



Academic Program and Course Description for the Department of Geography

2026-2025

University Name: Diyala

Faculty/Institute: College of Basic Education

Scientific Department: Geography

Academic or Professional Program Name: Bachelor of Basic Education/Geography

Final Certificate Name: Bachelor of Basic Education/Geography

Academic System: quarterly

Description Preparation Date: 2025/10/1

File Completion Date: 2025/12/15

Signature:



Head of Department Name: Dr. Ammar H.M.

Date: 2025/12/15

Signature:



Scientific Associate Name: Dr. Haidar A.A.

Date: 2025/12/15

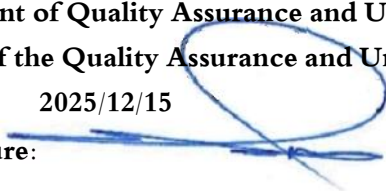
The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department: Dr. Widyan H.H.

Date: 2025/12/15

Signature:



Approval of the Dean

Dr. Aymin A.N.

FIRST STAGE

Course Description Form

1. Course Name:	
Natural Geography	
2. Course Code:	
Geob07ng112	
3. Semester / Year:	
First	
4. Description Preparation Date:	
1/10/2025	
5. Available Attendance Forms:	
Mandatory in-person attendance	
6. Number of Credit Hours(Number of Units (Total)	
2	
7. Course administrator's name (mention all, if more than one name)	
Dr. Ammar Hussein Mohammed	
8. Course Objectives	
Course Objectives	A. Cognitive Objectives A1. To enable the student to acquire knowledge and understanding of the general framework of geography. A2. To enable the student to acquire knowledge and understanding of field research. A3. To enable the student to acquire knowledge and understanding of maps and how to use them. A4. To enable the student to acquire knowledge and understanding of geographical schools of thought. A5. To enable the student to acquire knowledge and understanding of geography teaching methods. A6. To enable the student to acquire knowledge and understanding of the philosophy of geography. B. Course-Specific Skills Objectives ...A6. B1- To enable the student to understand geographical phenomena in terms of their geological formation and history.

	B2– To enable the student to explain the reasons for the occurrence of some natural phenomena and not others, and how these phenomena affect human settlements. B3– To enable the student to interpret and analyze natural maps of Earth's surface features, in addition to using modern technologies. – Affective Objectives: C1– To explain geographical phenomena scientifically in terms of their geological formation. C2– To evaluate the research of distinguished researchers in the field of geography and compare it with existing phenomena. C3– To interpret natural geographical phenomena using paper and electronic (GIS) maps. C4– To distinguish natural phenomena using colors on the map.
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9. Teaching and Learning Strategies

Strategy	The teacher uses teaching strategies according to the educational situation within the classroom, including the presentation strategy and the classroom discussion strategy.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	The Universe, the Solar System, the Planets, Meteors and Meteorites	Lecture	The Universe, the Solar System, the Planets, Meteors and Meteorites	
2	2	Kant and Lyellas Theories, the Tidal Theory, the Sornova Theory	Lecture	Kant and Lyellas Theories, the Tidal Theory, the Sornova Theory	
3	2	The Importance of Studying Earth's Time History, Geological Eras	Lecture	The Importance of Studying Earth's Time History, Geological Eras	
4	2	Earth's Circumference, Earth's Flattening and its Causes, Lines of Longitude and Latitude	Lecture	Earth's Circumference, Earth's Flattening and its Causes, Lines of Longitude and Latitude	
5	2	All the vocabulary studied in previous weeks	Lecture	All the vocabulary studied in previous weeks	
6	2		Lecture		
7	2	Earth's Rotation, its Structure and Geographical Significance	Lecture	Earth's Rotation, its Structure and Geographical Significance	
8	2		Lecture		
9	2	Earth's Layers, the Earth's Crust, the Mantle and the	Lecture	Earth's Layers, the Earth's Crust, the Mantle	

		Core		and the Core	
10	2	Formation of the Continents and Oceans	Lecture	Formation of the Continents and Oceans	
11	2	The Universe, the Solar System, the Planets, Meteors and Meteorites	Lecture	The Universe, the Solar System, the Planets, Meteors and Meteorites	
12	2	Kant and Lyell's Theories, the Tidal Theory, the Sornova Theory	Lecture		
13	2	The Importance of Studying Earth's Time History, Geological Eras	Lecture		
14	2	Earth's Circumference, Earth's Flattening and its Causes, Lines of Longitude and Latitude	Lecture		
15	2	All the vocabulary studied in previous weeks	Lecture		

11. Course Evaluation 20–20–60

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

Grade Distribution

Monthly Exams + Daily Written and Oral Exams + Reports + Attendance + Conduct 40

Final Exam 60

Final Grade 100

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	There is no specific textbook that covers all the required vocabulary.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	1- Muhammad Sabri Mahsoub, Physical Geography: Foundations and Modern Concepts, Dar Al-Fikr Al-Arabi for Printing and Publishing, Cairo, Egypt, 1996.
Electronic References, Websites	National Geographic Education: https://education.nationalgeographic.org Royal Geographical Society (RGS): https://www.rgs.org/ Geography Education https://www.geographyeducation.org

Course Description

• Educational institution	College of Basic Education / University of Diyala
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• / Scientific Department Center	Geography Department / Cultural Materials
• Code / Name	/ Islamic Education Univ1102
• Available forms of attendance	mandatory
• Year / Semester	the first First
• of study hours Total number	hours 30
• Date this description was prepared	2025/12/15
• will be able to By the end of the academic year, the student : 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	

Assessment Course outcomes, teaching and learning methods, and

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

Enabling students to gain knowledge and understanding of what is impossible and –A5
Almighty what is permissible with regard to God

Objectives - B Marathi Specific to the course.

- reason Skills in the names of the fundamentals of religion and their –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

L. specific questions Daily tests with

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						
Week	Hours	Required learning outcomes	Topic Name /	Teaching method	Evaluation Method	
1	2	to learn Definition With knowledge Principles Religion The names of this science and their origins	Definition With knowledge Principles Religion The names of this science and their origins	Lecture	Formative assessment	
2	2	to learn Pillars Faith when public Muslims	Pillars Faith when public Muslims	Lecture	Formative assessment	
3	2	to learn Theology	Theology	Lecture	Formative assessment	
4	2	to learn presence God Its characteristics , evidence presence God Come here	presence God Its characteristics, evidence presence God Come here	Lecture	Formative assessment	

5	2	●to learn guide Occurrence Care and Innovation Guide	guide Occurrence, Care and Innovation Guide	Lecture	Formative assessment	
5	2	solving -The first month's exam consists of various tests and problem .exercises related to the topic				
7	2	to learn deception The senses atheism	deception The senses atheism	Lecture	Formative assessment	
3	2	to learn qualities Divine	qualities Divine	Lecture	Formative assessment	
9	2	to learn The attribute Psychology((Existence (	The attribute Psychology((Existence (	Lecture	Formative assessment	
10	2	to learn qualities Negativity(foot, stay, (violation Accidents doing By the self, oneness (	qualities Negativity(foot , stay, (violation Accidents doing By the self, oneness (	Lecture	Formative assessment	
11	2	to learn characteristics Meanings((ability , Will , Science , snakes hearing , sight	characteristics Meanings((ability , Will , Science , snakes hearing ,	Lecture	Formative assessment	

		, ((Speech	sight , ((Speech		
12	2	to learn impact doctrine Monotheism In life	impact doctrine Monotheism In life	Lecture	Format assessment
13	2	learn to what Impossible in his right Come here	what Impossible in his right Come here	Lecture	Format assessment
14	2	to learn what It is permissible in His right, the Most High	what It is permissible in His right, the Most High	Lecture	Format assessment
15	2	solving-Second month exam: objective tests and problem			

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

Course Description

• Educational institution	College of Basic Education / University of Diyala
• / Scientific Department Center	Geography Department / Cultural Materials
• Code / Name	/Arabic LanguageUniv1103
• Available forms of attendance	mandatory
• Year / Semester	First / First
• of study hours Total number	hours 30
• Date this description was prepared	2025/12/15
• By the end of the academic year, the student will be able to : 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

Cognitive objectives - A

Understanding A.1 Knowledge and

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

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

. knowledge

, Enabling students to acquire knowledge and understanding of the singular, dual -A4

. plural and

. students to acquire knowledge and understanding in literature Enabling -A5

Objectives - B Marathi Specific to the course.

a analyzing, and memorizing the following poem , 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

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 understand the importance of studying the subject and its life To -A1	
the doctrine of monotheism on of He understands the importance of the impact -A2	
Life	
Teaching and learning methods	
1- Explanation and clarification	
the form How to display -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

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

		Broken plurals and some of their patterns, plurals of paucity and abundance			
5	2	to learn The five names	Grammar	Lecture	Formative assessment
6	2	and solutions First month exam: Various tests exercises Related to the topic			
7	2	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	Literature	Lecture	Formative assessment
8	2	verses The Quran The generous	Literature	Lecture	Formative assessment

		one(from Surah (the moon			ve assessme nt
9	2	speech The Messenger ﷺ in Ansar after Signed nostalgia	Literature	Lecture	Formati ve assessme nt
10	2	Eye my dad Dhu'ayb -Al Hudhali	Literature	Lecture	Formati ve assessme nt
11	2	Nuniyya son Zaidoun	Literature	Lecture	Formati ve assessme nt
12	2	• poem Ahmed Shawqi	Literature	Lecture	Formati ve assessme nt
13	2	The light of guidance was born, and all creation was .illuminated	Literature	Lecture	Formati ve assessme nt
14	2	Literature review		Lecture	Formati ve assessme

				nt
15	2	month exam: objective tests Second		

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

Course Description

• Educational institution	College of Basic Education / University of Diyala
• / Scientific Department Center	Geography Department / Cultural Materials
• Code / Name	/ Democracy and human rightsUniv1101
• Available forms of attendance	mandatory
• Year / Semester	First / First
• of study hours Total number	hours 30
• Date this description was prepared	2025/12/15
• 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 And its effect in rights man	

assessment Course outcomes, teaching and learning methods, and

Cognitive objectives - A

Understanding A.1 Knowledge and

Enabling students to gain knowledge and understanding of Islam's position -A2
. rights on human

Enabling students to gain knowledge and understanding of human rights -A3
. classifications

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

Enabling students to acquire knowledge and understanding of human rights -A5
. tsconflic in times of war and international and internal

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

Objectives - B Marathi Specific to the course.

- 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. specific questions Daily tests with . Assigning grades for homework and class participation -2 Assigning students the task of completing research papers and reports on the -3 .course material . Monthly tests with objective and essay questions -4
ased objectivesb–Affective and value - C To understand the importance of studying the subject and its life –A1 . applications the doctrine of of He understands the importance of the impact –A2 . monotheism on life
Teaching and learning methods
1- clarification Explanation and 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) General and transferable skills - D personal 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					
Week	Hours	Required learning outcomes	Topic Name /	Teaching method	Evaluation Method
1	2	identification rights man A	identification rights man and its characteristics	Lecture	Formative assessment
2	2	Count features rights man	identification rights man and its characteristics	Lecture	Formative assessment
3	2	to learn position Islam from rights man	position Islam from rights man	Lecture	Formative assessment
4	2	to learn position Islam from rights man	position Islam from rights man	Lecture	Formative assessment
5	2	to learn Categories rights man	Categories rights man	Lecture	Formative assessment
6	2	to learn Categories rights man	Categories rights man	Lecture	Formative assessment
7	2	solving –The first month's exam consists of various tests and problem			

		.exercises related to the topic			
8	2	to learn rights man collective	rights man collective	Lecture	Formative assessment
9	2	to learn rights man collective	rights man collective	Lecture	Formative assessment
10	2	to learn rights man in time War and disputes International Interior	rights man in time War and disputes International Interior	Lecture	Formative assessment
11	2	to learn rights man in time War and disputes International Interior	rights man in time War and disputes International Interior	Lecture	Formative assessment
12	2	to learn corruption Administrator And its effect in rights man	corruption Administrator And effect its in rights man	Lecture	Formative assessment
13	2	to learn corruption Administrator And its effect in rights man	corruption Administrator And its effect in rights man	Lecture	Formative assessment
14	2	to learn corruption Administrator And its effect in rights	corruption Administrator And its effect in rights	Lecture	Formative assessment

		man	man		
15	2	solving-Second month exam: objective tests and problem			

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

Course description template

Course description

• Educational institution	of Basic Education College
• Scientific Department / Center	Educational Materials / Geography Department
• Code / Name	/ General Psychology Coll 1201
• Available forms of attendance	mandatory
• Year / Semester	First / First
• of study Total number hours	hours 45
• Date this description was prepared	2019/10/1
• 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	
• ng as a means of acquiring knowledge and Introducing students to learni . achieving cultural advancement	
• Students' understanding of personality through knowing its concept, . characteristics, influencing factors, and types	

- Student appreciation human The role of psychology in understanding . 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

Miller's theory of Kohler 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
typersonali 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 .

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

Individual and group research papers .3

objective and essay) Monthly written tests .4

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

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

Enabling the student to write educational research reports on some .2
psychological disorders

Enabling the student to write educational research reports about the .3
mental processes that take place within the human mind

effective communication skills between Enabling the student to master .4
peers and the course instructor

Analyzing the educational and behavioral problems he will face as a .5
teacher in the future and developing appropriate solutions for them

Course structure

Evaluati on	Teaching method	Topic Name /	learning Required outcomes	Hours	Week

Method					
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 subject	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
Daily tests	Presentation, discussion, and questioning	Motives	Enabling students to: Understanding the -1 concept of motives and .their functions •Understanding how to	3	Fourth

			.measure motivation •Classification of types .of motives • Give examples of .motives		
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 classical (conditioning theory (Pavlov)	1- Students' comprehension of the concepts of classical classical conditioning theory Pavlov Analyzing the laws that -2 explain the relationship between conditioned and	3	Eighth

			. unconditioned stimuli		
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 . solutions for them	3	tenth
writing Short research papers Or individual or group reports on the subject	Presentation, questioning, and discussion	Sensation, perception, and attention	●uishing Disting between The concept of sensation Perception and attention... Analyzing the -2 psychological and neurological foundations of sensation, perception, . and attention Classification of special -3 . sensations Analyzing the factors -4 affecting attention and its . distractions	3	eleventh
Daily tests	Presentation, questioning, and	Personality	1- Understanding the concept of personality.	3	twelfth

	discussion		Identifying the factors that -2 . influence personality Analyzing personality traits -3 . Understanding personality -4 . types		
month test Second					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 books Other	2- (sources) Main references
1- (2011) Muhammad Shamsi, Abdul Amir	a) Recommended books and references(scientific journals

General Psychology , Journals of educational and psychological - research Journals of Psychological Studies -3	(reports , (...,
Utilize educational websites related to course topics	, b) Electronic references ... websites

course description The

• Educational institution	College of Basic Education / University of Diyala
• / Scientific Department Center	Geography Department / Educational Materials
• Code / Name	/ Basic EducationColl 1202
• Available forms of	mandatory

attendance	
• Year / Semester	First / First
• of study hours Total number	hours 30
• Date this description was prepared	2019/10/1
• 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 Basic education in a number of foreign countries	
8- Learn Basic education in the United States of America	
9- Learn Some problems facing education in Iraq and attempts to address them	

teaching and learning methods, and assessment ,Course outcomes

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

anding in basic education Enabling students to acquire knowledge and underst –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.

