



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

**Description of the
academic program and
curriculum for the
Department of Science**

2025-2026

for the Science Department Template Academic Program Description

University Name: University of Diyala

College/Institute: College of Basic Education

Department: Department of Science

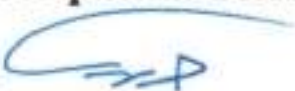
Academic or Professional Program Name: Bachelor of Education/Life Sciences

Certificate Name: Bachelor of Education/Life Sciences

Academic System: Semester-based

Date of Description Preparation: October 1, 2020

Date of File Completion: October 10, 2020

Signature: 

Name of Scientific Assistant:

Prof. Dr. Haider Abdulbaqi

Date: 10/10/2020

Signature: 

**Department Head: Dr. Nawwar
Thamer Mohammed**

Date: 10/10/2020

The file was reviewed by

Division Quality Assurance and University Performance

Name of the Director of the Quality Assurance

University Performance Division : Dr. Widian Habib Hamid and ance

Data: 10.10.2020

Signature 

Approval by the Dean

Assistant Professor Dr. Ayman Abdul Aoun Nazal

Number of units	Program Description					
	Credit Hours			Course name	Course code	Year / Level /
	merging watches	practical	theoretical			
2	2	---	2	Arabic	SCBB04AL215	Second/ Third
2	2	---	2	English language	SCBB04EL216	
2	3	2	1	computer	SCBB04CO217	
3	3	2	1	Curricula and textbooks	SCBB04PH214	
4	5	2	3	Microbiology	SCBB04MB213	
3	4	2	2	cell biology	SCBB04CL211	
2	2	---	2	Virology	SCBB04VI212	
1	1	---	1	Crimes of the Ba'ath regime	SCBB04CL227	
19	22	8	14			the total

Number of units	Program Description					
	Credit Hours			Course name	Course code	Year / Level /
	merging watches	practical	theoretical			
2	3	2	1	Psychology of teaching classroom thinking	SCBB04ES225	Second/ Fourth

2	2	---	2	<u>Educational Psychology</u>	SCBB04PC226	
3	4	2	2	<u>Invertebrate science</u>	SCBB04IV222	
3	4	2	2	<u>Histology and Embryology</u>	SCBB04HE221	
2	2	---	2	<u>Biochemistry</u>	SCBB04BC223	
3	4	2	2	<u>Plant physiology</u>	SCBB04HP224	
15	19	8	11			<u>the total</u>

Course description template

/Course Name
Democracy and human rights
/ Code
SCBB04HR115
/ Year / Chapter
Second/First
/description was prepared Date this
1 ۲۰۲۵/۱۰
/ forms of attendance Available
My presence

/ Total number of study hours / Total number of units					
30 units 1 Hour /					
if there is more than one,) Name of the course coordinator (please mention it					
: Email A'i - Tawfiq Al Dr. Saif :Name saiftawfeeq@uodiyala.edu.iq					
objectives Course					
Defining the nature of democracy and human rights Mechanisms for implementing democracy and rights in Arab countries human Establishing the foundations and standards of democracy and human rights			Course objectives		
Teaching and learning strategies					
Creating a general atmosphere for understanding the goals, human characteristics, and principles of democracy and rights, as well as preparing teachers who believe in applying the mechanisms of democracy and human rights					strategy
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Daily posts and quizzes	Lecture discussion	First topic: Human rights in ancient times	Defining democracy and human rights in ancient times	1	the first
Daily posts and quizzes	Lecture discussion	Section Two: Human Rights and Ancient Roman Philosophy	Defining democracy and human rights in ancient times	1	the second
Daily posts and quizzes	Lecture discussion	Origin, concept, "and term "deen Third topic: Human rights in ancient Arab thought	Defining democracy and human rights in ancient Arab thought	1	the third
Daily posts	Lecture	:Section Four	Introducing	1	Fourth

and quizzes	discussion	Human rights and Islamic civilization Types of Democracy	democracy and human rights in Islamic civilization		
Daily posts and quizzes	Lecture discussion	:Fifth topic Human rights and the Manga Carta (Great Covenant	Defining Democracy and Human Rights: Ancient Documents	۲	Fifth
Daily posts quizzes and	Lecture discussion	Section Six: The French and American Revolutions	An introduction to democracy and human rights in Europe and America	۲	Sixth
Daily posts and quizzes	Lecture discussion	The content and environment of democracy First topic: What are human rights	Defining the meaning of human rights	۲	Seventh
Daily posts and quizzes	Lecture discussion	Section Two: The Universality of Human Rights	Responsibilities and characteristics specific to democracy and rights human	۲	Eighth
Daily posts quizzes and	Lecture discussion	Third topic: Human dignity, democracy, and human rights in Arab countries	Types of democracy and human rights	۲	Ninth
Daily posts and quizzes	Lecture discussion	Section Four: What are the responsibilities and obligations of a person	Types of rights and democracy	۲	tenth
Achievement test	First month exam			۲	eleventh

Daily posts and quizzes	Lecture discussion	Five: Section Characteristics of Human Rights Section Six: Categories of Rights, Evaluation, Foundations, and Requirements of Democracy First topic: The -right to self determination for all peoples Section Two: Obligations of States Resulting from the Covenant	Methods and approaches	۲	twelfth
Daily posts and quizzes	Lecture discussion	Third topic: Women's and family rights Characteristics of democratic system Section Four: Children's Rights - Fifth topic: The right to life Section Six: Prohibition of and Torture Cruel Treatment	Systems and methods	۲	thirteenth
Daily posts and quizzes	Lecture discussion	Advantages, components, and pillars of democracy - Section	Systems and methods	۲	fourteenth

		Seven: Humane Condition s of Detention - Section Eight: Freedom of Movemen t, Travel and Return - Section Nine: The Right to Respect for Private Life Systems of government and the historical development of democracy			
Achievement test	Second month exam		†	fifteenth	
Course evaluation according to the tasks assigned to the student, such as is distributed 100 The grade out of .daily preparation, daily, oral, monthly, and written exams, reports, etc					

Degree	Grade distribution
1.	Monthly theory exam + daily exam + attendance reports +
2.	Final exam grade
3.	grade Final

