



ACADEMIC PROGRAM DESCRIPTION GUIDE AND COURSE SYLLABUS



**UNIVERSITY OF WASIT
COLLEGE OF EDUCATION FOR HUMANITIES
DEPARTMENT OF EDUCATIONAL AND
PSYCHOLOGICAL SCIENCES**

**UNDER THE SUPERVISION OF
HOD OF EDUCATIONAL AND PSYCHOLOGICAL SCIENCES
PROFESSOR DR. ADNAN MARD JABR**

**PREPARED BY
DR. NOOR MOHAMMED KADHIM**

2026

Academic Program Description Template

University Name: Wasit University

College/Institute: College of Education for Humanities

Scientific Department: Department of Educational and Psychological Sciences

Name of academic or professional program: Bachelor's degree

Final certificate title: Bachelor's degree

Academic system: Annual

Date of prepared :

Date of filled :



Department of Educational and Psychological Sciences

Signature :

Assistant Scientific Dean: Prof. Dr. Nasser Wali Farih

Date : 28/6/2026
Nasser Wali Farih
Deputy Dean for Academic and Postgraduate Affairs

Dean's approval

Prof. Dr. Mahmoud Hammoud Arak

Prof. Dr. Mahmoud Hammoud Arak Al-Quraishi
Dean of the College of Education for Humanities

Signature :

HOD: Prof. Dr. Adnan Mard Jabr

Date :

The file was reviewed by
Quality Assurance and University
Performance Division

Head of Quality Assurance Division

Date:

Signature:

28/6/2026
ف. نقابة ضمان الجودة والاداء الجامعي

Introduction

The educational program is a coordinated and organized package of courses that includes procedures and experiences organized into course vocabulary. Its main purpose is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit procedures and programs, such as the external examiner program

The academic program description provides a brief summary of the program's main features and courses, indicating the skills that students are working to acquire based on the academic program's objectives. The importance of this description is evident in that it represents the cornerstone for obtaining program accreditation, and it is written by the teaching staff under the supervision of the scientific committees in the academic departments

This second edition of the guide includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the developments and changes in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, semester system), as well as adopting the generalized academic program description according to the Department of Studies' letter T

M3/2906 dated 3/5/2023 with regard to programs that adopt the .Bologna Process as the basis for their work

In this regard, we must emphasize the importance of writing descriptions of academic programs and courses to ensure the .smooth running of the educational process

Concepts and terminology

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

Course description: It provides a concise summary of the ,course's key features and expected learning outcomes demonstrating whether the student has made the most of the available learning opportunities. It is derived from the program .description

Program vision: An ambitious vision for the future of the ,academic program: to be a sophisticated, inspiring, motivating .realistic, and applicable program

Program message: The goals and activities necessary to achieve them are briefly explained, and the paths and directions of .program development are identified

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

Curriculum structure: All courses/study materials included in the academic program according to the approved learning system (semester, annual, Bologna track) whether they are required (Ministry, University, College and Scientific Department) with the number of study units

Learning outcomes: A compatible set of knowledge, skills, and values acquired by the student after the successful completion of the academic program. The learning outcomes for each course must be defined in a way that achieves the program's objectives

Teaching and learning strategies : These are the strategies used ;by faculty members to enhance student teaching and learning they are plans followed to achieve learning objectives. In other words, they describe all classroom and extracurricular activities aimed at achieving the program's learning outcomes

1. Program Vision
Striving to achieve leadership and excellence by utilizing local and international psychological knowledge and scientific research to identify effective scientific methods and strategies for transferring knowledge related to psychological, social, and educational aspects, serving students in particular and society in general
2. Program message

Spreading psychological and educational awareness among different segments and sectors of society by preparing specialized personnel in the field of educational and psychological sciences publishing scientific research, and holding workshops and scientific seminars in the field of specialization to cover the labor market and sustainable development plans in the country

3. Program objectives

- 1– Preparing specialized educational and professional staff from among academics for the scientific and humanities departments in the College of Education for Humanities, capable of practicing their specialization with excellence**
- 2– Preparing qualified educational specialists to practice psychological counseling and educational guidance in governmental and private educational institutions**
- 3– Preparing educational psychologists qualified to work in the field of community service across various state institutions**
- 4– Providing the College of Education for Humanities with qualified instructors holding advanced degrees to teach educational and psychological subjects in specialized and non-specialized departments**
- 5– Students acquire desirable positive attitudes towards the mission of education in light of scientific and technological advancements**
- 6– Developing students' thinking and creative skills**
- 7– Developing students' scientific research and inquiry skills to address various scientific and life problems**

4. Program accreditation				
The Department of Educational and Psychological Sciences is seeking program accreditation				
5. Other external influences				
nothing				

6. Program structure				
Program structure	Number of courses	Study unit	%	* comments
Institutional requirements	5	22	12.5 %	essential
College requirements	12	48	%30	essential
Department requirements	40	160	%100	essential
Summer training	nothing	–	–	
Other	Practical education Viewing and) (application	4	2.5 %	essential

. The notes may include whether the course is core or elective *

Description of the courses offered in the Department of Educational and Psychological Sciences for the academic year 2025–2026 .7

T	Stage	Name of the course in Arabic	name Material Study In the language English	Number of hours		Number of units
				theoretical	practical	
1	Second	Curriculum and textbook	Curriculum Textbook	2	1	4
2		Educational Psychology	Educational Psychology	2	1	4
3		Arabic	Arabic Language	1		4
4		English texts	English Texts	1		4
5		Computer science	Computer Science	2		4
6		Social psychology	Social Psychology	2		4
7		Educational planning	Educational Planning	2	1	4
8		Baathist crimes	Baath Crimes	1		2
9		Descriptive statistics	Descriptive Statistics	2	1	4
10		Developmental psychology	Developmental Psychology	2	1	4
11		Continuing education	Continuing Education	2		4
the total				19	5	42

T	Stage	Name of the course in Arabic	name Material Study In the language English	Number of hours		Number of units
				theoretical	practical	
1.	First	General Psychology	General Psychology	2	1	6
2.		Psychology of individual differences	Individual Differences Psychology	2	1	4
3.		Arabic	Arabic Language	1		4
4.		English language	English Language	1		4
5.		Environmental education	General Principles of Educational	2		4
6.		rights man	Human Rights	2		4
7.		Educational sociology	Educational Sociology	2	1	4
8.		Computer science	Computer Science	1	1	2

9.		Foundations of Education	General Principles of Education Teaching	2	1	6
the total				15	5	38

T	Stage	Name of the course in Arabic	name Material Study In the language English	Number of hours		Number of units
				theoretical	practical	
1	Third	Psychological and educational guidance	Psychological and Educational Counseling	2		4
2		Personality psychology	Personality Psychology	2	1	4
3		Physiological psychology	Physiological Psychology	2	1	4
4		Experimental psychology	Experimental Psychology	2	1	4
5		Educational technologies	Educational Techniques	2	1	4
6		Inferential statistics	Inferential Statistics	2	1	4
7		Teaching methods	Methods of Teaching	2	1	4
8		Scientific research methodology	Methods of Scientific Research	2	1	2
9		Cognitive psychology	Cognitive Psychology	2		4
10		Comparative Education	Comparative Education	2		4
the total				20	7	40

T	Stage	Name of the course in Arabic	name Material Study In the language English	Number of hours		Number of units
				theoretical	practical	
1	Fourth	Mental health	Psychological Health	2		4
2		Measurement and evaluation	Measurement & Evaluation	2	1	4
3		Teaching thinking	Teaching Thinking	2		4
4		Behavior modification	Behavior Modification	2		4
5		Philosophy of Education	Philosophy of Education	2	1	4
6		Economics of Education	Economics of Education	2		4
7		Management and supervision	Administration & Supervision	2	1	4
8		Special Education	Special Education	2		2
9		Teaching applications	Teaching Applications	2		4

10		Research project	Research Project	1	3	4
the total				19	6	40

8. Expected learning outcomes of the program	
Knowledge	
Cognitive objectives • Memory : Knowing the student's ability to recall the facts, concepts, and information they have .learned • Understanding : Assessing the student's ability to grasp the meaning of ,things , interpret them and express the information they have .learned • Application : Assessing the student's ability to apply learned scientific information and knowledge in new .situations • Analysis : This measures the ability to break down	

scientific material or an idea into its parts and reveal the relationships .between them ● Assessment : It measures the ability to combine elements or parts together to form a whole and encourages creative .thinking in students ● The application includes all previous levels and aims to measure the ability to make judgments about the value of the material. Learned according to specific and clear standards	
Skills	
Program- specific skills objectives ● The student should be able to understand the importance of modern technology in ensuring accuracy and speed in .completing work	

• The student should be able to handle computers compare them, and know how to maintain them to obtain the most accurate results by working on them • paid to the optimal use of modern technologies for knowledge acquisition and the need to keep up with new updates to avoid falling into problems that may lead to harm	
Values	
<u>:Islamic values</u> Developing a deep –1 understanding of Islam : This includes spreading awareness of the culture of true Islam and its rich history Instilling noble morals in the –2 students, such as: honesty ,trustworthiness, justice, mercy and tolerance Adopting moderation and –3 centrism by spreading a culture of tolerance, accepting	<u>:Professional values</u> An individual should adhere to –1 ethical principles at work such as ,integrity, objectivity, responsibility .respect, honesty, and justice Mastering teamwork skills such as .2 cooperation, professionalism, and .effective communication Striving for excellence and –3 creativity at work: such as seeking ,opportunities for development ,innovation, initiative, perseverance . and passion

differences, respecting the opinions of others , and warning against extremism and fanaticism in any matter	
<u>:Human values</u> Respect for human rights and –1 freedoms: such as preserving human dignity and ensuring equality among all people . And protecting fundamental human freedoms such as freedom of expression and freedom of belief and combating all forms of , discrimination and violence against any individual or group Promoting a culture of .2 tolerance and peaceful coexistence: This includes accepting differences between , individuals and communities respecting others and their beliefs and opinions , and resolving conflicts peacefully and rationally. It also involves spreading a culture of peace in societies through education and .awareness campaigns	<u>: National values</u> Instilling national values such as –1 justice and equality, freedom tolerance, cooperation and solidarity, integrity and responsibility, creativity and innovation, and environmental conservation , to build any strong .and prosperous society Adherence to laws and –2 regulations, awareness of their importance, spreading a culture of respect for the law among members of society, and reporting any .violations of the law Working to serve the community –3 through volunteering to serve those in need, participating in community activities and events, spreading awareness among community members, and working to solve .community problems

Instilling the values of social responsibility in future generations through positive participation in building and developing society , working to ,solve societal problems contributing to the common good, helping the needy and vulnerable in society, and protecting the environment and .preserving natural resources	
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9. Teaching and learning strategies

1. Presentation with visual support by displaying information using a projector (data show) through presentations or direct work on the .program or application
2. .Practical application in the laboratory by the student
3. Discussion, information retrieval , and comparison with similar or .somewhat related information
4. Encouraging scientific research via the Internet in addition to the .prescribed curriculum

10. Assessment methods

1. **Formative assessment (daily exams, class discussions , homework .(and follow-up, classroom assessment**

**2. Diagnostic assessment (Semester and final exams for issuing
.(pass/fail rulings**

11. Faculty members					
Faculty members					
T	the name	Certificat e	Scientific title	General jurisdiction	Specialization
1.	Adnan Mard Jabr	PhD	Professor .Dr	Educational and psychological sciences	Educational Psychology
2.	Saleh Nahir Al- Zamili	PhD	Professor .Dr	Educational and psychological sciences	Philosophy of Education
3.	Malik Fadil Abdullah	PhD	Professor .Dr	Educational and psychological sciences	Educational guidance and counseling
4.	Rashid Nasser Khalifa	PhD	Professor .Dr	Educational and psychological sciences	Educational Psychology

