



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



Academic Program and Course Description Guide

**Arabic Language Department-Master in
Methods of Teaching Arabic
2025- 2026**

Academic Program Description –Arabic Language Department 2025-2026

University Name: University West

College/Institute: College Education for the Humanities

Scientific Department: Department Arabic

Name of the academic or professional program: Master in Methods of Teaching Arabic

Final Certificate Name: Master's Degree / Methods of Teaching Arabic

Study system: quarterly

Date the description was prepared: 1/10/2025



Signature: <u>Nasser Wali Earyeh</u> Prof. Dr. Nasser Wali Earyeh Deputy Dean For Academic and Postgraduate Affairs Name of Scientific Associate: Prof. Dr. Nasser Wali Freih Date: 17/6/2026	Signature: <u>[Signature]</u> Name of Head of Department: Prof. Dr. Jabbar Ihleil Zughair Date: 15/6/2026
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Date the file was filled out: 8/10/2025

The file was reviewed by:

Quality Assurance and University Performance Division

Name of Director of Quality Assurance and University Performance

Division:

Date:

Signature:

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18/6/2026
Prof. Dr. Mahmoud Hammoud Arrak Al-Quraishi
Dean of the College of Education for Humanities

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Dean of the College of Education for Humanities

Dean's Approval

Prof. Dr. Mahmoud Hammoud Arrak

[Signature]
2026/6/17

1. Program Vision
The department's vision is based on developing a scientific foundation for understanding language and literature in a way that is consistent with contemporary philosophies.,And guiding it in a way that reveals the unique characteristics of the Arabic language and its workings in the field of critical and stylistic studies, phonetics, grammar, modern linguistics and related fields. This vision assumes that these studies consolidate the values of virtue in society and broaden the intellectual horizons of the student..
2. Program message
The department qualifies an educated cadre who are aware of the importance of the Arabic language and its uniqueness among the world's languages, and opens up avenues for interaction with society, conveying the noble values that the language carries, and consolidating the concepts of integration with scientific and humanistic disciplines.
3. Program objectives
1- Preparing a promising generation that is aware of the importance of educational, human and scientific values and their effective impact on building society. 2- Extending the means of cooperation between the College of Education for Human Sciences and the Directorates of Education and preparing Arabic language teachers scientifically and professionally. 3- Promoting the Arabic language as the language of the Holy Quran and working diligently to preserve it. 4- Enhancing the ability to employ educational tools and modern technologies in teaching the Arabic language 5- Equipping students with educational research skills and continuous development in the field of Arabic language teaching methods 6- Developing students' critical and creative thinking skills through the application of effective teaching methods
4. Program accreditation
The Arabic Language Department is seeking program accreditation.
5. Other external influences
The department's outputs are based on the needs of public and private schools.

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

6. Expected learning outcomes of the program	
Knowledge	
<u>Key cognitive learning outcomes:</u> 1 Knowledge and understanding: 2-Mastering skillsTeaching Arabic: 3Practical skills: 3- Mental skills: 4-Speaking in Modern Standard Arabic:	<u>Key cognitive learning outcomes:</u> Familiarity with modern educational theories and methods of teaching Arabic, understanding the foundations of building Arabic language curricula and analyzing their content, knowledge of modern teaching strategies and active learning, familiarity with educational assessment methods and measuring learning outcomes, and understanding learner characteristics, individual differences, and their impact on the educational process. Planning, implementing, and evaluating Arabic language lessons according to modern methods Employing active learning strategies in teaching Arabic language skills Designing activities and teaching aids appropriate to classroom situations Employing appropriate teaching strategies for Arabic language skills Designing educational activities that develop listening, speaking, reading, and writing skills Using educational tools and digital technologies in teaching Preparing various assessment tools Analysis and evaluation of curricula and textbooks Employing critical and creative thinking in the educational process .Conducting educational research related to teaching Arabic Critiquing different teaching methods and choosing the most suitable one