onless 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

earning method–Self -4

Assessment methods

L. 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

L- Explanation and clarification

display the form How to -2

learning method-Self -3

Assessment methods

L- 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

Week	Hours	Required learning outcomes	Topic Name /	Teaching method	Evaluation Method
1	2	to learn The concept of basic education and	The concept of basic education and	Lecture	Formative

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

		Bahrain, basic education in Iraq	countries		assessment
9	2	to learn Basic education in Japan, basic education in Britain	Basic education in a number of foreign countries	Lecture	Formative assessment
10	2	to learn Basic education in Sweden	Basic education in the United States of America	Lecture	Formative assessment
11	2	to learn Basic education in Germany	Basic education in the United States of America	Lecture	Formative assessment
12	2	to learn Basic education in Indonesia	Basic education in the United States of America	Lecture	Formative assessment
13	2	Failure	Some problems facing education in Iraq and attempts to address them	Lecture	Formative assessment
14	2	leakage	Some problems facing education in Iraq and attempts to address them	Lecture	Formative assessment

15	2	solving-Second month exam: objective tests and problem
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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

Course description template

Course Description

• Educational institution	Education College of Basic
• / Scientific Department Center	Cultural materials/University requirements
• Code / Name	/ Islamic EducationUniv1104
• Available forms of attendance	mandatory
• Year / Semester	Second/First
• of study Total number hours	hours 30
• description was Date this prepared	2025/12/15
• 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- . Introducing the Holy Quran and other heavenly books
	4- Explaining the meaning of a miracle, how it occurs, and what the characteristics . of prophets are
	5- . is meant by revelation and how it was revealed Explaining what
	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 . erate, and sound doctrinal principleswho deviate and go against the correct, mod
	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

lamic Writing a paper or research on any topic from the topics of Is - 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 ga . 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 Par
. in sciences

. texts and information correctly 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-depth studies and research
- Daily exams with questions that require critical thinking and deduction other skills related to employability and personal development).
- **connotations** Uses contemporary sources, references, terminology, and –D1
- Forming groups of students to study contemporary subject matter topics in –2
- **them** order to reach scientific and objective conclusions regarding
- To benefit from relevant research centers and libraries that contain –3
- in them in expanding knowledge and fundamental books in order to benefit from
- **papers** writing research
- Utilizing the internet and relevant government departments and –4 D
- institutions to increase and disseminate students' knowledge

Course structure

Week	Hours	Required learning outcomes	Topic Name /	Teaching method	Evaluation Method
1	2	Enabling students to know and understand The extent to which the mind is incapable of	In explaining the human mind's need for prophetic and the , guidance	- Delivery or lecture Interrogation	1- Daily tests With questions Specific

		comprehending unseen matters without prophets . and messengers	role and mission of . prophethood	Problem - solving	Class -2 participation in preparing the lecture paper Write a -3 on the topic
2	2	Enabling students to know and understand The meaning of Prophet and Messenger and the . difference between them	Definition of Prophet and Messenger in language and . terminology	- Delivery or lecture Interrogation Problem - solving	1- Daily tests With questions Specific Class -2 participation in preparing the lecture Write a paper -3 on the topic
3	2	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	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 . of the prophets	delivery or lecture Interrogation Problem - solving	1- Daily tests With questions Specific Class -2 participation in preparing the lecture Write a paper -3 on the topic
4	2	Assessing students' levels	. The first exam		
5	2	To enable students to know, understand, and explain the meaning of the Holy Quran and the difference between it and .other holy books	The Holy Quran and . other holy books	delivery or lecture Interrogation Problem - solving	1- Daily tests With questions Specific Class -2 participation in preparing the lecture

					Write a paper -3 on the topic
6	2	Enabling students to know and understand The characteristics of the prophets, so that they are not confused with other . human beings	The characteristics of prophets and . messengers	delivery or lecture Interrogation Problem - solving	1- Daily tests With questions Specific Class -2 participation in preparing the lecture Write a paper -3 on the topic
7	2	Enabling students to know and understand the meaning of revelation and the ways in which it is . revealed	Revelation in language and terminology, how revelation is revealed .	delivery or lecture Interrogation Problem - solving	1- Daily tests With questions Specific Class -2 participation in preparing the lecture Write a paper -3 on the topic
8	2	Assessing students' levels	Second exam		
9	2	To enable students to know and understand the meaning of a miracle, its conditions, and to whom . it applies	The miracle in language and terminology, the conditions of a . miracle	delivery or lecture Interrogation Problem - solving	1- Daily tests questions With Specific Class -2 participation in preparing the lecture Write a paper -3 on the topic
10	2	To enable students to know and understand the	The miracle of the Prophet, peace and	delivery or	1- Daily tests With questions

11	2	miracle of the Prophet, peace and blessings be upon him, which is the . Holy Quran	blessings be upon . him	lecture Interrogation Problem - solving	Specific Class -2 participation in preparing the lecture Write a paper -3 on the topic
		To enable students to know and understand the Day of Judgment, its . signs, and to believe in it	The ruling on belief in the Day of . Judgment	delivery or lecture Interrogation Problem - solving	1- Daily tests With questions Specific Class -2 participation in preparing the lecture Write a paper -3 on the topic
12	2	Assessing students' levels	Third exam		
13	2	To enable students to know and understand repentance, the knowledge of the unseen, and that it is exclusively God Almighty's domain, . without anyone else	Repentance has its rulings and conditions; the knowledge of the Hour is with God . Almighty	delivery or lecture Interrogation Problem - solving	1- Daily tests With questions Specific Class -2 participation in preparing the lecture Write a paper -3 on the topic
14	2	Enabling students to know and understand the images that are blown . into and who does that	Blowing into the . trumpet	delivery or lecture Interrogation Problem - solving	1- Daily tests With questions Specific Class -2 participation in preparing the

					lecture Write a paper -3 on the topic
15	2	Enabling students to know and understand Heaven and Hell and to describe the state of their . inhabitants	Paradise and Hell and a description of . their inhabitants	delivery or lecture Interrogation Problem - solving	1- Daily tests With questions Specific Class -2 participation in preparing the lecture Write a paper -3 on the topic

• 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 .

1. Required textbooks

2. (sources) Main references

• The Holy Quran. • Books of interpretation and the noble . Prophetic traditions • / Journal of the College of Islamic Sciences . University of Baghdad	a) Recommended books and , scientific journals) references (reports (....,
www.nourallah.com/directory www.al-islam.com/ www.montalq.com	websites , b) Electronic references ...

Course Description

• Educational institution	college University of - Basic Education Diyala
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• Scientific Department / Center	Geography / Cultural Materials Department
• Code / Name	/ General EnglishUniv1105
• Available forms of attendance	mandatory
• Year / Semester	First / Second
• of study Total number hours	hours 45
• Date this description was prepared	2025/12/15
• Course Objectives	
The course aims to develop the student's language skills, their scientific research methods, enhance their improve .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

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

Assessment methods

Oral tests -1

Written tests -2

Activities and Research -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

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

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

• Curriculum Development Plan

teaching staff, Reviewing periodicals, websites , workshops, training for -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

Educational institution	College of Basic Education
/ Scientific Department Center - Code / Name - Available forms of attendance	Geography Department / Educational Materials / Developmental Psychology Coll 1203 mandatory
Year / Semester	First / Second
- of study number Total hours - Date this description was prepared	hours 30 2025/12/15
- 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. Course outcomes, teaching and learning methods, and assessment

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

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

Enabling students to acquire knowledge and understanding of the -A5
psychology most important sources for developmental

Objectives - B Marathi Specific to the course.

that govern growth Analyzing the principles and laws -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

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 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

ogy in Students' appreciation of the role of developmental psychol -4

solving and guiding educational problems in childhood and adolescence

Teaching and learning methods

- Problem solving
- brainstorming
- Simulation

Assessment methods

1. Oral tests .

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

Individual and group research papers .3

objective and essay) Monthly written tests .4

- other skills related to employability and personal) General and transferable skills - D (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 teacher in the future and developing appropriate solutions for them

Course structure

Week	Hours	Required learning outcomes	Topic Name /	Teaching method	Evaluation Method
the first	3	To enable students to understand how developmental psychology emerged and evolved, and to identify key concepts Developmental	Developmental psychology: Its origin, development, and definition The importance of	delivery Interrogation discussion	Daily tests

		psychology and its importance from a theoretical and practical perspective, and for parents, teachers, and .society	studying it, the meaning of growth , maturity, and development		
the second	3	Enabling students to identify the most important factors affecting all aspects of human development	Factors affecting growth • genetic factors • Environmental factors	Presentation and discussion	Class participation
the third	3	Enabling students to analyze the principles and laws that govern aspects of growth	General characteristics of growth	Discussion and questioning Problem solving	Writing short research papers Or individual or group reports on the subject
Fourth	3	Enabling students to analyze Physical growth The motor and stages linguistic Different growth And the factors that influence . it	Physical growth Motor and linguistic development at different stages of growth	Presentation, discussion, and questioning	Daily tests
Fifth	3	Enabling students to understand the concept emotional and social of development, the stages of growth, and the role parents And the teachers in it	Emotional and social development at different stages of growth	Discussion and questioning Problem solving	Writing short research papers Or individual oup or gr reports on the subject
Sixth	3	Enabling students to comprehension The congenital growth of the	congenital growth For the stages of . growth	Discussion and questioning	Class participation

Seventh		growth stages			
				a test First month	
Eighth	3	comprehension Students' theoretical concepts Piaget mental growth in	Piaget theory	Presentation, questioning, and discussion	Class participation
Ninth	3	comprehension Students' understanding of Erikson's theoretical concepts in social growth	theory Erikson's	Presentation, questioning, and discussion	Daily tests
tenth	3	comprehension Students' theoretical concepts Kohlberg Moral growth in	Kohlberg theory	Presentation, questioning, and discussion	Class participation
eleventh	3	Students' knowledge and understanding of puberty, adolescence, and the changes that accompany them	Puberty, adolescence, changes and physical And emotional And the has (mentality	Presentation, questioning, and discussion	Daily tests
twelfth	3	Designing a plan to address cent developmental adoles problems by exploring their causes, prevention methods, and treatment options	Behavioral manifestations Social issues are among the most significant problems facing teenagers	Presentation and questioning Problem solving	Writing short research papers Or individual or group reports on the subject
thirteenth	Second month test				

fourteenth	Discussion of individual and group research and reports
fifteenth	General review

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

Course description template

Course Description

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

• .It explains the philosophical foundations of education
• .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 Understanding of the leading Enabling students to acquire knowledge and unde –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

websites to gain additional knowledge of Improving students' skills by visiting .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					
Week	Hours	Required learning outcomes	Unit/Topic Name	Teaching method	Evaluation Method
1	2	Understanding the goals of concept and education	The meaning and goals of education	Discussion and questioning	Formative assessment
2	2	Understanding education in primitive times	Historical origins of education	Discussion and questioning	Formative assessment
3	2	Getting acquainted with education in the valley and , Mesopotamia Nile the valley	Historical origins of education	Discussion and questioning	Formative assessment
4	2	Learn about the Chinese and Greek educational systems	Historical origins of education	Discussion and questioning	Formative assessment
5	2	First month exam: essay test			
6	2	-It compares pre Islamic and Islamic .education	Historical origins of education	Discussion and questioning	Formative assessment
7	2	Understanding the educational views of Ibn ,Ibn Khaldun Ghazali-Sina, and Al	Leading figures in Arab and Islamic educational thought	Discussion and questioning	Formative assessment

8	2	Understanding the educational views of both Rousseau and Dewey	Western educational thought pioneers	Discussion and questioning	Formative assessment
9	2	Understanding the educational views of Socrates, Plato, and Aristotle	Greek educational thought	Discussion and questioning	Formative assessment
10	2	Understanding the philosophy and functions of education	Philosophical Foundations of Education	Discussion and questioning	Formative assessment
11	2	Understanding the philosophy of ideal education	Philosophical Foundations of Education	Discussion and questioning	Formative assessment
12	2	Understanding the philosophy of realism education	Philosophical Foundations of Education	and discussion interrogation	Formative assessment
13	2	Understanding the philosophy of pragmatic education	Philosophical Foundations of Education	Discussion and questioning	Formative assessment
14	2	He compares school education and -Non upbringing school	Intentional and unintentional education	Discussion and questioning	Formative assessment

15	2	Article Second month exams
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Infrastructure	
1. Required textbooks	nothing
2. references Main (sources)	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
a) Recommended books and references: scientific reports ,journals (....,	Saeed , Principles of General Education 2007 ,Ismail Ali
b) Electronic references, ...websites	Lectures by educational counselors

Course description template

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

10.assessment outcomes , teaching and learning methods, and 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 for it classification and the criteria used aerial image

of Enabling the student to acquire knowledge and understanding -A3 aerial photography the most important sources and references for geography

of Enabling the student to acquire knowledge and understanding -A4 the field study

to acquire the knowledge and Enabling the student -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- giving a presentation lecturing or 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- for homework and class participation Assigning grades 3- 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 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

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

Uses contemporary sources and references -D1

photographs aerial Forming a group of students to study specific -D2
to aerial photographs Utilizing state institutions related to -D3
increase and diversify students' knowledge

Utilizing documentation centers and libraries that contain -D4
. photographs manuscripts and aerial

11.Course structure

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

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

12. 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

Description Course

9. Educational institution	College of Basic Education
10. Department / Scientific Center	Geography
11. Course Name/Code	/ Geography of Australia in EnglishGeo 1302
12. Available forms of attendance	mandatory
13. Semester/Year	First Year/Second Semester
14. number of study Total hours	30
15. Date this description was prepared	2025/12/15
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

13.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
 essment the distribution of topics across the weeks of the semester, and the ass
 :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
 .pare themInforming students about the topic of the next lecture in order to pre .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
 Each exam will consider the .the second after the eleventh week of the semester
 mental levels (remembering, understanding, applying, analyzing, synthesizing,
 and evaluating), with the assessment grade accounting for 40% of the total
 n into achievement. The student's attendance and daily participation will be take
 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
 scheduled according to the Ministry's timetable. When setting the questions, the
 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
 historical development of the discovery of the continent Evaluate the -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

14.Course structure

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

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

15. Curriculum Development Plan

curriculum is developed according to the requirements that emerge in 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 template

1. Educational institution	College of Basic Education
2. Scientific Department / Center	Geography
3. Course Name/Code	/ Fundamentals of Physical GeographyGeo 1303
4. Available forms of attendance	mandatory
5. Semester/Year	First/First
6. Total number of study hours	hours 30
7. Date this description was prepared	2025/12/15
8. Course Objectives	
1- and understanding of geography, its To provide graduates with knowledge content, schools, teaching methods, and how to use maps and geographic data with -to-information systems to achieve this, and to keep them up .developments in the field of geography	
2- s who possess the necessary teaching Preparing qualified university teacher .skills to teach geography	
3- Developing scientific attitudes among students, enabling them to enhance .their personal capabilities in their postgraduate studies	
4- tools for use in Students were encouraged to develop and create educational .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
objectives Cognitive -A of Enabling the student to acquire knowledge and understanding -A1 the general framework of geography 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 geographical schools of Enabling the student to acquire knowledge and understanding -A5 ching methodsgeography tea 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 and the history of their emergence terms of geological formation Enabling the student to explain the reasons for the appearance of -B2 some natural phenomena and not others, and how they affect human settlements Enabling the student to interpret and analyze natural maps of -B3 surface features, in addition to the method of using modern Earth's technologies
Teaching and learning methods
1- lecturing or giving a presentation 2- Practical demonstration (using educational tools as available in the (Geography Department laboratory 3- students to use the resources available in the library Encouraging .and to consult the available physical maps 4- Field study

