

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



Academic Program and Course Description Guide

**Department of Early Childhood
Education
Academic Year 2025–2026
First Semester**

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: wassit

Faculty/Institute: college of basic education

Scientific Department: kindergarten

Academic or Professional Program Name: Bachelor's degree in university teacher
Final Certificate Name: Bachelor's degree in kindergarten education

Academic System: quarterly

Description Preparation Date:

File Completion Date:

Signature:



Suaad Abdullah Dawood

Head of Department Name:

Signature:



Salah Abdel Hadi Hlehel
Scientific Associate

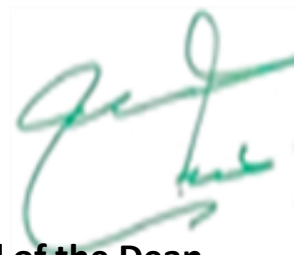
Date: 12 /10 /2025

Name: Date: 12 /10 /2025

:The file is checked by
Department of Quality Assurance and University
Performance

Director of the Quality Assurance and University
Performance Department: Date: 12/ 10/ 2025

Signature



Approval of the Dean
/Date: 12/ 10/2025

* comments	percentage	Study unit	Number of courses	Program structure
Basic course	%100	154	154	Enterprise requirements
			Yes	College requirements
			Yes	Department requirements
			nothing	summer training
				Other

.Notes may include whether the course is core or elective *

.First: Specialized and non-specialized lessons for the kindergarten department

Program description .√ The first stage /first semester					
Credit hours		Name of the course or course	Course or course code	Year/level	T
practical	theoretical				
2	1	Physical Education for Kindergarten (PEK)	KGBB09KEC112	2025-2026	1
0	2	Childhood Legislation and Organizations	KGBB09Loc111		2
0	3	Introduction to Early Childhood Education (ECE)	KGBB09KH113		3
0	3	Developmental Psychology	KGBB09KH114		4
0	1	Democracy and Human Rights	KGBB09Hr117		5
2	1	Computer Science / Information Technology (IT)	KGBB09MO128		6
4	11	the total			

The first stage /second semester					
Credit hours		Name of the course or course	Course or course code	Year/level	T
practical	theoretical				
2	1	Principles of Art Education in Kindergarten	KGBB09EAK121	2025-2026	1
	2	Child Health and Nutrition	KGBB09cN123		2
	3	Socialization	KGBB09122		3
	2	Foundations of Education and Basic Learning	KGBB09BE115		4
	2	Arabic Language	KGBB09ie116		5
	3	Islamic Education / Civilization	KGBB09IE128		6
	2	English Language	KGBB09EL126		7
2	15	the total			

stage /third semester					
Credit hours		Name of the course or course	Course or course code	Year/level	T
practical	theoretical				
2	1	Curricula and School Textbooks	KGBB09C416	2025-2026	1
	3	Child Learning Psychology	KGBB09PLE213		2
	2	Children's Literature and Stories	KGBB09PP220		3
	2	Physiological Psychology	KGBB09PP214		4
	2	Arabic Language	KGBB09AL129		5
	2	Arabic Linguistics (Phonetics)	KGBB09KAL222		6
	2	English Language	KGBB09AL110		7

2	14	the total
---	----	-----------

stage /fourth semester					
Credit hours		Name of the course or course	Course or course code	Year/level	T
practical	theoretical				
	2	Child Language Development	KGBB09ID221	2025-2026	1
	2	Psychology of Child Learning	KGBB09PE214		2
	2	Cognitive Development	KGBB09DK212		3
	2	Social Psychology	KGBB09SP216		4
	2	Educational Psychology	KGBB09EP215		5
2	2	Psychology of Teaching Classroom Thinking	KGBB09PPD234		6
	3	Psychology of Children with Special Needs	KGBB09Pcsn211		7
2	1	Computer Science	KGBB09MO128		8
4	16	the total			

stage /fifth semester					
Credit hours		Name of the course or course	Course or course code	Year/level	T
practical	theoretical				
2	2	Children's Theatre	KGBB09PT311	2025-2026	1
	2	Counseling and Education for Students with Special Needs	KGBB09PPD235		2
	3	Planning and Implementation Methods of Programs	KGBB09PMIP313		3
	2	Psychology of Play in Childhood	KGBB09PCTG312		4

	3	Learning Disabilities in Children	KGBB09LDC316		5
	2	Teaching Thinking Skills	KGBB09TT315		6
2	2	General Teaching Methods and their Applications	KGBB09GTM324		7
	2	Measurement and Evaluation	KGBB09ME325		8
	2	Educational Leadership and Administration	KGBB09MES417		9
4	20	the total			

stage /sixth semester					
Credit hours		Name of the course or course	Course or course code		T
practical	theoretical				
	3	Early Literacy Development	KGBB09PCRw314	2025–2026	1
	2	Assessment and Evaluation	KGBB09ME325		2
	3	Psychology of Creativity	KGBB09CP322		3
	2	Curricula and School Textbooks	KGBB09C416		4
	3	Scientific and Mathematical Experiences	KGBB09PCRw314		5
	3	Readings in Child Psychology (English Texts)	KGBB09RSE323		6
	16	the total			

Expected learning outcomes of the program .^
a. Cognitive objectives
,An ambitious picture for the future of the academic program to be an advanced .inspiring, motivating, realistic and applicable programme
.B – The skill objectives of the course
Statements that describe what an academic program intends to achieve within a .specific period of time and that are measurable and observable
C– Evaluation methods (cognitive objectives and skill objectives)
Program evaluation form by students and the extent of benefit gained from this program

Teaching and learning strategies .٩
They are the strategies used by a faculty member to develop student teaching and learning, and they are plans that are followed to reach learning goals. That is, it describes all curricular and .extracurricular activities to achieve the learning outcomes of the programmeAchieving the learning outcomes of the program includes cooperative learning, brainstorming, observational learning, problem-solving, and story-based learning.
Evaluation methods .١٠
All available means

The teaching staff .١١						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	angel			private	general	
	✓			Kindergarten	Kindergarten	Assist. Prof. Dr. Suaad Abdullah Dawood
	✓			Motor Learning	Physical Education and Sports Sciences	Prof. Dr. Basim Khalaf Kadhim
	✓			Translation	Russian Language	Assist. Prof. Dr. Abbas Abd Al-Amir Shihatha
	✓			Curricula and Methods of Teaching Biology	Educational and Psychological Sciences	Asst. Prof. Dr. Mohammad Jassim Abdul-Amir
	✓			Psychology	Philosophy in Arts	Lecturer Dr. Mohammad Abid Nasser Hussein
	✓			Strategic Management	Business Administration	Lecturer. Zuhair Wasmi Salman
	✓			Kindergarten	Kindergarten	Lecturer Dr. Marwa Salih Alwan
	✓			Psychology	Psychology	Lecturer Dr. Shaimaa Sulaibi Salih
	✓			General Teaching Methods	Educational Psychological Sciences	Lecturer Dr. Baidaa Sami Salim
	✓			Kindergarten	Kindergarten	Asst. Lecturer. Ghania Hassan Tarrad
	✓			Kindergarten	Kindergarten	Asst. Lecturer. Shaimaa Amer Mohammad Ali

	✓			Kindergarten	Kindergarten	Asst. Lecturer. Samaher Hadawi Amhi
	✓			Kindergarten	Kindergarten	Asst. Lecturer. Zainab Najm Alwan
	✓			Kindergarten	Kindergarten	Asst. Lecturer. Zaman Kareem Muhaisin
	✓			Kindergarten	Kindergarten	Asst. Lecturer. Ghufran Adnan Nasser
	✓			Kindergarten	Kindergarten	Asst. Lecturer. Zahraa Bahjat Izzat
	✓			Kindergarten	Kindergarten	Asst. Lecturer. Shahd Ahmed Yaseen
	✓			Kindergarten	Kindergarten	Asst. Lecturer. Noor Faisal Adnan
	✓			Home Economics	Home Economics	Asst. Lecturer. Huda Abdul- Razzaq Salem
	✓			Cultural Sociology	Sociology	Asst. Lecturer. Firas Aliwi Mahmoud
	✓			Methods of Teaching Arabic	Methods of Teaching Arabic	Asst. Lecturer. Abdul-Zahra Kazar Jadir

Professional development
Thinking skills ٢- Discussion ٣- Asking questions ٤- Performing practical - ١ experiments ٥- Leadership in classroom management
Professional development for faculty members
Increasing the number of scientific sources that provide a greater amount of information on the topic at hand and striving to make students interact with the scientific material by

encouraging them to conduct practical tests that prove the information they received in
.the lecture

Acceptance criterion .١٢

- أ. Central admission
- ب. Direct admission

The most important sources of information about the program .١٣

- أ. .Corresponding colleges
- ب. .Methods of learning outcomes and course

Program development plan .١٤

- أ. Review and update curricula
- ب. Evaluate and monitor the program
- ت. .Regular meetings of deans of basic education colleges

Program skills chart																
Learning outcomes required from the programme																
Value				Skills				Knowledge				Essential or ?optional	Course Name	Course Code	Year / level	
C 1	C 2	C 3	C 4	B 1	B 2	B 3	B 4	A 1	A 2	A 3	A 4					
*			*		*			*		*		Basic	Principles of Art Education in Kindergarten	KGBB09EAK121	2025-2026	
	*	*		*	*		*		*			Basic	Child Health and Nutrition	KGBB09cN123		
*			*		*		*		*		*	Basic	Socialization	KGBB09I22		
										*		Basic	Foundations of Education and Basic Learning	KGBB09BE115		
	*			*					*			Basic	Arabic Language	KGBB09ie116		
*			*					*				Basic	Islamic Education / Civilization	KGBB09IE128		
		*			*		*			*		Basic	English Language	KGBB09EL126		
	*		*			*		*			*	Basic	Child Language Development	KGBB09ID221		
					*				*			Basic	Psychology of Child Learning	KGBB09PE214		

		*		*			*			*		Basic	Cognitive Development	KGBB09 DK212	
			*								*	Basic	Social Psychology	KGBB09 SP216	
*			*			*			*		*	Basic	Educational Psychology	KGBB09E P215	
								*		*		Basic	Psychology of Teaching Classroom Thinking	KGBB09P PD234	
	*	*		*	*		*		*			Basic	Psychology of Children with Special Needs	KGBB09Pc sn211	
*			*		*		*		*		*	Basic	Computer Science	KGBB09M O128	
										*		Basic	Early Literacy Development	KGBB09P CRw314	
	*			*					*			Basic	Assessment and Evaluation	KGBB09M E325	
*			*					*				Basic	Psychology of Creativity	KGBB09C P322	
		*			*		*			*		Basic	Curricula and School Textbooks	KGBB09C 416	
*			*			*			*		*	Basic	Scientific and Mathematical Experiences	KGBB09P CRw314	
								*		*		Basic	Readings in Child Psychology (English Texts)	KGBB09R SE323	

The first stage

First semester

The first stage

Course (physical education for kindergarten children)

Course description

Physical education for kindergarten children focuses on movement because it is a social means by which a person deals with his surrounding world, just like language, in addition to achieving the special goals of sports and understanding the meaning of the sports .level

1.	Course Name
	Motor education for kindergarten children
2.	Course code
	– KGBB09KEC112
3.	Semester/year
	The first / first stage
4.	The date this description was prepared
	2/10/2025
5.	Available attendance forms
	My presence
6.	Total number of study hours: total number of units
	3 3
7.	Name of the course administrator (if more than one name is mentioned)
	:M. M. Nour Faisal Adnan Email ayadalmarsomy48@gmail.com - millimeter. Marwa Saleh Alwan - millimeter. Generous time
8.	Course objectives

•	1- Preparing a successful professionally prepared teacher capable of training future leaders using educational skills commensurate with the ongoing scientific development 2- The ability to deal with children's problems and find solutions to them 3- Understanding educational methods and methods for the problems facing female students during the educational process				
9. Teaching and learning strategies					
The method of presenting the lecture by recitation, in addition to using modern educational methods, including the PowerPoint presentation and the smart board, adding the method of discussion and discussing how to solve problems related to the topics Also motivating the student to be able to deal with modern technologies for teaching pre-school children				The strategy	
1- Providing freedom for the student to discuss and ask questions about the topic 2- The skill of choosing a good method 3- Choosing the appropriate educational method that helps students understand the subject and according to individual differences 4- Developing the skill of starting an opinion among female students in the kindergarten department					
10. Course structure					
Evaluation method	Teaching method	Name of the unit/course or subject	Required learning outcomes	hours	the week
ask questions	Discussion and dialogue	The concept of movement the meaning of sports / movement / factors affecting movement	Objectives of the physical education lesson for kindergarten/child development	٦	First/second
Discussion	Diction	Conditions in sports movement and its development	The motor development of the kindergarten child / A supplement to the motor development of the kindergarten child	٦	Third/fourth
Discussion	Diction	The role of the teacher in making the child's	Characteristics of a successful	٦	Fifth/sixth

		practice of motor activity a source of enjoyment	/ educator physical education lesson for kindergarten children		
Homework	Diction	Applications in the field of motor education	Individual / differences method of teaching exercises to kindergarten	٦	Sevent h/eight h
Mini search	Discussion and dialogue	Motor activities for kindergarten children	How to direct a physical education lesson for / kindergarten teaching movement and teaching through movement	٦	Ninth/t enth
ask questions	Daily tests	The kinetic story/its foundations, standards and content	Directing a physical education lesson in the / classroom learning through play	٦	Eleven th/twel fth
Mini search	Diction	Small games/their concept, nature and goals	Mini-game exercises can be used in and outside the classroom	٦	Thirte enth/fo urteen th
11. Course evaluation					
very good					
12. Learning and teaching resources					
Inshirah Ibrahim Al-Musharifi (٢٠١٥)		1- Motor education for kindergarten children			