	Speaking Arabic fluently and clearly. Using the Arabic language in various situations and fields. Expressing thoughts and feelings effectively.
Skills	
<u>Specialized skills:</u> 1- Employing teaching strategies for grammar, morphology, rhetoric, and literature 2- Designing educational situations that develop listening, speaking, reading, and writing skills 3- Using modern teaching methods and active learning in teaching the Arabic language 4- Analyzing the curriculum content and selecting appropriate teaching methods	<u>Professional skills:</u> 1- Teaching at various educational levels. 2- Lesson planning and preparation of teaching plans for Arabic language subjects. 3- Designing educational activities that develop Arabic language skills among learners 4- Preparing assessment tools, analyzing learning outcomes, and developing educational performance
<u>Academic skills:</u> 1- Conducting scientific research in the field of Arabic language teaching methods. 2- Preparing educational studies and reports on developing teaching practices. 3- Using various scientific research tools. 4- Mastering presentation skills.	<u>Technical skills:</u> 1-Mastering the use of Microsoft Office programs (Word, Excel, PowerPoint)and its application in the fields of scientific research. 2- MasteryUseInternet in the field learning. 3-Effective communication with students and parents. 4- Using an international system in libraries to access the main books in the department and college library
Values	
<u>Islamic values:</u> 1-Developing a deep understanding of IslamFrom itSpreading awareness of the true culture of Islam and its rich history. 2-Instilling noble morals in the students, such as: honesty, trustworthiness, justice, mercy, and tolerance. 3-Adopting moderation and centrismKSpreading a culture of tolerance, acceptance of differences, and respect for other opinions.and the	<u>Professional values:</u> 1- The individual must adhere to ethical principles at work such as integrity, objectivity, responsibility, respect, honesty, and justice. 2Mastering teamwork skillsSuch as cooperation, professionalism, and effective communication. 3-Striving for excellence and creativity at work: such as seeking opportunities for development, innovation, initiative,

warningFrom extremism and excess in any matter.	perseverance, and passion..
<u>Human values:</u> 1-Respect for human rights and freedoms:yourPreserving human dignity, andEnsuring equality for all people,andProtecting fundamental human freedoms such as freedom of expression and freedom of belief, andCombating all forms of discrimination and violence against any individual or group. 2. Spreading a culture of tolerance and peaceful coexistence:KAccepting differences between individuals and societies, andRespecting others, their beliefs, and their opinions, andResolving conflicts in peaceful and rational ways.andSpreading a culture of peace in societies through education and awareness. 3. Instilling the values of social responsibility in the hearts of future generationsthroughPositive participation in building and developing societyAndWorking to solve societal problems and contributing to achieving the common good.andHelping the needy and vulnerable in society.andProtecting the environment and preserving natural resources.	<u>National values:</u> 1-Instilling national values such as justice and equality, freedom, tolerance, cooperation and solidarity, integrity and responsibility, creativity and innovation, and environmental conservation, to build any strong and prosperous society. 2-AnoAdherence to laws and regulations, awareness of their importance, spreading a culture of respect for the law among members of society, and reporting any violations of the law. 3-Working to serve the community through volunteering to serve those in need, participating in community activities and events, spreading awareness among community members, and working to solve community problems.

7. Teaching and learning strategies

Ano/Traditional methods:

- **Lecture:** The lecture method is one of the most common traditional methods in education, where the professor explains the content of the course to the students.
- **Discussion:** Discussions are organized between students on specific topics from the course.
- **Reports and research:** Students are required to write reports or research papers on specific topics from the course.
- **Tests:** Students' level is assessed through tests.
- **Active learning:** This approach focuses on students' active participation in the learning process through activities and projects.

Secondly / Modern methods:

Cooperative learning: Students are divided into small groups to work together to accomplish a specific task.

Seminars and cultural events: Seminars and cultural events are organized to deepen students' understanding of the course.

Thirdly / Strategies for developing language skills:

Reading learning strategies:

1. **Intensive reading:** aims to understand the general meaning of the text, and requires fast reading with attention to the main ideas.
2. **In-depth reading:** aims to analyze and understand the text accurately, and requires slow reading with a focus on details.
3. **Accelerated reading:** aims to increase reading speed while maintaining comprehension levels, and requires the use of specialized techniques.