Assessment methods
1- Daily, weekly, and monthly tests 2- practical application
:Affective goals -C scientifically in terms of the To explain geographical phenomena -A1 geological formation of the phenomenon To evaluate the research of some distinguished researchers in the -C2 field of geography and compare it with existing phenomena per and To interpret natural geographical phenomena through pa -Q3) electronic mapsGIS (To distinguish natural phenomena through colors on the map -Q4
Assessment methods
1- Testing the student's ability through written tests 2- The student is tasked with writing research papers related to natural to measure the student's ability to think, phenomena in order .analyze, and draw conclusions 3- Practical tests in theGIS lab 4- .Daily tests based on posing intellectual and deductive questions
General and transferable skills (other skills related to employability -D .(sonal developmentand per 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 review state institutions related to the Assigning students to -D3 study of natural phenomena Utilizing documentation centers and public libraries -4

11.Course structure					
Week	Hours	Required learning outcomes	Unit/Topic Name	Teaching method	Evaluation Method
the	2	Introduction to	The universe, the	The	Classroom

first		Geography	solar system, the planets, meteors and meteorites	cruel	participation in preparation
the second	2	The Origin of the Universe and Theories of Evolution	Theories of Kant and Lylas , continental theory, tidal soronova explosion theory	The cruel	Classroom participation in preparation
the third	2	Earth's Timeline	The importance of studying the Earth's chronological history, geological eras	The cruel	Classroom participation in preparation
Fourth	2	Earth's shape	Earth's circumference, the Earth's flattening and its cause, lines of longitude and latitude	The cruel	Classroom participation in preparation
Fifth	2	First month exam	All the vocabulary studied in previous weeks	a test monthly	Participation of all on students
Sixth	2	Earth's rotation	The Earth's rotation, its nature, and its geographical importance The Earth's rotation around the sun and the formation of the four seasons	The cruel	Classroom participation in preparation
Seventh	2	The internal structure of the earth	The Earth's layers: the crust, the mantle , .and the core	The cruel	Classroom participation in preparation
Eighth	2	Continents and Oceans	The Origin of Continents and Oceans Area of continents and oceans	The cruel	Classroom participation in preparation
Ninth	2	Theories of the formation of	tetrahydrophobic theory , the theory of	The cruel	participation in

		continents and oceans	continental drift		preparation
tenth	2	Climatic Geography	Atmospheric components, layers, atmospheric climate elements, factors affecting climate	The cruel	Classroom participation in preparation
eleventh	2	Second month exam	All the vocabulary studied in the previous weeks after the first month	a test monthly	Participation of all students
twelfth	2	Water Geography	Water in nature, properties of water, the general water .cycle in nature	The cruel	Classroom participation in preparation
thirteenth	2	Seas and oceans	Ocean floor topography, salinity of seas and oceans, tides, ocean currents, ,rivers	The cruel	Classroom participation in preparation
fourteenth	2	groundwater	The origin and distribution of groundwater, and the natural and human .factors affecting it	The cruel	Classroom participation in preparation
fifteenth	2	Plant and animal life	regions, Plant tropical plants, temperate plants, cold plants	The cruel	Classroom participation in preparation

12. 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

Course description template

9. Educational institution	Education College of Basic
10. Department / Scientific Center	Geography

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

13.outcomes , teaching and learning methods, and assessment 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

d Enabling the student to acquire the knowledge an -A5
to analyze and interpret the locations of Eurasian 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 guishing between mapsSpecial skills in distin –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- required to visit the library and consult resources, Students are .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 phenomena on maps Explains geographical -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- including various ,Writing research papers about some countries .maps of those countries 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

tation centers and libraries that contain Utilizing documen -D4
manuscripts and geographical maps

14.Course structure

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

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

15.Infrastructure

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

Course Description

17. Educational institution	College of Basic Education
18. Department / Scientific Center	Geography
19. Course Name/Code	/ Foundations of Human GeographyGeo 1307
20. Available forms of attendance	mandatory
21. Semester/Year	First Year/First Semester

22. number of study hours	30
23. Date this description was prepared	2025/12/15
24. To ensure the student is familiar with the following : Course objectives :concepts	
of the natural environment and humans the mutual influence between elements	Identifying -1
the cultural characteristics of advanced societies and developing societies	Training students to distinguish between -2
To accustom students to using the information acquired from the subject of human in other geographical studies	geography -3
To increase the scientific and cultural wealth of students by encouraging them to memorize of humankind and the development of the earth	and apply some information related to the topic -4

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

Cognitive objectives -A

Enabling students to acquire knowledge and understanding of the general framework of human geography -1
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
research paper, and writes research and studies in the field of Writes a -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 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 essment the distribution of topics across the weeks of the semester, and the ass :methods that will be followed, as follows

1. Prepare the lectures according to the sequence mentioned in the course .1 syllabus by using the aforementioned information sources
2. prepare them Informing students about the topic of the next lecture in order to .2
3. Students are asked to submit papers relating to one or more of the topics under .3 study

Assessment methods

1. 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 l 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

2. 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

-C Affective and value based objectives: that the student be able to
-1 The student appreciate the efforts of scientists in studying natural environments and human adaptation to them
-2 Students discuss the problems of Humanity of races
-3 The students express their opinion on Theories of diversity language
Religions

learning methods Teaching and

- 1- Lecture or presentation
- 2- Interrogation
- 3- Discussion

Assessment methods

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

- 1 tests Using assessment through objective
- 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 the formation of landforms -2

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

17.Course structure

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

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

18.Infrastructure

-----	Required textbooks .1
	(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



Academic Program and Course Description for the Department of Geography

2026-2025

University Name:Diyala

Faculty/Institute:College of Basic Education

Scientific Department: Geography

Academic or Professional Program Name: Bachelor of Basic Education/Geography

Final Certificate Name: Bachelor of Basic Education/Geography

Academic System: quarterly

Description Preparation Date: 2025/10/1

File Completion Date: 2025/12/15



Signature:

Head of Department Name:Dr.Ammar H.M.

Date:2025/12/15



Signature:

Scientific Associate Name:Dr.Haidar A.A.

Date:2025/12/15

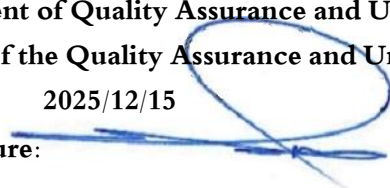
The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:Dr.Widyan H.H.

Date: 2025/12/15

Signature:



Approval of the Dean

Dr.Aymin A.N.

SECOND STAGE

Course Description Form

1. Course Name:	
Geography of Dryland & Desertions	
2. Course Code:	
Geob07ng112	
3. Semester / Year:	
First	
4. Description Preparation Date:	
1/10/2025	
5. Available Attendance Forms:	
Mandatory in-person attendance	
6. Number of Credit Hours(Number of Units (Total)	
2	
7. Course administrator's name (mention all, if more than one name)	
Dr. Ammar Hussein Mohammed	
8. Course Objectives	
Course Objectives	A. Cognitive Objectives A1. To enable the student to acquire knowledge and understanding of the general framework of geography. A2. To enable the student to acquire knowledge and understanding of field research. A3. To enable the student to acquire knowledge and understanding of maps and how to use them. A4. To enable the student to acquire knowledge and understanding of geographical schools of thought. A5. To enable the student to acquire knowledge and understanding of geography teaching methods. A6. To enable the student to acquire knowledge and understanding of the philosophy of geography. B. Course-Specific Skills Objectives ...A6. B1- To enable the student to understand geographical phenomena in terms of their geological formation and history.

B2– To enable the student to explain the reasons for the occurrence of some natural phenomena and not others, and how these phenomena affect human settlements.

B3– To enable the student to interpret and analyze natural maps of Earth's surface features, in addition to using modern technologies.

– Affective Objectives:

C1– To explain geographical phenomena scientifically in terms of their geological formation.

C2– To evaluate the research of distinguished researchers in the field of geography and compare it with existing phenomena.

C3– To interpret natural geographical phenomena using paper and electronic (GIS) maps.

C4– To distinguish natural phenomena using colors on the map.

9. Teaching and Learning Strategies

Strategy	The teacher uses teaching strategies according to the educational situation within the classroom, including the presentation strategy and the classroom discussion strategy.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	The Universe, the Solar System, the Planets, Meteors and Meteorites	Lecture	The Universe, the Solar System, the Planets, Meteors and Meteorites	
2	2	Kant and Lyell's Theories, the Tidal Theory, the Sornova Theory	Lecture	Kant and Lyell's Theories, the Tidal Theory, the Sornova Theory	
3	2	The Importance of Studying Earth's Time History, Geological Eras	Lecture	The Importance of Studying Earth's Time History, Geological Eras	
4	2	Earth's Circumference, Earth's Flattening and its Causes, Lines of Longitude and Latitude	Lecture	Earth's Circumference, Earth's Flattening and its Causes, Lines of Longitude and Latitude	
5	2	All the vocabulary studied in previous weeks	Lecture	All the vocabulary studied in previous weeks	
6	2		Lecture		
7	2	Earth's Rotation, its Structure and Geographical Significance	Lecture	Earth's Rotation, its Structure and Geographical Significance	
8	2		Lecture		
9	2	Earth's Layers, the Earth's	Lecture	Earth's Layers, the	

		Crust, the Mantle and the Core		Earth's Crust, the Mantle and the Core	
10	2	Formation of the Continents and Oceans	Lecture	Formation of the Continents and Oceans	
11	2	The Universe, the Solar System, the Planets, Meteors and Meteorites	Lecture	The Universe, the Solar System, the Planets, Meteors and Meteorites	
12	2	Kant and Lyell's Theories, the Tidal Theory, the Sornova Theory	Lecture		
13	2	The Importance of Studying Earth's Time History, Geological Eras	Lecture		
14	2	Earth's Circumference, Earth's Flattening and its Causes, Lines of Longitude and Latitude	Lecture		
15	2	All the vocabulary studied in previous weeks	Lecture		

11. Course Evaluation 20-20-60

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

Grade Distribution

Monthly Exams + Daily Written and Oral Exams + Reports + Attendance + Conduct 40

Final Exam 60

Final Grade 100

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	There is no specific textbook that covers all the required vocabulary.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	1- Muhammad Sabri Mahsoub, Physical Geography: Foundations and Modern Concepts, Dar Al-Fikr Al-Arabi for Printing and Publishing, Cairo, Egypt, 1996.
Electronic References, Websites	National Geographic Education: https://education.nationalgeographic.org Royal Geographical Society (RGS): https://www.rgs.org/ Geography Education https://www.geographyeducation.org

Course Description

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

10.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 soil geography Enabling 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 soil -B1 geography

s, and their It preserves soil types, their chemical and physical propertie -B2 .geographical distribution

Students learn to distinguish between types of soil -B3

and learning Teaching methods

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 sourcessyllabus by usin

.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

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 will consider the mental levels (remembering, understanding, applying, analyzing, synthesizing, sment grade accounting for 40% of the total and evaluating), with the asses 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 .at all

accounts for 60% of the achievement, is semester exam, which-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, g) are taken into understanding, applying, analyzing, synthesizing, evaluatin .consideration

based objectives: that the student be able to-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

methods Teaching and learning

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
- analyze the factors and processes affecting Developing students' ability to -2
soil
- Enabling students to use maps, graphs, and diagrams in analyzing soil -3
related topics

11.Course structure

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

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

12.Development Plan Curriculum

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
.within the global system curriculum development

Course description template

Course Description

9. Educational institution	College of Basic Education
10. Department / Scientific Center	Geography
11. Course Name/Code	of Eurasia Geography /(Geo 1309)
12. Available forms of attendance	mandatory
13. Semester/Year	Second semester/second
14. number of study Total hours	hours 30 = 15*2
15. Date this description was prepared	2025/12/15
16. ensure the student is familiar with the following To : Course objectives :concepts	
To enable students to know and understand the most prominent topics in the -1 .geography of Eurasia accurately	
Enabling students to understand the reasons for the emergence of Eurasia -2	
Introducing students to the most important sources and references used in -3 teaching the subject	
Enabling students to analyze the most important geographical phenomena -4 found on Eurasia and compare them with other continents	

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

1- objectives Cognitive
 through Enabling the student to acquire knowledge and understanding -A1
 comprehending the subject of Eurasian Geography
 The reasons Enabling the student to acquire knowledge and understanding -A2
 for the emergence of Eurasia
 of the most Enabling the student to acquire knowledge and understanding -A3
 important sources and references for the geography of Eurasia
 of the most Enabling the student to acquire knowledge and understanding -A4
 important geographical phenomena of Eurasia that have preoccupied
 researchers and geographers
 to Enabling the student to acquire the knowledge and understanding -A5
 analyze and interpret the locations of Eurasian countries
 knowledge and understanding about the most Enabling the student to gain -A6
 prominent explorers of the continent

Students should develop .the course specific to based objectives -The skills -B
 skills in the following concepts
 area and location To compare the countries of the continent in terms of - B1
 Analyzes the reasons behind the emergence of the continent - B2
 Writing a paper or research on any topic in the geography of Eurasia is -B3
 .required
 Gathers information about the countries of Eurasia -B4

learning and Teaching methods

1- lecturing or giving a presentation

2- 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 .(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

tioned in the course Prepare the lectures according to the sequence men .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

1- Daily tests with specific questions

2- Assigning grades for homework and class participation

3- Monthly tests with objective and essay questions

Conduct two semester exams, the first after the fifth week of the semester and .1 after the eleventh week of the semester. Each exam should consider the second the mental levels (remembering, understanding, applying, analyzing, synthesizing, and evaluating), with the evaluation grade accounting for 40% of the student's attendance and the extent the total achievement, taking into account .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 mental levels (remembering, understanding, applying, the course content and the .(analyzing, synthesizing, and evaluating

Affective objectives: that the student be able to -C

To interpret and analyze maps of Eurasia -A1

geological formation To differentiate between countries in terms of their -Q2 and history of origin

Some famous geographical researchers evaluate -Q3

Explain the reasons for the appearance of some geographical phenomena on -Q4 Eurasiadon and other continents

Teaching and learning methods

1- method solving-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 on the continent

thinking and deduction Daily exams with questions that require critical

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

contemporary sources and references Uses -D1

Forming a group of students to study a specific phenomenon in Eurasia -D2

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

ries that contain manuscripts and Utilizing documentation centers and libra -D4
geographical maps

14.Course structure

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

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

Course Description

15.Infrastructure

Required textbooks .1	
Source books	1- -Al Muhammad Ahmad Aqla, Abd Ali Khaffaf, Geography of the Continents, Kindi for Publishing and -Dar Al .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- -san Moussa, Muhammad AlAli Has Hammadi, Geography of the Continents, 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
websites	1- http://hoolm.jeeran.com/mimg.htm 2-http://www.library.uu.nl/geosource/cat9.html

• Educational institution	College of Basic Education / University of Diyala
• / Scientific Department Center	Geography Department / Cultural Materials
• Code / Name	/ Arabic languageUniv2107
• Available forms of attendance	mandatory
• Year / Semester	Second / Third
• of study hours Total number	hours 30
• Date this description was prepared	2025/12/15
• 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: ((life His , 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

Inna and its **the subject of** , agent's substitute **the** , the agent , the predicate , subject
(the predicate of Inna and its sisters , sisters

Literary) Enabling students to acquire knowledge and understanding of literature -A2

the Farewell Sermon of the , (features and characteristics) life in the early Islamic era

peace) Noble Prophet Muhammad ﷺ ﴿مِنْكُمْ﴾ ﴿وَمِنْكُمْ﴾ Burda poem **The**

Literary , (verses **10** His life, critical commentary, memorize) : 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

and understanding in writing Enabling students to acquire knowledge - 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