Learning and teaching resources

Nothing	Required textbooks (methodology, if applicable)
-Prof. Dr. Abbas Fadel Al Dulaimi, Human Rights: Thought A Study in Positivist -and Practice Central Press -and Islamic Thought .2013 University of Diyala, - Dr. Abdul Razzaq Rahim Salal -2 Muhi , Human Rights in -Al Manahij -Heavenly Religions, Dar Al for Publishing and Distribution, .2010 Dr. Hussein Jamil, Human Rights -3 in the Arab World, Center for Arab Lebanon, -ies, Beirut Unity Stud .1986 Bayati, -Dr. Rifaat Sabri Salman Al -4 Human Rights in the Constitutions of A Comparative -the Arab World Farabi, Beirut -Analytical Study, Dar .2013 Lebanon, -	(Main references (sources
A. Nasreen Muhammad Abdo -1 Hassouna, Human Rights: Concept, Characteristics, Classifications and Sources, Unpublished Master's .2010 Aluka Network , -Thesis, Al Charles Tilly , translated by -2 Muhammad Fadil Tabbakh, Organization for Democracy, Arab Translation, Center for Arab Unity .2010 Studies, Beirut, Lebanon, Dr. Muhammad Mandour, -3 Political Democracy, Hindawi	Recommended supporting books and (...journals, reports references (scientific

Degree	Grade distribution
1.	Monthly theory exam + daily exam + attendance reports +
2.	Final exam grade
3.	grade Final

Learning and teaching resources

Nothing	Required textbooks (methodology, if applicable) (Main references (sources
-Prof. Dr. Abbas Fadel Al -¹ Dulaimi, Human Rights: Thought A Study in Positivist -and Practice Central Press -and Islamic Thought , 2012 University of Diyala, - Dr. Abdul Razzaq Rahim Salal -² Muhi , Human Rights in -Al Manahij -Heavenly Religions, Dar Al for Publishing and Distribution, 2010 Dr. Hussein Jamil, Human Rights -³ in the Arab World, Center for Arab Lebanon, -ies, Beirut Unity Stud , 1986 Bayati, -Dr. Rifaat Sabri Salman Al -⁴ Human Rights in the Constitutions of A Comparative -the Arab World Farabi, Beirut -Analytical Study, Dar , 2012 Lebanon, -	
A. Nasreen Muhammad Abdo -¹ Hassouna, Human Rights: Concept, Characteristics, Classifications and Sources, Unpublished Master's , 2010 Aluka Network , -Thesis, Al Charles Tilly , translated by -² Muhammad Fadil Tabbakh, Organization for Democracy, Arab Translation, Center for Arab Unity , 2010 Studies, Beirut, Lebanon, Dr. Muhammad Mandour, -³ Political Democracy, Hindawi	Recommended supporting books and (...journals, reports references (scientific

٢٠١٧ Foundation, United Kingdom, Dr. Sabri Saeed, Democracy, -٤ Nahdet Misr for Printing, Publishing ٢٠٠٧ Cairo, and Distribution	
nothing	Electronic references, websites

Course Description

13.	Course Name
	cell biology
14.	code Course
	SCBB04CL211
15.	Year /Semester
	Third/Second
16.	description was prepared Date this
	٢٠٢٥/١٠/١
17.	forms of attendance Available
	mandatory
18.	(Number of study hours (total) / Number of units (total
	units * hours / ١٠
19.	if there is more than one,) Name of the course coordinator (please mention it
	: Name: Dr. Rana Hussein Nasser Emailranaalqaysi@uodiyala.edu.iq Muhammad .M.MShakir Mahmoud :iq.edu.basicsci26@uodiyala.edu.iq
20.	objectives Course
	• .To become familiar with cell biology • .To show the types of differences between cells and where they are located • .To learn about the function of each type of cell : objectives Cognitive • .To know cell biology • .To explain the types of cells that make up the bodies of living organisms • .To draw different types of cells • . To explain the function of each organelle

- .To identify the types of organelles according to function...etc

the course b) The specific skills objectives of

- .To compare cell types
- .To explain in detail the general characteristics of each type of cell
- .and animal cells plant To distinguish between
- .To mention the interrelationship between the work of these devices with each other
- .s that affect the different systems of the human bodyTo know the disease

based objectives--and value Affective --C

- .cell biology to think and analyze topics related to To be able
- . in the laboratory performance to think and analyze topics related to practical To be able

21. Teaching and learning strategies

- Lecture
- .Open discussion
- Simulation
- laboratory
- learning-self

strategy

22. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Performance test (Oral/Written)	- Simulation - laboratory - discussion - Lecture	The microscope and its types	A brief history of cell biology cell biology The relationship of cell biology to other sciences	٦	the first
Performance test (Oral/Written)	- Simulation - laboratory - discussion - Lecture	How to use the microscope	Levels of organization in theory cell	٦	the second
Performance test (Oral/Written)	- Simulation - laboratory - discussion - Lecture	The concept of - prokaryotic cells The concept of eukaryotic cells	Cell structure, cell size Cell shape, cell number of cells Types	٦	the third
Performance test (Oral/Written)	- Simulation - laboratory	The general concept of the cell	Prokaryotic cells - (Bacteria)	٦	Fourth

	- discussion - Lecture	And its features And its relationship to - heredity	Eukaryotic cells – Alga (Protozoa (plants		
Performance tes (Oral/Written)	- Simulation - laboratory - discussion	Plant cell- importance Its Its features -	Cell contents: Plasma - membrane, Endoplasmic reticulum Golgi apparatus/lysosomes	✓	Fifth
Performance tes (Oral/Written)	Simulation - Discussion-	The plant cell and its characteristics	Cell wall \ Nucleus-✓	✓	Sixth
Performance tes (Oral/Written)	- Simulation - laboratory - discussion - Lecture	Animal cell- - Its importance - Its features	Plastids/Vacuoles-✓	✓	Seventh
Performance tes (Oral/Written)	- Simulation - laboratory - discussion - Lecture	Animal cell- - Its features - Its importance	Organic components - / inside the cell Proteins- Carbohydrates - fats- Nucleic acids	✓	Eighth
Performance tes (Oral/Written)	- Simulation - laboratory - discussion - Lecture	- Cell division For living organisms	Inorganic components Ions – Salts – Water gases Chromosomes - ✓	✓	Ninth
Performance tes (Oral/Written)	- Simulation - laboratory - discussion - Lecture	- The stages of division cellular in cells	First Monthly Exam - ✓	✓	tenth
Performance tes (Oral/Written)	- Simulation - laboratory - discussion - Lecture	Characteristics of organisms The living organism used for inheritance In genetics experiments	Cell division- ✓ mitosis meiosis	✓	eleven
Performance tes (Oral/Written)	- Simulation - laboratory - discussion - Lecture	Cell components and their representation In its living form	Stages of sperm - ✓ formation and stages of the eggs	✓	twelve
Performance tes (Oral/Written)	- discussion - laboratory - Lecture	And representing it in its living form	A brief history of cell - ✓ biology The relationship of cell biology to science . The other	✓	thirteen
Performance tes (Oral/Written)		Second month exam	Second month exam	✓	quarter
Performance tes (Oral/Written)		Comprehensive exam	Comprehensive exam	✓	fifteen

23. Course evaluation

is distributed according to the tasks assigned to the student, such as 100 The grade out of oral, monthly, and written exams, reports, etc daily preparation, daily