Course (Childhood Legislation and Organizations)

Course description

The subject of childhood legislation aims to promote children's rights and the sustainability of human society on the basis that the child is the future, and it constitutes a major element in contemporary legislation, especially at the international level, which has translated its legislative interest in children and their rights

Course description form

13. Course Name	
Childhood legislation and organizations	
14. Course code	
– KGBB09Loc111	
15. Semester/year	
The first / first stage	
16. The date this description was prepared	
12/10/2025	
17. Available attendance forms	
My presence	
18. Total number of study hours: total number of units	
2 2	
19. Name of the course administrator (if more than one name is mentioned)	
:A.M.D. Suad Abdullah Dawoud Email Sdawod@uowasit.edu.iq - millimeter. Ghaniya Hassan Trad - millimeter. Samaher Hadawi Amhi	
20. Course objectives	
•	4- Preparing a successful professionally prepared teacher capable of training future leaders using educational skills commensurate with the ongoing scientific development

	5– The ability to deal with children’s problems and find solutions to them 6– Understanding educational methods and methods for the problems facing female students during the educational process				
21. Teaching and learning strategies					
The method of presenting the lecture by recitation, in addition to using modern educational methods, including the PowerPoint presentation and the smart board, adding the method of discussion and discussing how to solve problems related to the topics Also motivating the student to be able to deal with modern technologies for teaching pre-school children					The strategy
5- Providing freedom for the student to discuss and ask questions about the topic 6- The skill of choosing a good method 7- Choosing the appropriate educational method that helps students understand the subject and according to individual differences 8- Developing the skill of starting an opinion among female students in the kindergarten department					
22. Course structure					
Evaluation method	Teaching method	Name of the unit/course or subject	Required learning outcomes	hours	the week
ask questions	Discussion and dialogue	Historical development of interest in children's rights	Children's rights laws and the Code of Hammurabi	٤	First/second
Discussion	Diction	Children's rights in Islamic law	Provisions of Islamic Sharia for children’s rights	٤	Third/fourth
Discussion	Diction	Rights of the child before birth	The role of Islam in protecting the child before birth	٤	Fifth/sixth
Homework	Diction	Child rights during pregnancy	The right of the child to preserve his life and health embryologically	٤	Seventh/eighth

Mini search	Discussion and dialogue	Rights of the child after birth	child's rights in Islam	٤	Ninth/tenth
ask questions	Daily tests	General principles about child fields	Establishing basic standards for children's rights	٤	Eleventh/twelfth
Mini search	Diction	International conventions on children's rights	United Nations conventions on the rights of the child	٤	thirteenth/fourteenth

23. Course evaluation

very good

24. Learning and teaching resources

Saeed Muhammad Al-Sakka (٢٠١٧)	2- Childhood legislation and organizations
Muhammad Khair Fall et al (٢٠١٧)	3- Childhood legislation and organizations

1. Expected learning outcomes of the programme

Knowledge

A^١- Knowledge of childhood rights
A^٢- Identify the two laws that legitimize the Childhood Law
A^٣- Identify the role of Islamic law in preserving the rights of children and protecting them
A^٤- Identify the difference between pre-Islamic and post-Islamic education
. A^٥- Understanding the meaning of childhood
A^٦- Knowing the types of children's rights from early childhood . until adolescence

Skills

B^١ - Motivating students to implement children's rights on the .ground
.B^٢ - Modern education skills in light of cognitive development
B^٣ - Providing theatrical performances that embody children's .rights and care

Evaluation

	Observing the students during the discussion process, which is done by asking questions about the topic and emphasizing the correct answer and how to avoid the wrong answer by understanding the topic correctly and presenting an evaluation lesson through feedback to determine the extent of the students' understanding and . understanding of the specific topic
--	--

Course (History of Kindergarten)

Course description

It studies the history of kindergartens and the features of education, ancient and modern, and searches for developments in raising children throughout the ages and follows up on the educational system, emphasizing the complete balance in human life, both its material and moral aspects, and creating equal opportunities in acquiring science and knowledge

Course description form

1.	Course Name
	Kindergarten history
2.	Course Code
	– KGBB09KH113
3.	Semester/ year
	The first/first stage
4.	Date this description was prepared
	12/10/2025
5.	A. Available attendance forms
	Classroom
6.	Number of study hours (total)/number of units (total)
	3
7.	Name of the course administrator (if more than one name is mentioned)
	:Amil - Name: M.M. Ghufra Adnan Nasser Al ghfranalshmry300@gmail.com M.M. Shaima Amer Muhammad Ali M. M. Samaher Hadawi Amhi
8.	objectives Course
Kindergarten history concept The most important Arab and foreign scholars	Objectives of the study subject

Kindergarten systems in Arab and foreign countries					
9. Teaching and learning strategies					
Presenting the lecture through recitation and using teaching aids - Using modern methods to present educational material, such as presenting it via PowerPoint					The strategy
10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
F /W written exam	Discussion and dialogue	Education in the perspective of Islamic thought	The development of educational thought in kindergartens	٦	the first second
Oral/written exam	save	Landmarks of Islamic education	Landmarks of Islamic education	٦	III-IV
Daily testing	Discussion and dialogue	the first exam		٦	V - VI
the first exam	Discussion and dialogue			٦	Seventh-eighth
Daily testing	Explain and memorize	Ibn Sina, Al-Ghazali		٦	Ninth-tenth
Daily testing		,Cominos ,Rousseau Pestalonzi	Media of educational thought	٦	Eleventh twelfth -
Daily testing	Explanation of memorization	Froebel games for children, Froebel gifts, Montessori ,educational toys elements of the Montessori method	Educational thought among Europeans		
Second exam	Discussion and dialogue		Froebel, Maria Montessori	٦	The thirteenth

		Second exam		٦	the - fourteenth
	Discussion and dialogue	Organizing kindergartens in Egypt, organizing kindergartens in Iraq	Organizing kindergartens for some Arab and foreign countries		Fifteenth
11. Course evaluation					
$= \text{Activity} = \circ \text{ Attendance} = \circ \text{ Daily tests} = \circ \text{ Reports} = \circ \text{ First exam} = ١ \cdot \text{ Second exam}$ $١ \cdot$ $\text{Endeavor score} = ٤ \cdot \text{ Final exam} = ٦ \cdot$					
12. Learning and teaching resources					
Kindergarten development			Required textbooks (methodology, if any)		
Kindergarten history book			Main references (sources)		
			Recommended supporting books and references (scientific journals, reports....)		
			Electronic references, Internet sites		

Course (human rights)

Course description

The human rights course presented the most important duties and rights that society must provide to every individual, starting with the human right to education, nationality, housing marriage, and the right to work, and what is the role of organizations in protecting them

Course description form

25. Course Name
Human rights and democracy
26. Course code
- KGBB09Hr117
27. Semester/year
The first / first stage
28. The date this description was prepared
12/10/2025
29. Available attendance forms
My presence
30. Total number of study hours: total number of units
2 2
31. Name of the course administrator (if more than one name is mentioned)
millimeter. Firas Aliwi Mahmoud fadinice27@gmail.com millimeter. Muhammad Obaid Nasser
32. Course objectives

•	7- Preparing a successful professionally prepared teacher capable of training future leaders using educational skills commensurate with the ongoing .scientific development 8- .The ability to deal with human rights problems that occur on a personal level 9- Understanding educational methods and methods for the problems facing female . students during the educational process
---	--

33. Teaching and learning strategies

The method of presenting the lecture by recitation, in addition to using modern educational methods, including the PowerPoint presentation and the smart board, adding the method of discussion .and discussing how to solve problems related to the topics It also motivates the student to be able to deal with modern . techniques for teaching human rights	The strategy
9- Providing freedom for the student to discuss and ask .questions about the topic 10- .The skill of choosing a good method 11- Choosing the appropriate educational method that helps students understand the subject and according .to individual differences 12- Developing the skill of starting an opinion among .female students in the kindergarten department	

34. Course structure

Evaluation method	Teaching method	Name of the unit/course or subject	Required learning outcomes	hours	the week
ask questions	Discussion and dialogue	Know the historical roots of human rights	History of human rights	ξ	First/second
Discussion	Dictation	Knowledge of human rights in Islamic law	Human rights in Islam	ξ	Third/fourth

Discussion	Dict ion	Statement and explanation of International Human Rights Day	Universal Declaration of Human Rights	ξ	Fifth/s ixth
Homework	Dict ion	Explaining the criteria according to which human rights are divided	Human rights standards	ξ	Sevent h/eight h
Mini search	Dis cussion and dial ogue	The nature of human rights in times of peace and their difference from times of war	Human rights in peace and war	ξ	Ninth/t enth
ask questions	Dail y tests	Explain and clarify what democracy is and know the mechanism by which it works	Democratic system	ξ	Eleven th/twel fth
Mini search	Dict ion	Know the difference between the democratic system and Islamic law	Democracy and Islam	ξ	Thirte / enth

35. Course evaluation

very good

36. Learning and teaching resources

Human Rights and Democracy Majeed Kamel Hamza (٢٠٢١) -١
1- Human rights between the teachings of Islam and the United Nations Declaration Muhammad Al-Ghazali (٢٠٠٢)

Course (Fundamentals of Psychology)

Course description

The basics of psychology course dealt with a historical view of psychology, its most important goals and branches, and its relationship to some sciences. The course dealt with human behavior, what are the factors that affect human behavior, and .how emotions occur and are controlled

Course description form

37. Course Name
Basics of psychology
38. Course code
– KGBB09KH114
39. Semester/year
The first / first stage
40. The date this description was prepared
12/10/2025
41. Available attendance forms
My presence
42. Total number of study hours: total number of units
3 3
43. Name of the course administrator (if more than one name is mentioned)
:A.M.D. Salah Adnan Nasser Email salahadnan@uowasit.edu.iq - millimeter. Shaima Amer
44. Course objectives

•	This course aims to introduce the topics and topics of .١ . the foundations of psychology Increase students' knowledge of how emotions develop and control Helping the student to identify his essential self in .٢ order to diagnose the strengths and weaknesses of his personality Knowing the relationship between psychology and .٤ different areas of life				
45. Teaching and learning strategies					
The method of presenting the lecture by recitation, in addition to using modern educational methods, including PowerPoint presentation and data show, adding the discussion method and .discussing how to solve issues related to the topics Also motivating the student to be able to deal with modern . technologies to teach school students				The strategy	
13- Providing freedom for the student to discuss and .ask questions about the topic 14- .The skill of choosing a good method 15- Choosing the appropriate educational method that helps students understand the subject and according .to individual differences 16- Developing the skill of forming an opinion among .students of Islamic education					
46. Course structure					
Evaluation method	Teaching method	Name of the unit/course or subject	Required learning outcomes	hours	the week
ask questions	Discussion and dialogue	Learn about this through the opinions and theories of scientists	The origins of general psychology, its development, its definition, and the importance - of its study	٦	First/second

Discussion	Diction	Learn about this through the opinions and theories of scientists	Schools of psychology - the role of Arab and Muslim scholars behavior - the - meaning of behavior and its aspects - and the overall view of - behavior	٦	Third/fourth
Discussion	Diction	Learn about this through the opinions and theories of scientists	Factors influencing - behavior environment and . genetics	٦	Fifth/sixth
Homework	Diction	Learn about this through the opinions and theories of scientists	Motivation - the meaning of motivation, its function, and measuring the strength of - motivation types of - motivation	٦	Seventh/eighth
Mini search	Discussion and dialogue	Learn about this through the opinions and theories of scientists	- Emotions definition of emotion and its - characteristics and the physiological changes accompanying - emotion theories that explained emotion - the importance of - emotions	٦	Ninth/tenth
ask questions	Daily tests	Learn about this through the opinions and theories of scientists	- Fear - anxiety anger - their causes and - results learning - its meaning - its - conditions	٦	Eleventh/twelfth