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 material -3

Monthly tests with objective and essay questions -4

Learning 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

Week	Hours	Required learning outcomes	Topic Name /	Teaching method	Evaluation Method
1	2	Subject, Predicate	Grammar	Explanation and clarification	Formative assessment
2	2	passive , Subject subject	Grammar	Explanation and clarification	Formative assessment
3	2	The name of "kana" and its sisters	Grammar	Explanation and clarification	Formative assessment
4	2	The name of Inna and its sisters	Grammar	Explanation and clarification	Formative assessment
5	2	●life Literature in era Issued Islam((Characteristics and the)	Literature	Lecture	Formative assessment

		characteristics) • The Farewell Sermon of the Noble Prophet Muhammad			
6	2	•poem The Burda heel son Zuhair: ((His life , Comment Critical N Memorize10 verses	Literature	Lecture	Formative assessment
7	2	First month exam: Various tests and solutions exercises Related to the topic			
8	2	•life Literary in The era Umayyad • Contradictory Poetry	Literature	Lecture	Formative assessment
9	2	•model First: Jarir (memorize10 (verses	Literature	Lecture	Formative assessment
10	2	•model Second: Farazdaq-Al(memorized10 (verses	Literature	Lecture	Formative assessment

11	2	●Order abecedarian And the voice and the alphabet For letters Arabic .	Dictation	Lecture	Formative assessment
12	2	●Letters solar and the moon	Dictation	Lecture	Formative assessment
13	2	writing T tied And the open taa	Dictation	Lecture	Formative assessment
14	2	review	Dictation	Show model	Formative assessment
15	2	Second month exam: objective tests			

- Curriculum Development Plan

Commitment to sectorality

Course description template

Course Description

• Educational institution	University of Diyala– College of Basic Education
• Scientific Department / Center	Geography Department / Educational Materials
• Code / Name	/ Educational Psychology Coll 2205
• Available forms of attendance	mandatory
• Year / Semester	Second / Third
• of study Total number hours	45
• was Date this description prepared	2025/12/15
• 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

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

- 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

Explains the relationship between educational psychology and other -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 the factors affecting the effectiveness of the educational Identifying -A10

motivation Defines -A11

learning Explains the relationship between motivation and -A12

motivation Defines the educational functions of -A13

defined is oryThe concept of mem -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

. Explains the relationship between memory and learning -21 A

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

Define cognitive theory -23 A

to cognitive theory Explains the mechanism of memory according -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

memory Discusses the mechanism of -29 A

most important factors affecting the memory process **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 he transfer of training Shows the dimensions of t -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

Shows the dimensions of feedback -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

ning on acquiring motor skillsthe effect of lea **Explains** -A49

Explains the most important learning theories and laws -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 ct ofApply appropriate methods to reduce the impa -B3

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

educational situations in Applying learning theories -B5

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

Teaching and learning methods

The revised lecture- discussion- questioning- brainstorming- motivational
questions

Assessment methods

- participation, and ,assigned tasks , (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–lueAffective and va - 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

Week	Hours	Required learning outcomes	Topic Name /	Teaching method	Evaluation Method
1	3	The concept of educational psychology is known It demonstrates the importance of educational psychology It defines the goals of educational psychology It distinguishes between the theoretical and practical goals of educational psychology It defines the	•Definition of educational psychology •The importance of educational psychology •Goals of Educational Psychology • The relationship of educational psychology to other sciences	Revised - lecture discussion	Continuous) assessment participation n- reports - assignments - interaction (

		mechanism for transferring theoretical knowledge to the practical) applied within aspect (the school .classroom			
2	3	It defines the desired teacher's personality traits Lists the functions of educational psychology	•Desirable teacher) personality traits psychological traits –physical traits – –mental traits social traits) • The function of - educational psychology	Discussion– Brainstorming	Continuous) assessment - daily examination- reports- assignments - interaction (
3	3	He explains the importance of the axes of effectiveness in the educational process It identifies the factors that influence the	•Explaining the educational process •The educational process and educational the) psychology pillars of the effectiveness of the educational (process	Discussion– Revised Lecture	Continuous) assessment participatio n– reports – assignments – interaction (

		effectiveness of the educational .process	Factors affecting the effectiveness of the educational process		
4	3	Motivation is known It shows the relationship between motivation and .learning It identifies the educational functions of .motivation	- Definition of motivation - The educational functions of the) motivation excitatory the –function anticipatory the –function motivating the –function punitive or corrective (function	Discussion– Revised Lecture	Continuous) assessment surprise - quiz participation n- reports- assignments - interaction (
5	3	He applies motivational stimulation strategies within .the classroom	Strategies for stimulating students' motivation to learn	Discussion– Brainstorming	Continuous) assessment participation n- reports – assignments – interaction (
6	3	The concept of known memory is It explains how	- Definition of memory - The importance of studying memory	Discussion– Brainstorming	Continuous) assessment participation n- reports

		memory works It shows the importance of studying memory It compares sequential and parallel processing strategies		ming	– assignments – interaction (
7	3	First month exam			Formative assessment written) (exam
8	3	Lists types of memory It explains the relationship between memory and learning It presents the most important contemporary theories explained memory It explains the	- Contemporary perspectives on the interpretation of memory and its cognitive) models –tive perspec - behavioral –perspective - perspective Gestalt	Brainstor ming– Motivati onal Question s	Continuous) assessment participatio n– reports – assignments – interaction (

		mechanism of memory according to .cognitive theory It explains the mechanism of memory according to .behavioral theory			
9	3	It discusses the mechanism of .memory It shows the most important factors affecting the .memory process It identifies the most important ways to improve the memory .process	•Memory mechanisms •Factors affecting the memory process • Ways to improve the memory process	Brainstorming– Motivational Questions	Continuous) assessment surprise - quiz participations- reports- assignments - interaction (
10	3	The concept of forgetting is known The mechanism of forgetting is	•of Causes forgetfulness • A theory in explaining) forgetting previous	Brainstorming– Motivational Questions	Continuous) assessment surprise - quiz participations

		explained through interference theory It identifies the most important factors affecting forgetfulness	) interference retrograde and (inhibition subsequent) interference progressive (inhibition	s	n- tsrepor- assignments - interaction (
11	3	The transfer following training is known It highlights the importance of studying transfer following training	•The importance of studying the transfer effect Training • Definition of transfer following training	Brainstor ming- Motivati onal Question s	Continuous) assessment participatio n- reports - assignments - interaction (
12	3	It shows the dimensions of the transfer following training It compares theories of .training transfer It designs educational situations that facilitate the	•Dimensions of transfer effect Training • Theories of transfer following training	Problem solving – discussio n	Continuous) assessment participatio n- reports - assignments - interaction (

		transfer of the learning) training .effect (			
13	3	feedback is known It shows the dimensions of feedback It identifies the types of feedback	●Definition of feedback ●Dimensions of feedback • Types of feedback	Problem - solving discussion	Continuous) assessment surprise - quiz participatio n- reports- assignments - interaction (
14	3	Learning is known It outlines the conditions for good learning It explains the impact of learning on language acquisition and motor skill .acquisition	●Definition of learning ●Conditions for good learning ●Learning and) acquiring motor - language (skills	Brainstor ming– Divergen t Question s	Continuous) assessment surprise - quiz participatio n- reports- assignments - interaction (
15	3	It explains the most important	●Learning theories and laws	Problem - solving	Continuous) assessment

		theories learning and laws It explains the relationship between discovery and learning The skill of graphing different learning curves	•Discovery and Learning •Learning curves	discussion	surprise - quiz participation- reports- assignments - interaction (
16	3	Second month exam			Formative assessment (written) (exam

• Infrastructure	
1. Required textbooks	Nothing
2. Main References (Sources)	Fadel Mohsen Azirjawi , founders–Al Educational Psychology 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, Educational Psychology Introduction to Izzat Jaradat, Introduction to Education
a) Recommended books and references(, scientific journals (reports (....,	Recommended With some Research and Theses and theses Which pertains to the vocabulary of . the subject
websites , b) Electronic references ...	–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 Diyalais http://www.basicedu.uodiyala.edu.iq / Iraqi Academic Journals Website http://www.iasj.net/iasj

Course Description

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

16.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 geomorphology To enable 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 -B1 geomorphology

Preserves the types of landforms, their characteristics, the processes that -B2 onform them, and their geographical distributi

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 theses) and University .(.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

Prepare the lectures according to the sequence mentioned in the course .1

.n sourcessyllabus by using the aforementioned informatio

.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

the fifth week of the semester and Conduct two semester exams, the first after .1 the second after the eleventh week of the semester. Each exam will consider the mental levels (remembering, understanding, applying, analyzing, synthesizing, f the total and evaluating), with the assessment grade accounting for 40% o 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 .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 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-ffective and valueA -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 r opinionexpress thei The students

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 .of the semester and at the end

- 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

students to write a research paper on landforms Enabling -1

Developing students' ability to analyze the factors and processes affecting -2
the formation of landforms

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

17.structure Course

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

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

18. 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

Course description template

Course Description

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

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

Cognitive objectives -A

- 1- An introduction to the astronomical and geographical location of the .African continent
- 2- .Theories that explained how the continent was formed
- 3- was formed Theories that explain how the continent

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 .topics, and the skill of using maps and geographical images geographical

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 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. Students are asked to submit papers relating to one or more of the topics under .study

Assessment methods

of the semester and Conduct two semester exams, the first after the fifth week .1 the second after the eleventh week of the semester. Each exam should consider the mental levels (remembering, understanding, applying, analyzing, synthesizing, and evaluating), with the evaluation grade accounting for 40% of achievement, taking into account the student's attendance and the extent the total .of their daily participation

semester exam, which accounts for 60% of the achievement, is -of-The end .2 he scheduled according to the Ministry's timetable. When setting the questions, t comprehensiveness of the course content and the mental levels (remembering, understanding, applying, analyzing, synthesizing, evaluating) are taken into .consideration

Affective objectives: that the student be able to -C
 geographical discoveries of the continent He evaluates some -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

presentation Lecture or -1
 Interrogation -2

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 geography laboratory in the applied tests Using practical

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

Enabling students to write a scientific geographical report on the -1
 geographical features of the continent
 students' ability to understand geographical concepts and Developing -2
 terminology
 Enabling students to draw a map of the continent, highlighting the most -3
 .important features of the continent's surface

20.Course structure

Week	Hours	Required learning enable To : outcomes students to know and understand the following :	Unit/Topic Name	Teaching method	Evaluation Method
1	2	–Geography of sub Saharan Africa	Geography of Saharan –sub Africa	Lecture	Formative assessment
2	2	Geographical and astronomical location	Geographical and astronomical location	Lecture	Formative assessment
3	2	Area and geological structure data	Area and geological structure data	Lecture	Formative assessment
4	2	Surface features	Surface features	Lecture	Formative assessment
5	2	Climate and climatic regions of the continent	Climate and climatic regions of the continent	Lecture	Formative assessment
6	2	Natural vegetation and plant regions	Natural vegetation and plant regions	Lecture	Formative assessment
7	2	First month exam	First month exam	exam	a test
8	2	Soil and soil properties	Soil and soil properties	Lecture	Formative assessment
9	2	Factors affecting	Factors affecting	Lecture	Formative

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

21. 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

33. Educational institution	University of Diyala / College of Basic Education
34. Department / Scientific Center	Geography
35. Name/Code Course	of the Arab Geography / Geography of Arid Lands / WorldGeo 2313
36. Available forms of attendance	mandatory
37. Semester/Year	Second year
38. number of study Total hours	hours 30
39. Date this description was prepared	2025/12/15
40. 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	
of the Arab World Geography	
Enabling students to use the science of geography and specialize in the geography -3 of arid lands and the geography of the Arab world	
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

22.outcomes , teaching and learning methods, and assessment Course
objectives Cognitive -A Enabling students to acquire knowledge and understanding of the -A1 specialization of arid land geography and geography Arab world Enabling students to acquire knowledge and understanding of the -A2 graphyspecialization of arid land geography and geo .The Arab world, its current developments, and predictions for the future Enabling students to understand and comprehend the teaching methods -A3 of the specialization of arid land geography and geography Arab world students to understand and grasp the fundamentals of Enabling -A4 geography and specialize in the geography of arid lands and Geography of the Arab World Enabling students to understand and comprehend the topics of -A5 geography specialization, arid land geography and The Arab world and their education
.the course specific to based objectives -The skills -B Understanding, perception, and knowledge of the specialization or - 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 related equipment, tools, maps, and how to use and apply them in their .academic and professional lives blicPersonal and pu 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-based and field-Was it office
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- es, attend seminars and conferences, He encouraged students to visit librari .and read theses and dissertations Theses and related fields of study

Assessment methods

Daily tests with multiple and varied questions for the study subjects -1
understand and comprehend the Written tests to measure students' ability to -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

the specialization or course they are taught, both Students' practice of -C2
theoretically and practically

Making students interested in and fond of the course -C3

Encouraging students to apply their learning, understanding, and -Q4
ademic, professional, and comprehension of the course material in their aca
.personal lives

Teaching and learning methods

1- Methods of presentation, questioning , and discussion

2- Theoretical application of the desk and field teaching method

3- ,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

theoretically Using the field study method -3

Conducting monthly or term tests to measure the extent to which students have -4
.acquired the skills of thinking and geographical analysis of the course

Academic

personal skills (other skills related to employability and transferable General and
(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

course in their academic, professional, Enabling students to use the -D3
personal, and public lives

Students should follow up on current and future developments in the -D4
. course and be encouraged in this direction

23.Course structure

Week	Hours	Required learning outcomes	Unit/Topic Name	Teaching method	Evaluation Method
the first	2	أ- To enable students to understand the concept of arid lands, their causes, and their geographical distribution. ب- To enable students to develop a cognitive understanding and awareness of the ,area location, and geological structure of the Arab world.	The -A concept of arid lands, their causes and geographical distribution b) Area, location, and geological structure of the Arab world	-A -1 Delivery -2 Interrogation -3 Discussion -for -1 Delivery -2 Interrogation -3 Discussion	-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 topic The -2 method of questioning and discussion Daily -3 preparation in advance
the second	2	أ- Enabling students to know, understand, and comprehend	Climate of -A -arid and semi arid lands	-A -1 Delivery -2 Interrogation	-A Daily -1 quizzes with questions on the

		d, and appreciate the soil and natural vegetation in the Arab world		-2 Interrogation -3 Discussion	Daily -1 quizzes with questions on the topic The -2 method of questioning and discussion Daily -3 preparation in advance
Fourth	2	Monthly -A exam	Monthly -A exam	-A Monthly questions	-A Correcting the answers
	2	b) Monthly exam	b) Monthly exam	b) Monthly questions	b) Correcting the answers
Fifth	2	a) Enabling students to identify, understand, and appreciate water resources in arid arid -and semi lands	Water -A resources in arid arid -and semi lands	-A -1 Delivery -2 Interrogation -3 Discussion	-1-A Daily quizzes with questions on the topic The -2 method of questioning and discussion Daily -3 preparation in advance
	2	b) Enabling students to understand and appreciate the nature of the	Population of -B the Arab world, agricultural production and livestock	-for -1 Delivery	

Sixth	2	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 dry lands. b) Enabling students to know, understand, and appreciate the mineral and industrial wealth in the Arab world.	- Dryland population, agriculture and awareness in drylands Mineral and industrial wealth in the Arab world	-2 Interrogation -3 Discussion -A -1 Delivery -2 Interrogation -3 Discussion -for -1 Delivery -2 Interrogation -3 Discussion	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 questioning and discussion. Daily -3
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Geography of arid lands and geography of the Arab world	Required textbooks .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