5.	Asil Abdul Karim	PhD	Professor .Dr	Educational and psychological sciences	Educational Psychology
6.	Abdul 'Qate Samoum	PhD	Professor .Dr	Educational and psychological sciences	Educational Administration
7.	Shaimaa Nassif Anad	PhD	Professor .Dr	Educational and psychological sciences	Developmental psychology
8.	Ali Anad Zamel	PhD	Assistant Professor .Dr	Educational and psychological sciences	Educational Psychology
9.	Ghasaq Abdul Redha Barism	PhD	Assistant Professor .Dr	Educational and psychological sciences	Curricula and teaching methods
10	Salam Ghayath Anbar	PhD	Assistant Professor .Dr	Educational and psychological sciences	Educational Administration
11	Thaer Mohammed Ali	PhD	Assistant Professor .Dr	Educational and psychological sciences	Educational Administration
12	Saad Naeem Radawi	PhD	Assistant Professor .Dr	Educational and psychological sciences	Educational Administration

13	Thaer Mohammed Ali	PhD	Assistant Professor .Dr	Educational and psychological sciences	Educational Administration
14	Asma Shaker Hammoudi	PhD	Assistant Professor .Dr	Educational and psychological sciences	Personality psychology
15	Zahraa Ali Karim	PhD	Assistant Professor .Dr	Educational and psychological sciences	Curricula and teaching methods
16	Zahra Haider Jassim	PhD	Professor Doctor	Educational and psychological sciences	Educational Psychology
17	Diaa Abbas Hammoud	PhD	Assistant Professor	Educational and psychological sciences	Teaching methods
18	Afrah Jalal Abdul Latif	PhD	Assistant Professor .Dr	Educational and psychological sciences	Teaching methods
19	Saad Zuweid Attia	PhD	Professor Doctor	Educational and psychological sciences	Cognitive psychology
20	Heba Mohamed Ali	PhD	Professor Doctor	Educational and psychological sciences	Measurement and evaluation

21	Hassan Falah Hassan	PhD	Professor Doctor	Educational and psychological sciences	Social Psychology
22	Mohammed Salim Owaid	PhD	Professor Doctor	Educational and psychological sciences	Educational Psychology
23	Zahra Khalif Rafak	PhD	Professor Doctor	Educational and psychological sciences	Educational Psychology
24	Wafaa Basem Mohammed	PhD	Professor Doctor	Educational and psychological sciences	Curricula and teaching methods
25	Noor Muhammad Kazem	PhD	Professor Doctor	Educational and psychological sciences	Curricula and teaching methods
26	Beautiful ,carpets Mozan	PhD	Professor Doctor	date	Recent history
27	Zahraa Abbas Jiyad	PhD	Professor Doctor	Educational and psychological sciences	Curricula and teaching methods
28	Laith Hilal	PhD	Professor Doctor	Educational and psychological sciences	Educational Psychology

29	Haider Abdul Razzaq Ghafoori	PhD	Professor Doctor	Educational and psychological sciences	Educational Administration
30	Faisal's roses	PhD	Professor Doctor	Educational and psychological sciences	Arab
31	Noura Karim	PhD	Professor Doctor	Educational and psychological sciences	Educational Psychology
32	Ahmed Qasim Salman	Master's	Assistant teacher	date	Ancient history
33	Hussein Sahib Ali	Master's	Assistant teacher	geography	Human agricultural
34	Safia Majed Akkar	Master's	teacher	Educational and psychological sciences	Teaching methods
35	Saad Abbas Awda	PhD	Professor Doctor	Educational and psychological sciences	Educational Psychology
36	Mayada Fadel Issa	Master's	teacher	Educational and psychological sciences	Arab
37	Ahmed Hassan	Master's	Assistant teacher	Educational and	Educational Psychology

				psychological sciences	
38	Hussein Faleh	Master's	Assistant teacher	Educational and psychological sciences	Educational Administration
39	Ayat Riyadh	Master's	Assistant teacher	Educational and psychological sciences	Developmental psychology
40	Khawla Abdel Alawi	Master's	teacher	Educational and psychological sciences	Curricula and teaching methods

12. Professional Development
Orienting new faculty members
,Monitoring the possibility of proper planning and use of modern teaching methods as well as monitoring and guidance for the use of correct academic approaches in .teaching and dealing with students
Professional development of faculty members
Continuous education and participation in workshops and appropriate courses to develop .knowledge and skills in line with technological development
13. Admission standard
Central Ministry Admissions

14. Program development plan

Preparing and qualifying cadres with the professional ability that qualifies them to perform their future roles, whether in the field of education, community service, or scientific research. They also possess the ability and competence to apply educational and psychological theories in order to develop institutional work in the fields of education and scientific research for institutions related to the specialization. They are also distinguished by their ability to be creative and innovative in the fields of educational and psychological sciences, keep pace with technological development, and study the possibility of changing curricula in accordance with what is currently used in terms of technological programs and the need for .continuous updating of curricula

Program Skills Plan															
				outputs Learning Required from The program											
Year / Level	code The course	name The course	Essential or optional	Knowledge				Skills				Values			
				A 1	A 2	A 3	A 4	for 1	for 2	B 3	for 4	C 1	C 2	C 3	Part 4
2025-2026			essential												
Stage First		General Psychology	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Psychology of individual differences	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Arabic	secondary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		English language	secondary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Environmental education	secondary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		human rights	secondary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Educational sociology	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		computers	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Foundations of Education	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

- Please situation signal in squares Interview For outputs Learning Individual from The program Subject For evaluation

[illegible]

[illegible]

[illegible]

[illegible]

Course description template

Phase Four

Course description template : Philosophy of Education

1. Course Name	
Philosophy of Education	
2. Course code	
3. Semester/ Year	
2026/2025	
4. Date this description was prepared	
2026/3/1	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
hours, 2 hours 40	
7. ,Name of the course coordinator (if there is more than one .(please mention it	
: Prof. Dr. Saleh <u>Nahir</u> , Email salzamili@uowasit.edu.iq : Ayyam -Dr. Noor Mohammed Kadhim Al noormk@uowasit.edu.iq	
8. objectives Course	
philosophy of education course at universities aims to achieve several key objectives that 'contribute to developing students	Course objectives

understanding of philosophical .concepts related to education Among the main objectives of this :course are • Understanding basic philosophical concepts: The philosophy of education course aims to introduce students to fundamental philosophical ,concepts related to education ,such as goals, values, knowledge .educational justice, and others Students learn how to analyze these concepts and understand the .relationships between them • :Developing philosophical skills The philosophy of education course encourages students to develop intellectual and philosophical skills, such as critical analysis, critical thinking, and creative thinking. Students learn how to formulate Evaluating arguments and opinions Related to .education • Critical thinking about educational policies: The subject of philosophy of education helps students think critically about educational policies .and systems	
9. Teaching and learning strategies	
• The method of discussion in its various forms is for the purpose .of exchanging ideas to arrive at the facts • brainstorming strategy • Lecture method	Strategy a Method

10. Course structure				
Evaluation Method	Learning method	Unit or topic name	Hours	Week
oral exam	Lecture discussion	Introduction to the Philosophy of Education	2	the first
oral exam	Lecture questioning	Topics or theories studied by philosophy	2	the second
oral exam	Lecture and brainstorming	Philosophy of Education (meaning and definition)	2	the third
oral exam	Lecture discussion	Functions of the Philosophy of Education and Idealist Philosophy	2	Fourth
oral exam	Lecture questioning	The ideal knowledge of teacher and the ideal curriculum	2	Fifth
oral exam	Lecture and brainstorming	The leading figures of idealist philosophy	2	Sixth
oral exam	Lecture discussion	Realistic education philosophy	2	Seventh
oral exam	Lecture questioning	The ideal teacher – the ideal student	2	Eighth
oral exam	Lecture and brainstorming	The curriculum of realism From the leading figures of protective philosophy	2	Ninth
oral exam	Lecture discussion	Pragmatic educational philosophy pragmatic teacher and pragmatic student	2	tenth
oral exam	Lecture questioning	pragmatic approach	2	eleventh
oral exam	Lecture and brainstorming	Pragmatist Philosophy	2	twelfth
Second semester				
oral exam	Lecture discussion	Existential education philosophy	2	the first
oral exam	Lecture questioning	Existential teacher and existential student	2	the second

oral exam	Lecture and brainstorming	Figures of existent philosophy	2	the third
oral exam	Lecture discussion	Positivist education philosophy	2	Fourth
oral exam	Lecture questioning	, Area education go logical teacher	2	Fifth
oral exam	Lecture and brainstorming	Signs of logical positivism	2	Sixth
oral exam	Lecture discussion	Contemporary education theories	2	Seventh
oral exam	Lecture questioning	Essential perspective	2	Eighth
oral exam	Lecture and brainstorming	Progressive theory	2	Ninth
oral exam	Lecture discussion	Renewal theory	2	tenth
oral exam	Lecture questioning	Islamic educational philosophy and its characteristics	2	eleventh
oral exam	Lecture and brainstorming	Muslim philosophers	2	twelfth

11. Course evaluation

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, and reports... 40 marks for the .exam (two tests), 5 marks for daily attendance, and 5 marks for daily participation

12. Learning and teaching resources

Philosophy of Education	Required textbooks (methodology, (applicable
• Republic , translated by Hanna ,Khabbaz, Dar al-Turath, Beirut 1969 • Introduction to the Philosophy of ,Education Aconor , D.G translated by Mohamed Saif El-Din Fahmy, Anglo-Egyptian Library, Cairo 1982 • :Ibn Rushd and his philosophy .between tradition and modernity ,Al-A'sam , House of Wisdom Baghdad 1999	Main references (sources)

references , websites	Recommended supporting books and ,references (scientific journals (...reports
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Course description template

Teaching thinking

13. Course Name	
Teaching thinking	
14. Course code	
15. Semester/ Year	
2026/2025	
16. Date this description was prepared	
2026/3/1	
17. Available forms of attendance	
My presence	
18. Number of study hours (total) / Number of units (total)	
hours, 2 hours 40	
19. Name of the course coordinator (if there is more than .(one, please mention it	
Prof. Dr. Aseel Abdulkarim Al-Shammari aselmazeed@uowasit.edu.iq Dr. Wafaa Basem Mohammed wafaabmohammed@uowasit.edu.iq	
20. objectives Course	
- Introducing students to the .concept of teaching thinking - Creating a teaching and learning environment full of academic .activities and skills	Course objectives

• To equip students with the ability to search for information • Developing academic motivation among students , and encouraging ,them to continue reading questioning, searching for .information and interpreting it	
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21. Teaching and learning strategies

• The method of discussion in its various forms is for the purpose of .exchanging ideas to arrive at the facts • : strategy • Lecture method	Strategy and Method
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22. Course structure