Mini search	Diction	Learn about this through the opinions and theories of scientists	Learning and maturity – its types – theories —	٦	Thirteenth/fourteenth
ask questions	Diction	Learn about this through the opinions and theories of scientists. Learn about this through the opinions and theories of scientists	,Sensation perception and attention		Fifteenth
47. Course evaluation					
very good					
48. Learning and teaching resources					
Dr.. Ahmed Ezzat Rajeh		Principles of psychology -١			
Dr.. Marwan Abu Huwa		Introduction to general psychology-٢			
Mr. Dr. Muhammad Jassim Al-Obaidi		Introduction to general psychology-٣			

The first stage

Course (Computer)

Course description

,The course is an introduction to the principles, components skills and applications of the computer. The course covers the ,basic concepts For computer hardware (internal and external) system software and application programs

Course description form

49. Course Name
Practical theoretical computer
50. Course code
– KGBB09MO128
51. Semester/year
The first / first stage
52. The date this description was prepared
12/10/2025
53. Available attendance forms
My presence
54. Total number of study hours: total number of units
2 45
55. Name of the course administrator (if more than one name is mentioned)
M. M. Zuhair and Sami Salman
56. Course objectives
Preparing teachers with successful professional preparation capable of training future leaders -^١ .using appropriate educational skills .With the scientific development taking place .The ability to deal with modern means and find solutions for them -^٢ Understanding the methods and techniques for learning and teaching how to work on –^٣ . .computers

57. Teaching and learning strategies					
The method of presenting the lecture by recitation, in addition to using modern educational methods, including the PowerPoint presentation and the smart board, adding the method of discussion and discussing how to .solve problems related to the topics Also motivating the student to be able to deal with modern technologies . for teaching pre-school children				The strategy	
17- Providing freedom for the student to discuss and ask .questions about the topic 18- .The skill of choosing a good method 19- Choosing the appropriate educational method that helps students understand the subject and according to .individual differences 20- Developing the skill of starting an opinion among .female students in the kindergarten department					
58. Course structure					
Evaluation method	Teachin g method	Name of the unit/course or subject	Required learning outcomes	hours	the week
Practical application	Diction	Getting to know the computer and its parts	Computer knowledge	٦	the first second
Practical application and daily duties	Diction	Hardware and software components and their functions	Learn about computer operation	٦	Third/ fourth
Practical application with discussion	Diction	Learn about the Windows operating system	Possibility of turning on and off	٦	Fifth/s ixth
,Discussion practical application	Diction	Dealing with windows	Knowledge of dealing with windows	٦	Sevent h/eigh th

+ Discussion practical application	Diction	Create a folder - change the folder name - move, copy and delete the folder	folders	१	Ninth/tenth
Practical application and discussion	Diction	Identify the most important windows in the system and know their parts	The most important windows in the system	१	Eleventh/twelfth
Asking oral + questions practical application	discussion	Printer - flash - CDs	Dealing with peripheral devices	१	Thirteenth/fourteenth
59. Course evaluation					
very good					
60. Learning and teaching resources					
		4- Computer basics and office applications/Part One			
		5- Practical computer lab			

Expected learning outcomes of the programme
a. Cognitive objectives
Enabling students to acquire and understand all terms, concepts and symbols of - १ .computer languages Enabling students to acquire and understand the methods and work of various - २ .programs Enabling students to acquire and understand methods for following programs - ३ .inside computers . Enabling students to acquire and understand methods of working on computers - ४
.B – The skill objectives of the course

.Enabling students to acquire computer skills - ١
 Enabling students to learn and acquire skills for operating programs inside - ٢
 . computers
 Enabling students to possess the skills of using modern technologies in teaching - ٣
 .and learning computer science
 Enabling students to acquire and understand computer teaching strategies, methods ٤
 . and techniques

C- Evaluation methods (cognitive objectives and skill objectives)

Written or objective tests, quarterly or monthly - ١
 Grades awarded for daily contributions - ٢
 Attendance and regularity scores in lectures - ٣
 Daily examinations are agreed upon or not agreed upon - ٤

The Second Stage

First Semester

Course Description Form

1. Course Name:	
Educational research methodology	
2. Course Code:	
KGBB09RCRD238	
3. Semester / Year:	
Fourth stage / seven system	
4. Description Preparation Date:	
12/10/2025	
5. Available Attendance Forms:	
quarterly	
6. Number of Credit Hours (Total) / Number of Units (Total)	
(30) For each branch - (2)	
7. Course administrator's name (mention all, if more than one name)	
Name:	
Email:	Assistant teacher. Nawal abba/nabbas@uowasit.edu.iq
8. Course Objectives	
Course Objectives	1. Developing students' positive attitudes toward the subject 2. The objectives of the educational content are achieved by identifying the curriculum in its educational sense 3. Identify traditional and progressive trends in educational philosophies 4. Giving an idea about educational theories and their importance in the educational curriculum 5. Identify the elements of the curriculum 6. Identify the types of curricula 7. Explain the importance of evaluating and developing the curriculum 8. Identify the textbook, its preparation specifications, and its importance in the educational process
9. Teaching and Learning Strategies	

Strategy	A-Knowledge and understanding A1. Identify the concepts of curriculum and school book A2. Identify the types of curriculum A3. Knowledge and understanding of all kinds of curriculum and studying advantages and disadvantages A4-recognition of elements of the curriculum Study and importance of each element A5. Identify the concepts of the curriculum and develop the curriculum and the curriculum A6. Identification of the textbook and its importance and specifications B - The issues of subject B 1 - The students have many skills Effective teaching B2 - Lesson management skills within the grade B3 - the skills of the new way to be adopted to achieve the educational level the purpose of it C – thinking skills C1- The skills of thinking for the conclusion of the most harmonious and convenient method of teacher C2 - critical thinking skills to understand the relationship for basic education among Arab countries. C3 - Creative thinking skills to reach a new idea for innovative education world C4- Skills of communication and discussion, and Falls of ideas and answers				
	10. Evaluation methods 1. The way questions and answers during the lesson 2. Request reports from students to learn how to search 3. Editorial exam				
	10. Course Structure				
Week	Hours	Evaluation Required Learning Outcomes	Unit or subject name	Learning method	method

--	--	--	--	--	--

1	two hours hours for each branch	The concept of educational approach	Research	Discussion and dialogue	Written - Oral
2	two hours hours for each branch	Traditional approach and modern curriculum	Research	Discussion and dialogue	Written - Oral
3	two hours hours for each branch	Curriculum components as a system	Thinking	Discussion, presentation and dialogue	Written - Oral
4	two hours hours for each branch	The apparent curriculum and the deadline	research assumes	Discussion, presentation and dialogue	Written - Oral
5	two hours hours for each branch	Modern approach components	A model plan for writing scientific research	Discussion, presentation and dialogue	Written - Oral

6	two hours hours for each branch	Foundations of the curriculum	Search Plan	Discussion and dialogue	Written - Oral
7	two hours hours for each branch	Traditional direction of educational phosphoses	the interview	Discussion and presentation	Written - Oral
8	two hours hours for each branch	Psychological basis for the curriculum	Note	Diction	Written - Oral
9	two hours hours for each branch	The social basis for the coasta	Note	Discussion and dialogue	Written - Oral
10	two hours hours for each branch	Theories of learning and their importance in learning and curriculum	Questionnaire	Discussion and presentation	Written - Oral
11	two hours hours for each branch	Elements of the curriculum	Questionnaire	Diction	Written - Oral

12	two hours hours for each branch	Types of curriculum	Samples	Discussion and presentation	Written - Oral
13	two hours hours for each branch	Curriculum evaluation	Samples	Diction	Written - Oral
14	two hours hours for each branch	Curriculum development	Scientific research methods	Discussion and presentation	Written - Oral
15	two hours hours for each branch	The school book, its importance and preparation specifications	empirical research	Discussion and presentation	Written - Oral

--	--	--	--	--	--

Daily and monthly examinations for the purpose of identifying students' strengths and weaknesses, along with preparing reports on the subject in addition to attendance

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)

Recommended books and references
(scientific journals, reports...)

Electronic References, Websites

1- Al-Jabri, Kazem Karim 2011, (curriculum and textbook), 1st edition, Dar Al-Kutub and Documents, Baghdad, Iraq. 2- - Saleh, Rahim Ali and Dakhel, Samaa Turki, 2018, (Curriculum and Textbook), 1st edition, Baghdad, Iraq..

Course Description Form

Psychology of Child Learning	
kGBB09pE214	
12_10_2025	
My presence	
2_2	
8. Course Objectives	
yahdif almuqarar ala taerif altalabat basis wamabadi saykulujiat altaelim alsafiyyu -\ wafahm nazariaat altaealum watahsin aleamaliat altaelimia 2- an muhtawaa alhadaf alsuluk waltarbiat watastahdif aihdath altaealum eind alford wahadha altaealum yuqas bialtaghayur alhasil fi alsuluk .	
9. Teaching and Learning Strategies	
Strategy	taerif altalabat bialmafahim alasasiat fi saykulujiat altaealum alsafiyyi · waealaqatiha bialeamaliat altaelimia faham alnazariaat alasasiat fi altaealum watatbiqiha dakhil albiyat · alsafia tanmiat maharat altalabat fi aistikhdam astiratijiaat altaealum · alsafiyyi alfaeal mimaa yazid min najah eamaliat altaealum · musaeadat altalabat ealaa tafsir alfuruq alfardiat bayn almutaealimin 5 tadrib altalabat ealaa kayfiat tawzif mabadi altaeziz waldaafieiat wadarat alsafi bima yadeam altaealum

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	4	The student should understand the basic concepts. The student should be able to explain learning theories.	namudhaj dik ,kamb	Discussion	questions and answers
3-4	4	yuhailil altaalib suluk almutaealimin	asmim altaelimi, ma almaqsud	Discussion	questions and answers
5-6	4	an yumayiz altaalib bayn ainmataaltaalumtasmim altaelimi, almukhtalifama almaqsud yuhailil altaalib suluk almutaealimin	amtihan alshahr alawil mae tahdir	Tests	aikhtibarat shafawia
7-8	4	The student should understand the basic concepts. The student should be able to explain learning theories.	student should be able to explain learning theories.	Tests	aikhtibarat shafawia
9-10	4	The student should be able to explain learning theories	almafahim ,marahil numuiha, biajiat , tatbiqat tarbawiat mae almurajaea	Discussion	questions and answers
11-12	4	an yumayiz altaalib bayn ainmataaltaalumtasmim altaelimi, almukhtalifa	almafahim ,marahil numuiha, biajiat , tatbiqat tarbawiat mae almurajaea	Tests	questions and answers

		yuhallil altaalib suluk almuta'alimin			
13-14	4	The student should understand the basic concepts. The student should be able to explain learning theories.	aimtihan alshahr althaani namudhaj namadhij earabiat mae aikhtibarat yawmiat aimtihan alshahr althaani namudhaj namadhij earabiat mae Tests aikhtibarat shafawia aikhtibarat yawmia	Tests	aikhtibarat shafawia
15	5	an yumayiz altaalib bayn ainmat alta'alum almukhtalifa yuhallil altaalib suluk almuta'alimin			

1. Course Evaluation
2. Learning and teaching resources

3. Course Evaluation

alnashatat aldhihnai :5
altahdir alyawmiu :5
alaimtihanat alyawmiat :5
alhuduru:5
alaimtihanat alshahriat :20
almajmue :40

aliamtihan alnihayiyi : 60 daraja

4. Learning and teaching resources

Main references (books)

1 1- 1- saykulujiat altaelim waltacalum eadnan yusuf aleatuwm

(....Supporting sources and references) scientific journals, reports
saykulujiat altufulat eabd alrahman eads

Electronic patches

Course Description Form

Readings in Child Psychology "English texts"	
KGBB09RSE323	
sixth / third	2025- 2026
12 / 10 / 2025	
Classrooms	
Number of units = 3	Number of hours = 30
8. Course Objectives	
1. Preparing kindergarten students for scientific research using the texts and terminology of child psychology .	
2. enriching the English language vocabulary for students in the field of specialization.	
9. Teaching and Learning Strategies	

Strategy	Completion of the plan to develop the skills of students of the kindergarten Department in the field of acquiring a second language (English) after passing the stages of learning English grammar and entering the field of specialization by using the English language to study child psychology as English texts and preparing kindergarten teachers fully .
-----------------	---

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First/second	3	The student will learn about Historical background of child psychology	Historical background of child psychology	Reading and translation and discussion	questions and answers
Third / forth	3	The student will understand the importance of concept of development	The concept of development Reading and discussion	Reading and translation and discussion	Asking questions
Fifth/sixth	3	The student will learn The stage of development	The stage of development Reading and discussion	Reading and translation and discussion	Discussion
Seventh /eighth	3	The student will compare between classical and operant conditioning.	Learning processes Reading and discussion	Reading and translation and discussion	Discussion
Ninth /tenth	3	The student will learn mechanism acquire the second language.	Language Reading and discussion	Reading and translation and discussion	Homework
Eleventh /twelfth	3	The student will learn the stage of Pre-linguistic in the childhood.	Pre-Linguistic Reading and discussion	Reading and translation and discussion	Asking questions

thirteenth / fifteen	3	The student will understand the importance of this stage	Embryonic stage	Reading and translation and	Asking questions
5. Course Evaluation					
th	Total = 40	Social learning theory	Monthly exam = 20; Oral tests = 10; Reading and discussion	Reading and translation and discussion	Activities and events = 10
6. Learning and teaching resources					
Santrock, J. W.		(2023). Child Development. McGraw-Hill Education.			
Shaffer, D. R., & Kipp, K.		(2014). Developmental Psychology: Childhood and Adolescence. Cengage Learning.			
Berk, L. E.		(2021). Child Development. Pearson. -6			