Strategies for learning to write:

4. **Planning:** Writing a draft of the topic before starting the final writing, and identifying the main and sub-ideas.
5. **Editing:** Reviewing the written text, correcting linguistic and spelling errors, and modifying the style and expression.
6. **Editing:** Writing the final text in a well-organized and clear manner, taking into account the rules of the Arabic language.

Strategies for learning to speak:

7. **Practice:** Talk to other people in Arabic as much as possible, and

share ideas and opinions.

8. **Listening:** Listening to audio materials in Arabic, such as radio programs and movies.

9. **Imitation:** Imitating the pronunciation of native Arabic speakers and trying to resemble them in the way they express themselves.

Listening learning strategies:

10. **Goal setting:** Determine the purpose of listening before you begin, such as: receiving information, understanding ideas, or enjoying music.

11. **Focus:** Pay attention to what is being said and avoid distractions.

12. **Note-taking:** Writing down important points or main ideas while listening.

Vocabulary learning strategies:

13. **Mind maps:** Linking the new word to other related words, and creating a mind map that represents the relationships between the words.

14. **Context:** Learn words in their natural context by reading texts or listening to audio materials.

8. Assessment methods

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

- **Diagnostic assessment** (term and final exams to issue pass/fail judgments).

9. Faculty

Faculty members

academic rank	Specialization		Special requirements/skills (if any)	Faculty preparation	
	general	private		staff	lecturer
Prof. Dr. Mohamed Hadi Hassan	Education and Psychology	Methods of teaching Arabic		staff	
Prof. Dr. Hussein Karim Fawzan	Education and Psychology	Methods of teaching Arabic		staff	
A.M.Dr.Sari Mu'ayyad Fadil	Education and Psychology	Methods of teaching		staff	

		Arabic			
Dr. Thamer Rashid Al-Zubaidi	the language	English language		staff	
A.M. Adhraa Abdul Rahim Abdul Redha	Education and Psychology	Methods of teaching Arabic		staff	
Dr. Afaq Abdul Ghani Ali	Education and Psychology	Methods of teaching Arabic		staff	

Professional Development

Orienting new faculty members

Following a meeting with members of the examination committee, the Head of the Arabic Language Department directed the new professors to follow the instructions of the Ministry of Higher Education and Scientific Research, as follows:

- 1- Paying attention to the external appearance and formal attire of the university professor.
- 2- Paying attention to the ethical aspect with the teaching staff and students.
- 3- Cooperation on the administrative side and providing assistance to examination committees and other examination committees.
- 4- Focus on scientific publishing in local, Arab, and international journals.
- 5- Encouraging them to participate in academic activities, including conferences, seminars and workshops.

Professional development of faculty members

Some of the most important areas for faculty development in our department include:

Teaching methods:

- **Identifying and applying the latest teaching methods in the educational process.**
- **Using modern educational technologies such as e-learning and blended learning.**
- **Designing interactive educational materials that meet students' needs.**

Evaluation:

- **Using diverse assessment tools to measure student learning.**
- **Providing constructive feedback to students to improve their performance.**

Classroom management:

- **Creating a positive and effective learning environment.**
- **Effectively managing student behavior.**

Scientific research skills:

Writing research papers:

- **Learn how to write sound scientific research papers.**

- Publishing research papers in peer-reviewed scientific journals.
- Participation in scientific conferences:**
 - Presenting scientific research findings at scientific conferences.
 - Communicating with other researchers in their field of specialization.

Community service skills:

Participation in community activities:

- Participating in community service activities.
- Cooperation with civil society organizations.

Spreading scientific awareness:

- Spreading scientific awareness among members of society.
- Participation in science awareness programs.

Faculty Development Programs Many educational institutions offer faculty development programs. These programs include:

workshops:

- Workshops in the fields of teaching, scientific research, and community service.

seminars:

- Scientific seminars presented by experts in various fields.

Training programs:

- Specialized training programs in various fields.

Scholarships:

- Scholarships to support faculty members in their graduate studies.