Degree	Grade distribution
20 theoretical and (practical 10	Monthly theory exam + daily exam + attendance reports +
10 theoretical and (practical 20	Final exam grade
100	Final grade

24. Learning and teaching resources

- Books that deal with the subject of cell biology	(Required textbooks (methodology, if applicable)
- sources - Websites	(Main references (sources
Scientific journals specializing in cell biology and other published research	Recommended supporting books and (...references (scientific journals, reports
*****	Electronic references, websites

Course description template

Course Name	
computers	
code Course	
SCBB04CO217	
Year /Semester	
Third/Second	
description was prepared Date this	
٢٠٢٥/١٠/١	
forms of attendance Available	
mandatory	
(Number of study hours (total) / Number of units (total	
٣٠	
if there is more than one, please) Name of the course coordinator	
.(mention it	
:Email .A -Name: M.D. Zainab Qahtan Al	
objectives Course	
Students' knowledge of the concept of computers of computers importance the of Students' awareness used common methods Identifying the most and developments important Identifying the most computers in innovations and for the sake of mastery computers to know Gettin creativity	Course objectives
Teaching and learning strategies	
- Enabling students to acquire knowledge and understanding of the concept of computers - To enable students to acquire knowledge and understanding of the concept of	strategy

computer programs - Enabling students to acquire knowledge and understanding of the concept of . methods computer usage - concept of To enable students to gain knowledge and understanding of the computers used commonly - Enabling students to gain knowledge and understanding of the concept of computer diversification - Enabling students to acquire knowledge and understanding of the concept of and their developments innovations computer					
se structureCour					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Class participation, lecture preparation, daily quizzes	meeting The ... is The answer discussion	Run the :- Word and create program a shortcut icon for the program on the desktop Office	Enabling students to Knowledge and understanding of the nature of computers their types, and the need for them	1	the first
Class participation, lecture preparation, daily quizzes	The questioning the discussion	Getting to know t and Word interface explaining its components And the file menu commands.	Enabling students to Knowledge and understanding of the of basic elements computers	1	the second
Class participation, lecture preparation, And daily quizzes its practical application	The questioning the discussion	Creating a work page and explaining the main menu and its groups	Enabling students to Knowledge and of understanding Occasion software and factors Influential in its selection, evaluation, and up-follow	1	the thi
Class participation, lecture preparation, daily quizzes	The questioning the discussion	Explanation of the clipboard and collection paragraph	Enabling students to know and understand the concept of Its software and advantages	1	Fourth

			disadvantages		
Class participation, lecture preparation, daily quizzes, and practical application	The questioning the discussion	Explanation of : group of paragraphs and group of pattern Liberation Group	Enabling student to know and understand the concept of software downloads	✓	Fifth
Class participation lecture preparation, daily quizzes	The questioning the discussion	Explanation of the Page Layout tab and group layout	Enabling student to know and understand the concept	✓	Sixth
Class participation, lecture preparation, daily quizzes, and practical application	The questioning the discussion	Explanation of the page numbering system and the group Page background, paragraph, and arrangement group	Enabling student to know and understand the printing concept	✓	Seventh
Class participation, lecture preparation, daily quizzes	The questioning the discussion	Explanation of the display tabs document display methods, and group show	Enabling student to know and understand the concept of programmed learning	✓	Eighth
Class participation, lecture preparation, daily quizzes And its practical application	The questioning the discussion	Explanation of the zoom in/out group and the group Microsoft Window and Modules	Enabling students to learn and receive education through correspondence	✓	Ninth
Class participation, lecture preparation, daily quizzes	The questioning the discussion	Explanation of the Insert menu and Page Set	Enabling students to know and understand Computers and their types in general	✓	tenth

Class participation lecture preparation, daily quizzes And its practical application	The questioning the discussion	Explanation of the set of tables	Enabling student to know and understand the concept of software diversification	1	the first ten
Class participation, lecture preparation, daily quizzes	The questioning the discussion	Explanation of the group illustrations	Enabling student to know and understand For fields of computer use	1	the second ten
Class participation, lecture preparation, daily quizzes And its practical application	The questioning the discussion	Explanation of the group Connections	Enabling students to learn and understand computer skills	1	the third ten
Class participation, lecture preparation, daily quizzes	The questioning the discussion	Explanation of the header and footer set	Enabling students to learn and understand statistical software	1	Fourth ten
Class participation, lecture preparation, daily quizzes And its practical application	The questioning the discussion	Explanation of set of text and a set of symbols	Enabling students to know and understand the Using method shortcuts in computers	1	Fifth ten

Course evaluation

is distributed according to the tasks assigned to the student, such as 100 grade out of The .daily preparation, daily, oral, monthly, and written exams, reports, etc

	Degree	Grade distribution
	٢٥) ١٠ theoretical and (practical ١٥	Monthly theory exam + daily exam + attendance reports +
	١٠) ١٠ theoretical and (practical ٢٠	Final exam grade
	١٠٠	Final grade
Learning and teaching resources		
publications in the prescribed The latest curriculum computer science		Required textbooks (methodology, if applicable
		(Main references (sources
		Recommended supporting books and references (scientific journals, ...reports
		Electronic references, websites

Course Description Form

1. Course Name :
General English/New Headway Plus (Beginner)
2. Course Code :
SCBB04EL216
3. Semester/ Year : second semester/2025-2025
4. Description Preparation Date: 15 weeks
15 weeks
5. Available Attendance Forms :
: New Headway Plus (Beginner) 1st class
6. Number of Credit Hours (Total) / Number of Units (Total)
2 hours a week / 6 units

7. Course administrator's name (mention all, if more than one name)

Name: ashwaqabedul Mahdi Hussein

Email:inst.ashwaq@gmail.com

8. Course Objectives**Course Objectives**

1-To make the students able to speak English fluently and to communicate with others. Also, to enable the students to master the skills of English language (listening, speaking, reading, writing)

2-Using Headway will help the students to listen, talk, read and write correctly using English Language. Also, helping

3-enable the students to watch videos of movies or plays to be able to discuss them after watching

9. Teaching and Learning Strategies**Strategy**

Using discussion and debate with the students and using communicative language teaching in presenting the material.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	Using Headway will help the students to listen, talk, read and write correctly using English Language. Also, helping the students to watch videos of movies or plays	-Hello Numbers 1- How are you	Communicative approach	
2-	2		Where I live		
3-			-Prepositions People and Jobs		
4-			-Irregular verbs - Times: Past		

5-			simple <i>First Monthly Exam</i>		
6-			-your world		
7-			Countries		
8-			numbers 11-30		
9-			Please and		
10			thank you		
-			-Shopping,		
11			food,		
-			and in a		
12			restaurant		
-			- <i>Second Monthly Exam</i>		
13			What's the		
-			matter?		
14			-Reading and		
-			writing		
15					
-					