Course description template

Course Description

41. Educational institution	College of Basic Education
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42. Department / Scientific Center	Geography
43. Course Name/Code	/ Geography of Seas and Oceans Geo 2314
44. Available forms of attendance	mandatory
45. Semester/Year	the second
46. number of study Total hours	30
47. Date this description was prepared	2025/12/15
48. following To ensure the student is familiar with the : 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 characteristics the 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	

25.assessment outcomes , teaching and learning methods, and 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
skills in geographical concepts related to the geography of seas and oceans, as
about topics in well as the skill of asking geographical questions and inquiries
the geography of seas and oceans, and the skill of using maps and geographical
.images related to the aforementioned topics

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 should consider
the mental levels (remembering, understanding, applying, analyzing,
zing, and evaluating), with the evaluation grade accounting for 40% of synthesi
the total achievement, taking into account the student's attendance and the extent
.of their daily participation

is ,semester exam, which accounts for 60% of the achievement-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,
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
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 applied tests Using practical
other skills related to employability and) 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 Enabling students to draw a map of the continent, highlighting its most -3 .important features, including the seas

26.Course structure

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

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

		food not	food not		
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27.Infrastructure

Required textbooks .1	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
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Course Description

49. Educational institution	College of Basic Education
50. Department / Scientific Center	Geography
51. Course Name/Code	/ Agricultural GeographyGeo 2317
52. Available forms of attendance	mandatory
53. Semester/Year	Fourth/Second
54. number of study Total hours	30
55. Date this description was prepared	2025/12/15
56. 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-	affecting agricultural the factors The student should understand .production
19-	.The student should study plant regions
20-	.The student will learn about soil and the factors affecting its formation
21-	The student learns about agricultural activity
22-	ctionProdu the characteristics The student should understand agricultural

28.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 Africa, as develop skills in geographical concepts specific to the geography of 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

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

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. Students are asked to submit papers relating to one or more of the topics under 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 analyzing, ,the mental levels (remembering, understanding, applying 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

f the achievement, is semester exam, which accounts for 60% o-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, 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

learning methods Teaching and

Lecture or presentation -1

Interrogation -2

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 applied tests Using practical

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

Enabling students to write a scientific geographical report on agriculture -1

students' ability to understand geographical concepts and Developing -2

terminology related to agricultural production

Enabling students to draw a world map showing the most important -3

.agricultural production areas

29.Course structure

Week	Hours	Required learning To enable : outcomes students to know and understand the following :	Unit/Topic Name	Teaching method	Evaluati on Method
1	2	The concept of agricultural geography	The concept of agricultural geography	Lecture	Formativ e assessme nt
2	2	Agricultural geography and its relationship to other sciences and research methodology	Agricultural geography and its relationship to other sciences and research methodology	Lecture	Formativ e assessme nt
3	2	Factors affecting agricultural production	Factors affecting agricultural production	Lecture	Formativ e assessme nt
4	2	: 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	Lecture	Formativ e assessme nt
5	2	Humanity Factors The worker The hand -1 social Factors -2 Economic Factors -3 Political Factors -4 Government	Humanity Factors The The hand -1 worker social Factors -2 Economic Factors -3 Political Factors -4 Government	Lecture	Formativ e assessme nt
6	2	Production features agricultural	Production features agricultural	Lecture	Formativ e assessme

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

		and ways components From it Limit	and ways components From it Limit		
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30.Infrastructure

Required textbooks .1	–chorley,jma Stanley , a schummand David e.suyden (1984); geomorphology Methuen, new York .
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description template Course

57. Educational institution	College of Basic Education
58. Department / Scientific Center	Geography
59. Course Name/Code	/ Population GeographyGeo2318
60. Available forms of attendance	mandatory
61. Semester/Year	Fourth/Second
62. study number of Total hours	hours 30
63. Date this description was prepared	2025/12/15

64. Course Objectives

- 1- Students' knowledge of population geography
- 2- Students' knowledge of population characteristics
- 3- Students' knowledge of how to use and analyze population data and .distinguish between static and dynamic population data

31.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 -A5
to analyze the concept of demography understanding

Enabling the student to acquire knowledge and understanding of -A6
stages of development of the science of demography the

.the course specific to based objectives -The skills -B

Special skills in distinguishing between static and dynamic -B1
population data

of Special skills in analyzing and interpreting the components -B2
demography

Special skills in how to apply population statistical equations -B3

Teaching and learning methods

- 3- lecturing or giving a presentation

4- (Practical demonstration (using the geography lab 5- resources for a Students are required to visit the library and consult .population geography study 6- Field study
Assessment methods
4- Daily tests with specific questions 5- Assigning grades for homework and class participation 6- 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 -A3 geography evaluate phenomena that influence population Explain the geographical -Q4 distribution
Teaching and learning methods
4- solving method-Problem 5- brainstorming 6- Simulation method 7- Interrogation method
Assessment methods
3- Written tests to measure the student's ability to think, analyze, and deduce 4- Writing research papers about certain countries, including various .population studies of those countries 5- Daily exams with questions that require critical thinking and deduction 6- 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 Utilizing state institutions related to population and population -D3 censuses to increase and diversify students' knowledge Benefiting from planning centers and the Central Statistical -D4

Organization affiliated with the Ministry of Planning

32.structure Course

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

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

33.Infrastructure

Required textbooks .1	...Textbooks
(Main references (sources .2	–Population Geography by Dr. Abdul Ali Al Khaffaf... and Population Geography by Dr. Rihani–Abdul Makhour Al
a) Recommended books and scientific journals,) references (.reports, etc	UNESCO World Organization reports... United Nations reports
b) Electronic references, ...websites	Arab Geographers Forum



Academic Program and Course Description for the Department of Geography

2026-2025

University Name:Diyala

Faculty/Institute:College of Basic Education

Scientific Department: Geography

Academic or Professional Program Name: Bachelor of Basic Education/Geography

Final Certificate Name: Bachelor of Basic Education/Geography

Academic System: quarterly

Description Preparation Date: 2025/10/1

File Completion Date: 2025/12/15

Signature:



Head of Department Name:Dr.Ammar H.M.

Date:2025/12/15

Signature:



Scientific Associate Name:Dr.Haidar A.A.

Date:2025/12/15

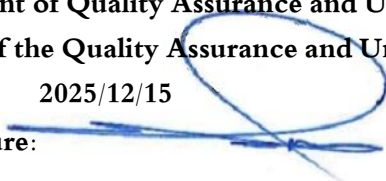
The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:Dr.Widyan H.H.

Date: 2025/12/15

Signature:



Approval of the Dean

Dr.Aymin A.N.

THIRD STAGE

Course Description Form

1. Course Name:	
Geography Transport & trade	
2. Course Code:	
Geob07ng112	
3. Semester / Year:	
First	
4. Description Preparation Date:	
1/10/2025	
5. Available Attendance Forms:	
Mandatory in-person attendance	
6. Number of Credit Hours(Number of Units (Total)	
2	
7. Course administrator's name (mention all, if more than one name)	
Lec. Ali T. J.	
8. Course Objectives	
Course Objectives	A. Cognitive Objectives A1. To enable the student to acquire knowledge and understanding of the general framework of geography. A2. To enable the student to acquire knowledge and understanding of field research. A3. To enable the student to acquire knowledge and understanding of maps and how to use them. A4. To enable the student to acquire knowledge and understanding of geographical schools of thought. A5. To enable the student to acquire knowledge and understanding of geography teaching methods. A6. To enable the student to acquire knowledge and understanding of the philosophy of geography. B. Course-Specific Skills Objectives ...A6. B1– To enable the student to understand geographical phenomena in terms of their geological formation and history.

B2– To enable the student to explain the reasons for the occurrence of some natural phenomena and not others, and how these phenomena affect human settlements.

B3– To enable the student to interpret and analyze natural maps of Earth's surface features, in addition to using modern technologies.

– Affective Objectives:

C1– To explain geographical phenomena scientifically in terms of their geological formation.

C2– To evaluate the research of distinguished researchers in the field of geography and compare it with existing phenomena.

C3– To interpret natural geographical phenomena using paper and electronic (GIS) maps.

C4– To distinguish natural phenomena using colors on the map.

9. Teaching and Learning Strategies

Strategy

The teacher uses teaching strategies according to the educational situation within the classroom, including the presentation strategy and the classroom discussion strategy.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	The Universe, the Solar System, the Planets, Meteors and Meteorites	Lecture	The Universe, the Solar System, the Planets, Meteors and Meteorites	
2	2	Kant and Lyell's Theories, the Tidal Theory, the Sornova Theory	Lecture	Kant and Lyell's Theories, the Tidal Theory, the Sornova Theory	
3	2	The Importance of Studying Earth's Time History, Geological Eras	Lecture	The Importance of Studying Earth's Time History, Geological Eras	
4	2	Earth's Circumference, Earth's Flattening and its Causes, Lines of Longitude and Latitude	Lecture	Earth's Circumference, Earth's Flattening and its Causes, Lines of Longitude and Latitude	
5	2	All the vocabulary studied in previous weeks	Lecture	All the vocabulary studied in previous weeks	
6	2		Lecture		
7	2	Earth's Rotation, its Structure and Geographical Significance	Lecture	Earth's Rotation, its Structure and Geographical Significance	
8	2		Lecture		
9	2	Earth's Layers, the Earth's	Lecture	Earth's Layers, the	

		Crust, the Mantle and the Core		Earth's Crust, the Mantle and the Core	
10	2	Formation of the Continents and Oceans	Lecture	Formation of the Continents and Oceans	
11	2	The Universe, the Solar System, the Planets, Meteors and Meteorites	Lecture	The Universe, the Solar System, the Planets, Meteors and Meteorites	
12	2	Kant and Lyell's Theories, the Tidal Theory, the Sornova Theory	Lecture		
13	2	The Importance of Studying Earth's Time History, Geological Eras	Lecture		
14	2	Earth's Circumference, Earth's Flattening and its Causes, Lines of Longitude and Latitude	Lecture		
15	2	All the vocabulary studied in previous weeks	Lecture		

11. Course Evaluation 20–20–60

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

Grade Distribution

Monthly Exams + Daily Written and Oral Exams + Reports + Attendance + Conduct 40

Final Exam 60

Final Grade 100

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	There is no specific textbook that covers all the required vocabulary.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	1- Muhammad Sabri Mahsoub, Physical Geography: Foundations and Modern Concepts, Dar Al-Fikr Al-Arabi for Printing and Publishing, Cairo, Egypt, 1996.
Electronic References, Websites	National Geographic Education: https://education.nationalgeographic.org Royal Geographical Society (RGS): https://www.rgs.org/ Geography Education https://www.geographyeducation.org

Course Description

• Educational institution	University of Diyala / College of Basic Education
• Scientific Department / Center	Cultural Materials / Geography Department
• Course Name/Code	/ General Arabic Univ3112
• Available forms of attendance	mandatory
• Semester/Year	Fifth/Third
• Total number of study hours	hours 30
Date this description was prepared	2025/12/15
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- .Developing students' writing skills and drawing letters correctly	
3- Equipping students with the ability to evaluate themselves by training .correct them them to discover their mistakes and work to	
4- Enabling students to learn the skills of understanding, explaining, and .expressing their reactions to different situations using grammatical rules	
5- Enabling students to learn about the characteristics, features, and purposes .c and Umayyad literatureof Islami	
Course outcomes, teaching and learning methods, and assessment	

Cognitive objectives –A

Knowledge and understanding –A1

Enabling students to know the grammatical rules and apply them –A2
.correctly

paying attention, listening, and following Accustoming students to –A3
.along

Enabling students to gain knowledge and understanding using –A4
.punctuation marks

A5. Enabling students to write quickly for its necessities and to use
.grammatical rules correctly

o gain knowledge and understanding of Islamic and A6. To enable students t
.Umayyad literature topics

Objectives –B Marathi 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–The self –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

. Monthly tests with objective and essay questions –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.

.The lecture method is accompanied by questioning –2

.learning method–The self –3

Assessment methods

1- Daily and monthly tests.

.the topics Homework and preparing reports on –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

.cific concepts about the entire subjectSkills in developing spe –D3

Course structure

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

	-mar 2	transitive verbs that take more than one object	purpose and the object of accompaniment	clarification using discussion and questioning	ve assessm ent
6	Gram -mar 2	exam First month			
7	Litera -ture 2	Understanding Islamic and Umayyad literature, its status and its main purposes	Studying Islamic and Umayyad Literature: Its Status and Main Purposes	The lecture was accompanied by questioning and .discussion	Forma ve assessm ent
8	Litera -ture 2	Analysis and preservation of the sermon of the Holy Prophet (PBUH) during the Farewell Pilgrimage	The sermon of the Holy Prophet (PBUH) during) the Farewell Pilgrimage	The lecture was accompanied by questioning and .discussion	Forma ve assessm ent
9	Litera -ture 2	Learn about the life of the poet Ka'b ibn Zuhayr while memorizing(10) (verses)	Ka'b ibn Zuhayr from -the poem (Al (Burda	The lecture was accompanied by questioning and .discussion	Forma ve assessm ent
10	Litera -ture 2	about the life Learn -of the poet Al Farazdaq and analyze his poem while memorizing .(verses 10)	From the -satires of Al Farazdaq	The lecture was accompanied by questioning and .discussion	Forma ve assessm ent
11	Dictat 2- ion	Teaching and understanding the rules for writing the	Rules for writing the medial and	Explanation and clarification	Forma ve assessm

		medial and final hamza	final hamza		en
12	Dictat 2- ion	Teaching and understanding punctuation rules	punctuation marks	Explanation and clarification	Forma ve assessn ent
13	Dictat 2- ion	Teaching and knowing how to write the closed and 'open taa	The closed taa and the open taa	Explanation and clarification	Forma ve assessn ent
14	Dictat 2- ion	Knowing how to with write tanween Training on it	Writing practice Places of Tanween	Explanation and clarification	Forma ve assessn ent
15	Dictat 2- ion	Second month exam			

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

Course Description

• Educational institution	College of Basic Education / University of Diyala
• / Scientific Department Center	Materials Educational/ Geography Department
• Code / Name	/ Research Methods Coll 3209
• Available forms of attendance	mandatory
• Year / Semester	Third / Fifth

• of study hours Total number	hours 45
• Date this description was prepared	2025/12/15
• 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

standing 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

L- Clarification and explanation of the course material

How to display the form -2

Lecture method -3

Learning method-Self -4

Assessment methods

L. 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 material -3

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

Ethical considerations in educational research of Recognizes the importance -C2

Teaching and learning methods

L- Explanation and clarification

How to display the form -2

Learning method-Self -3

Assessment methods

L- 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

Week	Hours	Required learning outcomes	Topic Name /	Teaching method	Evaluation Method
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1	3	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	Science and scientific research	Explanation and clarification	Formative assessment
2	3	to learn Research classification: .Descriptive research Experimental .research Historical research	Science and scientific research	Explanation and clarification	Formative assessment
3	3	to learn Sources of the problem. Rules for formulating the .problem	Research problem :and hypotheses	Explanation and clarification	Formative assessment
4	3	to learn Search variables. Research .hypotheses Reviewing the literature related to the	Research problem :and hypotheses	Explanation and clarification	Formative assessment

		research . problem				
5	3	Learn the procedure The .questionnaire Interview	Study group	Show model	Formative assessment	
6	3	to learn .Note	Study group	Lecture	Formative assessment	
7	3	First month exam: objective and essay tests				
8	3	learn to Preparing .the research report	Preparing the .research report	Lecture	Formative assessment	
9	3	to learn Preparing .the research report	Preparing the .research report	Lecture	Formative assessment	
10	3	to learn Libraries and Scientific Research	Libraries and Scientific Research	Lecture	Formative assessment	
11	3	to learn Libraries and Scientific Research	Libraries and Scientific Research	Lecture	Formative assessment	
12	3	Summarizing a master's or doctoral .thesis by students	Summarizing a master's or doctoral .thesis by students	Lecture	Formative assessment	
13	3	Summarizing a master's or doctoral .thesis by students	Summarizing a master's or doctoral .thesis by students	Lecture	Formative assessment	
14	3	Summarizing a master's or doctoral .thesis by students	Summarizing a master's or doctoral .thesis by students	Show model	Formative assessment	
15	3	Second month exam: objective tests And my article				