10. Admission standard

College admission is based on the central admission system adopted by the Ministry of Education and Scientific Research, according to the university and institute admission form, balancing the student's desire and overall grade. Admission to the Arabic Language Department depends on the student's desire, overall average, and grade in the Arabic language subject in the final exam for the sixth preparatory grade in its various branches.

11. Key sources of information about the program

- 1- Department library resources: paper and electronic books and textbooks.
- 2- Workshops
- 3- Seminars
- 4- Conferences
- 5- Websites

12. Program development plan

Academic Program Development Plan for the Arabic Language Department

the goal:

The development of the academic program for the Arabic Language Department aims to achieve the following::

- **Developing students' skills in the Arabic language in all its aspects.**
- **To enhance students' understanding of linguistic and literary culture.**
- **Preparing students for the job market and equipping them with the skills necessary to work in different fields.**
- **Keeping up with developments in the field of Arabic language:**
 - **Using the latest teaching methods**
 - **Educational technologies**

the components:

1-Curriculum review:

- **Review and update the current curriculum to meet the needs of students and the labor market..**
- **Adding new materials that focus on practical skills such as creative writing.**
- **Using modern educational technologies such as e-learning and blended learningc) By utilizing the equipment available in the monitors and computers section.**

2-Developing the skills of faculty members:

- **Organizing workshops and seminars to develop faculty members' skills in the fields of teaching and scientific research..**
- **Sending faculty members to participate in scientific conferences.**
- **Supporting faculty members in publishing their research papers in peer-reviewed scientific journals.**

3-Promoting scientific research:

- **Encouraging students to conduct scientific research in the field of Arabic language.**
- **Providing financial and logistical support to research students.**
- **Organizing scientific conferences for student researchers.**

4.-Community service:

- **Organizing cultural events that serve the community.**
- **Cooperation with civil society organizations.**
- **Spreading linguistic awareness among members of society.**

5-Program evaluation:

- **The program is evaluated periodically to measure its effectiveness and achievement of its objectives..**
- **Conducting surveys for students and faculty members.**
- **Holding meetings with employers to identify labor market needs.**

Program Skills Plan														
Year / Level	Course code	Course Name	Essential or optional	Learning outcomes required from the program										
				Knowledge				Skills				Values		
				A1	A2	A3	A4	B1	B2	B3	B4	Part 1	Part 2	Part 3
Master's in Arabic Language Teaching Methods / First Semester		Modern trends in Arabic language teaching methods	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Scientific research methodology	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Psychology of learning and classroom teaching	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Theories of Education	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Educational Statistics	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Linguistic errors	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		English language	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Year / Level	Course code	Course Name	Essential or optional	Learning outcomes required from the program											
				Knowledge				Skills				Values			
				A1	A2	A3	A4	B1	B2	B3	B4	Part 1	Part 2	Part 3	Q4
		Curriculum building and development	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Achievement tests	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		University teaching and its ethics	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Educational technology	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Instructional design	essential	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

		Sumner	essentia 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		English language	essentia 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

1.	Course name:				
	Modern trends in Arabic language teaching methods				
2.	Course code:				
	UWA26-CEH-ARB-c501				
3.	Chapter/Year: 2025 - 2026				
	Master's /Methods of teaching Arabic (the chapterthe first)				
4.	Date this description was prepared:				
	1/9/2025				
5.	Available attendance formats:				
	In-person				
6.	Number of study hours / Number of units:				
	30 hours/2 units				
7.	Name of course coordinator				
	Dr. Sari Mu'ayyad Fadhil, Email:@uowasit.edu.iq salsarraf				
8.	Course Objectives				
Course Objecti	To equip students with the educational concepts and terminology used in the field of teaching and education, to clarify modern educational strategies in teaching methods and educational programs, and to develop students' abilities in achievement, acquisition, and evaluation in the field of teaching Arabic, especially in grammar, literature, and expression.				
9.	Teaching and learning strategies				
strategy	Lecture, discussion, short reports, brainstorming, and collaborative learning				
10.	Course structure				
Week	Hour s	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	2	Master's in Arabic Language Methods	Traditional methods and modern trends in teaching reading and understanding active learning	Discussion and dialog	Questions , discussion s, short reports, and oral exams
the second	2	Master's in Arabic Language Methods	Traditional methods and modern trends in teachingDictation and developing writing skills	Discussion and dialog	Questions, discussions, short reports, and oral exams