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 etc

Degree	توزيع الدرجة
٤٠	Monthly theory exam + daily exam + attendance reports +
٦٠	exam grade Final
١٠٠	Final grade

12. Learning and Teaching Resources

Required textbooks (curricular books , if any)	1-New Headway Plus (Beginner) By John and Liz Soars 2-Oxford University Press, 4th
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	Edition, 2015. English Grammar In Use/Murphy / Oxford University Press/ 2012.
Main references (sources)	Internet Reading passages
Recommended books and references (scientific journals, reports...)	-----
Electronic References, Websites	-----

Course description template

: Course Name Virology
: code Course Scie 2311
/First Semester : Year /Semester ٢٠٢٦-٢٠٢٥
٢٠٢٥/٩/٥ : description was prepared Date this
person lectures within the -formats : Weekly in Available attendance

Education halls of the Science Department / College of Basic	
hours : Total study hours/total units	
if there is more than one,) Name of the course coordinator (please mention it	
:Email A'i- Name: Dr. Tamara Amer Taha AlBasicsci28@uodiyala.edu.iq	
objectives Course	
(a Introducing students to the science of virology in terms of structure, development, types of genetic material, methods of infection, and symptoms resulting from viral infection (b Understands the mechanism of replication and the distinction between replication patterns viral diagnostic methods Knows laboratory (c infection Understands the mechanism of viral (d the body's defense mechanisms .It explains immunity against viruses -E .against infection, and the mechanism for eliminating the disease to prevent, treat, and vaccinate against the proposed erstands howund - An vaccines (viral families (DNA virus families and RNA virus families Recognizes -g	Course objectives
Teaching and learning strategies	
Teaching and learning methods The lecture -A and questioning Presentation (b Discussion (c :Visual aids The blackboard- colored pencils data projector Models, photographs 1. Learning outcomes, teaching and learning methods, and : assessment Knowledge and understanding Virology is known -¹ A Knows viruses-² A Understands the mechanism of reproduction -³ A Explains the methods of infection and transmission -⁴ A	strategy

of viruses

He knows the methods of prevention and treatment -²/_A
.and is familiar with the proposed vaccines

Distinguish between DNA virus families and RNA -¹/_A
viruses

specific skills-Subject

Draws the types of viruses - ¹/_B

Distinguish between the lytic cycle and the lysosomal -
production cycle for viral replication

Draws a diagram of viral pathogenesis - ²/_B

-nDistinguish by drawing between enveloped and no -⁴/_A
enveloped viruses of DNA viruses and RNA viruses

Thinking skills -

Analytical thinking -¹/_A

Free thinking and divergent thinking -²/_Q

Critical thinking -²/_Q

Creative thinking -⁴/_Q

Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Oral exam daily exam, monthly exam	Lecture	Virology -1 Naming the viruses -1 Forms and genes of viruses Virus multiplication -1 Virus transmission -1 Pathology + First month exam -1 laboratory Types of diagnosis Immunity against viruses + Immune response to viruses Vaccination + Types of Vaccines: Alpha Viral Viral families -1 Second Monthly Exam Continuation of viral families Viral families Rana -1	Definition of virology, virus historical overview, branches of virology Knowledge of virus naming and classification Identifying the shapes and sizes of viruses + differentiation of nucleic acid between types The mechanism of reproduction and differentiation between reproductive cycles Knowledge of transportation methods and mechanisms Pathogenesis First month exam -1 Knowledge of laboratory diagnosis of viruses Body's Understanding the defense mechanisms against viruses + defining the response Innate and acquired immunity For injury viral A statement of the types of vaccines against viruses Introducing the Rana families Second Monthly Exam -1 families Continuation of viral Introduction to viral families Rana And the ways it infects the and reproduces	1- The first week 2- Second week 3- Third week 4- Week Four 5- The fifth week 6- The sixth week 7- Week Seven 8- The eighth week 9- Week Nine 10- Week Ten 11- 11 Week Ten 12- Second week ten 13- Three Week ten 14- Week Four ten 15- Week Five ten	

Course evaluation

according to the tasks assigned to the student, such as ... The grade is distributed out of .daily preparation, daily, oral, monthly, and written exams, reports, etc

- 1- oral exams
- 2- Daily exams
- 3- monthly exams
- 4- preparation Daily
- 5- Intellectual questions to discuss the scientific material of each lecture
- 6- Encouraging scientific competitions based on lecture material

Learning and teaching resources	
1- Fundamentals of Virology 2- General virology	Required textbooks (methodology, if applicable)
-١ Fundamentals of Virology -٢ General Virology -٣ Human Virology -٤ Principles of Molecular Virology -٥ Medical microbiology /202 -٦ Principle of virology /5th edition/Kindle Edition	(Main references (sources
:Journal periodicals Virus, medical virology, molecular virology	supporting books and Recommended (...references (scientific journals, reports
Wikipedia, PubMed, PubLondom	Electronic references, websites

Course description template

25.	Course Name
	Psychology of teaching classroom thinking
26.	Course code
	CURSE3
27.	Semester/Year
	2025-2026 Chapter Two
28.	Date this description was prepared
	٢٠٢٦/٤/٨
29.	Available forms of attendance
	My presence
30.	(Number of study hours (total) / Number of units (total)
	٢
31.	Name of the course coordinator (if there is more than one, .(please mention it
	:tends A The letter :the name
	Dr. Tawfiq Qaddouri basicsc21@uodiyala.edu.iq
	Dr. Mohammed Shaker Mahmoud
	basicsc38@uodiyala.edu.iq
	: A'imeh- Al M.M. Farah Hassan Hadi
	Basicsci30@uodiyala.edu.iq
	: A'imeh- Al M.M. Yusra Khalaf Muhammad
	Basicsci42@uodiyala.edu.iq
	: A'imeh- Al M.M. Hanan Hajem Murad
	Basicsci40@uodiyala.edu.iq
	: A'imeh- Al M.M. Zainab Qasim Muhammad
	Basicsci27@uodiyala.edu.iq
	:Ayyil - M.M. Sakina Muhammad Ali Al

Basicsci37@uodiyala.edu.iq

: A'imel- Al M.M. Duha Yahya

Basicsci39@uodiyala.edu.iq

32. objectives Course

•	Course objectives
•	Understanding learning concepts and theories
•	Understanding the nature and types of classroom thinking
	Developing skills in using thinking teaching strategies
	Analyzing student behavior within the classroom environment
	Employing psychological methods improve the learning process

33. Teaching and learning strategies

Discovery – Collaborative learning – Active learning strategy	strategy
–directed learning -Self –learning strategy	
Feedback – Brainstorming strategy	

Course Structure- 1 .