The Third Stage

First Semester

Course Description Form

General teaching methods
KGBBO9GTM324
Fifth semester / 2025-2026
2025/10/12
Classroom
30 hours / 3 units
8. Course Objectives
The teaching of this course aims to provide students with some aspects of cognitive and emotional learning associated with teaching and its methods that help them in teaching general education curricula. The teacher of future generations, when she finishes studying this course, is expected to achieve the following objectives Identifying the characteristics, qualities, duties and roles of a multiple and diverse -١ successful teacher in teaching .Acquiring positive trends towards the teaching profession -٢ Identifying and classifying educational goals and their levels and distinguishing -٣ .between general and special goals

Identifying the behavioral objectives and ways to achieve them, measure and -٤
 formulate them in a clear, specific and measurable formulation and with diverse and
 .graduated levels in its field of specialization

.Identifying some of the problems of the junior teacher -٥

Identifying what teaching is, its importance, distinguishing it from learning and -٦
 education, understanding and enumerating its stages: planning, implementation,
 .evaluation and its problems

Identifying what are modern teaching strategies, methods, methods, attitudes and -٧
 procedures

Comparing methods, advantages and disadvantages of teaching methods, how to -٨
 use, the role of the teacher and the student, and the shape of the educational
 .environment in each of them

.To choose and prepare the appropriate method for the teaching situation -٩

.Identifying the standards and conditions of a good teaching method -١٠

11- Mastering classroom management skills. While providing opportunities for the
 student to practice through mini-teaching.

9. Teaching and Learning Strategies

Strategy	1) A detailed explanation of general teaching methods and their .classifications 2)Cooperative education and holding educational groups that take .place through questions, discussion and discussion with each other 3) Scientific reports and discussing their most important vocabulary with female students.
----------	--

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	3	Cognitive, spilled and emotional	Education theory, teaching theory and models of teaching theories	Discussion and dialogue	Daily exam
3-4	3	Cognitive, spilled and emotional	Trends in children's education The most prominent ideas of the media and their philosophy in the education of the child	Interrogation method	Daily exam
5-6	3	Cognitive, spilled and emotional	Extended Teaching Design Model	Discussion and dialogue	First month exam
7-8	3	Cognitive, spilled and emotional	Methods and methods in children's education	Interrogation method	Discussion
9-10	3	Cognitive, spilled and emotional	Methods and methods in children's education	Experimental	Daily exam
11-12	3	Cognitive, spilled and emotional	Teaching methods Kindergarten teacher preparation programs	Discussion and dialogue	Second month exam
13-14	3	Cognitive, spilled and emotional	Types of educational experiences and types of educational means Effective teaching and the most important principles on which effective teaching is based	Discussion and dialogue	Oral exam

15	3	Cognitive, spilled and emotional	Effective teaching and the most important principles on which effective teaching is based	Discussion and dialogue	Discussion
----	---	----------------------------------	---	-------------------------	------------

7.	Course Evaluation	
9.	Course Evaluation	
		Oral test: 5
8.	Learning and teaching resources	Daily preparation: 5
		Daily tests and reports: 10
		Monthly Exams: 20
	Total: 40 degrees Final Exam: 60 points	
10.	Learning and teaching resources	

Memos for the teacher of the subject. Teaching Compass / Dr. Nidal Muzahem Al-Azzawi

Hassan Hussein Zaitoun (2000) : Teaching Design - A Systemic Vision" World of Books: Cairo

Jaber Abdel Hamid Jaber: "Teaching Skills" Modern Renaissance House, Cairo

Mahmoud Al-Hila (General Teaching Methods)

Electronic patches

Course Description Form

Course name .١٣	
Psychology of learning	
Course code .١٤	
KGBB09PE214	
Chapter/ Year .١٥	
1212/10/2025	
Date this description was prepared .١٦	
Available attendance forms .١٧	
Classroom	
Number of study hours (total) / Number of units (total) .١٨	
٣ / ٣	
Name of the course administrator (if more than one name is .١٩ (mentioned	
Name: M.M. Zaman Karim Mohsen / Asst. Prof. Dr. Suad Abdullah Daoud	
objectives Course .٢٠	
Learn the term learning psychology ,Meaning and difference between learning education and teaching Theories that explain learning, such as Thorndike's theory. And Pavlov And a scanner And Biagia	Subject objectives
Teaching and learning strategies .٢١	
.Introducing students to the term learning psychology - . Recognizing the difference between learning and teaching - . Theories explaining learning - .The concept of instructional design and educational design -	Strategy
Course structure .٢٢	

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
F /W written exam	Discussion and dialogue	The concept of learning psychology and its importance	/ Cognitive / Skill Affective	۲	First-Second
Oral/written exam	Discussion and dialogue	Theoretical and applied learning First exam	/Cognitive Skill /Affective	۲	Third-fourth
Daily test	Discussion and dialogue	The difference between learning and teaching	/Cognitive Skill /Affective	۲	- Fifth Sixth
First exam	Discussion and dialogue	Learn about instructional design and .teaching design		۲	-Seventh Eighth
Daily test	Explain and save	Factors affecting the development of concepts in children	/Cognitive Skill /Affective	۲	- Ninth Tenth
Daily test	Explain and save	First exam	/Cognitive Skill /Affective	۲	- Eleventh Twelfth
Daily test	Explanation of memorization	Piaget's stage of conceptual development		۲	Thirteenth - Fourteenth
Second exam	Discussion and dialogue	Thorndike's Theories Trial and Error Learning Theory	/Cognitive / Skill Affective	۲	fifteenth

		Pavlov's theory Classical conditioning theory			
		Second exam			
Course Evaluation ٢٣.					
Activity = ٥ Attendance = ٥ Daily Tests = ٥ Reports = ٥ First Exam = ١٠ Second Exam ١٠ Endeavor score = ٤٠ Final exam = ٦٠					
Learning and teaching resources ٢٤.					
/			Required textbooks (methodology if any)		
Jones et al. ١٩٨٨, Karajah ١٩٩٧, Psychology of Education			Main References (Sources)		
			Recommended supporting books and ,references (scientific journals, reports (.etc		
			Electronic references, websites		

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



Academic Program and Course Description Guide

**Kindergarten Dept
2nd Semester - Year 2026**

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: wassit

Faculty/Institute: college of basic education

Scientific Department: kindergarten

Academic or Professional Program Name: Bachelor's degree in university teacher Final Certificate Name: Bachelor's degree in kindergarten education

Academic System: quarterly

Description Preparation Date:

File Completion Date:

Signature:

Suaad Abdullah Dawood

Head of Department Name:

Date: 12 /2 /2026

Signature:

Salah Abdel Hadi Hlehel

Scientific Associate Name:

Date: 12 /2 /2026

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 2 /12 /2026

Signature:

R. Engs. Areej Fawzi Hatroush Arim

الأستاذ المساعد الدكتور
ياسر فاضل عبد القادر
Approval of the Dean
عميد كلية التربية الأساسية

Date: 12 /2 /2026

* comments	percentage	Study unit	Number of courses	Program structure
Basic course	%100	154	154	Enterprise requirements
			Yes	College requirements
			Yes	Department requirements
			nothing	summer training
				Other

.Notes may include whether the course is core or elective *

.First: Specialized and non-specialized lessons for the kindergarten department

Program description .√ The first stage /first semester					
Credit hours		Name of the course or course	Course or course code	Year/level	T
practical	theoretical				
2	1	Physical Education for Kindergarten (PEK)	KGBB09KEC112	2025-2026	1
0	2	Childhood Legislation and Organizations	KGBB09Loc111		2
0	3	Introduction to Early Childhood Education (ECE)	KGBB09KH113		3
0	3	Developmental Psychology	KGBB09KH114		4
0	1	Democracy and Human Rights	KGBB09Hr117		5
2	1	Computer Science / Information Technology (IT)	KGBB09MO128		6
4	11	the total			

The first stage /second semester					
Credit hours		Name of the course or course	Course or course code	Year/level	T
practical	theoretical				
2	1	Principles of Art Education in Kindergarten	KGBB09EAK121	2025-2026	1
	2	Child Health and Nutrition	KGBB09cN123		2
	3	Socialization	KGBB09122		3
	2	Foundations of Education and Basic Learning	KGBB09BE115		4
	2	Arabic Language	KGBB09ie116		5
	3	Islamic Education / Civilization	KGBB09IE128		6
	2	English Language	KGBB09EL126		7
2	15	the total			

stage /third semester					
Credit hours		Name of the course or course	Course or course code	Year/level	T
practical	theoretical				
2	1	Curricula and School Textbooks	KGBB09C416	2025-2026	1
	3	Child Learning Psychology	KGBB09PLE213		2
	2	Children's Literature and Stories	KGBB09PP220		3
	2	Physiological Psychology	KGBB09PP214		4
	2	Arabic Language	KGBB09AL129		5
	2	Arabic Linguistics (Phonetics)	KGBB09KAL222		6
	2	English Language	KGBB09AL110		7

2	14	the total
---	----	-----------

stage /fourth semester					
Credit hours		Name of the course or course	Course or course code	Year/level	T
practical	theoretical				
	2	Child Language Development	KGBB09ID221	2025-2026	1
	2	Psychology of Child Learning	KGBB09PE214		2
	2	Cognitive Development	KGBB09DK212		3
	2	Social Psychology	KGBB09SP216		4
	2	Educational Psychology	KGBB09EP215		5
2	2	Psychology of Teaching Classroom Thinking	KGBB09PPD234		6
	3	Psychology of Children with Special Needs	KGBB09Pcsn211		7
2	1	Computer Science	KGBB09MO128		8
4	16	the total			

stage /fifth semester					
Credit hours		Name of the course or course	Course or course code	Year/level	T
practical	theoretical				
2	2	Children's Theatre	KGBB09PT311	2025-2026	1
	2	Counseling and Education for Students with Special Needs	KGBB09PPD235		2
	3	Planning and Implementation Methods of Programs	KGBB09PMIP313		3
	2	Psychology of Play in Childhood	KGBB09PCTG312		4

	3	Learning Disabilities in Children	KGBB09LDC316		5
	2	Teaching Thinking Skills	KGBB09TT315		6
2	2	General Teaching Methods and their Applications	KGBB09GTM324		7
	2	Measurement and Evaluation	KGBB09ME325		8
	2	Educational Leadership and Administration	KGBB09MES417		9
4	20	the total			

stage /sixth semester					
Credit hours		Name of the course or course	Course or course code		T
practical	theoretical				
	3	Early Literacy Development	KGBB09PCRw314	2025–2026	1
	2	Assessment and Evaluation	KGBB09ME325		2
	3	Psychology of Creativity	KGBB09CP322		3
	2	Curricula and School Textbooks	KGBB09C416		4
	3	Scientific and Mathematical Experiences	KGBB09PCRw314		5
	3	Readings in Child Psychology (English Texts)	KGBB09RSE323		6
	16	the total			

Expected learning outcomes of the program .٨
a. Cognitive objectives
,An ambitious picture for the future of the academic program to be an advanced .inspiring, motivating, realistic and applicable programme
.B – The skill objectives of the course
Statements that describe what an academic program intends to achieve within a .specific period of time and that are measurable and observable
C– Evaluation methods (cognitive objectives and skill objectives)
Program evaluation form by students and the extent of benefit gained from this program

Teaching and learning strategies .٩
They are the strategies used by a faculty member to develop student teaching and learning, and they are plans that are followed to reach learning goals. That is, it describes all curricular and .extracurricular activities to achieve the learning outcomes of the programmeAchieving the learning outcomes of the program includes cooperative learning, brainstorming, observational learning, problem-solving, and story-based learning.
Evaluation methods .١٠
All available means

The teaching staff .١١						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	angel			private	general	
	✓			Kindergarten	Kindergarten	Assist. Prof. Dr. Suaad Abdullah Dawood
	✓			Motor Learning	Physical Education and Sports Sciences	Prof. Dr. Basim Khalaf Kadhim
	✓			Translation	Russian Language	Assist. Prof. Dr. Abbas Abd Al-Amir Shihatha
	✓			Curricula and Methods of Teaching Biology	Educational and Psychological Sciences	Asst. Prof. Dr. Mohammad Jassim Abdul-Amir
	✓			Psychology	Philosophy in Arts	Lecturer Dr. Mohammad Abid Nasser Hussein
	✓			Strategic Management	Business Administration	Lecturer. Zuhair Wasmi Salman
	✓			Kindergarten	Kindergarten	Lecturer Dr. Marwa Salih Alwan
	✓			Psychology	Psychology	Lecturer Dr. Shaimaa Sulaibi Salih
	✓			General Teaching Methods	Educational Psychological Sciences	Lecturer Dr. Baidaa Sami Salim
	✓			Kindergarten	Kindergarten	Asst. Lecturer. Ghania Hassan Tarrad
	✓			Kindergarten	Kindergarten	Asst. Lecturer. Shaimaa Amer Mohammad Ali

