical schools	Geographical thought in modern geographical schools	2	8
structural	Lecture	Geographical thought in the German school	Geographical thought in the German school	2	9

structural	Lecture	Geographical thought in the French school	Geographical thought in the French school	2	10
structural	laboratory	Geographical thought in the English school and its pioneers	Geographical thought in the English school and its pioneers	2	11
structural	Lecture	Geographical thought in the contemporary Arab school	Geographical thought in the contemporary Arab school	2	12
structural	Lecture	Modern and contemporary geographical thought	Modern and contemporary geographical thought	2	13
structural	field	Trends in modern and contemporary geographical thought	Trends in modern and contemporary geographical thought	2	14
		exam		2	15

91.Infrastructure	
Methodology books... Geographical Thought Muhammad and Research Methods by Dr. Saadi Saadi-Saleh Al	Required textbooks .1
Stages of development of geographical thought Dibs-by Dr. Mamdouh Shaaban Al	(Main references (sources .2
	a) Recommended books and scientific journals,) references (.reports, etc
	b) Electronic references, ...websites

92. Curriculum Development Plan

1. The curriculum is developed according to the changes and developments that occur in society.

The curriculum is developed in accordance with the requirements that appear in .2
. curriculum development in the global system