Evaluati on Method	Teachin g method	Unit/Topic Name	Required learning outcomes	Hours	Week
Posts and exams	Trainin g and Activitie s	The concept of learning and teaching The concept of classroom learning The classroom as -a cognitive psychological environment	Understandin g learning, teaching, classroom learning, and the classroom as a psychological environment	2	the first
Posts and exams	Trainin g and Activitie s	Classroom management Standards of a good teacher	Learn about classroom management Standards of a good teacher	2	the second
Posts and exams	Trainin g and Activitie s	The concept of the classroom as a cognitive field Explanation of classroom learning Bruner and Janie model	Understandin g the concept of the classroom as cognitive a field	2	the third

Posts and exams	Training and Activities	Carl's model Ausubel's – model	Understanding the difference between the two models	✓	Fourth
month exam First				✓	Fifth
Posts and exams	Training and Activities	Piaget model blended learning	Learn about cognitive learning and the importance of blended learning	✓	Sixth
Posts and exams	Training and Activities	The importance of the online classroom	classroom -e application	✓	Seventh
Posts and exams	Training and Activities	impactful links of the teaching and learning process	Understanding the impactful links in the learning and teaching process	✓	Eighth
Posts and exams	Training and Activities	Electronic tests and their design methods	Explanation of the tests	✓	Ninth
Posts and exams	Training and Activities	Learning to think	Distinguishing types of thinking	✓	tenth

Posts and exams	Training and Activities	The importance of thinking	Understanding the importance of learning to think	✓	eleventh
Posts and exams	Training and Activities	thinking patterns	Explaining thinking patterns	✓	twelfth
Posts and exams	Training and Activities	scammer mal4 and colb	Practical applications of models	✓	thirteenth
Posts and exams	Training and Activities	Comprehensive review	Comprehensive review	✓	fourteenth
Second month exam				✓	fifteenth

Evaluation methods - 11

is divided into two main parts (1 + 1) The total course grade :

- marks for continuous assessment, including (1 + 1) First: simplified oral and written exams, as well as marks for attendance and active classroom participation.
- written exam marks for the final (1 + 1) Second:

between Thus, the assessment system is based on a balance between continuous assessment and the student's performance in the final exam according to specific skill standards.

Learning and teaching resources - ١٢	
The psychology of learning: between the associative and cognitive perspectives. Educational psychology. Teaching and learning: theoretical foundations and practical applications.	1- Required textbooks
The psychology of learning: between associative and cognitive the perspectives	Main references and -٢ sources
The psychology of learning: between the associative and cognitive perspectives	Recommended books and (a references(scientific journals , reports, etc. (
Google Scholar	Electronic references, (b websites...

of the course description Growth

Course Name	
and Embryology Histology	
Course code	
SCBB04HE221	
Semester/Year	
Second / Second	
Date this description was prepared	
٠١-١٠-٢٠٢٥	
Available forms of attendance	
mandatory	
(total) / Number of units (total) Number of study hours	
٦ number of units: ٦ hours ٦	
Name of the course coordinator (if there is more than one, please .(mention it	
:tends A The letter the name : Email Razzaq-Dr. Dina Abdel <u>dena.abdalrazzaq86@gmail.com</u> : Email Dr. Aws Zamil Abdul Karim <u>basicsci15@uodiyala.edu.iq</u> : Ayyam- Al M.M. Fatima Mahmoud Ali <u>basicsci62@uodiyala.edu.iq</u>	
objectives Course	
The aim of descriptive histology studies is to understand the .microscopic structure of tissues Descriptive histology is .And how it is organized and member deals with describing the M the branch of histology that structure The function of cells, tissues, and organs, using microscopy an techniques .Related It is important to understand normal and abnormal .pair of tissuesdevelopment, function, and re And organs. Tissue study helps	Course objectives

Descriptive approaches help in identifying the causes of diseases, understanding their development, and determining appropriate treatments. It is also essential for training medical students, researchers, physicians in the field of medicine and

Main objective from Clinical tissue study he Diagnosis of diseases Determining its nature and the extent of its impact on tissues and organs .In the body

Studying helps Clinical tissue In determining appropriate treatment For medical condition assessment Treatment success And determining the extent of its effect on tissues And the organs. It also helps in Understanding the mechanisms of development Diseases and identifying factors The one that influences it And the development of new treatments.

Teaching and learning strategies

- Lecturer
- discussion
- Simulation
- Interrogation
- Laboratory method

strategy

Course structure

Evaluation Method	Learning method	Required learning outcomes	Unit or topic name	Hours	Week
Continuous assessment (participation) Reports Duties Interaction	For the revised lecture discussion	A science that studies tissues	Origin, definition, and divisions of histology	2	1
Calendar Continuous Participation	Discussion and questions	The fabric she <u>cells</u> They connected to each are c	Primary cell and tissue	2	2

on) Reports– Duties– Interactio		other However, the cells in the tissue are not identical, even though they work together to accomplish specific functions For example, muscle tissue contains muscle cells whose contraction causes muscle movement. Muscle tissue also contains nerve cells as well, which send signals to tell the muscles when to contract. It should either shrink or expand. Therefore, a tissue sample taken for examination contains many types of cells, although the doctor may be interested in only one.			
Continu ous assessme nt particip) ation)	discussion And the questions	epithelium epithelium, or layer of epithelial tissue, is a group of cells that come together to cover a part of the body. It belongs to the epithelial tissue. External coverage for organs and glandular tissues. The epithelium lies above the connective tissue.	epithelial tissues	2	2

Reports – Duties –		simple epithelial tissue and the vehicle	Classification epithelial of tissues		1
Interacti on	Lecture Modified Discussion	Protection, absorption, and secretion Sensory reception and reproduction	Functions of epithelial tissues	2	5
Continu ous assessme nt particip) ation)	Discussion and questions	Cells, fibers, basic material	connective tissue	2	6
			Monthly exam the first		7
Interacti on	discussion And the questions	Cartilage is one of the structures The important structure in the human body, which A key role in plays many jobs From the Important vitality in body	cartilage	2	8
Continu ous assessme nt particip) ation)	discussion And the questions	special connective tissue	bone -	2	9
Reports – Duties –	discussio n And the questions	special connective tissue	Blood, lymph and hematopoiet ic tissue	2	10
Interacti on	discussio n And the questions	The main component in nerves	nervous tissue	2	11

Continuous assessment (participation)	discussion And the questions	Human morphology includes research into the study of body structure Human in relation to its development With And his function through science Human anatomy and embryology Histology	Human morphology	2	12
Reports – Duties –	discussion And the questions	Cleavage stage (division) The fertilized egg undergoes several resulting in divisions It contains a group of cells It is known as the Falajad and continues A The divisions to the mass of cells known as With the bacterial mass	splitting	2	12
Interaction	discussion And the questions	Ectoderm. Mesoderm. The . epidermis Endoderm.	layer -Three composition	2	12
Continuous assessment (participation)	discussion And the questions	Genetics, environment, and hormones	Influencing factors On the formation	2	12
Achievement test	Second month exam				16