	✓			Kindergarten	Kindergarten	Asst. Lecturer. Samaher Hadawi Amhi
	✓			Kindergarten	Kindergarten	Asst. Lecturer. Zainab Najm Alwan
	✓			Kindergarten	Kindergarten	Asst. Lecturer. Zaman Kareem Muhaisin
	✓			Kindergarten	Kindergarten	Asst. Lecturer. Ghufran Adnan Nasser
	✓			Kindergarten	Kindergarten	Asst. Lecturer. Zahraa Bahjat Izzat
	✓			Kindergarten	Kindergarten	Asst. Lecturer. Shahd Ahmed Yaseen
	✓			Kindergarten	Kindergarten	Asst. Lecturer. Noor Faisal Adnan
	✓			Home Economics	Home Economics	Asst. Lecturer. Huda Abdul- Razzaq Salem
	✓			Cultural Sociology	Sociology	Asst. Lecturer. Firas Aliwi Mahmoud
	✓			Methods of Teaching Arabic	Methods of Teaching Arabic	Asst. Lecturer. Abdul-Zahra Kazar Jadir

Professional development
Thinking skills ٢- Discussion ٣- Asking questions ٤- Performing practical - ١ experiments ٥- Leadership in classroom management
Professional development for faculty members
Increasing the number of scientific sources that provide a greater amount of information on the topic at hand and striving to make students interact with the scientific material by

encouraging them to conduct practical tests that prove the information they received in
.the lecture

Acceptance criterion .١٢

ت. Central admission

ث. Direct admission

The most important sources of information about the program .١٣

ت. Corresponding colleges

ث. Methods of learning outcomes and course

Program development plan .١٤

ث. Review and update curricula

ج. Evaluate and monitor the program

ح. Regular meetings of deans of basic education colleges

Program skills chart															
Learning outcomes required from the programme															
Value				Skills				Knowledge				Essential or ?optional	Course Name	Course Code	Year / level
C 1	C 2	C 3	C 4	B 1	B 2	B 3	B 4	A 1	A 2	A 3	A 4				
*			*		*			*		*		Basic	Principles of Art Education in Kindergarten	KGBB09EAK121	2025-2026
	*	*		*	*		*		*			Basic	Child Health and Nutrition	KGBB09cN123	
*			*		*		*		*		*	Basic	Socialization	KGBB09I22	
										*		Basic	Foundations of Education and Basic Learning	KGBB09BE115	
	*			*					*			Basic	Arabic Language	KGBB09ie116	
*			*					*				Basic	Islamic Education / Civilization	KGBB09IE128	
		*			*		*			*		Basic	English Language	KGBB09EL126	
	*		*			*		*			*	Basic	Child Language Development	KGBB09ID221	
					*				*			Basic	Psychology of Child Learning	KGBB09PE214	

		*		*			*			*		Basic	Cognitive Development	KGBB09 DK212	
			*								*	Basic	Social Psychology	KGBB09 SP216	
*			*			*			*		*	Basic	Educational Psychology	KGBB09E P215	
								*		*		Basic	Psychology of Teaching Classroom Thinking	KGBB09P PD234	
	*	*		*	*		*		*			Basic	Psychology of Children with Special Needs	KGBB09Pc sn211	
*			*		*		*		*		*	Basic	Computer Science	KGBB09M O128	
										*		Basic	Early Literacy Development	KGBB09P CRw314	
	*			*					*			Basic	Assessment and Evaluation	KGBB09M E325	
*			*					*				Basic	Psychology of Creativity	KGBB09C P322	
		*			*		*			*		Basic	Curricula and School Textbooks	KGBB09C 416	
*			*			*			*		*	Basic	Scientific and Mathematical Experiences	KGBB09P CRw314	
								*		*		Basic	Readings in Child Psychology (English Texts)	KGBB09R SE323	

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

The first stage

Second Semester

Course Description Form

Foundations of Education and Instruction					
EDUF12					
First / 2026					
15/2/2026					
In-person					
2 30					
8. Course Objectives					
1. Comprehending the general concept of education—including its significance, objectives, and the foundational principles of general instruction. 2. Understanding the various relevant educational institutions and their relationship to the educational process. 3. Identifying the various philosophical theories pertaining to human nature.					
9. Teaching and Learning Strategies					
Strategy		To introduce students to the concept of education. To identify the similarities and differences between education, learning, and teaching. To identify the roles of the teacher in light of modern trends.			
10. Course Structure					
Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation

		Outcomes			method
1-2	2	That the student becomes familiar with the general concept of education.	General Education	Questions and DailRecitation	Questions and Answers
3-4	2	To identify the similarities and differences among upbringing, education, and teaching.	Introduction to Basic Education	Answers Daily	Project
5-6	2	For the student to become acquainted with the Arab-Islamic heritage.	Basic Education Plans	Answers Dail	Questions and Answers
7-8	2	The student identifies the principles of education and instruction.	Basic Education Learning Outcomes	Answers	Mini-Research
9-10	2	The student identifies the characteristics of a successful teacher.	The Concept of Basic Education and Its Principles	Discussion	Questions and Answers
11-12	2	For the student to become familiar with the role of the guiding teacher.	Basic Education in Iraq	Dialogue	Homework
13-14	2	The student should become familiar with basic education models in various countries around the world.	Models of Basic Education in Selected Countries	Recitation	Tests Questions and Answers

11.
12. Learning and teaching resources

13. Course Evaluation
Monthly Exam: 20 Oral Tests: 10 Activities and Events: 10 Total: 40
1- Books, References, Scientific Journals, and Reports

Course Description Form

Course Name:1.	
General Arabic	
Course Code:2.	
KGBB09ie116	
Semester / Year:3.	
Chapter Two/2026	
Description Preparation Date:4.	
2026/2/4	
5. Available Attendance Forms:	
Classroom	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30 hours / 2 units	
7. Course administrator's name (mention all, if more than one name)	
8. Course Objectives	
م.د علي محمود حبيب . Ali.Mahmod@uowasit.edu.iq	
9. Teaching and Learning Strategies	
Strategy	Introducing students to basic grammatical rules, such as parts of speech and proper nouns and their types. Memorizing and analyzing poetic examples. Studying the lives of famous poets. Analyzing and studying poetic examples, engaging in dialogue and discussion with students to enhance their academic level.

	Assessing students' knowledge and understanding of the lesson material to achieve the learning objectives.
--	--

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	valuation method
1-2	2	Cognitive and skill-based	Parts of speech and identifying types of proper nouns and pronouns	Discussion	questions and answers
3-4	2	Cognitive and skill-based	Documenting Pre-Islamic Poetry: Literature and Texts – A Study of the Poet Zuhair ibn Abi Sulma: His Life, His Mu'allafa, and Its Explanation	Discussion, dialogue, and student application on the board through solving various examples by hand.	
5-6	2	Cognitive and skill-based	We will take Surah Al-Qamar, memorizing 10 verses along with their meanings, the reason for its name, the number of its names, its objectives, and finally, its explanation.	Discussion, dialogue, memorization, and analysis of texts.	
7-8	2	Cognitive and skill-based	Demonstrative pronouns, relative pronouns, and nouns with the definite article (al-) With the first monthly exam	Discussion, dialogue, and student application on the board through solving	

				various examples by hand.	
9-10	2	Cognitive and skill-based	Rhetoric: Explanation, memorization, and analysis of the Prophet's sermon (peace be upon him), including the definite article, dual, plural (of all three types), and the five nouns.	Text preservation and analysis	
11-12	2	Cognitive and skill-based	Ibn Zaydun: His Life, His Nuniyya Poem, and Its Analysis; and the Second Monthly Exam	Discussion, dialogue, and student application on the board through solving various examples by hand.	
13-14	2	Cognitive and skill-based	General review	Discussion, dialogue, memorization, and analysis of texts.	
15	5				

Course Evaluation .\	
Oral Exam: 5 Daily Preparation: 5 Daily Tests and Reports: 10 Monthly Exams: 20 Total: 40 marks Final Exam: 60 marks	

Learning and teaching resources	.٢
---------------------------------	----

Course Evaluation	.٣
Main References (Sources): Ibn Aqil's Commentary on Ibn Malik and Al-Ghalayini's Comprehensive Collection of Arabic Lessons; Shawqi Daif's History of Literature in the Pre-Islamic and Islamic Eras	
Learning and teaching resources	.٤
Recommended supporting books and references (scientific journals, reports, etc.): History of Arabic Literature by Hanna al-Fakhoury Collected Poems and the Most Important Research Published in Journals Arab Academy.	
Electronic patches Electronic references, websites Websites of accredited libraries in Arabic	

Course Description Form

Child health and nutrition
KGBB09cN123
۲۰۲۶-۲۰۲۵S – econd semester
2026/2/15
Classrooms
Number of units = 2 Number of hours = ۳۰
Sdawod@uowasit.edu.iq
hudarazzaq65 @gmail.com
8. Course Objectives
Preparing a professionally qualified and successful teacher capable of training future leaders
.Utilizing educational skills that align with current scientific advancements
۲.The ability to address children's problems and find solutions -2
3- Understanding educational methods and approaches to the problems students face during the learning process.

9. Teaching and Learning Strategies

Strategy	The lecture method combines oral presentation with the use of modern teaching aids such as PowerPoint presentations and interactive whiteboards, in addition to discussion and problem-solving exercises related to the topics Furthermore, it encourages students to develop the ability to use modern technologies in preschool education. Giving students the freedom to discuss and ask questions about the topic Developing the skill of choosing the right teaching method Selecting an appropriate teaching style that helps students understand the topic and takes into account individual differences 4. Developing the ability to express opinions among kindergarten students.
-----------------	--

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	2	The student will learn about nutrients.	Essential nutrients	Discussion	questions and answers
3-4	2	The student will understand the importance of water for the body.	The importance of water for the body	Discussion and dialogue	Asking questions
5-6	2	The student will learn self-reliance and curiosity	Key general characteristics related to nutrition in kindergarten children	Delivery	Discussion
7-8	2	The student will compare healthy and unhealthy foods during childhood.	Acquiring nutritional information	Delivery	Discussion
9-10	2	The student will identify desired foods	Self-feeding	Delivery	Homework
11-12	2	The student will understand cravings, rituals, and changes in appetite	Types of eating habits in preschool children	Discussion and dialogue	Mini-research

13-14	٢	The student will learn about the types of food necessary for this stage.	Nutrition for preschool children	Daily tests	Asking questions
١٥	٢	The student will learn about appropriate foods for each age group.	Foods suitable for a school-aged child	Discussion and dialogue	oral test

14. Course Evaluation	
Total = 40	Monthly exam = 20, Oral tests = 10, Activities and events = 10
15. Learning and teaching resources	
Nutrition for children, adolescents, and the elderly Mohamed Nagaty ٢٠١٥ ٢- Child nutrition from infancy through school age . Mahga Zayed (٢٠١٩)	

English Language	
KGBB09AL126	
Second/ 2026	
15-2-2026	
Classroom	
30 Hours/ 2 Units	
Name: Inst. Dr. Saja Qasim Tehemish	
8. Course Objectives	
1. The student's familiarity with the basics of the English language and the phrases and sentences used daily 3. Knowing the types of verbs and tenses and differentiating between them, negations and interrogatives 5. Knowing the uses of tenses, their correct formulation, and the method of negation and interrogatives	2. The students' knowledge of nouns and their types, plural, singular, countable and uncountable 4. Knowledge of reading and vocabulary for the reading passages. 6. Knowing of vowel sounds and how to pronounce them
9. Teaching and Learning Strategies	
Strategy	1. A strategy for teaching, defining and understanding terms 2. Brainstorming strategy 3. Teaching students to read through reading pieces 4. Using modern methods to teach reading and comprehension of reading passages and vowel sounds, such as explanatory videos and posters.
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	method
1-2	2	Knowledge and skill	Nouns	Discussion	Quiz
3-4	2	Knowledge, skill, and ethics	Kinds of nouns	Communicative	Oral Test
5-6	2	Knowledge and skill	Reading passage	Discussion	First monthly exam
7-8	2	Knowledge and skill	Gender	Communicative	Discussion
9-10	2	Evaluation 1	Reading passage	Experimental	Quiz
11-12	2	Knowledge, skill, and ethics	Singular and Plural	Discussion	Second monthly exam
13-14	2	Knowledge and skill	Verb tenses	Discussion	Oral test
15	2	Knowledge and skill	Vowels	Discussion	Discussion

1. Course Evaluation

Oral exam: 5
 Daily preparation: 5
 Daily tests and reports: 10
 Monthly exams: 20
 Total: 40 degrees
 Final exam: 60 marks

2. Learning and teaching resources

Required textbooks (curricular book, if any)	apid Review of English Grammar
in references (sources)	veloping Skills, L. G. Alexander
commended books and references	glish Phonetics and Phonology, Peter Roach
cientific journals, reports...)	
ectronic references, websites	

Course description form

1.	Course name	
		Art education
2.	Course code	
3.	Semester/year	First semester/first year 2026
4.	The date this description was prepared	14/ 9/2025
5.	Attendance forms are available	Classroom
6.	Number of study hours (total)/number of units (total)	hours / 2 units 45
7.	Name of the course administrator	ghufran alaa Aladdin obaid GI1011@uowasit.edu.iq
8.	Course objectives	1- Developing students' historical background in art education. 2- Developing students' creative, aesthetic, and professional aspects, including discovering talents, honing skills, enhancing artistic taste, and enhancing the ability to express oneself while fostering awareness of cultural heritage and collaborative work.
9.	Teaching and learning strategies	1- Using a method of delivering information to students through direct practical implementation, accompanied by explanations, to clarify the practical foundations that students must adopt to advance their level. 2- Explaining the scientific material theoretically and then applying it practically using the whiteboard and smart board, followed by the students' application and practice on the board and in their homework books.