Evaluation Method	Learning method	Unit or topic name	Hours	Week
oral exam	Lecture discussion	Introduction to thinking Definition of thinking Definition of teaching thinking skills	2	the first
oral exam	Lecture questioning	The historical beginnings of thought Characteristics of thinking Thinking as a skill	2	the second
oral exam	Lecture and brainstorming	Thinking patterns	2	the third
oral exam	Lecture discussion	Teaching thinking* skills and the school curriculum	2	Fourth
oral exam	Lecture questioning	The purpose of thinking	2	Fifth
oral exam	Lecture and brainstorming	Thinking and Language	2	Sixth
oral exam	Lecture discussion	Factors that develop thinking	2	Seventh
oral exam	Lecture questioning	Factors that hinder thinking	2	Eighth

oral exam	Lecture and brainstorming	The difference between thinking and teaching thinking	2	Ninth
oral exam	Lecture discussion	Building self-esteem	2	tenth
oral exam	Lecture questioning	,Thinking and speaking thinking and information	2	eleventh
oral exam	Lecture and brainstorming	Self-realization and thinking	2	twelfth
Second semester				
oral exam	Lecture discussion	Approaches (Starting Point) (in Teaching Thinking	2	the first
oral exam	Lecture questioning	Philosophy and Psychology	2	the second
oral exam	Lecture and brainstorming	Tools for teaching thinking	2	the third
oral exam	Lecture discussion	Tools and abstraction	2	Fourth
oral exam	Lecture questioning	Using and understanding tools	2	Fifth
oral exam	Lecture and brainstorming	Methods of teaching thinking	2	Sixth
oral exam	Lecture discussion	The importance of teaching and learning thinking	2	Seventh
oral exam	Lecture questioning	The nature and levels of thinking , thinking and learning	2	Eighth
oral exam	Lecture and brainstorming	Elements and tools of thinking	2	Ninth
oral exam	Lecture discussion	Basic principles of thinking	2	tenth
oral exam	Lecture questioning	Models for developing thinking through the curriculum	2	eleventh
oral exam	Lecture and brainstorming	Basic teaching approaches	2	twelfth
23. Course evaluation				

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, and reports... 40 marks for the exam (two tests), 5 marks for daily attendance, and 5 marks for daily participation	
24. Learning and teaching resources	
Teaching thinking	Required textbooks (methodology, applicable
Teaching Thinking (Theory and Application) by Dr. Saleh Muhammad Abu Jadu and Dr. Muhammad Bakr Nawfal (2012)	Main references (sources)
references , websites	Recommended supporting books and ,references (scientific journals (...reports

Course description template

Educational measurement and evaluation

1. :Course name
Educational measurement and evaluation
2. Course code
3. Semester/ Year: Annual
annual
4. 2026/02/11 : Date this description was prepared
5. : forms of attendance
My working hours are official and regular
6. :Number of study hours (total) / Number of units (total)
60 .One hour per year. Two hours per week
7. Name of the course coordinator (if there is more than one, please .(mention it
:Dr. Dirgham Reda Abdel Sayed, Email drqaam222@uowasit.idu.lq
8. Course objectives
To introduce students to the importance of measurement and evaluation and its role in improving the educational process

Introducing students to the basic concepts in educational and psychological measurement and evaluation
 Introducing students to the types of achievement tests, the advantages and disadvantages of each, and methods of preparing them
 Definition Students by means Testing and the advantages and disadvantages of each

9. Teaching and learning strategies

Lecture method 2- Discussion method -1
 Question and answer method 4. Brainstorming method

10. Course structure

Week	Hours	Required educational outcomes	Unit or location name	Learning method	Evaluation Method
1	hours	Concepts of	Educational	Lectures	Written exams - Evaluating the student through their classroom performance and participation in various activities Teamwork
2	hours	measurement	measurement	discussions	
3	hours	evaluation	evaluation	Analysis	
4	hours	The meaning of	The meaning of educational measurement and evaluation	Watching	
5	hours	measurement		shows	
6	hours	evaluation,		Using	
7	hours	importance, and		Technical	
8	hours	relationship between		means	
9	hours	. them		His speech	
10	hours	.		like	
11	hours	. Types of calendars .		Offers	
12	hours	The relationship		PowerPoint	
13	hours	between assessment and		and films	
14	hours	curriculum		Video	
15	hours	.		And	
vacation		Achievement Tests .5	Essay tests	illustrative	
16	hours		Objective tests	.aids	
17	hours	Objective tests-6			
18	hours	Essay tests .7			
19	hours	Oral tests .8			
20	hours				
21	hours	Non-testing methods -9	Non-test methods		
22	hours				
23	hours	Answering all questions -10			
24	hours	.Topics addressed by students whether from the prescribed textbook or from outside it			
25	hours				
26	hours	Posing questions to students in order to get them to answer them	Building Tests		
27	hours		Good specifications		

28	hours		A		Observat
29	hours				ion and
30	hours				follow-
					up
11. Course evaluation					
The distribution is as follows: 25 marks for monthly and daily exams for the first semester. 25 .marks for monthly and daily exams for the second semester. 50 marks for the final exam					
12. Learning and teaching resources					
-1	Required textbooks			Educational measurement and evaluation	
-2	Main references (sources)			nothing	
-3	) Recommended books and references (scientific journals, reports				
	Electronic -4 references , websites			All internet sites	

Course description template

Mental health

25.	Course Name
	mental health
26.	Course code
	Phase Four
27.	
28.	Semester/ Year
	2025/2026
29.	Date this description was prepared
	2026/2/25
30.	Available forms of attendance
	My presence
31.	Number of study hours (total) / Number of units (total)
	hours per week 2
32.	Name of the course coordinator (if there is more than one, please .(mention it
:Dr. Asmaa Shaker Hamoudi, Email ahumodi@uowasit.edu.iq :Email - M.M. Ahmed Hassan Mohamed Gaber Al ahmedh@uowasit.edu.iq	

33. objectives Course				
• The preventive goal : It includes –1 taking preventive and precautionary means and measures against the factors that lead to an individual being exposed to psychological disorders and mental illness. It also aims to protect individuals from social and psychological conditions that lead to maladjustment, whether . academic, professional, or social • Therapeutic objective : It deals with methods of psychotherapy, psychiatry, and guidance in solving maladjustment problems in all its forms and manifestations			Course objectives	
34. Teaching and learning strategies				
• The method of discussion in its various forms is for the purpose of .exchanging ideas to arrive at the facts • brainstorming strategy • Lecture method			Strategy Method	
35. Course structure				
Evaluation Method	Learning method	Unit or topic name	Hours	Week
Tests Editorial	Lecture discussion	a Mental health	2	the first
Tests Editorial	Lecture questioning	a Health and the compatibil process	2	the second
Tests Editorial	Lecture and brainstorming	Mental health and abnormality	2	the third
Tests Editorial	Lecture discussion	a Life as a process of adaptation	2	Fourth
Tests Editorial	Lecture questioning	a Adolescence and adjustment	2	Fifth
Tests Editorial	Lecture and brainstorming	Adjustment problems at school	2	Sixth

Tests Editorial	Lecture discussion	a Dynamic factors (frustration and conflict)	2	Seventh
Tests Editorial	Lecture questioning	a Personality and Mental Health	2	Eighth
Tests Editorial	Lecture and brainstorming	Methods of normal and abnormal adjustment	2	Ninth
Tests Editorial	Lecture discussion	a Mental health standards	2	tenth
Tests Editorial	Lecture questioning	a defensive tactics	2	eleventh
Tests Editorial	Lecture and brainstorming	Consciousness and unconsciousness	2	twelfth
Tests Editorial	Lecture and brainstorming	Mental illnesses and psychological disorders	2	thirteenth
Tests Editorial	Lecture and brainstorming	Mental illnesses and their symptoms	2	fourteenth
Tests Editorial	Lecture and brainstorming	Mental illnesses and their symptoms	2	fifteenth
Second semester				
Tests Editorial	Lecture discussion	a cognitive disorders	2	the first
Tests Editorial	Lecture questioning	a thinking disorders	2	the second
Tests Editorial	Lecture and brainstorming	Examples of mental illnesses	2	the third
Tests Editorial	Lecture discussion	a Schizophrenia	2	Fourth
Tests Editorial	Lecture questioning	a Mania and depression	2	Fifth
Tests Editorial	Lecture and brainstorming	Psychological and physical illnesses	2	Sixth
Tests Editorial	Lecture discussion	a psychological disorders	2	Seventh
Tests Editorial	Lecture questioning	a Personality disorders	2	Eighth
Tests Editorial	Lecture and brainstorming	sexual deviations	2	Ninth

Tests Editorial	Lecture discussion	Addiction and drugs	2	tenth
Tests Editorial	Lecture questioning	suicide	2	eleventh
Tests Editorial	Lecture and brainstorming	Adaptation of disabled people	2	twelfth
Tests Editorial	Lecture and brainstorming	Psychotherapy	2	thirteenth
Tests Editorial	Lecture and brainstorming	Mental health in school	2	fourteenth
Tests Editorial	Lecture and questioning	Mental health and methodology	2	fifteenth
36. Course evaluation				
is as follows The grade distribution out of 100 .marks for monthly and daily exams for the first semester 25 .marks for monthly and daily exams for the second semester 25 .marks for the final exams 50				
37. Learning and teaching resources				
Philosophy of Education		Required textbooks (methodology, if applicable)		
- Mental health, Jamal Al-Alousi - Mental health as an applied science, Ali Mahmoud Al-Jubouri, Karim Fakhri .Hilal		Main references (sources)		
references , websites		Recommended supporting books and references (scientific journals, reports...)		

Course description template

Behavior modification

1. Course Name
Behavior modification
2. Course code
3. Semester/ Year
2026/2025
4. Date this description was prepared
2025/11/18
5. Available forms of attendance
My presence

6. Number of study hours (total) / Number of units (total)				
hours, 2 hours 40				
7. .Name of the course coordinator (if there is more than one, please mention it)				
Dr. Zahra Haider Jassim Email zjassim@uowasit.edu.iq				
8. objectives Course				
Course objectives			• Introducing students to the concept of behavior modification and its methods • Refining students' thinking towards good behavior • Using and applying behavior modification techniques in the academic, social, and personal lives of students	
9. Teaching and learning strategies				
Strategy and Method	• The method of discussion in its various forms is for the purpose of .exchanging ideas to arrive at the facts • brainstorming strategy • Lecture method			
10. Course structure				
Week	Hours	Unit or topic name	Learning method	Evaluation Method
the first	2	The concept of behavior modification	Lecture and discussion	oral exam
the second	2	Learning and its relationship to behavior modification	Lecture and questioning	oral exam
the third	2	Areas of Behavior Modification	Lecture and brainstorming	oral exam
Fourth	2	Learning principles	Lecture and discussion	oral exam
Fifth	2	Conditions under which the learning process takes place	Lecture and questioning	oral exam
Sixth	2	Learning theories and their applications in behavior modification	Lecture and brainstorming	oral exam
Seventh	2	General characteristics of human behavior	Lecture and discussion	oral exam
Eighth	2	Behavioral orientation characteristics	Lecture and questioning	oral exam
Ninth	2	The importance of behavior modification	Lecture and brainstorming	oral exam
tenth	2	Behavior Modification Plan	Lecture and discussion	oral exam

eleventh	2	Conditional behavior modification techniques	Lecture and questioning	oral exam
twelfth	2	Procedural behavior modification techniques	Lecture and brainstorming	oral exam
Second semester				
the first	2	Modifying children's behavior	Lecture and discussion	oral exam
the second	2	Modifying adolescent behavior in educational fields	Lecture and questioning	oral exam
the third	2	Specialized methods in psychological counseling and behavior modification	Lecture and brainstorming	oral exam
Fourth	2	Cognitive theory approaches to behavior modification	Lecture and discussion	oral exam
Fifth	2	Cognitive perspective	Lecture and questioning	oral exam
Sixth	2	Mechanism Self -talk and style	Lecture and brainstorming	oral exam
Seventh	2	Sartre and self-control Canvas and self-control method	Lecture and discussion	oral exam
Eighth	2	Woolby's methods of behavior modification Bandura's methods of behavior modification	Lecture and questioning	oral exam
Ninth	2	Types of modeling and their characteristics	Lecture and brainstorming	oral exam
tenth	2	Uses and study of the modeling method	Lecture and discussion	oral exam
eleventh	2	Human behavior (modifying children's behavior	Lecture and questioning	oral exam
twelfth	2	Kanfer's self-regulation model and Sartre's self-control	Lecture and brainstorming	oral exam
11. Course evaluation				
The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, and reports... 40 marks for the exam (two tests) .marks for daily attendance, and 5 marks for daily participation 5				
12. Learning and teaching resources				
Required textbooks (methodology, if applicable)		Behavior modification		