Course evaluation

is distributed according to the tasks assigned to the 100 The grade out of student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc

2 • Theory exam + daily exam score =

1 • Practical exam grade =

1 • theory exam grade = Final

2 • Final practical exam grade =

1 • Final grade =

Learning and teaching resources

-Embryonic Histology, Professor Dr. Nahla Al Bakri Histology and Embryology, Assistant Professor Wajdan Bashir .Dr	Required textbooks (methodology, if applicable)
clark B. Normal bone anatomy and physiology. Clin J Am SocNephrol . 2008;3 Suppl 3(Suppl 3):S131-9. Aerssens J, Dequeker J, Mbuyi-Muamba JM. Bone tissue composition: biochemical anatomy of bone. ClinRheumatol . 1994;13 Suppl 1:54-62.	(Main references (sources
	Recommended supporting books and references (...scientific journals, reports)
	Electronic references, websites

Course description template

34.	: Course Name
Invertebrate science/Invertebrates	
35.	: code Course
Scie 2314	
36.	: Year /Chapter
٢٠٢٦-٢٠٢٥ year Second semester / Academic	
37.	: description was prepared Date this
٢٦ ٢٠/٣/٢٤	
38.:	forms of attendance Available
person lectures held in the halls of the Science Department / College -Weekly in of Basic Education	
39.	Practical : Total study hours/total units
of practical training hours ٢ • hours of theory + ٢ •	
40.	if there is more than one,) Name of the course coordinator (please mention it
:Email A'i- Name: Dr. Tamara Amer Taha AlBasicsci28@uodiyala.edu.iq : M.M. Manar Abdul Qader, Email Basicsci61@uodiyala.edu.iq	
41.	objectives Course

Invertebrates Introducing students to the science of –A The importance of invertebrates : their benefits and drawbacks –B Knows the scientific nomenclature and scientific classifications (c He becomes familiar with the primary school division (c ds the differences between the classes of the phylum Protozoa: Understand .Streptococcus, Flagellates, Ciliates, and Sporozoans He knows the phylum Sponges and studies its types –e .the most important characteristics of the Cnidaria phylum explains Identifies the most prominent characteristics of the aquatic The student (g class Identify the phylum Flatworms –Q Identifying the phylum Nematodes –Sh Understands and recognizes the differences between types of segmented worms Khoya people Explains the differences between the –D	Course objectives
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42. Teaching and learning strategies

Teaching and learning methods Lecture-A b) Presentation and interrogation c) Discussion Practical lessons -D :Visual aids The blackboard- colored pencils data projector Models, photographs .\ Learning outcomes, teaching and learning methods, and :assessment Knowledge and understanding :Cognitive objectives -A 1- To know invertebrates 2- To show the structures that make up the bodies of elementary organisms 3- sTo draw the structure of elementary organism 4- To explain how reproduction occurs in the pores 5- To become familiar with the phylum Cnidaria 6- I recognize the sponge species 7- To mention the benefit of soft foods	strategy
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8- To identify different types of mollusks 9- threadworms, To understand the differences between flatworms and segmented worms Skills objectives -b 1- To compare the Ascon type and the psycho And the liconite of the porosity division 2- To explain in detail the class of calyces 3- To remember the connection between the calcareous class and hexagonal rays 4- To be able to draw the life cycles of invertebrate worm species based objectives-Affective and value -C 1- Enabling students to think and analyze topics related to invertebrates 2- Enabling students to think and analyze topics related to practical in the laboratory performance 3- Enabling students to analyze topics related to diseases caused by invertebrates and find Treatments for these diseases Types of thinking Analytical thinking -¹A Free thinking and divergent thinking -¹Q Critical thinking -²Q Thinking Creative -¹Q	
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43. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
oral exam Daily exam monthly exam	Lecture an offer the picture And the lessons The	Invertebrate - ¹ science Primary Schools - Division	Definition of Zoology , - ¹ Historical Introduction The importance of invertebrate general and scientific nomenclature Identifying the primary - ¹	week	1- ¹ Week 2- ¹ Week 3- ² Week 4- ¹ Week 5- ² Week

	process	Primary Schools - Division	division/stromal class		6- 1 Week
		First month exam-1	Distinguishes between the class of flagellates the And the ciliaries / sparrows		7- 1 Week
		Phylum Cnidaria -	4- First month exam		8- 1 Week
		Division of -2 Sponges	Recognizes the phylum -1 Cnidaria : Hydra, Aurelia , Sea Anemones		9- 1 Week
		5- Division of Worms	He differentiates between the Ascon style Walikoni And psycho For sponges		10- 1 Week
		6- Flat -3			11- Week eleven
		7- Phylum of surface worm	Phylum Platyworms: -3 Characteristics		12- Week Twelve
		8- Phylum Nematodes	Classification, examples of flatworms		13- 1 Week
		9- Phylum Annel	Completing the models -3		14- Week Fourteen
		10- Second month exam	Identifying the phylum -4 :Nematodes		15- Week fifteen
		11- Soft Division	It examines features, classification , and models		
		12- Completion of Soft Section	Phylum Annelids: -4 Characteristics		
		13- dermal -Spiny phylum	Classification, Models		
		14- Division of Arthropoda	10- Second month exam		
		15- Continuation of the Arthropoda phylum	11- Division : Features , Classification Models		
			Soft Completion of the Section		
			12- Dysporum (Echinoderms): Characteristics, Classification Models		
			Completing the Soft Section Forms		
			(Divology (Echinococcus-17		
			Phylum Arthropoda-18		
			Continuation of the -19		
			Arthropoda Phylum Models		

44. Course evaluation

assigned to the student, such as daily according to the tasks 100 The grade is distributed out of preparation, daily, oral, monthly, and written exams, reports, etc

- 1 Oral examinations
- 2 Daily tests
- 3 Monthly exams

-4	Daily preparation	
-5	lecture Intellectual questions to discuss the scientific material of each	
-6	Encouraging scientific competitions based on lecture material	
45. Learning and teaching resources		
Invertebrates Written by Murad Baba Murad Invertebrat Zoology 2006. Barnes Zoology 2007. Dorn, Rober , L; Walker Jr. , Warren F.; Barnes , Rober ➤ Invertebrat Zoology 2007. Ruppert Edward E.;Barnes;Robert. ➤		Required textbooks (methodology, if applicable)
1- General Invertebrate Science		(Main references (sources
Journal periodicals		Recommended supporting books and (...reports ,references (scientific journals
Wikipedia, PubMed		Electronic references, websites