10.	Course structure					
the week	hours	Learning Outcomes required	the topic	Teaching method	Evaluation method	
1.	3	Historical overview	Introducing the learner to art education	Theoretical lecture	dialogue	
2.	3	Cognitive	Tasks and duties of an art teacher	Theoretical lecture	dialogue	
3.	3	The relationship between the gazelle and other arts	Introducing the learner to the different types of arts: drawing and sketching.	Theoretical lecture	dialogue	
4.	3	Lecture on design and its types	Art of design	Applied lecture	drawing on paper	
5.		Cognitive	Discovering artistic talents	Applied lecture	drawing on paper	
6.	3	Cognitive	Discovering professional talents	Applied lecture	drawing on paper	
7.	3	Cognitive	Forming positive attitudes among learners towards professions and craft	Applied lecture	drawing on paper	
8.	3	exam				
9.	3	Knowing the types of materials used in creating artwork	Use of materials in artistic composition and formation	Applied lecture	drawing on paper	

10.	3	A quick study on how to create artwork	Forming groups in creating artwork	Applied lecture	drawing on paper
11.	3	Cognitive	Factors affecting artistic expression	Applied lecture	drawing on paper
12.	3	Study of a half-length model using pencils	pencils	Applied lecture	drawing on paper
13.	3	Still life drawing using watercolors	Reem and paper brushes	Applied lecture	drawing on paper
14.	3	Knowledge lecture	Standard or binary colors and their meanings	Applied lecture	drawing on paper
15.	3	exam			

11. Course evaluation

Oral exam: 5
 Daily preparation: 5
 Daily tests and reports: 10
 Monthly exams: 20
 Total: 40 degrees
 Final exam: 60 marks

12. Learning and teaching resources

- Relying on the prescribed curriculum book (art education) with reliance on some practical explanations of the drawing process from some Internet sites and showing some films and simple and detailed explanations from YouTube sites.

Course Description Form

Childhood legislation and organizations	
-	
The second / first stage	
15/2/2026	
Presence	
3 - 3	
Ghaniya Hassan Ttrad	
8. Course Objectives	
Course Objectives 1- Preparing a successful professionally prepared teacher capable of training future leaders using educational skills commensurate with the current scientific development. 2- The ability to deal with human rights and find solutions to them. 3- Understanding educational methods and methods for the problems facing female students during the educational process.	
9. Teaching and Learning Strategies	
Strategy	The method of presenting the lecture by recitation, in addition to using modern educational methods, including PowerPoint presentation and the smart board, adding the method of discussion and discussing how to solve problems related to the topics. It also motivates the student to be able to deal with modern technologies for teaching pre-school children

	1- Providing freedom for the student to discuss and ask questions about the topic. 2- The skill of choosing a good method. 3- Choosing the appropriate educational method that helps students understand the subject and according to individual differences. 4- Developing the skill of forming an opinion among female students in the human rights and democracy
--	--

10. Course Structure

Week	Hours	Required Learning		Unit or subject name	Learning method	Evaluation
		Outcomes				method
1-2	4	The concept of socialization	Know what socialization is Genetics, environment,	Discussion	questions and answers	
3-4	4	Sources of socialization	learning, maturity Clarifying the process of socialization according to Islamic law Culture, family, education, group of comrades, places of worship, media			
5-6	4	Socialization in Islam	Social role theory			
7-8	4	Factors affecting Socialization	Social learning theory			
9-10	4	Explanatory theories of socialization	Erikson's theory			
11-12	4	Mechanisms of				

13-144	socialization The role of the kindergarten teacher in socialization	Social contract theory Family functions Knowing its educational methods		

16. Course Evaluation

Very good

17. Learning and teaching resources

- 1- Principles of Social Development Abdul Aziz Khawaja (Dar Al Arab Publishing)
- 2- Social upbringing of the child Omar Ahmed Hamshari (Safaa Publishing House 2013)

Electronic patches

18. Course Evaluation

19. Learning and teaching resources

Course Description Form

Islamic education/ culture
TFCBO8IF115
Fourth semester / 2025
8-2-2025
Classroom + laboratory
70 Hours/ 4 Units
M.M. Athraa Mohammed Husseini Athraa.Muhamad@uowasit.edu.iq :
8. Course Objectives
1 - Educating the student about the importance of his knowledge of the fundamentals of the Islamic religion according to the various Islamic sects so that this knowledge will be a fortress for him to protect against Western attacks that seek to change the Islamic culture of the youth to secular and atheistic ideas. 2 - This program aims to teach students the mission of the prophets and the reasons for their mission to the nations, and that the prophets and messengers are human beings like us whom God chose through revelation and supported them with miracles and they are afflicted with what afflicts us of trials and illness, and that the prophets and messengers have qualities that make them superior to other people such as infallibility and others, and in this chapter the student learns about the world after death.
9. Teaching and Learning Strategies

Strategy	The lecture presentation method is delivered by lecturing, in addition to using modern educational methods, including PowerPoint presentation, in addition to the discussion method and discussing how to solve issues related to the topics.
-----------------	---

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	2	An introduction to the science of the foundations of religion, its names and their origins	Review of opinions of scholars	Discussion	questions and answers
3-4	2	Understanding the historical roots of the emergence of Kalam (Islamic theology).	Understanding the historical roots of the emergence of Kalam (Islamic theology).	Discussion	Oral Test
5-6	2	The agreed-upon pillars of faith	What are the pillars of faith agreed upon by the Islamic schools of thought?	Discussion	First monthly exam
7-8	2	Theology The Existence of God Almighty	The student learns the evidence that proves the existence of God Almighty.	Discussion	Discussion
9-10	2	Deception of the senses - Atheism	How can the senses be deceived, and what is the reason behind the atheist's denial of the existence of God Almighty?	Discussion	Daily exam
11-12		God's positive and negative attributes	Recognizing God's constant attributes that negate any imperfection in Him	Discussion	Second month exam

13-14	2	The Prophet and Messenger in Language and Terminology – Proof of Prophethood – Prophethood as a Divine Selection and Choice – The Human Nature of Messengers and Prophets – Benefits of the Occurrence of Human Traits	Reviewing the tasks assigned to prophets and the qualities they should possess	Discussion	Oral test
15	2	Signs of the Hour, stages of reckoning and resurrection, Paradise and Hell are created	The Hour, the stages of reckoning and resurrection, Heaven and Hell are created	Discussion	End of semester exam

20. Course Evaluation
1. Theoretical exam 2- Requesting reports from students to learn how to research 3- Practical exam
21. Learning and teaching resources
The textbook is computer basics and its office applications

The second stage

Second Semester

Course Description Form

Social psychology	
kGBB09SP216	
Fourth / Second Stage	
2026 / 2 / 15	
My presence	
30	2
8. Course Objectives 1. This course aims to introduce the topics and principles of social psychology. 2. To enhance students' understanding of physical, social, cognitive, and emotional development and how to manage it. 3. To help students discover their core self in order to identify their strengths and weaknesses in various areas of development. 4. To understand, prevent, and treat psychological and social problems.	
9. Teaching and Learning Strategies	
Strategy	The lecture method involves lecturing and utilizing modern educational tools such as PowerPoint presentations and data projectors, in addition to discussion and problem-solving exercises related to the topics. Furthermore, it encourages students to develop their ability to use modern technologies in teaching. 1- Giving students the freedom to discuss and ask questions about the topic. 2- Developing the skill of choosing the most effective teaching method. 3- Selecting the appropriate teaching style that helps students understand the topic

	and takes into account individual differences. 4- Developing the ability to express opinions in kindergarten students.
--	---

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	4	This can be identified through the opinions and theories of scientists.	The emergence, development, and definition of social psychology	Discussion and dialogue	Questions and Answers Oral Exam
3-4	4	Understanding its relationship to education and areas of public life	Fields of Social Psychology Its Importance in Education, Mental Health, Psychotherapy, and Society in General	delivery	Questions and Answers
5-6	4	Understanding the stages of group formation	The group: its definition and characteristics; the importance of the group to the individual and society; group dynamics.	Presentation + Dialogue and Discussion	Questions and Answers
7-8	4	Understanding how the social psyche develops and the extent of its influence on other psyches	Social interaction: its meaning, its interpretation according to Skinner and Newcombe theories – the factors influencing it	Discussion and dialogue	Daily quiz + First month exam
9-10	4	Understanding how social roles are formed	Social roles – their concept – their differences – their multiplicity – their distribution; psychological attitudes – their concept, their characteristics, their social function, their importance, their change	Discussion and dialogue	a report
11-12	4	Understanding the impact of values on the human psyche	Values, their classification, theories, their impact on behavior, their importance, their components.	Discussion and dialogue	viva voce
13-14	4	Understanding the types of public opinion	Public opinion: its concept, divisions, factors influencing it, the difference between it and psychological trends, the purpose of studying it, its role in society, and its	Discussion and dialogue	Report + Second Monthly Exam

			measurement. Crisis and disaster risk management.		
15	2	Identifying its types	Drugs: their definition, causes, and effects on the individual and society	Discussion and dialogue	End-of-term exam

11–Course Evaluation

very good

12–Learning and teaching resources

Social Psychology / Prof. Dr. Ahmed Al-Samarrai
Social Psychology / Prof. Dr. Sanaa Al-Daghistani

Course description template

61. Course Name	
Language development	
62. Course Code	
KGBB09ID221	
63. Semester/Year	
Fourth / ٢٠٢٥/٢٠٢٦	
64. Date this description was prepared	
٢٠٢٦/٣/١١	
65. Available forms of attendance	
blended learning	
66. Total number of study hours: ٣٠ Total number of units: ٢	
67. Name of course coordinator (if more than one, please state): M.M. Zaman Karim Muhaysin	
e-mail zaman.karim@uowasit.edu.iq	
68. Course objectives	
•	10- ,Preparing a teacher who is professionally prepared and successful capable of training future leaders using educational skills that are .appropriate to the scientific development taking place 11- The ability to deal with children's problems and find solutions for .them 12- Understanding the educational methods and approaches to the problem . that female students face during the educational process
69. Teaching and learning strategies	

The lecture method involves lecturing, in addition to using modern ,educational tools such as PowerPoint presentations and smart boards as well as the method of discussion and discussing how to solve .problems related to the topics motivating the student to be able to deal with modern technologies , . for teaching preschool children	strategy
21- Giving the student the freedom to discuss and ask .questions about the topic 22- .The skill of choosing the right method 23- Choosing the appropriate teaching method that helps students understand the subject according to .individual differences 24- Developing the skill of expressing an opinion . among kindergarten students	

70. Course structure					
Evaluation Method	Teaching method	Unit/Course or Topic Name	Required learning outcomes	Hours	Week
Daily tests	Discussion and dialogue	The historical concept of language development	Skill- based and emotional knowledge	٦	First/Second
Daily tests	Interrogation method	Language development inputs	Skill- based and emotional knowledge	٦	Third/Fourth
Questions and Answers	Interrogation method	Characteristics of language development	Skill- based and emotional knowledge	٦	Fifth/Sixth
First written exam	discussion	Language development in Arab countries	Skill- based and emotional knowledge	٦	Seventh/Eighth
Daily tests	Discussion and questioning	Language development in some foreign countries	Skill- based and emotional knowledge	٦	Ninth/Tenth
Daily tests	Discussion and questioning	Language development in some foreign countries	Skill- based and emotional knowledge	٦	/ Eleventh Twelfth