Main references (sources)	• Behavior Modification , Al-Jubouri Ali , Mahmoud (2016), Dar Al-Tahja , Amman Jordan • Behavior modification: theory and application • Modifying and building children's behavior
Recommended supporting books and references (scientific journals, reports...)	references , websites

1. Course structure : Educational Administration and Supervision

2. Name : Prof. Dr. Abdul Kati' Samoum

Evaluation Method	Teaching method	Unit/Course or Topic Name	Required learning outcomes	Hours	Week
Tests	Lectures	Introduction to Management		3	1
Tests	Lectures	Management fields		3	2
Tests	Lectures	:Management Between Science and Art		3	3
Tests	Lectures	Schools of Management and Theories		3	4
Tests	Lectures	Management jobs Planning		3	5
Tests	Lectures	Educational leadership styles		3	6
Tests	Lectures	Educational Supervision		3	7
Tests	Lectures	The concept of educational supervision, past and present		3	8
Tests	Lectures	Educational Supervision Patterns		3	9
Tests	Lectures	Types of educational supervision		3	10
Tests	Lectures	Human relations in educational supervision		3	11
Tests	Lectures	Evaluation in Educational Supervision		3	12
Tests	Lectures	Features of an educational supervisor		3	13
Tests	Lectures	Objectives of educational supervision		3	14

4. Acceptance					
			Prerequisites		
45			Minimum number of students		
70			Largest number of students		
Workshops + Websites			,Special requirements (including ,for example, workshops (journals, software, and websites		
Lectures + Studies			Social services (including, for ,example, guest lectures vocational training and field (studies		
		training			
Tests	Lectures	classroom management		3	21
Tests	Lectures	The importance of classroom management		3	22
Tests	Lectures	Elements of classroom management		3	23
Tests	Lectures	Objectives of classroom management		3	24
Tests	Lectures	Characteristics of classroom management		3	25
Tests	Lectures	classroom management techniques		3	26
Tests	Lectures	Communication in classroom management		3	27
Tests	Lectures	human relations		3	28
Tests	Lectures	Foundations of human relations		3	29
Tests	Lectures	Elements of human relations		3	30

1. Course Name	
Special Education	
2. Course code	
3. Semester/ Year	
Chapter One	
4. Date this description was prepared	
2026/3/14	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
2/60	
7. Name of the course coordinator (if there is more than one, please mention .(it	
:Email A'i -Name: Dr. Saad Abbas Awda Alsuodah@uowasit.edu.iq	
8. objectives Course	
Course objectives	Providing assistance to students through describing . educational objectives . And appropriate teaching methods for all groups To provide students with the skills, principles, and scientific foundations that help them understand t educational problems they may face at a particu stage To provide important information for each age group that students go through, and to understand Their needs, and therefore understanding th .behavior, and the ability to solve their problems .In an effective way Understanding Differences Individuality among ,students in the same class In addition To present the basic principles In t ,evaluation process Setting educational and achievement tests 05 In a way that does not suit Their scientific abilities
9. Teaching and learning strategies	
strategy	Using multiple strategies contributes to developing learner performance diversifying modern teaching methods to break the monotony and boredom the student. This includes using discussion strategies through the exchange

	opinions and ideas, as well as problem-solving strategies to foster innovation among learners				
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
3	2	special soil concept	An idea about special education Definition and reasons and its levels And its classifications :Slow learners ,Definition causes, diagnosis Definition and types Its causes and diagnosis Definition and types Its causes and diagnosis	My presentation	Discussion questions
3	2	mental retardation		My presentation	Specifically related the topic Daily test
1	2	exam		My presentation	
3	2	Educational obstacles		My presentation	Essay questions
3	2	Emotional disturbances		My presentation	General discussion
3	2	Speech disorders		My presentation	Using examples
1	2	exam		My presentation	General discussion
3	2	hearing impairment		My presentation	Objective questions
3	2	visual impairment		My presentation	Using examples General discussion
1	2	exam		My presentation	Using stories realism
3	2	physical retardation	My presentation	Essay and object questions	
3	2	Creative children	My presentation	Joint discussion	
1	2	exam	Definition and types Its causes and diagnosis		General discussion Essay and object questions

			Definition and types Its causes and diagnosis Defining creativity and identifying a creative child		

11. Course evaluation

grade distribution for the first semester is out of 25, divided between the exam, daily attendance, and participation. The same applies to the second semester and the end of the year, which are out of 50

12. Learning and teaching resources

Required textbooks (methodology, if applicable)	Introduction to Special Education
Main references (sources)	Introduction to Special Education
Recommended supporting books and references (scientific journals, reports...)	Peer-reviewed scientific journals and books that have addressed education from a behavior perspective
references , websites	Electronic library and modern websites

1. Course structure : observation and application

2. Instructor's Name: Assistant Professor Dr. Diaa Abbas Hamoud

Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Tests	Lectures	practical education		4	1
Tests	Lectures	Its goals and stages		4	2
Tests	Lectures	The teaching profession: its definition and foundations Her ethics		4	3
Tests	Lectures	Effective teacher and thought-provoking teacher		4	4
Tests	Lectures	Classroom management		4	5
Tests	Lectures	Viewing: its ,concept, interests and guidelines		4	6
Tests	Lectures	classroom teaching skills ;Planning is a skill asking questions is a skill; closing is a .skill		4	7
note	Lectures	Preparation skill (a field visit to a (school		4	8
note	Lectures	Individual student observations		4	9
note	Lectures	Individual student observations		4	10
note	Lectures	Individual student observations		4	11
note	Lectures	Individual student observations		4	12
note	Lectures	Individual student observations		4	13
note	Lectures	Individual student observations		4	14

note	Lectures	Individual student observations		4	15
note	Lectures	Individual student observations		4	16
note	Lectures	Individual student observations		4	17
note	Lectures	Tips and guidelines for student teachers before their actual placement in secondary schools		4	18
note	Lectures	Collective application in schools		4	19
note	Lectures	Collective application in schools		4	20
note	Lectures	Collective application in schools		4	21
note	Lectures	Collective application in schools		4	22
note	Lectures	Collective application in schools		4	23
note	Lectures	Collective application in schools		4	24
note	Lectures	Collective application in schools		4	25
note	Lectures	Collective application in schools		4	26
note	Lectures	Collective application in schools		4	27
note	Lectures	Collective application in schools		4	28

note	Lectures	Collective application in schools		4	29
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	مواد المرحلة الثالثة

Course description: Experimental Psychology

38.	Course Name
	Experimental psychology
39.	Course code
40.	Semester/ Year
	2026-2025

41. Date this description was prepared	
2026/3/1	
42. Available forms of attendance	
In-person / Online	
43. Number of study hours (total) / Number of units (total)	
hours theory, 1 hour practical, 4 units 2	
44. Name of the course coordinator (if there is more than one, please .(mention it	
Instructor : Prof. Dr. Adnan Mard Jabr : Email adnanm@uowsit.edu.iq	
45. objectives Course	
Course objectives	- material Experimental psychology In universities, it aims to achieve several key objectives that contribute to developing students' understanding of concepts. General topics related to experimental psychology and behavioral sciences . Among the main objectives of :this course are Understanding the Specific Concepts in Experimental Psychology : The Experimental Psychology course aims to introduce students to the fundamental concepts of experimental psychology within the behavioral sciences . This includes the concept and development of experimental psychology, the scientific method, types of psychological experiments, and the most important scientists and researchers who contributed to its development . It also covers the relationship of experimental psychology to other sciences and

	branches of psychology, variables, their ,types, methods of controlling variables ,hypotheses and their characteristics experimental elements, steps for conducting experiments , experimental ,designs and their classification advantages and disadvantages, methods ,of using each design, feedback time internal and external safety of experimental designs, methods of controlling internal and external safety threats, and the concept of .experimentation and its requirements • Developing experimental research skills It encourages students to develop experimental research skills, learn how to use experimental methods in conducting research and laboratory experiments, and understand the criteria for selecting appropriate experimental .designs for experimental research • ,To equip students with the skills ethics, and standards of experimental research
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46. Teaching and learning strategies

Strategy	• The method of discussion in its various forms and problem-solving, in .order to exchange ideas to reach the facts • brainstorming strategy • Lecture method
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47. Course structure

Week	Hours	Unit or topic name	Learning method	Evaluation Method
the first	2	Experimental psychology: its concept, development, and field (general concepts)	Lecture discussion	oral exam

the second	2	,Science and the scientific method alternatives to the scientific method ,Phenomenology , case study ,observation, field study correlational studies	Lecture questioning brainstorming	oral exam
the third	2	method uses the following measures ,measurement , experimentation . good reasoning, and repetition	Lecture and brainstorming	oral exam
Fourth	2	,Observation: its definition types, and its relationship to .experience	Lecture discussion	oral exam
Fifth	2	Measurement	Lecture questioning	oral exam
Sixth	2	Experimentation	Lecture and brainstorming	oral exam
Seventh	2	Scientists and thinkers who contributed to The development of experimental studies , fundamentals Experimentation	Lecture discussion	oral exam
Eighth	2	Alternatives to the experimental method	Lecture questioning	oral exam
Ninth	2	,Case studies, correlational studies ,Comparative causal studies Retrospective studies	Lecture and brainstorming	oral exam
tenth	2	Variables, classification ,variables Research-related variables experimental, characteristics variables	Lecture discussion	oral exam
eleventh	2	Hypotheses, characteristics ,hypotheses Sources of hypotheses, types hypotheses	Lecture questioning	oral exam
twelfth	2	Experiment, types of scientific experiments, criticisms General conditions of the trial	Lecture and brainstorming discussion	oral exam
Second semester				

the first	2	Experimental control, control objectives, types Adjustment Physical control, selective control Statistical control, experimental design	Lecture discussion	oral exam
the second	2	Internal security: its definition and threats	Lecture questioning	oral exam
the third	2	External security: its definition and threats The relationship between internal and external safety	Lecture and brainstorming	oral exam
Fourth	2	Steps of experimental research	Lecture discussion	oral exam
Fifth	2	Community and Samples Experimental Research	Lecture questioning	oral exam
Sixth	2	Experimentation experimental design, limitations ,Choosing an experimental design	Lecture and brainstorming	oral exam
Seventh	2	,Types of experimental design methods of classifying them	Lecture discussion	oral exam
Eighth	2	,Designs between individual designs within Individuals. Experimental design .with minimal control	Lecture questioning	oral exam
Ninth	2	experimental designs with tight control	Lecture and brainstorming	oral exam
tenth	2	Factorial designs , experimental designs with partial adjustment	Lecture discussion	oral exam
eleventh	2	Reaction time . Scientific contributions to reaction time. Factors affecting reaction time. Reaction time studies	Lecture questioning	oral exam
twelfth	2	Ethics of experimental research, evaluation of experimental research	Lecture and brainstorming	oral exam