Course description template

Course Name	
Biochemistry	
Course code	
٣٣١٩	
Semester/Year	
Chapter Two / ٢٠٢٦-٢٠٢٥	
prepared Date this description was	
2026/4/1	
Available forms of attendance	
My presence	
(Number of study hours (total) / Number of units (total	
Two hours of theory and two hours of practical work per week	
Name of the course coordinator (if there is more than one, please .(mention it	
:email A'a -Al Dr. Muthanna Saeed Ali :Name basicsci18@uodiyala.edu.iq Note: The last line appears to be a) . A -Al Saleh Mahdi Saleh .M.M :Na (.separate, unrelated statement and is not translat salihmahdi@uodiyala.edu.iq : A'imel- Al M. Hind Abdul Latif Abdul Wahab hind.abdullatief@uodiyala.edu.iq Head of Chemists : Shaimaa Mahdi Mustafa, Email Shemaaah32@uodiyala.edu.iq	
objectives Course	
• . biochemistry To know • To know the types of compounds found chemical within the body of a living organism • To know the name and shape of different types of compounds chemical	Course objectives
Teaching and learning strategies	

several teaching methods were used, including Lecture method - Interrogation method - Simulation method Discussion method Laboratory method	To present the material to the students	strategy
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Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Written and oral tests (Perform) (ance	- Laboratory The - lecture - Discussio n - Simulatio n	- Names and shapes of laboratory equipment	- An introduction to the importance of biochemistry and its relationship to other .sciences	1	first the
Written and oral tests (Perform) (ance	- Laboratory - Simulatio n - Laborato ry - Discussio n	Molesh Detector	- The basic biological molecules that build a living .organism	1	the second
Written oral and tests (Perform)	- Laboratory -	- Molesh Detector	- Carbohydrat :es	1	the third

(ance	Simulation - Discussion The - lecture				
Written and oral tests Perform) (ance	- Laboratory - Simulation - Discussion The - lecture	- Iodine detection	- Definition and presence of carbohydrates	†	Fourth
Oral tests Editorial Perform) (ance	- Laboratory - Simulation - Discussion The - lecture	Iodine detection	- Carbohydrate classification	†	Fifth
Oral and) written performa (nce tests	- Laboratory - Simulation - Discussion The - lecture	- First month exam -	- The importance of carbohydrates	†	Sixth
Performance tests oral/writ)	- Simulation	- Benedict revealed	- month First exam	†	Seventh

(ten	- Discussio n The - lecture - Laborato ry				
Oral,) written, and performa nce) tests	- Simulatio n - Discussio n The - lecture - Laborato ry	- Parvoid detection	- :Proteins	1	Eighth
Oral,) written, and performa nce) tests	Simulatio n discussion laborator y Lecture	- Tulin Detector	- Functions of .proteins	1	Ninth
Oral,) written, and performa nce) tests	Simulatio n laborator y discussion Lecture	- Tulin Detector	- Amino acids, . peptides	1	tenth
Perform) ance tests: oral and (written	laborator y discussion Simulatio n Lecture	- Silvanov Detector	- :Fats	2	eleven
Perform) ance :tests written (and oral	Simulatio n discussion laborator y Lecture	- Silvanov Detector	- Functions of fats classificatio n of fats,	2	twelve

			and their importance		
Tests (oral) Performance (Editorial)	Simulation discussion laboratory Lecture	- Second month exam	- Nucleic acids	2	thirteen
Tests Perform) (ance Editorial (oral)	Simulation laboratory discussion Lecture	-	Second month exam	2	fourteen
Tests Perform) (ance oral (Editorial)		Comprehensive exam	Comprehensive exam	2	fifteenth

Course evaluation

is distributed according to the tasks assigned to the 100. The grade out of written exams, student, such as daily preparation, daily, oral, monthly, and reports, etc

Learning and teaching resources

Fundamentals of Biochemistry	Required textbooks (methodology, (applicable
Principles of Biochemistry	(Main references (sources
The Scientific Academy Journal issued by Diyala University	Recommended supporting books and journals, references (scientific (...reports
Wikipedia	Electronic references, websites

Course description template

Course Name:					
Plant physiology					
code Course					
SCBB04HP224					
:Year /Chapter					
Fourth/Second					
:description was prepared Date this					
٢٠٢٦/٣/٢٠					
: forms of attendance Available					
My presence					
: (Number of study hours (total) / Number of units (total					
٦ hours, number of units: ٣					
if there is more than one,) Name of the course coordinator (it please mention					
:Email ,A -Name: A.M. Khamael Ali Karim Al basicsci2@uodiyala.edu.iq					
: Dr. Mohamed Ali Hussein, Email ad.mohmedali@gmail.com					
:Ayyil - M.M. Bahaa Nazim Ali Al basicsci16@uodiyala.edu.iq					
: A'imel -M.M. Salih Mahdi Salih Al salihmahdi@uodiyala.edu.iq					
objectives Course					
•		Introduce students to plant physiology			
•		Definition of plant physiology functions			
Teaching and learning strategies					
Using a data projector to present scientific material Using a whiteboard and colored markers to explain the scientific material Using process models and visual aids					strategy
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week

Take a monthly test	Theoretical lectures hours and work	Definition of plant organelles	Definition of a plant cell	1	1
Take a monthly test	Theoretical lectures hours and work	Identifying the types solutions	Membrane diffusion osmotic fluids	1	2
Take a monthly test	Theoretical lectures hours and work	Immersion and factors Influential	bloating and pressure bloating	1	3
Take a monthly test	Theoretical lectures hours and work	Osmosis and the osmotic system	Plasma and its types	1	4
Take a test month	Theoretical lectures hours and work	Transpiration and stomata distribution	growth organizations	1	5
Take a monthly test	Theoretical lectures hours and work	Radical pressure	Plant tissue culture	1	6
Perform a monthly test	Theoretical lectures hours and work	breathing	Stillness	1	7
Conduct a monthly test	Theoretical lectures hours and work	permeability	photosynthesis	1	8
	hours of theoretical lectures and hours of practical work	Spread and types	Infusion and conduction		

	Theoretical lectures: hours; Practical lectures: hours				
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13. Course evaluation

is distributed according to the tasks assigned to the student, such as ... The grade out of ...etc daily preparation, daily, oral, monthly, and written exams, reports

Degree	Grade distribution
1. theoretical and (practical 1.2)	Monthly theory exam + daily exam + attendance reports +
2. theoretical and (practical 2.1)	Final exam grade
3.	Final grade

14. Learning and teaching resources

Theoretical and Practical Physiology Book	(textbooks (methodology, if applicable Required
Theoretical and Practical Physiology Book	(Main references (sources
Theoretical and Practical Physiology Book	Recommended supporting books and (...references (scientific journals, reports
Wikipedia website	Electronic references, websites