Daily tests	Discussion and questioning	Language development in some foreign countries	Skill- based and emotional knowledge	٦	/ Thirteenth Fourteenth
71. Course evaluation					
very good					
72. Learning and teaching resources					
		7- A book on language development for children in the early .years			
		8- .Sources and references in scientific journals			

Course Description Form

Psychology of children with special needs	
KGBB09Pcsn211	
Chapter Four / 2025-2026	
2026-2-15	
My presence	
3	3
M.M. Huda Abdul Razzaq Salem , Email: hudarazzaq65@gmail.com M.M. Samahir Hadawi Amhi	
8. Course Objectives	
Course Objectives 1. To cultivate positive student attitudes towards the subject matter 2. To achieve the learning objectives of the curriculum in understanding the concept of scientific and mathematical experiences 3. To prepare a professionally qualified teacher capable of training future leaders using educational skills that align with current scientific advancements 4. To understand the educational methods and approaches for addressing the challenges students face during the learning process.	
9. Teaching and Learning Strategies	
Strategy	The lecture method combines oral presentation with the use of modern teaching aids such as PowerPoint presentations and interactive whiteboards, in addition to discussion and problem-solving exercises related to the topics. 1- Giving students the freedom to discuss and ask questions about the topic

	2--Developing the skill of choosing the right teaching method 3-Selecting the appropriate teaching style that helps students understand the topic, taking into account individual differences 4-Developing the skill of expressing opinions among kindergarten students.
--	---

10. Course Structure

Week	Hours	Required Learning	Unit or subject name	Learning method	I
		Outcomes			method
First/second	6	The student should gain a historical overview of the development of interest in and care for people with special needs or exceptional circumstances worldwide..	The concept of the psychology of children with special needs	Discussion and dialogue	Asking questions
Third/fourth	6	The student should be able to distinguish between the mentally gifted, the physically disabled, the deaf and hard of hearing...	classifications of people with special needs.	delivery	discussion
Fifth/sixth	6	The student should learn basic concepts and issues related to children with special needs or disabilities, including	the concept of disability and its causes.	delivery	discussion
Seventh/eighth	6	To understand the general characteristics of individuals with learning difficulties.	learning difficulties	delivery	Homework
Ninth/tenth	6	The student will learn to identify developmental problems in an individual and pinpoint children with academic learning difficulties.	Diagnosis of learning difficulties.	Discussion and dialogue	Mini-search

Eleventh/twelfth	6	The student should understand the correct ways to deal with a disabled child	behavioral characteristics of children with special needs	Daily tests	Asking questions
Thirteenth/fourteenth	6	The student should understand inclusion, its justifications, advantages, and disadvantages...	Integrating people with special needs	discussion	Mini-search

11- Course evaluation

Monthly exam = 20, Oral tests = 10, Activities and events =
-10

Total = 40

12- learning and teaching resources

1- People with Special Needs: Definition and Guidance, Dr. Fatima Abdul-Harim Al-Nawaisah

2-Psychology of Children with Special Needs, Dr. Mustafa Nouri Al-Qamish

Course Description Form

Educational psychology	
KGBB09EP215	
FOURTH semester / 2025	
15/2/2026	
Classroom + laboratory	
70 Hours/ 4 Units	
Name; Asst. Lect. Zainab Najm Alwan Email: Zainab.Najm@uowasit.edu.iq	
8. Course Objectives	
Learn about the concept of educational psychology and its relationship to other scientific research and the factors affecting educational psychology, then learn about the characteristics of educational psychology and then study educational psychology and what are the most important types of educational psychology	
9. Teaching and Learning Strategies	
Strategy	1 Introducing students to the importance of educational psychology. 2 -Developing and enabling students to understand the topics of educational psychology and their relationship to practical and educational research and other sciences. Identify the factors affecting educational psychology and their uses. -

--	--

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	5			Discussion	questions and answers
3-4	5	Measurement and evaluation Measurement and evaluation and its role in the process And its role in the process	Educational psychology And his role in the process · Educational Science concept Educational psychology	Communicative + Practical laboratory	Oral Test
5-6	5	· Educational · Educational Measurement concept · And reinforcement Measurement concept	Purposes of educational psychology Fields of educational psychology	Discussion + Practical laboratory	First monthly exam
7-8	5	Measurement and evaluation purposes · And reinforcement Measurement and evaluation purposes	Motivation Learning and teaching	Communicative + Practical laboratory	Discussion

		Areas of measurement and evaluation.			
9-10	5	Measurement and evaluation purposes Areas of measurement and evaluation Measurement fields Two types of calendar And reinforcement Educational:	Science theories Educational psychology	Communicative + Practical laboratory	Daily exam
11-12	5	Magnetism		Discussion + Practical laboratory	Second month exam
13-14	5	Types of educational calendar Formative calendar Formative calendar Final calendar	Types of educational calendar Formative calendar Formative calendar Final calendar.	Discussion + Practical laboratory	Oral test
15	5	Final calendar Achievement tests 2	Final calendar Achievement tests 2		End of semester exam

22. Course Evaluation

23. Learning and teaching resources

24. Course Evaluation

Oral exam: 5 Daily preparation: 5 Conducting experiments and reports : 10 Monthly exams: 20 Total: 40 degrees Final exam: 60 marks

25. Learning and teaching resources

Main references (books)

1 - Educational Psychology Book: Dr. Hana Hussein Al-Falfali
--

Supporting sources and references) scientific journals, (....reports
--

Electronic patches

Course Description Form

Cognitive development	
KGBB09DK212	
Fifth semester / 2025-2026	
2026/3/30	
Classrooms	
Number of units = 2 Number of hours = ۳۰	
8. Course Objectives	
The course aims to understand how mental processes in a person develop and change through the stages of his life, with a special focus on childhood.	
9. Teaching and Learning Strategies	
Strategy	The method of presenting the lecture by delivery in addition to the use of modern educational means, including the PowerPoint presentation and the smart board, adding the method of discussion .and discussing how to solve issues related to topics As well as motivating the student to be able to deal with modern technologies for preschool children's education 1) Allowing the student the freedom to discuss and ask questions .about the subject

	2)The skill of choosing the good way 3) Choosing the appropriate educational method that helps students .understand the subject and according to individual differences 4- Developing the skill of starting an opinion among female students of the kindergarten department.
--	---

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	2	The student should learn the concept of mental growth and emotional, social, linguistic, motor and sensual growth	The concept of cognitive development and types of development	Discussion	questions and answers
3-4	2	The student should understand the concept of growth and what are the concepts associated with it	Definition of growth and some concepts associated with it	Discussion and dialogue	Asking questions
5-6	2	The student learns about the theories of cognitive development	Theories of cognitive development	Delivery	Discussion
7-8	2	The student should learn about Piaget's theory and its basic concepts and the stages of cognitive development in Piaget	Piaget's theory and its most important concepts	Delivery	Discussion
9-10	2	The student should learn the factors of moving from one stage to another of cognitive development	Stages of cognitive development	Delivery	Homework
11-12	2	The student learns about Bruner's theory and cognitive intellectual representations of Bruner	Bruner's theory	Discussion and dialogue	Mini-research
13-14	2	The request should learn about Ozbel's theory and the	Osbel's theory	Daily tests	Asking questions

		principles of organization in Ozbel			
15	2	The student should understand the methods of acquiring knowledge to develop thinking	Methods of acquiring knowledge	Discussion and dialogue	oral test

Course Description Form

computer	
KGBB09MO128	
Second semester / 2026	
12-2-2026	
Classroom + laboratory	
70 Hours/ 4 Units	
Name:;zuhair wasmi salman	
8. Course Objectives	
Getting to know the concept of computers, what is the science of computer and its relationship to sciences , and what are the advantage of its study ,getting to know the desktop and its icons with the tapes of the basic windows	
9. Teaching and Learning Strategies	
Strategy	A1- Historically, knowledge of the development of the electronic computer A2-Learning about Microsoft Office 2010 programs A3- Know how to use it A4- Get to know Microsoft Office Word 2010, how to open it and its features A5- Identify the tools, tapes, and instructions in the program

10. Course Structure						
Week	Hours	Required Learning		Unit or subject name	Learning method	Evaluation
		Outcomes				
1-2	5	Static electricity	Static electricity	Discussion	questions and answers	
3-4	5	background	Introduction to computers and Microsoft Office 2010 programs	Discussion and questioning	Oral Test	
5-6	5	Hardware & software	Microsoft Office Word 2010: How to open the program, program properties, and close the program	Discussion + Practical laboratory	First monthly exam	
7-8	5	Output devices	All that guarantees the file list is File	Communicative + Practical laboratory	Discussion	
9-10	5	The windows	All that guarantees the home page and the tapes	Communicative + Practical laboratory	Daily exam	
11-12	5	The desktop	List of drawers for writing documents, opening and closing the program, and saving files	Discussion + Practical laboratory	Second month exam	
13-14	5	The page layout	Page layout, display and automatic correction	Discussion + Practical laboratory	Oral test	

15	5	The keyboard secrets	Keyboard secrets		Oral test
----	---	----------------------	------------------	--	-----------

26. Course Evaluation

1. Theoretical exam 2- Requesting reports from students to learn how to research 3- Practical exam

27. Learning and teaching resources

The textbook is computer basics and its office applications

Course Description Form

Psychology of teaching classroom thinking	
KGBB09PPD234	
Fourth / 2026	
15/2/2026	
In-person	
2	30
8. Course Objectives	
1. Students' self-regulation in learning and teaching self-regulation skills 2. Enhancing students' creative thinking skills 3. Enhancing students' critical thinking skills 4. Facing difficult tasks and processing information more deeply when they adopt mastery goals instead of performance goals.	
9. Teaching and Learning Strategies	
Strategy	Presentation Lecture Brainstorming Discussion

--	--

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	2	Identify, understand, apply, analyze, synthesize, evaluate, and develop creative and critical thinking skills.	Learning	Questions and DailRecitation	Questions and Answers
3-4	2	Identify, understand, apply, analyze, synthesize, evaluate, and develop creative and critical thinking skills.	Teaching	Answers Daily	Project
5-6	2	. Identify, understand, apply, analyze, synthesize, evaluate, and develop creative and critical thinking skills.	Teaching process	Daily testing	Questions and Answers
7-8	2	Identify, understand, apply, analyze, synthesize, evaluate, and develop creative	The teacher's roles in the teaching process	Task analysis.	Mini-Research

		and critical thinking skills.			
9-10	2	Identify, understand, apply, analyze, synthesize, skills.	Steps for a teacher to make a decision	Brainstorming	Questions and Answers
11-12	2	Identify, understand, apply, analyze, synthesize, evaluate, and develop creative and critical thinking skills.	The teacher plans the teaching process.	Cooperative learning.	Homework
13-14	2	Identify, understand, apply, analyze, synthesize, evaluate, and develop creative and critical thinking skills.	The teacher's roles in the teaching process	Active learning.	Tests Questions and Answers

29. Course Evaluation

Monthly exam = 20, Oral tests = 10, Activities and events = 10
Total = 40

30. Learning and teaching resources

Cognitive development a. Dr. Saadi Jassim Attia Al-Ghurairey / Al-Mustansiriyah University

11. Course Evaluation

Monthly exam: 20; Attendance: 10; Extracurricular activities and events: 10; Total: 40

28. Learning and teaching resources

. Reference books, scientific journals, and reports

2. Books and references to be obtained (scientific journals, reports, etc.)

Third stage, second semester

Course Name .٧٣	
Preparing the child to read and The word and the writing	
Course Code .٧٤	
BB09PCRw314	
Semester/Year .٧٥	
Month – 2025/2026	
Date this description was prepared .٧٦	
8/2026	
Available forms of attendance .٧٧	
My presence	
Total number of study hours: Total number of units .٧٨	
Hours / 45 hours	
Name of the course coordinator (if there is more than one, please mention .٧٩ it).	
M. Noor Faisal Adnan Email: noorfaisal87878787@gmail.com	
Course objectives .٨٠	
•	Preparing a professionally trained and successful teacher –١٣ able of training future leaders using educational skills that are appropriate to the scientific development taking place. the ability to deal with children's problems and find solutions –١٤ them. Understanding the educational methods and approaches to the –١٥ blems that female students face during the educational process.
Teaching and learning strategies .٨١	

The lecture method involves lecturing, in addition to using modern educational tools such as PowerPoint presentations and smart boards, as well as the method of discussion and discussing how to solve problems related to the topics. Also, motivating the student to be able to deal with modern technologies for teaching preschool children.				strategy	
Giving the student the freedom to discuss and ask questions about the topic. -٢٥ The skill of choosing the right method. -٢٦ Choosing the appropriate teaching method that helps students understand the subject according to individual differences. -٢٧ Developing the skill of expressing an opinion among kindergarten students.					
Course structure .٨٢					
Evaluation Method	Teaching method	Unit/Course or Topic Name	Required learning outcomes	Hours	Week
Asking questions	Discussion and dialogue	Definition of language, its types and functions	Language and the child	6	First/Second
First month exam / Questions and answers	delivery	Pre-language stages / Language, word, and sentence stage	Stages of language learning	6	Third/Fourth
Discussion	Presentation/Dialogue and	Its concept, preparation, and types	Readiness to read	6	Fifth/Sixth