48. Course evaluation

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, and reports... 40 marks for the exam (two tests) .marks for daily attendance, and 5 marks for daily participation 5

49. Learning and teaching resources	
Required textbooks (methodology, if applicable)	• ,Experimental Psychology , Anna My translated by Khalil Al-Bayati
Main references (sources)	• Psychology , Abdul Rahman Al-Qaisi • Psychology , Safaa Habib Tariq
Recommended supporting books and references (scientific journals, reports...)	references , websites

Personality psychology

1. Course Name	
Personality psychology	
2. Course code	
Phase Three	
3. Semester/ Year	
2026/2025	
4. Date this description was prepared	
2026/3/15	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
hours per week 2	
7. Name of the course coordinator (if there is more than one, please .(mention it	
: A'imel -M.M. Ahmed Hassan Mohamed Gaber Al ahmedh@uowasit.edu.iq	
8. objectives Course	
Course objectives	• The subject of personality psychology in universities aims to achieve several key objectives that 'contribute to developing students understanding by understanding the complexities and details of human personality, and how it affects

	individuals' lives, choices, and .relationships Predicting and interpreting behavior: Understanding an individual's personality traits provides valuable information for predicting .and interpreting their behavior Personality research helps identify patterns and consistency in how people think, feel, and act, enabling us to anticipate their reactions in . different situations :Enhancing self-awareness Personality study facilitates self-reflection and self-awareness. It helps individuals gain a deeper ,understanding of their traits strengths, weaknesses, and .motivations Relationship Dynamics: Personality studies provide insights into interpersonal dynamics and relationship compatibility. By understanding one's own personality traits and those of others, individuals can navigate their relationships more effectively. This knowledge can help reduce conflict and enhance communication. And to promote healthy and more satisfying .relationships with others Personal well-being: Exploring personality traits and understanding their impact on behavior and well-
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		being contributes to personal growth . and overall psychological well-being		
9. Teaching and learning strategies				
Strategy Method	a	• The method of discussion in its various forms is for the purpose of exchanging ideas to arrive at the facts • brainstorming strategy • Lecture method		
10. Course structure				
Week	Hours	Unit or topic name	Learning method	Evaluation Method
the first	2	The concept of personality in psychological heritage	Lecture and discussion	Tests Editorial
the second	2	, Personality determinants and personality dynamics	Lecture and questioning	Tests Editorial
the third	2	Dimensions of building and developing personality	Lecture and brainstorming	Tests Editorial
Fourth	2	Dimensions of Personality Growth	Lecture and discussion	Tests Editorial
Fifth	2	Chapter Three/Personal Theories	Lecture and questioning	Tests Editorial
Sixth	2	Mountain formation (Hippocrates) Kretschmer - Sheldon	Lecture and brainstorming	Tests Editorial
Seventh	2	Membership: Kimb Goldstein	Lecture and discussion	Tests Editorial
Eighth	2	Features: (Jordan Allports)	Lecture and questioning	Tests Editorial
Ninth	2	Theories based on environmental determinism	Lecture and brainstorming	Tests Editorial
tenth	2	Behavioral theories	Lecture and discussion	Tests Editorial
eleventh	2	Theories based on interactional determinism	Lecture and questioning	Tests Editorial
twelfth	2	Psychological theories	Lecture and brainstorming	Tests Editorial

thirteenth	2	Social: Neo- Freudianism	Lecture and brainstorming	Tests Editorial
fourteenth	2	Adler	Lecture and brainstorming	Tests Editorial
fifteenth	2	From	Lecture and brainstorming	Tests Editorial
Second semester				
the first	2	Horney	Lecture discussion	Tests Editorial
the second	2	Sullivan	Lecture questioning	Tests Editorial
the third	2	Field theory	Lecture and brainstorming	Tests Editorial
Fourth	2	Kurt Levine, Gestalt	Lecture discussion	Tests Editorial
Fifth	2	Theory of Needs, Murra Personality Science	Lecture questioning	Tests Editorial
Sixth	2	Self-Theory: Rogers	Lecture and brainstorming	Tests Editorial
Seventh	2	Theoretical foundations personality assessment	Lecture discussion	Tests Editorial
Eighth	2	Personality assessm methods	Lecture questioning	Tests Editorial
Ninth	2	Psychometrics	Lecture and brainstorming	Tests Editorial
tenth	2	Educational Measurement	Lecture discussion	Tests Editorial
atheistic ten	2	Personality assessment tools	Lecture questioning	Tests Editorial
the second ten	2	Educational tools	Lecture and brainstorming	Tests Editorial
the third ten	2	psychological tools	Lecture and brainstorming	Tests Editorial
Fourth ten	2	Educational tools	Lecture and brainstorming	Tests Editorial
Fifth ten	2	Clinical instruments	Lecture and questioning	Tests Editorial
11. Course evaluation				

is as follows The grade distribution out of 100 .marks for monthly and daily exams for the first semester 25 .marks for monthly and daily exams for the second semester 25 .marks for the final exams 50	
12. Learning and teaching resources	
Required textbooks (methodology, if applicable)	Philosophy of Education
Main references (sources)	• Personality Psychology, Aziz Hanna Dawood and Nazim Hashim Al-Obaidi
Recommended supporting books and references (scientific journals, reports...)	references , websites

Course Name

Inferential statistics

Educational institution	College of Education for Humanities – Wasit University
/ Scientific Department Center	Educational and psychological sciences
Course Name/Code	Inferential statistics
Available forms of attendance	Student attendance
Semester/Year	6 202 / 5 202
Total number of study hours	hours per year, 3 hours per week 90
.7 Name of the course coordinator (if there is .(more than one, mention it	Dr. Heba Mohamed Ali
Date this description was prepared	2026/3/31
5. Course outcomes , teaching and learning methods, and assessment	
A- Cognitive objectives	
A1 - Giving lectures A2 - Asking questions A3 - Research Writing	
B - Course-specific skills objectives	
B1 - Performance skills through student participation in the lesson	
B2 - Social skills through opening a group dialogue among students	
B3 - Students' lesson application skills	
B4 - Student self-assessment skills	
Teaching and learning methods	
- Classroom observation during lesson delivery - Student group work - Workshops	

Assessment methods
Observations, participation , and activities assigned to the student
C- Affective and value-based objectives Part 1 - Reading and Comprehension Part 2 - Linking Q3- Analysis Q4- Conclusion
Teaching and learning methods
- Classroom observation during lesson delivery - Student group work - Workshops
Assessment methods
Observations, participation , and activities assigned to the student
D - General and transferable skills (other skills related to employability (and personal development Review of applications 2. Analysis 3. Conclusion .1
Course Objectives
To equip the graduate with the skills to generalize the results from the sample to the population in order to extract and draw conclusions about the various phenomena under study
Graduating a student who excels in selecting the appropriate statistical tool for their research data
parametric statistical methods Nonparametrics in different fields

Course description template: Educational Technologies

1. Course Name
Educational technologies
2. Course code
3. Semester/ Year
Chapter One
4. Date this description was prepared
2026/3/14
5. Available forms of attendance
My presence
6. Number of study hours (total) / Number of units (total)
2/60
7. Name of the course coordinator (if there is more than one, please (mention it

Name: M.D. Afrah Jalal Abdul Latif :tends to A The letter afrahj@uowasit.edu.iq					
8. objectives Course					
Course objective		,Second-year students in the humanities (Arabic, Kurdish English, History, Geography, Quranic Studies and Islamic (Education, Educational and Psychological Sciences should be familiar with the stages of development in the use of educational technology and its relationship to ,theories that explain the learning process, its types .classifications, innovations, and applications			
9. Teaching and learning strategies					
strategy		Using multiple strategies contributes to improving student performance by diversifying modern teaching methods to break the monotony and boredom of the student. This includes using discussion strategies through the exchange of opinions and ideas, as well as problem-solving strategies to foster innovation among .learners			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method

the first	2	A brief history of the development of educational technologies	:Chapter One The Evolution of the Concept of Educational Technologies	,Lecture discussion, and questioning	tests / written and oral
the second	2	The concept of educational technologies			
		Concepts related to technologies			
		Benefits and educational purposes achieved by educational tools			
the third	2	Factors influencing the choice of educational tool			
	2	Characteristics of educational media			
Fourth		Obstacles to using educational tools			
		Psychological foundations for the use of educational technologies	:Chapter Two Classifications of Educational Technologies	,Lecture discussion, and questioning	tests / written and oral

		Behavioral and cognitive theories			
		Design models			
		The relationship of using educational technologies The concept of communication Communication theories Contact forms Systems Approach Types of systems			
		Classification of educational technologies :according to The senses - 1 Experience -2		,Lecture discussion, and questioning	tests / written and oral
Fifth	2	Non-visually displayed materials and their practical :applications	:Chapter Three Important Technologies Used in Education	,Lecture discussion, and questioning	tests / written and oral
Sixth	2	educational posters and their types Materials displayed on :screen Transparencie s			

		Slide projector Overhead projector Multimedia) projector Data show)			
Seven	2	Audio educational technologies And its :applications Educational phone Language Lab School radio		,Lecture discussi on, and question ing	tests / written and oral
Eighth	2	Sensory educational technologies and their applications , Models) ,models (samples Pictures and - ,posters educational games and ,simulations educational television		,Lecture discussi on, and question ing	tests / written and oral
Ninth	2	Good educational technology standards terms of use Stages of use		,Lecture discussi on, and question ing	tests / written and oral

tenth	2	Modern trends in educational technologies and teaching :technology Educational computing and the development of computer programs E-learning synchronous) and asynchronous (learning The difference between e-learning and traditional education	:Chapter Four Trends in Educational Technology	,Lecture discussion, and questioning	tests / written and oral
eleven	2	virtual learning environment Smart School virtual classrooms Video conferencing ebook		,Lecture discussion, and questioning	tests / written and oral
the second ten	2	Activities Areas of activity Activity selection criteria Objectives of educational activities		,Lecture discussion, and questioning	tests / written and oral

		Types of activities Classroom and extracurricular activities Verbal and non-verbal activities			
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11. Course evaluation

,grade distribution for the first semester is out of 25, divided between the exam, daily attendance and participation. The same applies to the second semester and the end of the year, which are .out of 50

12. Learning and teaching resources

Required textbo (methodology, if applicable)	Educational technologies
Main references (sources)	Educational Technologies - Dr. Khudair Abbas Jari
Recommended supporting books and references (scientific (...journals, reports	Peer-reviewed scientific journals and books that ha addressed education from a behavioral perspective
references , websites	Electronic library and modern websites

Course Structure / Prof. Dr. Malek Fadil Abdullah					
Week	Hours	Required learning outcomes	Unit/Topic Name	Teaching method	Evaluation Method
1	2		The concept of psychological counseling	Lectures	Tests
2	2		Justifications and objectives of guidance	Lectures	Tests
3	2		Principles upon which psychological counseling and educational guidance are based	Lectures	Tests
4	2		The relationship of guidance to other sciences	Lectures	Tests
5	2		Fields of psychological / counseling therapeutic counseling	Lectures	Tests
6	2		Educational guidance	Lectures	Tests
7	2		Career guidance	Lectures	Tests
8	2		Marital counseling	Lectures	Tests
9	2		Family counseling	Lectures	Tests
10	2		Children's guidance	Lectures	Tests
11	2		Youth guidance	Lectures	Tests
12	2		Adult guidance	Lectures	Tests
13	2		Guiding the extraordinary	Lectures	Tests
14	2		Guidance routes	Lectures	Tests
15	2		Foundations of Guidance	Lectures	Tests
16	2		- Philosophical Psychological	Lectures	Tests
17	2		Ethics	Lectures	Tests