Infrastructure

1. Required textbooks	nothing
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2. (sources) Main references	Rahim ,Azzawi–Al Younes Krou, 2008, Introduction to Scientific Research Methodology, st 1 Edition, Dar Dijla Printing and . Publishing, Amman, Jordan
a) Recommended books and references: scientific journals reports , (....,	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
, b) Electronic references ... websites	Any website related to educational research

Course Description

• Educational institution	College of Basic Education
• Scientific Department / Center	Geography Department / Educational Materials
• Code / Name	/ Measurement and EvaluationColl 3211
• Available forms of attendance	mandatory

• Year / Semester	Third / Sixth
• of study Total number hours	hours 45
• Date this description was prepared	2025/12/15
• Course Objectives	
:This course aims to help students achieve the following	
1- concepts of measurement and Understanding the scientific meaning of the .evaluation and the difference between them	
2- To understand the importance of evaluation and to identify its main areas, .steps and types	
3- .Equipping students with the skill to prepare different types of tests	
4- students with the practical skills of the fundamentals of Equipping statistics in educational measurement and evaluation	
5- Introducing students to assessment tools and their use in a way that suits the different aspects of the learner	

• Course Outcomes ds of teaching, learning, and assessmentMetho

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

Skills in choosing the appropriate test to measure the extent to which the . achieved set goals have been . in preparing a set of behavioral objectives Skills –B4	–B3
Teaching and learning methods Interrogation and discussion . d to prepare sample objective and essay tests Students are require	
Assessment methods • 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–value Affective and 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**

Week	Hours	Required learning outcomes	Topic Name /	Teaching method	Evaluation Method
the first	hours 3	The ability to define and understand assessment and measurement and the relationship between them	Calendar: its concept, types, and fields. : its concept, characteristics, and relationship to .evaluation	Lecture and questionin g method	Daily test
the second	hours 3	Enabling students to know and understand Steps for building tests The achievement of Teacher preparation includes identifying the importance of behavioral .objectives	Types of tests and measurements Educational and psychological Steps for building tests The achievement of Teacher preparation includes identifying the importance of .behavioral objectives	Cooperati ve learning	Daily classroom participati on
the third	hours 3	Enabling students to know and understand Principles of	Principles of determining test items/item distribution The test Light of the weights of the objectives and the	Presentatio ,n questionin g,	Classroom participati on in preparing

		determining test items/item distribution The test weights Light of the of the objectives and curriculum content	curriculum content. Behavioral objectives: definition, characteristics, and levels	discussion	the lecture
Fourth	hours 3	Enabling students to know and understand Types of test items, their characteristics, and the principles of their .formulation	Types of test items, their characteristics, and the principles of their .formulation	group discussion	Classroom participation in preparing the lecture
Fifth	hours 3	Enabling students to know and understand Paragraph drafting Tests and their types Principles of paragraph arrangement Principles of test application	Paragraph drafting Test and their types Principles of paragraph arrangement Principles of test application	Lecture	Classroom participation in preparing the lecture
Sixth	hours 3		Monthly exam		
Seventh	hours 3	Enabling students to know and understand Honesty: its definition, types, and mechanisms for .identifying honesty Stability: its definition and characteristics	Honesty: its definition, types, and mechanisms .for identifying honesty definition Stability: its and characteristics	delivery And the argument	Classroom participation in preparing the lecture
Eighth	hours 3	Enabling students to know and understand oral exams	oral exams	Presentation and questioning	Classroom participation in preparing lecture the

Ninth	hours 3	Enabling students to know and understand Intelligence tests: definition and types	Intelligence tests: definition and types	Presentation and questioning	Class participation in Preparing the lecture
tenth	hours 3	Enabling to students know and understand Personality and tendencies assessments	Personality and tendencies assessments	Presentation, questioning, and discussion	Classroom participation in preparing the lecture
eleventh	hours 3	Enabling students to know and understand Measuring instruments –Non testing	Measuring instruments –Non testing	Presentation and questioning	Classroom participation in preparing the lecture
twelfth	hours 3		monthly exam		

• **Infrastructure**

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

Course description template

Course Description

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

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

Cognitive objectives -A

Enabling students to acquire knowledge and understanding of the concept -A1
of teaching methods

understanding of the concept Enabling students to acquire knowledge and -A2
of teaching strategies

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 method

Enabling students to acquire knowledge and understanding of the concept -A5
of diversified teaching

Enabling students to acquire knowledge and understanding of the concept -A6
of trends and innovations in teaching methods

objectives of the course related -The skills -B

Special skills in distinguishing between methods –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

on how to integrate more than one method in a single lessonSpecial skills i -B4

Teaching and learning methods

Delivering the lecture .1

Interrogation and discussion .2

Requiring students to write a daily lesson plan .3

lesson-mini Students are required to prepare and present a .4

Assessment methods

Daily, monthly, and term tests with objective and essay questions .1

Practical tests in writing a daily lesson plan .2

lesson for the student in front of his classmates-Conducting a mini .3

objectives based-Affective and value -C

Developing a spirit of development and renewal -C1

Keeping up with the latest innovations and developments in teaching -C2
methods

Keeping pace with the use of technology in education -C3

l and psychological Keeping abreast of global developments in educationa -Q4
sciences

Teaching and learning methods

brainstorming
solving method-Problem
programmed learning

Assessment methods

Written exams
(Practical tests (application

employability and personal General and transferable skills (other skills related to -D
.(development
Uses modern and advanced sources -D1
Utilizing technology in learning and teaching -D2
-D3
-D4

11.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 the nature of 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 and understand 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 understand and the appropriate teaching method, the factors 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, and ,advantages 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 And it 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 in	delivery Interrogation	Teaching planning	Enabling students to know and understand	2	tenth

preparing the lecture And it applies practically	discussion		lesson planning		
Classroom participation in preparing the lecture	delivery 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 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 preparing the lecture	delivery Interrogation discussion	playing -Role method	Enabling students to know and understand how to play the role	2	fourteenth

And it applies practically					
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

12.Infrastructure

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

Description Course

9. Educational institution	College of Basic Education
10. Department / Scientific Center	Geography
11. Course Name/Code	/ Geography of IraqGeo 3320
12. Available forms of attendance	mandatory
13. Semester/Year	Fifth/Third
14. number of study Total hours	hours 45=15*3
15. Date this description was prepared	2025/12/15
16. 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	

13.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

understanding of the Enabling the student to acquire knowledge and -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 important geographical phenomena of Iraq that have preoccupied researchers and geographers -A4

Enabling the student to acquire the knowledge and understanding to analyze and interpret Iraq's sites -A5

Knowledge and understanding of the most prominent researchers in the geography of Iraq -A6

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

1- Daily tests with specific questions

2- Assigning grades for homework and class participation

3- 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,
uation 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 surface of Iraq and not in other countries on the	
Teaching and learning methods 1-Method of delivery and lecturing 2-brainstorming Simulation method	
Assessment methods 1- Written tests to measure the student's ability to think, analyze, and deduce 2- 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 ted to geography to increase and diversify Utilizing state institutions rela -D3 students' knowledge Utilizing documentation centers and libraries that contain manuscripts and -D4 geographical maps	

14.Course structure

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

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

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

15. 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

17. Educational institution	College of Basic Education
18. Department / Scientific Center	Geography
19. Course Name/Code	/ Geographic Information SystemsGeo 3321
20. Available forms of attendance	mandatory
21. Semester/Year	Third year/Fifth semester
22. number of study Total hours	45
23. Date this description was prepared	2025-12-15
24. familiar with the following :concepts	To ensure the student is : Course objectives

Understanding the concept of Geographic Information Systems (GIS) and their uses -1
Training students on the use of Geographic Information Systems (GIS) software -2
acquired from the subject of To accustom students to using the information -3 Geographic Information Systems in other geographical studies
To increase the scientific and cultural wealth of students by encouraging them to memorize and apply some programs and information related to the subject of aphic Information SystemsGeogr -4

16.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
 and understanding of Geographic Enabling students to gain knowledge -A3
 (Information Systems (GIS

Students should develop .course the 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

At the beginning of the semester, students are informed of the course syllabus
 theses) and University .(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

Prepare the lectures according to the sequence mentioned in the course .1

.n sourcessyllabus by using the aforementioned informatio

.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
the fifth week of the semester and Conduct two semester exams, the first after .1 the second after the eleventh week of the semester. Each exam will consider the mental levels (remembering, understanding, applying, analyzing, synthesizing, f the total and evaluating), with the assessment grade accounting for 40% o 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 .at all scheduled semester exam, which accounts for 60% of the grade, is-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, (analyzing, synthesizing, and evaluating
hat the student be able tobased objectives: t-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 .formation systemsin -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
in the course evaluation processes that take place during It is implicitly included .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 Enabling students to write a research paper on Geographic Information -1 Systems ships Developing students' ability to analyze factors and the interrelation -2 .between geographical phenomena in geographic information systems

Enabling students to use maps, diagrams, aerial photographs , and satellite -3
imagery in geographic information systems (GIS) for analyzing geography
.topics

17.Course structure

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

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

		structure	(area	g And my work	daily quiz
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18.Infrastructure

Required textbooks .1	-----
(Main references (sources .2	-Geographic Information Systems (GIS) Introduction to GIS / General Directorate for Curriculum Design and Development
a) Recommended books and scientific journals,) references (.reports, etc	Geographic Information Systems (GIS) from the Ahmed Saleh / Beginning
b) Electronic references, ...websites	ESRI company website

Course Description

25. Educational institution	College of Basic Education
26. Department / Scientific Center	Geography
27. Name/Code Course	/ Industrial GeographyGeo 3322
28. Available forms of attendance	mandatory
29. Semester/Year	Fifth semester / Third stage
30. number of study Total hours	30
31. Date this description was prepared	2025/12/15
32. familiar with the following To ensure the student is : Course objectives :concepts	
The concept of industrial geography and its importance for the student .1	

The concept of scientific theories related to industrial geography -2
Types of approaches used in industrial geography -3
of preparing for the lesson and how to convey information to the student The importance -4
Knowledge of the correct scientific methods used in studying industrial geography -5

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

objectives Cognitive -A

- 1- .The student should understand the importance of industrial geography
- 2- To understand the theories and principles of classifying industrial activity
- 3- .The student should be able to analyze industrial sites
- 4- .ndustrial activityThe student should identify problems in i

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- factors of industrial localization Analysis of industries and

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 across the weeks of the semester, and the assessment the distribution of topics :methods that will be followed, as follows

1. Prepare the lectures according to the sequence mentioned in the course .1 syllabus by using the aforementioned information sources
2. the topic of the next lecture in order to prepare them Informing students about .2
3. Students are asked to submit papers relating to one or more of the topics under .3 study

Assessment methods

1. 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 the mental levels (remembering, understanding, applying, analyzing,

with the evaluation grade accounting for 40% of , (synthesizing, and evaluating 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 the Ministry's timetable. The questions must cover the entirety of according to the course content and the mental levels (remembering, understanding, applying, .(analyzing, synthesizing, and evaluating

Affective objectives: that the student be able to -C
the geography of industry Define 1-C
shows the basis for classifying industrial activity 2-C
explains the factors of industrial localization 3-C

Teaching and learning methods

The direct teaching method is usually used, where skills are taught directly and explicitly, reinforced by modern methods such as presentations or .demonstrations of the curriculum

Assessment methods

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

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

20.Course structure

Week	Hours	Required learning outcomes	Unit/Topic Name	Teaching method	Evaluation Method
1	2	What is industrial geography? / The concept of industrial geography and its other relationship to sciences	What is industrial geography? / The concept of industrial geography and its relationship to other sciences	Discussion and questioning	Formative assessment
2	2	Research methodologies and data sources in industrial geography	Research methodologies and data sources in industrial geography	Discussion and questioning	Formative assessment
3	2	Principles of Industrial Activity Classification/Factors of Industrial Location	Principles of Industrial Activity Classification/Factors of Industrial Location	Discussion and questioning	Formative assessment
4	2	Raw materials/market/capital	Raw materials/market/capital	Discussion and questioning	Formative assessment
5	2	Government policy/Labor force/Energy and fuel/Transport	Government policy/Labor force/Energy and fuel/Transport	Discussion and questioning	Formative assessment
6	2	Monthly test	Monthly test	Discussion and questioning	Formative assessment
7	2	Industrial Site Analysis/Industrial Site Theories	Industrial Site Analysis/Industrial Site Theories	Discussion and questioning	Formative assessment
8	2	Industrial planning / Regional development	Industrial planning / Regional development	Discussion and questioning	Formative assessment
9	2	Regional patterns of industrial distribution	Regional patterns of industrial distribution	Discussion and questioning	Formative assessment
10	2	Industrial	Industrial	Discussion	Formative

		concentration/industrial dispersion	concentration/industrial dispersion	n and questionin g	e assessme nt
11	2	Characteristics of industrial activity	Characteristics of industrial activity	Discussio n and questionin g	Formativ e assessme nt
12	2	Problems of industrial activity, with emphasis on Iraqi industry	Problems of industrial emphasis activity, with on Iraqi industry	Discussio n and questionin g	Formativ e assessme nt
13	2	Capital / Market	Capital / Market	Discussio n and questionin g	Formativ e assessme nt
14	2	Technology/Environmen tal Pollution	Technology/Environme ntal Pollution	Discussio n and questionin g	Formativ e assessme nt
15		Final exam	Final exam	Discussio n and questionin g	Formativ e assessme nt

21.Infrastructure

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

template Course description

. The subject is the geography of the Americas

33. Educational institution	College of Basic Education
34. Scientific Department / Center	Geography
35. Course Name/Code	3 / Geography of the AmericasGeo 332
36. Available forms of attendance	mandatory
37. Semester/Year	Sixth/Third
38. Total number of study hours	hours 30

39. Date this description was prepared	2025/12/15
40. Course Objectives	
1– Students' knowledge of the geography of the Americas	
2– the of divisions Students' knowledge of the surface characteristics and Americas	
3– Students will learn how to distinguish between the natural aspects and divisions of the continent, and the various economic activities of the population, such as population distribution, agriculture, mining, and trade, .etc	

22.	Course outcomes, teaching and learning methods, and 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 ion of the continent according to its political units of the divis .(countries)	
Enabling the student to acquire knowledge and understanding –A3 of the most important sources and references for the geography of the New World	

and understanding Enabling the student to acquire knowledge –A4 of the field study specific to the continent Enabling the student to acquire the knowledge and –A5 understanding to analyze the concept of the Kuldler Mountains system and its divisions understanding Enabling the student to acquire knowledge and –A6 about the stages of development of landforms on the continent and 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 s Special skills in analyzing and interpreting the components of –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	
1– lecturing or giving a presentation 2– (Practical demonstration (using the geography lab 3– Students are encouraged to visit the library and consult resources .for a geography study of the New World 4– availability of The field study related to the continent, based on the .information in libraries	
Assessment methods	
4– Daily tests with specific questions 5– Assigning grades for homework and class participation 6– Monthly tests with objective and essay questions	

based objectives–Affective and value –C

interpret and analyze the regional geography of North To –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