the third	2	Master's in Arabic Language Methods	Traditional methods and modern trends in teaching oral expression and correcting spelling.	delusional storm	Questions, discussions, short reports, and oral exams
Fourth	2	Master's in Arabic Language Methods	Traditional methods and modern trends in teaching and improving written expressionInformation retention	Discussion and dialog	Questions, discussions, short reports, and oral exams
Fifth	2	Master's in Arabic Language Methods	Traditional methods and modern trends in teachingRules and student introduction to virtual classrooms	Discussion and dialog	Questions, discussions, short reports, and oral exams
Sixth	2	Master's in Arabic Language Methods	Traditional methods and modern trends in teaching literature andSauce and enhance auditory comprehension	delusional storm	Questions, discussions, short reports, and oral exams
Seventh	2	Master's in Arabic Language Methods	Traditional methods and modern trends in teachingRhetoric and introducing students to innovation in teaching	Discussion and dialog	Questions, discussions, short reports, and oral exams
Eighth	2	Master's in Arabic Language Methods	Traditional methods and modern trends in teachingCriticism	Discussion and dialog	Questions, discussions, short reports, and oral exams
Ninth	2	Master's in Arabic Language Methods	Traditional methods and modern trends in teachingPresentations and teaching students how to organize the classroom environment	delusional storm	Questions, discussions, short reports, and oral exams
tenth	2	Master's in Arabic Language Methods	Traditional methods and modern trends in teaching reading and understanding active learning	Discussion and dialog	Questions, discussions, short reports, and oral exams
eleventh	2	Master's in Arabic Language Methods	Traditional methods and modern trends in teachingArabic	Discussion and dialog	Questions, discussions, short reports,

			calligraphy		and oral exams
twelfth	2	Master's in Arabic Language Methods	Using technology in education	delusional storm	Questions, discussions, short reports, and oral exams
thirteenth	2	Master's in Arabic Language Methods	Future trends in education	Discussion and dialog	Questions, discussions, short reports, and oral exams
fourteenth	2	Master's in Arabic Language Methods	Project-based learning	Discussion and dialog	Questions, discussions, short reports, and oral exams
fifteenth	2	Master's in Arabic Language Methods	classroom teaching skills	delusional storm	Questions, discussions, short reports, and oral exams

11. Course evaluation:

12. Learning and teaching resources:

Required textbooks (methodology, if applicable)	Modern trends in teaching Arabic
Main references (if any)	A Brief Guide to Teaching Methods / Modern Trends in Effective Education
Recommended supporting books and references (scientific journals, reports,).	Teacher's guide to Arabic language teaching methods
Electronic references, website	ebooksPDFArabic language teaching methods and approaches / Modern teaching strategies

Course description template

1. Course name:

Scientific research methodology					
2. Course code:					
UWA26-CEH-ARB-c502					
3. Chapter/Year:					
Master's Degree / Methods of Teaching Arabic (First Semester)					
4. Date this description was prepared:					
1/9/2025					
5. Available attendance formats:					
In-person					
6. Number of study hours / Number of units:					
30 hours / 2 units					
7. Name of course coordinator					
Prof. Dr. Mohammed Hadi Hassan Al-Shammari Email: mhadi@uowasit.edu.iq					
8. Course Objectives					
Course Objectives	- familiarityIn the concept of scientific research methodologyIn terms of importance, objectives, and types. - Knowing the difference betweenTypes of scientific research methodology. - Knowledge of methods for selecting appropriate samples inScientific research methodology. - Understanding how to extract and statistically analyze data.				
9. Teaching and learning strategies					
strategybrain storming	Investigation, exploration, questioning				
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learnin g method	Evaluatio n Method
the first	Two hours	Applying the steps of the scientific method in writing thesis and research papers	The concept of scientific research methodology	My presence	note
the second	Two hours		OriginScientific research methodology	My presence	note