18	2		Counseling / Theories Psychoanalytic Theory	Lectures	Tests
19	2		Behavioral theory	Lectures	Tests
20	2		Humanistic theory	Lectures	Tests
21	2		Existential theory	Lectures	Tests
22	2		Information needed for the guidance process	Lectures	Tests
23	2		Methods of data / collection Narrative records Biography /	Lectures	Tests
24	2		Tests	Lectures	Tests
25	2		Observation	Lectures	Tests
26	2		Interview	Lectures	Tests
27	2		Educational guidance in the school	Lectures	Tests
28	2		Parents' and teachers' councils and their role in educational guidance	Lectures	Tests
28	2		The need for guidance programs	Lectures	Tests
30	2		Problems addressed by educational guidance	Lectures	Tests
- Psychological guidance and counseling , Hamed Abdel Salam Zahran - Guidance and Mental Health (A Textbook), by Sahib Abd Marzouk and Hassan Ali Sayed					Required textbooks

	مواد المرحلة الثانية
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1. Course Name	
Continuing education	
2. Course code	
3. Semester/ Year	
2025/2026	
4. Date this description was prepared	
2026/3/20	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
hours, 2 hours 40	
7. ,Name of the course coordinator (if there is more than one .(please mention it	
Dr. Rasel Tariq Hassan, Dr. Saad Naeem Radawi :email .A Al russelt@uowasit.edu.iq	
8. objectives Course	
Introducing students to the importance of lifele learning and its role in educational life Introducing students to the goals continuing education Introducing students to formal and no formal education forms Introducing students to the importance self-learning so that they learn at their o pace and master the basic skills necess . to teach themselves Introducing students to programm learning and forms of corresponder education, and their role in improving .reality of the educational process	Course objectives
9. Teaching and learning strategies	

• The method of discussion in its various forms is for the purpose of exchanging ideas to arrive at the facts • brainstorming strategy • Lecture method				Strategy Method
10. Course structure				
Evaluation Method	Learning method	Unit or topic name	Hours	Week
oral exam	discussion brainstorming	The concept of lifelong learning and definitions by some theorists	2	the first
oral exam	Lecture discussion	Types of continuing education	2	the second
oral exam	Lecture and brainstorming	Basic education	2	the third
oral exam	Lecture discussion	lifelong learning	2	Fourth
oral exam	Lecture discussion	Goals of continuing education	2	Fifth
oral exam	Lecture and discussion	Characteristics of continuing education	2	Sixth
oral exam	Lecture discussion	Krupley and Dav properties	2	Seventh
oral exam	Lecture questioning	Characteristics of some theorists	2	Eighth
oral exam	Lecture and brainstorming	Continuing education history	2	Ninth
oral exam	Lecture discussion	Continuing education Arab-Islamic civilization	2	tenth
oral exam	Lecture questioning	Continuing education in modern era	2	eleventh
oral exam	Lecture and brainstorming	Continuing Education Institutions	2	twelfth
oral exam	Lecture and discussion	formal formal education	2	thirteenth
oral exam	Lecture and questioning	Non-formal education	2	fourteenth
Second semester				

oral exam	Lecture discussion	a Non-formal education	2	the first
oral exam	Lecture questioning	a Alternative education forms in continuous education	2	the second
oral exam	Lecture and brainstorming	self-education	2	the third
oral exam	Lecture discussion	a The concept of self-learning	2	Fourth
oral exam	Lecture questioning	a The importance of self-learning	2	Fifth
oral exam	Lecture and brainstorming	programmed learning	2	Sixth
oral exam	Lecture discussion	a Correspondence education	2	Seventh
oral exam	Lecture questioning	a The concept of correspondence education	2	Eighth
oral exam	Lecture and brainstorming	Reasons for correspondence education	2	Ninth
oral exam	Lecture discussion	a Principles of correspondence education	2	tenth
oral exam	Lecture questioning	a Correspondence education methods	2	eleventh
oral exam	Lecture and brainstorming	Educational TV	2	twelfth
oral exam	Lecture and discussion	Audio-visual aids	2	thirteenth
oral exam	Lecture and brainstorming	Evaluative view	2	fourteenth

11. Course evaluation

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, and reports... 40 marks for the subject, exams (two written), 5 marks for daily attendance, and 5 marks for daily participation

12. Learning and teaching resources

Distance learning theories and e-learning terminology. Lee Archerlosser / Translated by Prof. Dr. Nabil Gad Azmy, 2015	Required textbooks (methodology, (applicable
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Self-learning using educational models Prof. Dr. Fakhri Al-Sherbini 2013 / .Technology in Open Education / J. S ,Drony, translated by Dr. Insaf Abbas ,Al-Quds Open University / Palestine 2013	Main references (sources)
references , websites	Recommended supporting books and references (scientific journals, reports...)

1. Course Name	
Introduction to Sociology	
2. Course code	
3. Semester/ Year	
2026/2025	
4. Date this description was prepared	
2026/3/25	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
hours, 2 hours 40	
7. Name of the course coordinator (if there is more than one, please .(mention it	
Dr. Hassan Fallah Hassan :email address A'a -Al hasanfalah@uowasit.edu.iq	
8. objectives Course	
• Introductory Sociology Lessons • ,The aim of this scientific publication related to the subject of Introduction to Sociology, is to give a preliminary overview of sociology and to introduce students to the importance of this science and its role in analyzing social phenomena. To that end, we have reviewed the historical path that helped in the emergence of sociology, starting from human civilizations, highlighting their characteristics and contributions to the sociological field . We have also observed the historical stages that ,modern society has gone through from the political revolution to the economic revolution, and their role in giving impetus to the emergence of	Course objectives

sociology in its modern concept. On the other hand, we have focused on the most important pioneers who contributed to shaping the identity of ,sociology, such as Auguste Comte Karl Marx, Max Weber, Émile Durkheim, and before them, Abd al-Rahman Ibn Khaldun. We have also explained the most important methodological components that sociology relies on in its understanding of the social phenomenon, in addition to focusing on the most important areas of this science and its relationship with other sciences. At the end of this publication, we have used some sociological concepts in order to clarify their importance in sociological . research

- Objectives of sociology
- Delivery Values social From her –1 perspective The healthy to Individuals from during Accreditation on means Educational Which form The mediator . Suitable To achieve this the goal
- Studying Determinants that –2 challenge from capacity science Meeting Educational on impact in . Educational and teaching strategies
- Follow-up role Institutions –3 ,educational in directing Individuals Especially children Among them

about Adherence By learning Skills educational Correct, Which Contributes in refine Their . personalities • Analysis effect Culture social –4 prevailing on order Educational The year, Which This contributes to redirecting it towards the right path for implementing educational strategies in societies, and this helps to identify the positive and negative .aspects of them	
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9. Teaching and learning strategies

• The method of discussion in its various forms is for the purpose of .exchanging ideas to arrive at the facts • brainstorming strategy • Lecture method	Strategy a Method
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10. Course structure

Evaluation Method	Learning method	Unit or topic name	Hours	Week
oral exam	Lecture discussion	a Educational sociology: its definition and emergence	2	the first
oral exam	Lecture questioning	a Objectives of Education Sociology	2	the second
oral exam	Lecture and brainstorming	The importance of education sociology	2	the third
oral exam	Lecture discussion	a What is socialization and ?education	2	Fourth
oral exam	Lecture questioning	a Dimensions of socialization	2	Fifth
oral exam	Lecture and brainstorming	Goals of socialization	2	Sixth
oral exam	Lecture discussion	a Characteristics of socialization	2	Seventh
oral exam	Lecture questioning	a Socialization theory	2	Eighth

oral exam	Lecture and brainstorming	Pioneers of Educational Sociology	2	Ninth
oral exam	Lecture discussion	Ibn Khaldun - Émile Durkheim	2	tenth
oral exam	Lecture questioning	Education and socialization	2	eleventh
oral exam	Lecture and brainstorming	Social control and education	2	twelfth
Second semester				
oral exam	Lecture discussion	Elements of socialization Socialization institutions	2	the first
oral exam	Lecture questioning	Social and educational control mechanisms Social interaction in the field of education	2	the second
oral exam	Lecture and brainstorming	Stages of social and educational change Factors of social and educational change	2	the third
oral exam	Lecture discussion	Characteristics of social change Education and social change	2	Fourth
oral exam	Lecture questioning	Theories of social change	2	Fifth
oral exam	Lecture and brainstorming	The relationship between education and social change Social processes and education	2	Sixth
oral exam	Lecture discussion	Educational and socio-social phenomena social classes	2	Seventh
oral exam	Lecture questioning	Types of social processes	2	Eighth
oral exam	Lecture and brainstorming	Education and social development	2	Ninth
oral exam	Lecture discussion	Cooperation and its types	2	tenth
oral exam	Lecture questioning	Social and educational compatibility	2	eleventh
oral exam	Lecture and brainstorming	social commitment	2	twelfth

11. Course evaluation	
The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, and reports... 40 marks for the exam (two tests) .marks for daily attendance, and 5 marks for daily participation 5	
12. Learning and teaching resources	
Introduction to Sociology	Required textbooks (methodology, if applicable)
, Methodological Principles in Sociology Émile Durkheim , Al-Nahda, Cairo, 1999 Fundamentals of Sociology , Dr. Ibrahim ,Othman, Kazma Publishing House, Kuwait 1983 ,Educational Sociology , Dr. Ibrahim Nasser Dar Al-Tali'ah, Amman, 2004 Sociology , Dr. Abdullah Al-Rashdan, Dar Ammar, Amman 1998	Main references (sources)
references , websites	Recommended supporting books and references (scientific journals, reports...)