Explain the geographical phenomena affecting population –Q4
distribution in the continent

Teaching and learning methods

3– solving method–Problem

4– brainstorming

5– Simulation method

6– Interrogation method

Assessment methods

3– student's ability to think, analyze, and Written tests to measure the
deduce

4– Writing research papers about certain countries, including various
.population studies of those countries

5– Daily exams with questions that require critical thinking and
deduction

6– Practical tests in theGIS laboratory

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

Uses contemporary sources and references –D1

Forming a group of students to study and solve some statistical –D2

important rivers in the continent problems about the most
Utilizing state institutions that draw maps related to the –3
geography of the Americas
Benefiting from planning centers and the Central Statistical –D4
Organization affiliated with the Ministry of Planning

23. structure Course

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

			in the world		
6	2	The most important factors affecting the climate	Natural factors and human ability to overcome harsh climatic conditions	Lecture	structural
7	2	exam	First month exam	Lecture	structural
8	2	The continent's inhabitants and their ethnic origins	most The important human races to which the inhabitants of the continent belong	Lecture	structural
9	2	The most important population migrations that the continent has witnessed	Defining the concept of continental and island geography from a population geography perspective	Lecture	structural
10	2	Economic activities in the continent	The most important economic resources serving the continent	Lecture	structural
11	2	Agriculture and	Defining	lecture a	structural

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

24. Infrastructure	
Required textbooks .1	...Textbooks
(Main references (sources .2	New World by Dr. Yousef Geography of the Saadi–Yahya Ta'mas and Dr. Saadi Al
a) Recommended books and references (scientific journals, (.reports, etc	Organization reports... United UNESCO World Nations reports



b) Electronic references, ...websites	Arab Geographers Forum
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Course Description

41. Educational institution	College of Basic Education
42. Department / Scientific Center	Geography
43. Course Name/Code	/ Geography of Rural Settlement Geo 3326
44. Available forms of attendance	mandatory
45. Semester/Year	Sixth semester / Third year
46. number of study Total hours	30
47. Date this description was prepared	2025/12/15
48. familiar with the following :concepts	To ensure the student is : 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-information systems to achieve this, and to keep them up .developments in the field of geography
2-	Preparing qualified university teachers who possess the necessary teaching .skills to teach geography
3-	Developing scientific attitudes among students, enabling them to enhance .postgraduate studies their personal capabilities in their
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

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

I- objectives Cognitive

- 1- rural settlements To give students experience in understanding
- 2- settlement in Introducing students to the patterns and forms of rural and its distribution characteristics its structure and 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 following concepts skills in the

- 1- Enabling students to study rural settlement and to identify the surface features and physiographic characteristics of the place on the one hand, and .to choose locations for settlements for specific purposes on the other hand
- 2- u dents to recognize the variation in human settlement or Enabling st urbanization
- 3- Identifying the distribution of human settlements by studying the variation in settlement density and diversity across the diverse environments and .n is subjectnatural conditions to which each regio

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 the second after the eleventh week of the semester. Each exam should consider

the mental levels (remembering, understanding, applying, analyzing, with the evaluation grade accounting for 40% of , (synthesizing, and evaluating 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 the Ministry's timetable. The questions must cover the entirety of according to the course content and the mental levels (remembering, understanding, applying, .(analyzing, synthesizing, and evaluating

Assessment methods

ation processes that take place during It is implicitly included in the course evalu .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

26.Course structure

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

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

27.Infrastructure

Required textbooks .1

- 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), sue Six, April Educational Studies, Is .2009

References and websites	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

Course Description

49. Educational institution	College of Basic Education / University of Diyala
50. Department / Scientific Center	Geography
51. Course Name/Code	Geography of Transport and Trade(Geo 3328 / (Geography of Geographical Research) MethodologyGeo 9332)
52. Available forms of attendance	Permanent
53. Semester/Year	Sixth/Third
54. number of study Total hours	hours 30
55. Date this description was prepared	2025/12/15
56. Course Objectives	
Enabling students to learn and teach geography, specializing in transport and -1 trade geography and curriculum geography	
research Geographical	
To enable students to understand and acquire knowledge of geography, especially -2	

.the specializations of transport and trade geography
Geographical research methodology
of transport Enabling students to use the science of geography, the specialization -3 and trade geography, and research methodology in their lives
Scientific, professional, personal, and public
date with the science of geography and -to-Encouraging and keeping students up -4 and trade geography and curriculum its specializations, or specializing in transport geography
Geographical research

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

Cognitive objectives -A

Enabling students to acquire knowledge and understanding of the -A1 transport and trade geography and its methodology specialization of Geographical research

Enabling students to acquire knowledge and understanding of the -A2 specialization of transport and trade geography and its methodology

d predictions for the futureModern research and its current developments, an

Enabling students to understand and comprehend the teaching methods -A3 of the specialization of transport and trade geography and the research methodology

geographer

asp the principles of geography Enabling students to understand and gr -A4 and the specialization of transport and trade geography and methodology Search

Enabling students to understand and comprehend the topics of -A5 specialization: transport and trade geography and research methodology Geography and their education

.the course specific to based objectives -The skills -B

Understanding, perception, and knowledge of the specialization or - B1 course: Geography of Transport and Trade and Research Methodology geographer

Understanding, knowledge, and comprehension of the prescribed – B2 geography of transport and trade and research methodology in all related matters

This includes devices, equipment, maps, and how to use and apply them in .lives their academic and professional

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-based and field-Was it office

and learning methods Teaching
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- students to visit libraries, attend seminars and conferences, He encouraged .and read theses and dissertations Theses and related fields of study
Assessment methods
Daily tests with multiple and varied questions for the study subjects -1 students' ability to understand and comprehend the Written tests to measure -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 Encouraging students to apply their learning, understanding, and -Q4 material in their academic, professional, and comprehension of the course .personal lives
Teaching and learning methods
1- Methods of presentation, questioning , and discussion 2- Theoretical application of the desk and field teaching method 3- with books, articles, Encouraging students and familiarizing them 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 field study method theoretically Using the -3 Conducting monthly or term tests to measure the extent to which students have -4 .acquired the skills of thinking and geographical analysis of the course Academic
to employability and other skills related) 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 students to use the course in their academic, professional, Enabling -D3 personal, and public lives

Students should follow up on current and future developments in the -D4
. course and be encouraged in this direction

29.Course structure

Week	Hours	Required learning outcomes	Unit/Topic Name	Teaching method	Evaluation Method
the first	2	أ- To enable students to understand the cognitive aspects and origins of transport and trade geography and the , development of the concept of transport geography and its .stages ب- To enable students to understand the cognitive methodology of geographical research, its basic concepts and approaches	أ- The emergence of transport and trade geography and the , development of the concept of transport geography and its stages ب- Geographical research methodology, its basic concepts and approaches	-A -1 Delivery -2 Interrogation -3 Discussion -for -1 Delivery -2 Interrogation -3 Discussion	-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 topic The -2 method of questioning and discussion Daily -3 preparation in advance
the second	2	أ- To enable students to know and understand the	Geographical research methods and means: transportation	-A -1 Delivery -2 Interrogation	-A Daily -1 quizzes with questions

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

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

					g and discussion Daily -3 preparation in advance
Seventh	2	a) Enabling students to know, understand, and comprehend transportation patterns	-A Transportation patterns	-A -1 Delivery -2 Interrogation -3 Discussion	-A Daily -1 quizzes with questions on the topic The -2 method of questioning and discussion Daily -3 preparation in advance
	2	b) Enabling students to know, understand, and comprehend research hypotheses and write how to geographical scientific .research	Research -B hypotheses and how to write a geographical scientific research paper	-for -1 Delivery -2 Interrogation -3 Discussion	-for Daily -1 quizzes with questions on the topic The -2 method of questioning and discussion Daily -3 preparation in advance
Eighth	2		Monthly -A exam		
	2	Monthly -A exam	b) Monthly exam	The -A questions posed	Correcting the

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

30.Infrastructure

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



Academic Program and Course Description for the Department of Geography

2026-2025

University Name:Diyala

Faculty/Institute:College of Basic Education

Scientific Department: Geography

Academic or Professional Program Name: Bachelor of Basic Education/Geography

Final Certificate Name: Bachelor of Basic Education/Geography

Academic System: quarterly

Description Preparation Date: 2025/10/1

File Completion Date: 2025/12/15

Signature:



Head of Department Name:Dr.Ammar H.M.

Date:2025/12/15

Signature:



Scientific Associate Name:Dr.Haidar A.A.

Date:2025/12/15

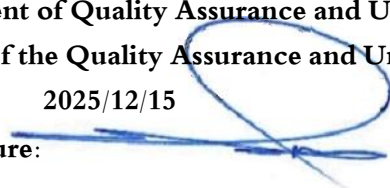
The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:Dr.Widyan H.H.

Date: 2025/12/15

Signature:



Approval of the Dean

Dr.Aymin A.N.

FOURTH STAGE

Course Description Form

1. Course Name:	
Geography of Iraq	
2. Course Code:	
Geob07ng112	
3. Semester / Year:	
First	
4. Description Preparation Date:	
1/10/2025	
5. Available Attendance Forms:	
Mandatory in-person attendance	
6. Number of Credit Hours(Number of Units (Total)	
2	
7. Course administrator's name (mention all, if more than one name)	
Dr. omer A. F.	
8. Course Objectives	
Course Objectives	A. Cognitive Objectives A1. To enable the student to acquire knowledge and understanding of the general framework of geography. A2. To enable the student to acquire knowledge and understanding of field research. A3. To enable the student to acquire knowledge and understanding of maps and how to use them. A4. To enable the student to acquire knowledge and understanding of geographical schools of thought. A5. To enable the student to acquire knowledge and understanding of geography teaching methods. A6. To enable the student to acquire knowledge and understanding of the philosophy of geography. B. Course-Specific Skills Objectives ...A6. B1– To enable the student to understand geographical phenomena in terms of their geological formation and history.

B2– To enable the student to explain the reasons for the occurrence of some natural phenomena and not others, and how these phenomena affect human settlements.

B3– To enable the student to interpret and analyze natural maps of Earth's surface features, in addition to using modern technologies.

– Affective Objectives:

C1– To explain geographical phenomena scientifically in terms of their geological formation.

C2– To evaluate the research of distinguished researchers in the field of geography and compare it with existing phenomena.

C3– To interpret natural geographical phenomena using paper and electronic (GIS) maps.

C4– To distinguish natural phenomena using colors on the map.

9. Teaching and Learning Strategies

Strategy

The teacher uses teaching strategies according to the educational situation within the classroom, including the presentation strategy and the classroom discussion strategy.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	The Universe, the Solar System, the Planets, Meteors and Meteorites	Lecture	The Universe, the Solar System, the Planets, Meteors and Meteorites	
2	2	Kant and Lyell's Theories, the Tidal Theory, the Sornova Theory	Lecture	Kant and Lyell's Theories, the Tidal Theory, the Sornova Theory	
3	2	The Importance of Studying Earth's Time History, Geological Eras	Lecture	The Importance of Studying Earth's Time History, Geological Eras	
4	2	Earth's Circumference, Earth's Flattening and its Causes, Lines of Longitude and Latitude	Lecture	Earth's Circumference, Earth's Flattening and its Causes, Lines of Longitude and Latitude	
5	2	All the vocabulary studied in previous weeks	Lecture	All the vocabulary studied in previous weeks	
6	2		Lecture		
7	2	Earth's Rotation, its Structure and Geographical Significance	Lecture	Earth's Rotation, its Structure and Geographical Significance	
8	2		Lecture		
9	2	Earth's Layers, the Earth's	Lecture	Earth's Layers, the	

		Crust, the Mantle and the Core		Earth's Crust, the Mantle and the Core	
10	2	Formation of the Continents and Oceans	Lecture	Formation of the Continents and Oceans	
11	2	The Universe, the Solar System, the Planets, Meteors and Meteorites	Lecture	The Universe, the Solar System, the Planets, Meteors and Meteorites	
12	2	Kant and Lyell's Theories, the Tidal Theory, the Sornova Theory	Lecture		
13	2	The Importance of Studying Earth's Time History, Geological Eras	Lecture		
14	2	Earth's Circumference, Earth's Flattening and its Causes, Lines of Longitude and Latitude	Lecture		
15	2	All the vocabulary studied in previous weeks	Lecture		

11. Course Evaluation

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

Grade Distribution

Monthly Exams + Daily Written and Oral Exams + Reports + Attendance + Conduct 40

Final Exam 60

Final Grade 100

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	There is no specific textbook that covers all the required vocabulary.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	1- Muhammad Sabri Mahsoub, Physical Geography: Foundations and Modern Concepts, Dar Al-Fikr Al-Arabi for Printing and Publishing, Cairo, Egypt, 1996.
Electronic References, Websites	National Geographic Education: https://education.nationalgeographic.org Royal Geographical Society (RGS): https://www.rgs.org/ Geography Education https://www.geographyeducation.org

Course Description

• Educational institution	College of Basic Education / University of Diyala
• / Scientific Department Center	Geography Department / Cultural Materials
• Code / Name	/ Arabic language Univ4115
• Available forms of attendance	mandatory
• Year / Semester	Fourth / Seventh
• of study hours Total number	hours 30
• Date this description was prepared	2025/12/15
• will be able to By the end of the academic year, the student : 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

Arabic literature): the literary renaissance in modern Arabic literature, the poetic

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 literatureS -B1 related to grammar topics 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
and learning methods Teaching
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						
Week	Hours	Required learning outcomes	Topic Name /	Teaching method	Evaluation Method	tion
1	2	Learn adjectives	/ Grammar Dependent Elements	Explanation and clarification	Formative assessment	
2	2	Learn the substitution	/ Grammar Dependent Elements	Explanation and clarification	Formative assessment	
3	2	Learn emphasis— verbal and semantic	/ Grammar Dependent Elements	Explanation and clarification	Formative assessment	
4	2	Learn compassion	/ Grammar Dependent Elements	Explanation and clarification	Formative assessment	
5	2	Learn about - apposition conjunction	/ Grammar Dependent Elements	Lecture	Formative assessment	
6	2	The indeclinable	/ Grammar Dependent Elements	Lecture	Formative assessment	
7	2	First month exam: Various tests and solutions exercises Related to the topic				
8	2	•Literary	Literature/	Lecture	Formative	

		Renaissance in Modern Arabic Literature	Modern Arabic Literature		assessment
9	2	: Poetic Schools The Revival The - School Emigrant School The Diwan - Group	/ Literature Modern Arabic Literature	Lecture	Formative assessment
10	2	•Poetic schools –Apollo School Free Verse School •	/ Literature Modern Arabic Literature	Lecture	Formative assessment
11	2	• Examples from life of one the poet for each school, and ten lines of his .poetry	/ Literature Modern Arabic Literature	Lecture	Formative assessment
12	2	Examples from the life of one poet for each school, and ten .lines of his poetry	/ Literature Modern Arabic Literature	Lecture	Formative assessment
13	2	Prose in Literature Modern Arabic: The Short Story and the Novel	/ Literature Modern Arabic Literature	Lecture	Formative assessment
14	2	Prose in Modern –Arabic Literature: The Play–The Essay	/ Literature Modern Arabic Literature	Show model	Formative assessment

15	2	Second month exam: objective tests
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Infrastructure	
1. Required textbooks	nothing
2. (sources) Main references	●–Nada wa Ball al–Explanation of Qatr al Sada, by Ibn Hisham. • Comprehensive Grammar, Abbas .Hassan
a) Recommended books and references: scientific journals reports , (....,	●The writings of the ancient grammarians. ●Ghalayini , compiler of –Mustafa Al . Arabic lessons • Journal of the Iraqi Scientific .Academy
, b) Electronic references ... websites	● Arab blog–The website of the Lisan al . ●.The Comprehensive Library ●.The Scientific Council website • .Faseeh Network–Al

Course Description

• Educational institution	university College of Basic Education / Diyala
• Scientific Department / Center	Geography Department / Educational Materials
• Course Name/Code	/ Curricula and textbooks Coll 4214
• Available forms of attendance	mandatory
• Semester/Year	Fourth / Seventh
• Total number of study hours	hours 30
• Date this description was prepared	2025/12/15
• Course objectives: By the end of the academic year, the student will be able to	
	• Definition of curricula
	• Lists the characteristics of the curricula
	• It shows the importance of curricula
	• .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
	• f the textbook Lists the most important points o
	• 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

Understanding of different Enabling students to acquire knowledge and u –A5
curricula types of

Enabling students to acquire knowledge and understanding in the field of –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 –8A

Objectives –B Marathi Specific to the course.