	Discussion				
Daily exam/report	Discussion and dialogue	The concept of reading and its objectives	Developing reading skills	6	Seventh/Eighth
Mini-search	Presentation/Discussion	Synthetic and analytical methods	Methods of teaching reading	6	Ninth/Tenth
Asking questions	Dialogue and discussion	Its concept, objectives, and learning requirements	Stages of teaching writing	6	Eleventh / Twelfth
Monthly exam / Oral exam	Presentation and discussion	Prepare it and how to use it	Educational resources	6	Thirteenth / Fourteenth
Course evaluation .٨٣					
Oral test 5 Daily preparation 5 Daily exams 5 Activities 5 Monthly exams 20 Total 40 Final exam 60					
Learning and teaching resources .٨٤					
Ayman Al-Khaffaf 2009		Language development -٩			
		-١٠			

Course Description Form

61

Strategy	Introducing students to the new concept of creativity Understanding the family and its role in fostering creativity Identifying the characteristics of creative individuals Defining the factors that explain creativity Psychodynamic theories Gestalt
-----------------	--

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	3	Not knowing the basic concepts. The concept of the psychology of creativity.	The general concept of creativity	Discussion	questions and answers
3-4	3	The student should distinguish between the concepts of creativity and innovation.	Components of creative thinking	Discussion	Questions and Answers
5-6	3	The student should understand the relationship between creativity and intelligence, and the relationship between	Positive characteristics of creativity, the relationship between creativity and academic achievement	Discussion and Dialogue	Daily Quiz

		creativity and problem-solving.			
7-8	3	The student should know the factors that influence creativity.	The Family and Its Role in Developing Creativity, Education for Creativity, Attitudes Towards Creativity in the Classroom	Discussion and Dialogue	Homework
9-10	3	The student should be able to: Identify obstacles to creative	Measuring Creative Thinking, Fluidity of Creative Thinking, Settings for Assessing Creativity	Daily Quiz	Questions and Answers
11-12	3	thinking; Understand psychological	Psychological Theories, Behavioral Theories, Gestalt Theory, Humanistic Theories, Labor Theory	Discussion and Dialogue	Questions and Answers
13-14	3	The student should become familiar with creative thinking strategies	Brainstorming Techniques, Questioning Strategies, Combining Disparate Ideas Strategies Al-Zubaidi Study 2001 Al-Fariji Study 2007	Presentation	Mini Research Project

Course Evaluation	Monthly exam: 20; Oral tests: 10; Activities and events: 10
34. 1– Lectures on the Psychology of Creativity: Dr. Zeina Abdul Hassan	
Monthly exam: 20; Oral tests: 10; Activities and events: 10	
35. Learning and teaching resources	
Lectures on the Psychology of Creativity: Dr. Zeina Abdul Hassan	
1 - Educational Psychology Book: Dr. Hana Hussein Al-Falfali	
(....Supporting sources and references) scientific journals, reports	
Electronic patches	

Measurement and evaluation	
MEATH503	
Sixth semester, academic year (2025-2026)	
26-3-2026	
Classrooms	
Number of units = 2 Number of hours = 30	
8. Course Objectives	
Dr. Mohammed Abdul Nasser Al-Fallahi Email: mn@uoasit.edu.iq	
9. Teaching and Learning Strategies	
Strategy	1-. To prepare a professionally qualified and successful teacher capable of training future leaders Utilizing educational skills that align with current scientific advancements 2-The ability to address children's problems and find solutions2 3. Understanding educational methods and approaches to the problems students face during the learning process.

The lecture method involves lecturing and utilizing modern teaching aids such as

10. Course Structure

PowerPoint presentations and interactive whiteboards, in addition to discussion and problem-solving exercises related to the topics.

Furthermore, it encourages students to develop the ability to use modern technologies in preschool education.

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	2	The student will: 1. Understand the nature of measurement. evaluation measurement.	Definitions of Measurement	Discussion	questions and answers
3-4	2	. 2. Understand the topics of measurement	Importance of Measurement	Discussion and Delivery Discussion and Dialogue	Questioning
5-6	2	. 3. Learn the difference between a scale and a test	Key General Features of Standardized Scales and Tests	Delivery	Discussion
7-8	2	4. Compare measurement and	Gaining Information about Assessment	Delivery	Discussion
9-10	2	. 5. Understand measurement methods and levels.	Measurement Errors and How to Avoid Them	Delivery	Homework Mini-research Questioning
11-12	2	6. Understand the research that developed	Types of Schools	Dialogue	Mini-research
13-14	2	. 7. Learn the types of measurement. 8. Learn how to select the characteristics and features to be studied	Scale Training Validity and Reliability of Scales	Discussion and Daily Tests	Oral exam

15	2				
----	---	--	--	--	--

36. Course Evaluation
37. Learning and teaching resources
1. Course Evaluation Monthly exam = 20, Oral tests = 10, Activities and events = 10
2. Total = 40
3. Learning and teaching resources. Measurement and Evaluation, Faraj (2012)
4.
5. 2. Psychological Measurement, Al-Tariri (2007)
Electronic patches

Course Description Form

Readings in Child Psychology "English texts"	
KGBB09RSE323	
sixth / third	2025- 2026
15 / 2 / 2026	
Classrooms	
Number of units = 3 Number of hours = 30	
8. Course Objectives	
1. Preparing kindergarten students for scientific research using the texts and terminology of child psychology .	
2. enriching the English language vocabulary for students in the field of specialization.	
9. Teaching and Learning Strategies	
Strategy	Completion of the plan to develop the skills of students of the kindergarten Department in the field of acquiring a second language (English) after passing the stages of learning English grammar and entering the field of specialization by using the English language to study child psychology as English texts and preparing kindergarten teachers fully .

--	--

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First/second	3	The student will learn about Historical background of child psychology	Historical background of child psychology	Reading and translation and discussion	questions and answers
Third / forth	3	The student will understand the importance of concept of development	The concept of development Reading and discussion	Reading and translation and discussion	Asking questions
Fifth/sixth	3	The student will learn The stage of development	The stage of development Reading and discussion	Reading and translation and discussion	Discussion
Seventh / eighth	3	The student will compare between classical and operant conditioning.	Learning processes Reading and discussion	Reading and translation and discussion	Discussion
Ninth / tenth	3	The student will learn mechanism acquire the second language.	Language Reading and discussion	Reading and translation and discussion	Homework
Eleventh	3	The student will learn the stage of Pre-linguistic in the	Pre-Linguistic	Reading and translation and	Asking questions

38. Course Evaluation

Total	thirteenth / fourteenth	3	The student will understand the importance of this stage	Monthly exam = 20, Oral tests = 10, Assignments and events = 10 Embryonic stage Reading and discussion	Reading and translation and discussion	Asking questions
-------	-------------------------	---	--	--	--	------------------

39. Learning and teaching resources

Santrock, J. W.	(2023). Child Development. McGraw-Hill Education.	Reading and discussion	
Shaffer, D. R., & Kipp, K.	(2014). Developmental Psychology: Childhood and Adolescence. Cengage Learning.		

Berk, L. E.	(2021). Child Development. Pearson.-١١

Course Name .٨٥	
Curricula and textbooks	
Course Code .٨٦	
kGBB09C416	
Semester/Year .٨٧	
Month/ 2025–2026	
Date this description was prepared .٨٨	
12/2/2026	
Available forms of attendance .٨٩	
My presence	
Total number of study hours: Total number of units .٩٠	
3 2	
Name of the course coordinator (if there is more than one, please .٩١ mention it).	
Shaimaa.Salibi@uowasit.edu.iq md..Shaimaa Salibi	
Dr. M. Ghufuran Adnan Nasser ghufuran Adnan@uowasit.edu.iq	
Course objectives .٩٢	
•	behavioral change is expected to occur in the learner's .٩٣ personality after undergoing a learning experience.

	content of the objective is behavior and education, and it is to bring about learning in the individual. This learning is measured by the change that occurs in behavior.					-١٧
Teaching and learning strategies .٩٣						
1Understanding the basic theories of learning and applying them within the classroom environment. 2Developing students' skills in using effective classroom learning strategies, which increases the success of the learning process.					ategy	
3- Introducing students to the basic concepts in classroom learning psychology and their relationship to the learning process Educational. 4- Helping students to interpret the individual differences between learners.						
5- Training students on how to employ the principles of reinforcement, motivation, and classroom management in a way that supports learning.						
Course structure .٩٤						
Evaluation Method	Teaching method	Unit/Course or Topic Name	Required learning outcomes	Hours	Week	
Daily tests	discussion	The concept of curriculum, characteristics of curriculum	The student should know the basic concepts of the curriculum.	6	First/Second	
First month tests	Question and answer interaction	The importance of curricula, the foundations of curricula	The student should explain learning theories.	6	Third /Fourth	
oral tests	discussion	Philosophical and psychological basis Curriculum elements	Understanding the fundamentals of curriculum elements	6	Fifth/ Sixth	
discussion	competition	Educational objectives and content Educational content	The student should apply the principles of	6	Seventh/Eighth	

			reinforcement and motivation.		
oral tests	Daily tests	Types of curricula Separate, connected	Student analysis of separate and interconnected curricula	6	Ninth /Tenth
Monthly tests	Joint	Activity-based approach Curriculum evaluation, core curriculum	The student should explain the impact of individual differences among learners.	6	Eleventh / Twelfth
Review of the material	Questions and Answers	textbook Paper and electronic Book evaluation, textbook development	The student should suggest appropriate methods for addressing the problems.	6	Thirteenth / Fourteenth
Course evaluation ٩٥ .					
Mental activities: 5 Daily preparation: 5 Daily tests: 5 Attendance: 5 Monthly exams: 20 Total: 40 Final exam: 60 marks					
Learning and teaching resources ٩٦ .					
oud Abdel Salam Sabri Zainab Hamza Raji And others.		Curriculum and textbook ١٢ -			

Course Description Form

Scientific and mathematical concepts	
KGBB09PCRw314	
Sixth semester / 2025-2026	
2026-2-12	
My presence	
3	3
M.M. Huda Abdul Razzaq Salem , Email: hudarazzaq65@gmail.com	
8. Course Objectives	
Course Objectives 1. To cultivate positive student attitudes towards the subject matter . 2. To achieve the learning objectives of the curriculum in . 3. understanding the concept of scientific and mathematical experiences 4. To prepare a professionally qualified teacher capable of training future leaders using educational skills that align with current scientific advancements 4. To understand the educational methods and approaches for addressing the challenges students face during the learning process.	method
9. Teaching and Learning Strategies	
Strategy	The method of presenting the lecture by recitation, in addition to using modern educational methods, including PowerPoint presentation and the smart board, adding the method of discussion and discussing how to solve problems related to the topics. It also motivates the student to be able to deal with modern technologies for teaching pre-school children

	1- Providing freedom for the student to discuss and ask questions about the topic. 2- The skill of choosing a good method. 3- Choosing the appropriate educational method that helps students understand the subject and according to individual differences. 4- Developing the skill of forming an opinion among female students in the kindergarten department
--	---

10. Course Structure

Week	Hours	Required Learning	Unit or subject name	Learning method	Eva
		Outcomes			method
First/second	6	The student should become familiar with scientific and mathematical concepts for a kindergarten child.	Defining scientific concepts and experiences	Discussion and dialogue	Asking questions
Third/fourth	6	The student should learn the stages of thinking in children (counting, comparing groups and representing quantities).	Stages of scientific and mathematical thinking in children	delivery	discussion
Fifth/sixth	6	The student should learn about the advantages and disadvantages of electronic games for children.	The role of electronic games in developing scientific concepts	delivery	discussion
Seventh/eighth	6	The student should know the stages of concept formation in a kindergarten child according to (Piaget and Ausubel's theory).	Levels of Concepts	delivery	Homework
Ninth/tenth	6	The student should understand the objectives, concepts, and standards that must be considered when developing scientific and mathematical concepts in a child.	Mathematical concepts for a kindergarten child	Discussion and dialogue	Mini-search

Eleventh/twelfth	6	The student should be able to distinguish between sets (some geometric shapes, time and space)	basic concepts in mathematical construction	Daily tests	Asking questions
Thirteenth/fourteenth	6	The student should know the activities that are appropriate for the development of the child in all aspects: mental, cognitive, social, motor, etc.	Examples of activities related to mathematical concepts	discussion	Mini-search

11- Course evaluation

Monthly exam = 20, Oral tests = 10, Activities and events =
-10

Total = 40

12- learning and teaching resources

1-Recommended supporting books and references
(scientific journals, reports, etc).

2. Electronic resources, websites

learning and teaching resources -12

Childhood legislation and organizations, Saeed -1
(٢٠١٧) Muhammad Al-Saqqa

2- Childhood legislation and organizations, Muhammad
Khair Fall and others (20