1. Course Name
Curriculum and textbook
2. : Course code
-
3. Semester/Year
2026-2025
4. Date this description was prepared
2025/10/5
5. Available forms of attendance
My presence
6. Number of study hours (total) / Number of units (total)
hours 60
7. Name of the course coordinator (if there is more than one, please .(mention it
: Ayyam -the name: ahadhal@uowasit.edu.iq Dr. Zahraa Ali Karim Dr. Amer Karim Hadhal

8. objectives Course					
• . Understanding the objectives of the curriculum and textbook • The logical and psychological organization of matter The ability to analyze current issues in curricula and contemporary issues					
9. Teaching and learning strategies					
, Brainstorming strategy , active learning strategy guided free discussions, problem-solving, and short quizzes					
10. Course structure					
Evaluation Method	Learning method	Unit name or the topic	Required learning outcomes	Hours	Week
Questions and discussions	panel discussion Cooperative learning Active learning lecture	The concept of ,curriculum linguistically and technically	Enabling students to understand the .material Cultivating a culture of scientific discussion and empowerment Students learn that a in a scientific .manner Realism	2	the first
Questions and discussions Exchange of views	panel discussion Cooperative learning	Curriculum Organization	Enabling students to understand the .material Cultivating a culture of scientific discussion	2	the second

	Active learning lecture		and empowerment Students learn that a in a scientific .manner .Realistic		
Questions and discussions	panel discussion Cooperative learning Active learning lecture	Foundations of the Philosophical Approach	Enabling students to understand the .material Cultivating a culture of scientific discussion and empowerment Students learn that a in a scientific .manner Realism	2	the third
Questions and discussions	panel discussion Cooperative learning Active learning lecture	Foundations of building the psychological curriculum	Enabling students to understand the .material Cultivating a culture of scientific discussion and empowerment Students learn that a in a scientific .manner Realism	2	Fourth

Questions and discussions Exchange of views	panel discussion Cooperative learning Active learning lecture	Foundations for building the cognitive and social curriculum	Enabling students to understand the .material Cultivating a culture of scientific discussion and empowerment Students learn that a in a scientific .manner Realism	2	Fifth
Questions and discussions Written test	panel discussion Cooperative learning Active learning lecture	Types of separate curricula	Enabling students to understand the .material Cultivating a culture of scientific discussion and empowerment Students learn that a in a scientific .manner .Realistic	2	Sixth
Questions and discussions	panel discussion Cooperative learning	Types of interconnected curricula and broad fields	Enabling students to understand the .material Cultivating a culture of scientific	2	Seventh

	Active learning lecture		discussion and empowerment Students learn that a in a scientific manner Realism		
Questions and discussions	panel discussion Cooperative learning Active learning lecture	Types of :curricula activities and units	Enabling students to understand the material Cultivating a culture of scientific discussion and empowerment Students learn that a in a scientific manner Realism	2	Eighth
Questions and discussions	panel discussion Cooperative learning Active learning lecture	Types of core curricula	Enabling students to understand the material Cultivating a culture of scientific discussion and empowerment Students learn that a in a scientific manner Realism	2	Ninth

Questions and discussions - Written test	panel discussion Cooperative learning Active learning lecture	Curriculum elements and objectives	Enabling students to understand the .material Cultivating a culture of scientific discussion and empowerment Students learn that a in a scientific .manner .Realistic	2	tenth
Questions and discussions	panel discussion Cooperative learning Active learning lecture	Curriculum elements and levels	Enabling students to understand the .material Cultivating a culture of scientific discussion and empowerment Students learn that a in a scientific .manner Realism	2	eleventh
Questions and discussions	panel discussion Cooperative learning	Curriculum elements and content	Enabling students to understand the .material Cultivating a culture of scientific	2	twelfth

	Active learning lecture		discussion and empowerment Students learn that a in a scientific manner Realism		
Questions and discussions	panel discussion Cooperative learning Active learning lecture	The textbook authored by	Enabling students to understand the material Cultivating a culture of scientific discussion and empowerment Students learn that a in a scientific manner Realism	2	thirteenth
Questions and discussions Written test	panel discussion Cooperative learning Active learning lecture	The ,textbook both printed and . electronic	Enabling students to understand the material Cultivating a culture of scientific discussion and empowerment Students learn that a in a scientific manner .Realistic	2	fourteenth

Questions and discussions	panel discussion Cooperative learning Active learning lecture	Theoretical basis of content ;analysis Definition of content analysis	Enabling students to understand the .material Cultivating a culture of scientific discussion and empowerment Students learn that a in a scientific .manner Realism	2	fifteenth
Questions and discussions	panel discussion Cooperative learning Active learning lecture	Content analysis in light of certain variables	Enabling students to understand the .material Cultivating a culture of scientific discussion and empowerment Students learn that a in a scientific .manner Realism	2	Sixteenth
Questions and discussions	panel discussion Cooperative learning	Curriculum elements and teaching methods	Enabling students to understand the .material Cultivating a culture of scientific	2	seventeenth

	Active learning lecture		discussion and empowerment Students learn that a in a scientific manner Realism		
Questions and discussions	panel discussion Cooperative learning Active learning lecture	Educationa l activities	Enabling students to understand the material Cultivating a culture of scientific discussion and empowerment Students learn that a in a scientific manner Realistic	2	eighteenth
Questions and discussions	panel discussion Cooperative learning Active learning lecture	Educationa l resources	Enabling students to understand the material Cultivating a culture of scientific discussion and empowerment Students learn that a in a scientific manner Realism	2	nineteenth

Questions and discussions	panel discussion Cooperative learning Active learning lecture	Technological innovations	Enabling students to understand the .material Cultivating a culture of scientific discussion and empowerment Students learn that a in a scientific .manner Realism	2	Twenty
Questions and discussions	panel discussion Cooperative learning Active learning lecture	Assessment in teaching	Enabling students to understand the .material Cultivating a culture of scientific discussion and empowerment Students learn that a in a scientific .manner Realism	2	Twenty-first
Questions and discussions	panel discussion Cooperative learning	Types of classroom tests	Enabling students to understand the .material Cultivating a culture of scientific	2	Twenty-second

	Active learning lecture		discussion and empowerment Students learn that a in a scientific manner Realism		
Questions and discussions	panel discussion Cooperative learning Active learning lecture	Curriculum evaluation and its supplements	Enabling students to understand the material Cultivating a culture of scientific discussion and empowerment Students learn that a in a scientific manner Realistic	2	Twenty-third
Questions and discussions	panel discussion Cooperative learning Active learning lecture	Curriculum development and its supplements	Enabling students to understand the material Cultivating a culture of scientific discussion and empowerment Students learn that a in a scientific manner Realism	2	Twenty-fourth

Questions and discussions	panel discussion Cooperative learning Active learning lecture	Basic models for curriculum development	Enabling students to understand the .material Cultivating a culture of scientific discussion and empowerment Students learn that a in a scientific .manner Realism	2	Twenty-fifth
Questions and discussions	panel discussion Cooperative learning Active learning lecture	Modern trends in ;curricula curriculum theories	Enabling students to understand the .material Cultivating a culture of scientific discussion and empowerment Students learn that a in a scientific .manner Realism	2	Twenty-sixth
Questions and discussions	panel discussion Cooperative learning	Classification of Methodology Theories	Enabling students to understand the .material Cultivating a culture of scientific	2	Twenty-seventh

	Active learning lecture		discussion and empowerment Students learn that a in a scientific manner Realism		
Questions and discussions	panel discussion Cooperative learning Active learning lecture	Theories of school curriculum are encyclopedic and fundamental	Enabling students to understand the material Cultivating a culture of scientific discussion and empowerment Students learn that a in a scientific manner Realism	2	Twenty-eighth
Questions and discussions	panel discussion Cooperative learning Active learning lecture	and Polytechnical Curriculum Theories	Enabling students to understand the material Cultivating a culture of scientific discussion and empowerment Students learn that a in a scientific manner Realism	2	Twenty-ninth

Questions and discussions Written test	panel discussion Cooperative learning Active learning lecture	Technological approach	Enabling students to understand the .material Cultivating a culture of scientific discussion and empowerment Students learn that a in a scientific .manner Realism	2	thirty
11. Course evaluation					
The grade out of 100 is distributed according to the tasks assigned to the ,student, such as daily preparation, daily, oral, monthly, and written exams .reports, etc					
12.Learning and teaching resources					
Curriculum book and textbook Dr. Raif Nasser, Dr. Dawood Abdul Salam , Dr. Zainab Hamza			Required textbooks methodology, if) (applicable		
			Main references (sources)		
			Recommended supporting books and references ,scientific journals) (...reports		
			references , websites		

	مواد المرحلة الاولى
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Course description template

1.	:Course name		
		Differential Psychology	
2.	Course code		
3.	Semester/ Year: Annual		
		annual	
4.	Date this description was prepared :	26/03/2026	
5.	: forms of attendance		
		My working hours are official and regular	
6.	:Number of study hours (total) / Number of units (total)		
		hours per year, 2 hours per week 60	
7.	,Name of the course coordinator (if there is more than one .(please mention it		
		Dr. Nada Nidal Najm nnajm@uowasit.edu.iq	
8.	Course objectives		
		Providing students with basic information about individual differences -1 Providing students with sufficient information about individual differences in Islam individual differences Also providing students with information related to Arab and Western peoples among ancient Providing students with information about individual differences in other monotheistic religions Providing students with information about the most important organizations that advocated for awareness of differential psychology Providing students with information about the country's constitutions and what they contain regarding human differences Providing students with information about the development of human differences and variations Providing students with important information on some topics related to differential psychology and individual differences	
9.	Teaching and learning strategies		
		•	Lecture method 2- Discussion method -1 Question and answer method 4. Brainstorming method

10. Course structure					
Evaluation Method	Learning method	Unit or location name	Required educational outcomes	Hours	Week
Written exams - Evaluating the student through their classroom performance and participation in various activities Teamwork Observation and follow-up	Lectures	The concept of individual differences	Complete knowledge	2	1
	discussion			2	2
	Analysis		And excellent	2	3
	Watching	Western scholars view	individual differences	2	4
	theatrical	mentioned individual	Study and	2	5
	performances	differences	knowledge	2	6
	Using	Between the historical	How to deal with	2	7
	Technical	development of individual	,different, gifted	2	8
	means	differences	talented , bullied ,	2	9
	His speech		special needs	2	10
	like	It explains Islam's stance	individual differences	2	11
	Offers	individual differences	To try to link it	2	12
	PowerPoint		In the present	2	13
	and films	He gives examples	taking advantage of	2	14
	Video	individual differences from	. that	2	15
	And	.the present	Familiarity with all	2	16
	illustrative		Aspects of differences	2	17
	.aids	Raya expresses his belief	. psychology	2	18
	Linking -2	the importance	Try to stand up .4	2	19
	Events	individual differences	On development	2	20
	With	.teaching	Historical	2	21
	opinions		For nations,	2	22
	Cash	Modern trends in individual	relation to differences	2	23
	students	differences are classified	psychology	2	24
			And how it progresses	2	25
		Western scientists' view	To benefit from their	2	26
		individual differences	.experiences	2	27
			Good knowledge .5	2	28
		The opinions of Arab	The differences		29
		scholars on individual	between		30
		.differences are mentioned	The differences		
			relation to		
		It shows the role of heredity	To Islam and other		
		and environment	nations		
		.individual differences	And quoting Al-Sa		
			from		
		It explains the most	Other cultures		
		prominent recent			
		developments in individual			
		.differences			

		Classifies personal traits Physical and psychological He gives examples individual differences from Islamic history He expresses his opinion on the relationship between heredity and environment and individual differences Individual differences classified as either genetic or environmental Psychometrics is known It mentions characteristics psychological and measurement It lists errors psychological and measurement This explains why zero measurement is relative zero, not absolute one	Knowledge -6 understanding and comprehension of the material specifically the required vocabulary through explanations using all illustrative methods such as examples Answering -7 questions on each topic posed by students whether from the prescribed textbook or from outside it Posing questions to students in order to get them to answer them Answering all questions Topics addressed by students, whether from the prescribed textbook or from outside it Posing questions to students in order to get them to answer them		
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11. Course evaluation

The distribution is as follows: 25 marks for monthly and daily exams for the first semester 25 marks for monthly and daily exams for the second semester. 50 marks for the final exam 25

12. Learning and teaching resources

Individual differences	-1	Required textbooks
nothing	-2	Main references (sources)

Psychology Differences	-3 Recommended books and references (scientific journals, reports)
All internet sites	Electronic -4 references , websites