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. Providing students with the fundamentals and topics related to the curriculum

. Clarifying and explaining the subject matter -2

visit the library and consult school curriculum Students should be asked to .3
.resources

Improving students' skills by visiting websites to gain additional knowledge of .4
.school curricula

Using methods of lecturing, questioning, and discussion in some topics that -5
. d of discussionrequire the metho

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

He understands the importance of curriculum theories –A1

It gives importance to the textbook –Q2

Linking curriculum activities to the environment –Q3

.activities Evaluates –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 –

Writing research papers on phenomena and problems related to curricula

. Daily tests with questions that require intellectual and deductive reasoning –

**e skills (other skills related to employability and General and transferabl –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

.comparisons about the topic Skills in making –D4

.D5 Skills in developing specific concepts about the subject

• Course structure

Week	Hours	Required learning outcomes	Unit/Topic Name	Teaching method	Evaluation Method
1	2	Understanding the concept of curricula, characteristics, their and their importance	Curricula	Discussion and questioning	Formative assessment
2	2	Understanding the) philosophical basis (intellectual	Curriculum Foundations	Discussion and questioning	Formative assessment
3	2	Understanding the (social) cultural basis	Curriculum Foundations	Discussion and questioning	Formative assessment
4	2	Understanding the) psychological (developmental basis	Curriculum Foundations	Discussion and questioning	Formative assessment
5	2	Understands educational content , objectives analysis	Elements of the school curriculum	Discussion and questioning	Formative assessment
6	2	Test of the month Article First questions			
7	2	Getting acquainted with the curriculum of the study materials	of curricula Types	Discussion and questioning	Formative assessment
8	2	Understanding the activity methodology	Types of curricula	Discussion and questioning	Formative assessment
9	2	Understanding the core curriculum	Types of curricula	Discussion and questioning	Formative assessment
10	2	Understanding the concept of curriculum	Curriculum Evaluation	Discussion and questioning	Formative assessment

		evaluation, its objectives, standards, methods, and steps			
11	2	Understanding curriculum development and its motivations	Curriculum development	Discussion and questioning	Formative assessment
12	2	Understanding the principles of curriculum development and basic models for its development	Curriculum development	Discussion and questioning	Formative assessment
13	2	Understanding the concept of the textbook and its importance	textbook	Discussion and questioning	Formative assessment
14	2	Getting acquainted with the printed and textbook electronic	textbook	Discussion and questioning	Formative assessment
15	2	month test essay questions Second			

• **Infrastructure**

1. Required textbooks	nothing
2. (Main references (sources	Methodology and Book Analysis, Awad Tamimi, 2009–Jassim Muhammad Al Awad Jassim Muhammad , The textbook 1980 , Tamimi–Al
a) Recommended books and references: scientific journals, reports (....,	Awad , Methodology and Book Analysis 2009 , Tamimi–Jassim Muhammad Al Awad Jassim Muhammad , The textbook

	1980 , Tamimi-Al
b) Electronic references, ...websites	quality lectures and web hosting-High

Course Description

• Educational institution	College of Basic Education
• Scientific Department / Center	Geography Department / Educational Materials
• Code / Name	/ Educational Administration Coll 4215
• Available forms of attendance	mandatory
• Year / Semester	the chapter Seventh/ Fourth Year
• of study Total number hours	30
• Date this description was prepared	1/10/2025
• Course objectives: To ensure the student is familiar with the following concepts	
1. Concept educational administration, school ,Administration and its development .administration	
2. .To become familiar with the most important management theories	
3. .Identifying the most important functions of management	

4. theories	The concept of leadership, its development and its most important
5. Getting acquainted with educational supervision and educational supervision methods	
6- Evaluation in educational supervision (evaluation of the principal, evaluation of the	

• 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
- scheduled according to the Ministry's timetable. When setting the questions, the application , recall) comprehensiveness of the course content and the mental levels .are taken into consideration (exploration ,

- C- That the student be able to : Based Objectives–alueAffective and V
- . leader Defining the most important skills of a successful educational –A1
 - . Defining the most important skills of a successful manager - 2 Part
 - . p and managementsuccessful educational leadershi of Defining the type –Q3
 - . supervision Identifying the best methods of evaluation in educational –C4

Teaching and learning methods

The direct instruction method is usually used, where skills are taught directly and .management examples for the basic education stages explicitly, reinforced with

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

Week	Hours	Required learning outcomes	Topic Name /	Teaching method	Evaluation Method
1	2	concept Administration, Educational Administration, School Administration With examples	concept Administration, Educational Administration, School Administration With examples	Discussion and questionin g	Formative assessment
2		Management theories educational	Theories of Educational Management	Discussion and questionin g	Formative assessment
3		Educational Administration Jobs	Educational Administration Jobs	Discussion and questionin g	Formative assessment
4		Educational management styles	Educational management styles	Discussion and questionin g	Formative assessment

5		Leadership: its concept and evolution	Leadership: its concept and evolution	Discussion and questionin g	Formative assessment
6		Monthly test	Monthly test	-	Formative assessment
7		Key leadership theories	Key leadership theories	Discussion and questionin g	Formative assessment
8		Some models of leadership behavior, their concept, and their types	Some models of leadership behavior, their concept, and their types	Discussion and questionin g	Formative assessment
9		Educational supervision and its development	Educational supervision and its development	Discussion and questionin g	Formative assessment
10		Types and methods of educational supervision	Types and methods of educational supervision	Discussion and questionin g	Formative assessment
11		Monthly test	Monthly test	-	Formative assessment
12		Evaluation in	Evaluation in	Discussion	Formative

		educational supervision	educational supervision	and questionin g	assessment
13		Evaluation of the principal, teacher, and students	Evaluation of the principal, teacher, and students	Discussion and questionin g	Formative assessment
14		Final review			
15		Final exam	Final exam	Discussion and questionin g	Formative assessment

• Infrastructure

1. Required textbooks	Nothing
2. (Main references (sources	•Educational administration: its concept, theories, and methods Dr. Salah Abdel Hamid Mustafa, Dr. Najat Nabih–Al Abdullah
a) Recommended books and references (scientific journals, (reports (....,	Utilize periodicals and resources relevant to the .course
b) Electronic references, ...websites	Utilizing the international information network information as a source of known

Course Description

1. Educational institution	College of Basic Education
2. Department / Scientific Center	Geography
3. Course Name/Code	/ Political GeographyGeo4332
4. Available forms of attendance	mandatory
5. Semester/Year	Seventh/Fourth
6. number of study hours Total	30
7. Date this description was prepared	2025/12/15

8. :To ensure the student is familiar with the following concepts : Course objectives
the concept of political geography Understanding –1
the components of state formation 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
To increase students' scientific and cultural knowledge by encouraging them to –4 Political . borders memorize and apply information related to

10.methods, and assessment outcomes , teaching and learning 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 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 and studies in the field of Writes a research paper, and writes research -B1 political boundaries It preserves the types of political boundaries, their characteristics, and the -B2 .processes that form them Students learn to distinguish between types of political borders -B3
learning and 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 distribution of topics across the weeks of the semester, and the assessment :ods that will be followed, as followsmeth

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
 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
 will consider the the second after the eleventh week of the semester. Each exam
 mental levels (remembering, understanding, applying, analyzing, synthesizing,
 and evaluating), with the assessment grade accounting for 40% of the total
 achievement. The student's attendance and daily participation will be taken into
 ideration. The assessment grade may be 0% if students do not attend lectures cons
 .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
 content and the mental levels (remembering, understanding, applying, the course
 .(analyzing, synthesizing, and evaluating

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
 discuss political problems between countries Students -2
 - 3 Political theories and laws between express their opinion The students
 countries

Teaching and learning methods

presentation Lecture or -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 political geography -1
 o analyze the factors and processes that Developing students' ability t -2
 influence the formation of political relations

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

11.Course structure

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

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

12.Infrastructure

Required textbooks .1

	(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

Course Description

9. Educational institution	College of Basic Education
10. Department / Scientific Center	Geography
11. Course Name/Code	/ Urban GeographyGeo4333
12. Available forms of attendance	mandatory
13. Semester/Year	Seventh/Fourth
14. number of study Total hours	30
15. Date this description was prepared	2025/12/15
16. :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
cientific and cultural wealth by encouraging them to To increase students' s –4 apply some information related to urban geography in their urban environments

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

1– 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 –
ionsof city classificat understanding

Enabling students to acquire theoretical knowledge and –
Urban morphology understanding

To enable students to acquire knowledge and theoretical –
of the comparison between the city and its understanding
region

**Students will develop the : specific skills objectives –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, dissertations), and the syllabus is distributed across ,periodicals 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
ioned information the course syllabus by using the aforement
.sources**

**Informing students about the topic of the next lecture in order .2
.to prepare them**

**Students are asked to submit papers relating to one or more .3
.of the topics under study**

Assessment methods

**the first after the fifth week of ,Conduct two semester exams .1
the semester and the second after the eleventh week of the
semester. Each exam should consider the mental levels
remembering, understanding, applying, analyzing, synthesizing,)
counting for 40% of and evaluating), with the evaluation grade ac
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 –of–The end .2**

grade, is scheduled according to the Ministry's timetable. The questions must cover the entirety of the course content and the cognitive levels (remembering, understanding, applying, analyzing, synthesizing, and evaluating

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

- 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

traditional such as lectures, and some Various methods, 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 place during and at the end of the semester take

- Using objective assessment through objective tests
-) Using laboratory testsGIS geography lab)

General and transferable skills (other skills related to –D

.(employability and personal development

- available sources and references Uses
- The internet is used

14.Course structure

Week	Hours	Required learning outcomes	Unit/Topic Name	Teaching method	Evaluation Method
1	2	Understanding the importance of urban geography	The geographical importance of cities	Thematic lecture	Formative assessment
2	2	Identifying the objectives of studying urban geography	Objectives of studying urban geography	Thematic lecture	Formative assessment
3	2	Identifying the site and its types	Location and types	discussion	Formative assessment
4	2	Understanding the internal structure of the city	The internal structure of the city	Learning teams	Formative assessment
5	2	First month exam	First month exam	Various objective questions	Formative assessment
6	2	Identifying the theories that explain the internal structure of the city	Theories that explained the internal structure of the city	panel discussion	Formative assessment

7	2	Understanding city classifications	City classification	a lecture	Formative assessment
8	2	the Understanding morphology of the city	City morphology	Discussion and questioning	Formative assessment
9	2	Applications on Iraqi cities	Applications on Iraqi cities	laboratory	Formative assessment
10	2	Applications on Arab cities	Applications on Arab cities	laboratory	Formative assessment
11	2	Second month exam	Second month exam		Formative assessment
12	2	The relationship between the city and its region	The relationship between the city and its region	laboratory	Formative assessment
13	2	Applications usingGIS	Applications usingGIS	laboratory	Formative assessment
14	2	Discussion of reports	Discussion of reports		Formative assessment
15	2	Discussion of reports	Discussion of reports		Formative assessment

15.Infrastructure

textbooks Required .1

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

17. Educational institution	College of Basic Education
18. Department / Scientific Center	Geography
19. Course Name/Code	4 / Geographical ThoughtGeo433
20. Available forms of attendance	mandatory
21. Semester/Year	Seventh/Fourth
22. number of study Total hours	hours 30

23. Date this description was prepared	2025/12/15
24. Course Objectives	
1- Students' knowledge of geographical thought	
2- geographical thought of ancient civilizations Students' knowledge of the	
3- Students' knowledge of old and modern geographical schools	

16.outcomes , teaching and learning methods, and assessment Course
Cognitive objectives -A theoretical knowledge of Enabling the student to acquire -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 the most important sources and references for geographical thought of Enabling the student to acquire knowledge and understanding -A4 the field study wledge and Enabling the student to acquire the kno -A5 to analyze and interpret ancient geographical understanding discoveries Enabling the student to gain knowledge and understanding about -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 Special skills in analyzing and interpreting the components of –B2 geographical thought Special skills in how to study the geographical thought –B3

the old schools methodology specific to each of
Teaching and learning methods
1- lecturing or giving a presentation 2- (Practical demonstration (using the geography lab 3- Students are encouraged to visit the library and consult the resources for studying geographical thought 4- Field study
Assessment methods
1- Daily tests with specific questions 2- Assigning grades for homework and class participation 3- Monthly tests with objective and essay questions
based objectives-Affective and value -C geographical To explain and analyze the research method in -A1 thought To differentiate between ancient civilizations and what they -Q2 .have achieved Some famous geographical researchers in the field of -Q3 geographical thought evaluate Explains the geographical phenomena discovered by scientists -Q4 through travel literature
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- countries that incorporate Writing research papers about some geographical thought and are diverse 3- Daily exams with questions that require critical thinking and deduction
other skills related to employability) General and transferable skills -D .(and personal development contemporary sources and references Uses -D1 Forming a group of students to study one of the ancient -D2 civilizations and what it achieved

Utilizing state institutions related to maps to increase and -D3
diversify students' knowledge
nters and libraries that contain Utilizing documentation ce -D4
manuscripts and historical material that confirm and document the
achievements of those civilizations

17.Course structure

Week	Hours	Required learning To : outcomes enable students to know and understand	Unit/Topic Name	Teaching method	Evaluation Method
1	2	Geographical thought in ancient civilizations	Geographical thought in ancient civilizations	Lecture	structural
2	2	Geographical thought in ancient Egyptian civilization	Geographical thought in ancient Egyptian civilization	Lecture	structural
3	2	Geographical thought in ancient Iraqi civilization	Geographical thought in ancient Iraqi civilization	Lecture	structural
4	2	Geographical thought in ancient Roman civilization	Geographical thought in ancient Roman civilization	Lecture	structural
5	2	Geographical thought in ancient Chinese civilization	Geographical thought in ancient Chinese civilization	Lecture	structural
6	2	Geographical thought in ancient civilization	Geographical thought in ancient civilization	Lecture	structural
7	2	Geographical thought among the Greeks	Geographical thought among the Greeks	Lecture	structural
8	2	Geographical thought in modern geographical schools	Geographical thought in modern geographical schools	Lecture	structural
9	2	Geographical thought in the German school	Geographical thought in the German school	Lecture	structural
10	2	Geographical	Geographical	Lecture	structural

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

18.Infrastructure

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

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