Course description template

Course Name
Educational Psychology
code Course
Year /Semester
2021-2022
description was prepared Date this
2021/3/20

forms of attendance Available	
mandatory	
(Number of study hours (total) / Number of units (total	
30	
if there is more than one,) Name of the course coordinator (please mention it	
:Email .A -Name: A.M. Israa Naji Kadhim Al basicsci17@uodiyala.edu.iq	
objectives Course	
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	Course objectives
er's ability to see what is Increase the teach happening remotely in terms of educational changes among students and to plan to meet his expectations in educational events of change	
Organizing, formulating, using, and applying knowledge in educational situations	
Teaching and learning strategies	
Revised lecture- DiscussionInterrogation Brainstorming Motivationalquestions	strategy

Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Continuous) assessment participation- reports- assignments - (interaction	Revised - lecture discussion	•Definition of educational psychology •The importance of educational psychology •Goals of Educational Psychology • The of relationship educational psychology to other sciences	concept The of educational psychology is known It demonstrate s the importance of educational psychology It defines the goals of educational psychology It distinguishes between the theoretical and	2	1

			practical goals of educational psychology It defines the mechanism for transferring theoretical knowledge to the) applied (practical aspect within the school classroom		
Continuous) assessment - daily exam participation- reports- assignments - interaction (	Discussion- Brainstorming	•Desirable teacher personality) traits psychological –traits physical traits mental traits –	It defines the desired teacher's personality traits Lists the functions of educational	2	✓

		social traits -) • The function - of educational psychology	psychology		
Continuous) assessment participatio n- reports- assignments - (interaction	Discussion- Revised Lecture	• Explaining the educational process • The educational process and educational) psychology the pillars of the effectiveness of the educational (process • Factors affecting the effectiveness of the educational process	He explains the importance of the axes of effectiveness in the educational process It identifies the factors that influence the effectiveness of the educational process	३	३
Continuous) assessment surprise - quiz	Discussion- Revised Lecture	• Definition of motivation • The educational	Motivation is known It shows the relationship	३	१

		social traits -) • The function - of educational psychology	psychology		
Continuous) assessment participation- reports- assignments - (interaction	Discussion- Revised Lecture	• Explaining the educational process • The educational process and educational) psychology the pillars of the effectiveness of the educational (process • Factors affecting the effectiveness of the educational process	He explains the importance of the axes of effectiveness in the educational process It identifies the factors that influence the effectiveness of the educational process	३	३
Continuous) assessment surprise - quiz	Discussion- Revised Lecture	• Definition of motivation • The educational	Motivation is known It shows the relationship	३	१

participation- reports- assignments - interaction (		functions of) motivation excitatory the the -function anticipatory the -function motivating the -function punitive or corrective (function	between motivation and learning It identifies the educational functions of motivation		
Continuous) assessment participation- reports- assignments - (interaction	Discussion- Brainstorming	Strategies for stimulating students' motivation to learn	He applies motivational stimulation strategies within the classroom	३	०
Continuous) assessment participation- reports- assignments - (interaction	Discussion- Brainstorming	- Definition of memory - The importance of studying memory	The concept of memory known is It explains how memory works It shows the	2	१

			importance of studying memory It compares sequential and parallel processing strategies		
Formative) assessment written (exam	First month exam			2	✓
Continuous) assessment participation- reports- assignments - (interaction	Brainstorming- Motivational Questions	- Contemporary perspectives on the interpretation of memory and its models cognitive) -perspective avioral beh -perspective perspective - Gestalt	Lists types of memory It explains the relationship between memory and learning It presents the most important contempora	2	✓

			ry theories that have explained memory It explains the mechanism of memory according to cognitive theory It explains the mechanism of memory according to behavioral theory		
Continuous) assessment surprise - quiz participatio n- reports- assignments - interaction	Brainstormin g- Motivational Questions	●Memory mechanisms ●Factors affecting the memory process • Ways to improve the	It discusses the mechanism of memory It shows the most important	३	१

(		memory process	factors affecting the memory process It identifies the most important ways to improve the memory process		
Continuous) assessment surprise - quiz participation n- reports- assignments - interaction (	Brainstormin g- Motivational Questions	• Causes of forgetfulness • A theory in explaining) forgetting previous) interference retrograde (inhibition and subsequent) interference progressive (inhibition	The concept of forgetting is known The mechanism of forgetting is explained through interference theory It identifies the most important factors affecting	३	१०

			forgetfulness		
Continuous) assessment participation- reports- assignments - (interaction	Brainstorming- Motivational Questions	• The importance of studying the transfer effect Training • Definition of transfer following training	The transfer following training is known It highlights the importance of studying transfer following training	2	11
Continuous) assessment participation- reports- assignments - (interaction	Problem solving – discussion	• Dimensions of transfer effect Training • Theories of transfer following training	It shows the dimensions of the transfer following training It compares theories of training transfer It designs	2	12

			educational situations that facilitate the transfer of the training (learning) .effect		
Continuous) assessment surprise - quiz participatio n- reports- assignments - interaction (	Problem - solving discussion	●Definition of feedback ●Dimensions of feedback • Types of feedback	feedback is known It shows the dimensions of feedback It identifies the types of feedback	३	१३
Continuous) assessment surprise - quiz participatio n- reports- assignments - interaction	Brainstormin g- Divergent Questions	●Definition of learning ●Conditions for good learning ●Learning and) acquiring - language (motor skills	Learning is known It outlines the conditions for good learning It explains	३	१४

(			the impact of learning on language acquisition and motor skills acquisition		
Continuous) assessment surprise - quiz participation- reports- assignments - interaction (	Problem - solving discussion	● Learning theories and laws ● Discovery and Learning ● Learning curves	It explains the most important learning theories and laws It explains the relationship between discovery and learning The skill of graphing different learning curves	2	10

Formative) assessment written (exam	Second month exam	2	11
Course evaluation			
is distributed according to the tasks assigned to the student, such as 100 The grade out of preparation, daily, oral, monthly, and written exams, reports, etc daily			
Learning and teaching resources			
		Required textbooks (methodology, (if applicable	
Fadel Mohsen Azirjawi , founders–Al Educational Psychology		(Main references (sources	
Zaghloul, –Al Emad Abdel Rahim Principles of Educational Psychology			
Fouad Abu Hatab, Dictionary of Psychology and Education			
Saleh Muhammad Ali Abu Jadu, .nd ed Educational Psychology			
Mahmoud Abdel Halim Mansi, Introduction to Educational Psychology			
Introduction to Izzat Jaradat Education			
Recommended With some Research and		Recommended supporting books and references (scientific journals,	

Theses and theses Which pertains to the . vocabulary of the subject	(...reports
learning –Babylon website through its e University of lectures service http://repository.uobabylon.edu.iq/elearning/elearning2012.aspx The website of the College of Basic Education, University of Diyala<i>is</i> http://www.basicedu.uodiyala.edu.iq/ Iraqi Academic Journals Website http://www.iasj.net/iasj	Electronic references, websites