Course description template

13. Course Name	
Foundations of Education	
14. Course code	
15. Semester/ Year	
2026/2025	
16. Date this description was prepared	
2026/3/20	
17. Available forms of attendance	
My presence	
18. Number of study hours (total) / Number of units (total)	
hours, 2 hours 40	
19. ,Name of the course coordinator (if there is more than one .(please mention it	
Dr. Baqir Jassim Hassan	
20. objectives Course	
Introducing students to the importance of subject of Foundations of Education in communal life Increasing the student's understanding of educational and social reality over time The aim and understanding the educational journey in utmost necessities and understanding educational theories on different peoples, ancient and modern Interpreting the educational process from historical and philosophical perspective . And to shed light on upbringing and education	Course objectives

and educational institutions , and helping students to train and feel the importance of the educational process It is also a science that describes and explains the impact of educational systems on historical reality both ancient and modern Defining the educational reality revealed philosophical schools of education correct educational concepts to benefit from them in public life				
21. Teaching and learning strategies				
• The method of discussion in its various forms is for the purpose of exchanging ideas to arrive at the facts • brainstorming strategy • Lecture method				Strategy and Method
22. Course structure				
Evaluation Method	Learning method	Unit or topic name	Hours	Week
oral exam	discussion brainstorming	The meaning and goals of education	2	the first
oral exam	Lecture discussion	Educational necessities	2	the second
oral exam	Lecture and brainstorming	Educational theories	2	the third
oral exam	Lecture discussion	Fields of Education	2	Fourth
oral exam	Lecture discussion	The historical basis of ancient education	2	Fifth
oral exam	Lecture and discussion	Chinese Education	2	Sixth
oral exam	Lecture discussion	Greek education	2	Seventh
oral exam	Lecture questioning	Medieval Education	2	Eighth
oral exam	Lecture and brainstorming	Arab education before and after Islam	2	Ninth

oral exam	Lecture discussion	a Modern Education	2	tenth
oral exam	Lecture questioning	a Modern education applications	2	eleventh
oral exam	Lecture and brainstorming	The social basis of education	2	twelfth
Second semester				
oral exam	Lecture discussion	a The relationship between education and society	2	the first
oral exam	Lecture questioning	a The relationship between individual and the environment	2	the second
oral exam	Lecture and brainstorming	Moral education	2	the third
oral exam	Lecture discussion	a Family upbringing	2	Fourth
oral exam	Lecture questioning	a Health education	2	Fifth
oral exam	Lecture and brainstorming	Community-based education applications	2	Sixth
oral exam	Lecture discussion	a Education from an Islamic Perspective	2	Seventh
oral exam	Lecture questioning	a Women's work inside and outside the home	2	Eighth
oral exam	Lecture and brainstorming	Wife's dowry	2	Ninth
oral exam	Lecture discussion	a systematic education	2	tenth
oral exam	Lecture questioning	a Educational reform in Iraq	2	eleventh
oral exam	Lecture and brainstorming	Comprehensive school	2	the twelfth
23. Course evaluation				
The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, and reports... 40 marks for the subject, exams (two written), 5 marks for daily attendance, and 5 marks for daily participation				
24. Learning and teaching resources				

Foundations of Education, Assistant Prof. Dr. Ali Abdul Karim Ali Reda	Required textbooks (methodology, (applicable
Ibn Rushd and his philosophy: between .tradition and modernity The philosophy of Islamic education in the . Hadith	Main references (sources)
references , websites	Recommended supporting books and ,references (scientific journals (...reports

,This course description provides a concise summary of the course's key characteristics learning outcomes, and expected student outcomes, demonstrating whether the student has effectively utilized the available learning opportunities. It must be linked to the .program description

A.M.D. Amer Karim Hazal

ahadhal@uowasit.edu.iq

M.M. Parween Mohammed br.mohammed@uowasit.edu.iq

Educational institution -1	/ Ministry of Higher Education and Scientific Research Wasit University / College of Education for Humanities
Scientific Section-2	Department of Psychological and Educational Sciences
Course Name/Code-3	Individual Differences / First Stage / Bachelor's Degree
available attendance 4 formats	Daily attendance (morning)
Semester / Year-1	Annual 2025/2026
Total number of study -2 hours	hours in 30 weeks 180
Date this description -3 was prepared	2026/2/1
Course Objectives-4	Introducing students to the importance of individual differences
	Introducing students to the principles of individual differences
	Enabling students to distinguish between genetic and environmental individual differences
	Identifying the goals of individual differences
	Identifying the characteristics of individual differences

5 - Course outcomes , teaching and learning methods, and assessment

1- :objectives : Students will be able to

- . Introduction to the science of individual differences - 1
- .Distinguish between individual differences in heredity and environment -2
- .It classifies individual differences -3
- .Explains the relationship between individual differences and professions -4
- .It analyzes the differences within the individual -5
- .It links individual differences between groups - 6

. The skills-based objectives of the course

Identify the methods used to determine individual differences between - 1

.individuals

.It organizes the classifications of psychological tests - 2

He begins to take an interest in the relationship between individual differences - 3

. and personality traits

25.	Course Name : Introduction to General Psychology	
26.	Course code	
27.	Semester / Year 2026–2025 AD	
28.	description was prepared on 24/3/2026	
29.Available forms of attendance		
My presence		
30.Number of study hours (total) / Number of units (total)		
31.	Name of the course coordinator (if there is more than one, please .(mention it	
	:Email .A -Name: Dr. Hussein Karim Mohammed Alhusseink @uowasit.edu.iq	
32.	objectives Course	
	- The student should show remarkable interest in all subjects in the field of educational and psychological .sciences - The student should demonstrate the extent of their acquisition and understanding of educational and psychological materials when .studying - The student should demonstrate his ability to understand the topics of the .course - The student should gain experience and knowledge in order to apply it in his personal life, within the .university, and with his colleagues	Course objectives
33.	Teaching and learning strategies	
	• inductive method • Brainstorming method • Discussion method • Dialogue method	strategy

34. Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Discussion and tests ((oral)	Lecture	(An introductory overview of psychology) and (The history (development of psychology	Cognitive - skill based	2	1
=	discussion	(The nature and importance of psychology) and (The goals (fields of psychology	Cognitive - skill based		2
=	=	.(Branches of theoretical and applied psychology)	Cognitive - skill based		3
=	=	(Behavioral patterns and the factors influencing them)	Cognitive - skill based		4
=	=	The educational process and research methods (psychology			5
=	=	(Motives) – Concept and types – Theories of motivation	Cognitive - skill based		6
=	=	. (Emotions - their concept - their types - Theories)			7
=	=	Psychological Trends) (Definition – Types – Theories)	Cognitive - skill based		8
=	=	(Attention) Its nature , its types , and the factors affecting it	Cognitive - skill based		9
=	=	(Sensory perception – perception and sensations	Cognitive - skill based		10
=	=	Sensory perception processes – Factors affecting sensory perception	Cognitive - skill based		11
=	=	(Cognitive mental processes)	Cognitive - skill based		12
=	=	.(Remembering and forgetting – reasoning – creativity)	Cognitive - skill based		13
=	=	(Learning – its types – its theories)	Cognitive - skill based		14
		.(Intelligence , mental abilities, and their measurement)	Cognitive - skill based		15
			Cognitive - skill based		16
			Cognitive - skill based		

1. Course evaluation					
,The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation .daily, oral, monthly, and written exams, reports, etc					
2. Learning and teaching resources					
Nothing			Required textbooks (methodology, if applicable)		
Introduction to General Psychology			Main references (sources)		
There are many books on general psychology			Recommended supporting books and references (...scientific journals, reports)		
nothing			references , websites		

Course description template

Course structure

Evaluation Method	Teaching method	Subject name	Hours	Week
oral exam	The lecture and discussion	Continuing / Education / Types / Objectives / Benefits / Stages	2	the first
oral exam	The lecture and discussion	General characteristics of continuing education Kruppy and Dave's Characteristics	2	the second

		for Continuing Education		
oral exam	The lecture and discussion	Continuing Education / Strategies The Difference Between Continuing Education and Formal Education	2	the third
oral exam	The lecture and discussion	Stages of lifelong learning throughout history	2	Fourth
oral exam	The lecture and discussion	Continuing Education Institutions	2	Fifth
oral exam	The lecture and discussion	self-education	2	Sixth
oral exam	The lecture and discussion	programmed learning	2	Seventh
oral exam	The lecture and discussion	Correspondence education	2	Eighth

oral exam	The lecture and discussion	Educational TV	2	Ninth
oral exam	The lecture and discussion	audio aids And visual	2	tenth
oral exam	The lecture and discussion	Education through mass communication technologies	2	eleventh
oral exam	The lecture and discussion	Concept and importance	2	twelfth

13. Course Name	
Environmental education	
14. Course code	
15. Semester/ Year	
2025/2026	
16. Date this description was prepared	
2026/3/1	
17. Available forms of attendance	
My presence	
18. Number of study hours (total) / Number of units (total)	
hours, 2 hours 40	
19. Name of the course coordinator (if there is more than one, please .(mention it	
M.M. Hussein Sahib Ali Al-Hashihusseinali@uowas.edu.iq	
20. objectives Course	
• Environmental Education subject In universities, this course aims to achieve several key objectives that contribute to developing students' understanding of environmental education concepts related to education. Among the main :objectives of this course are • Introducing students to the importance of environmental education in community life • Empowering students to develop environmental awareness • Applying what students learn about environmental awareness in daily life • Possessing environmental awareness skills to preserve public property	Course objectives
21. Teaching and learning strategies	
• The method of discussion in its various forms is for the purpose of .exchanging ideas to arrive at the facts • brainstorming strategy • Lecture method	Strategy Method

22. Course structure

Evaluation Method	Learning method	Unit or topic name	Hours	Week
oral exam	Lecture discussion	The concept of environmental education ecology	2	the first
oral exam	Lecture questioning	Developing the relations between humans and environment	2	the second
oral exam	Lecture and brainstorming	Human impact on the environment	2	the third
oral exam	Lecture discussion	Goals of environmental education	2	Fourth
oral exam	Lecture questioning	Environmental education methods	2	Fifth
oral exam	Lecture and brainstorming	Foundations of Environmental Education	2	Sixth
oral exam	Lecture discussion	Characteristics and features of environmental education	2	Seventh
oral exam	Lecture questioning	Environmental awareness	2	Eighth
oral exam	Lecture and brainstorming	Development and lack of environmental awareness	2	Ninth
oral exam	Lecture discussion	Components of environmental awareness	2	tenth
oral exam	Lecture questioning	The role of awareness factors modifying environmental behavior when In humans	2	eleventh
oral exam	Lecture and brainstorming	environmental education in school curricula	2	twelfth
Second semester				
oral exam	Lecture discussion	Approaches to classify environmental education curricula Study	2	the first

oral exam	Lecture questioning	Environmental concepts	2	the second
oral exam	Lecture and brainstorming	Components of the ecosystem	2	the third
oral exam	Lecture discussion	The concept of environmental pollution	2	Fourth
oral exam	Lecture questioning	Environmental problems and environmental pollution	2	Fifth
oral exam	Lecture and brainstorming	The concept of environmental pollution	2	Sixth
oral exam	Lecture discussion	The role of the state in protecting the environment	2	Seventh
oral exam	Lecture questioning	The individual's role in protecting the environment	2	Eighth
oral exam	Lecture and brainstorming	Educational tools and environmental protection Educational philosophy of environment	2	Ninth
oral exam	Lecture discussion	Islam and environmental conservation	2	tenth
oral exam	Lecture questioning	Intellectual pollution in Iraq and the role of education Environmental considerations in its treatment	2	eleventh
oral exam	Lecture and discussion	The position of secular religions on the environment The stance of monotheistic religions on the environment	2	twelfth

23. Course evaluation

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, and reports... 40 marks for the exam (two tests) .marks for daily attendance, and 5 marks for daily participation 5

24. Learning and teaching resources

Environmental education	Required textbooks (methodology, if applicable)
1- Dr. Osama Jibril Ahmed	Main references (sources)
references , websites	Recommended supporting books and references (scientific journals, reports...)