the third	Two hours		GoalsScientific research methodology	My presence	note
Fourth	Two hours		Types of scientific research methodologies	My presence	note
Fifth	Two hours		How to choose a thesis or dissertation title according to the following stepsScientific research methodology	My presence	note
Sixth	Two hours		Understanding the chapters and contents of the message	My presence	note
Seventh And the eighth	4 hours		How to write the research problem, its importance, objectives, limitations, and define its terminology	My presence	note
Ninth	Two hours		The importance of previous studies for writing in research	My presence	note
tenth Eleventh	4 hours		Choosing the appropriate research methodology, defining the research population and sample, determining the research requirements and objectives, and formulating the research instrument according to the steps of the scientific research methodology.	My presence	note
twelve	Two hours		Presenting and discussing the results in light of previous	My presence	note

			studies, recommendations, and suggestions.		
Thirteenth	Two hours		How to document research sources within the text and at the end of the thesis	My presence	note
fourteenth	Two hours		How to organize appendices	My presence	note
fifteenth	Two hours		End-of-course exam	My presence	a test

11. Course assessment: Exam

12. Learning and teaching resources:

Required textbooks (methodology, if applicable)	-Scientific guidance in the scientific research methodology: Dr. Saad Zayer, Dr. Ruqaya Abdul-A'imah, and Dr. Samaa Turki
Main references (if any)	Scientific Research Methodology – Matthew Gedair
Recommended supporting books and references (scientific journals, reports,).	Facilitating Scientific Research Methodology – Dr. Samaa Turki and Dr. Raed Al-Zaidy Scientific Research Methodology – Vandalin
Electronic references, website	ebooksPDF

Course description template

1. Course name:					
Psychology of learning and classroom teaching					
2. Course code:					
UWA26-CEH-ARB-c503					
3. Chapter/Year:					
Master's Degree / Methods of Teaching Arabic (First Semester)2025					
4. Date this description was prepared:					
1/9/2025					
5. Available attendance formats:					
In-person					
6. Number of study hours / Number of units:					
30 hours/2 units					
7. Name of course coordinator					
A.M. Adhraa Abdul Rahim Abdul Redha Email:@uowasit.edu.iq athraheem					
8. Course Objectives					
Course Objectives	(Subject learning outcomes) Understanding the concept of learning psychology in terms of its importance, objectives, and types. andImproving strategies.				
9. Classroom teaching and learning strategies					
The Kaizen method, discussion, exploration, the Red Ocean, brainstorming, the Six Thinking Hats, the fishbone diagram, and the paper storm.					
10. Course structure: The test					
Week	Hours	Required learning outcomes	Topics	Learnin g method	Evaluation Method
the first	Two hours	Paying attention to the psychological and behavioral factors that affect the learning	The nature of learning, its essence, definition, and	My presenc e	Obser vation

		process and improving strategies to increase the effectiveness of learning among students.	scope.		
the second	Two hours		Learning and its relationship to maturity	My presence	Observation
the third	Two hours		Transfer of training effect: Theory of skills	My presence	Observation
Fourth	Two hours		Motivation: Definition, Importance, Functions, Types	My presence	Observation
Fifth	Two hours		Perception and its meaning	My presence	Observation
Sixth	Two hours		Memory, its stages, and strategies for improving it	My presence	Observation
Seventh	Two hours		The emotional environment of the classroom	My presence	Observation
Eighth	Two hours		Definition and types of thinking	My presence	Observation
Ninth	Two hours		Classroom management and student behavior management	My presence	Observation
tenth	Two hours		Attention and focus	My presence	Observation
eleventh	Two hours		Imagination: its definition,	My presence	Observation

			importance, and relationship to learning	e	
twelfth	Two hours		Learning and its relationship to social situations	My presence	Observation
thirteenth	Two hours		Education and its relationship to customs	My presence	Observation
fourteenth	Two hours		Learning by doing: its definition and importance	My presence	Observation
fifteenth					
11. Course evaluation:					
a test					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)			Psychology of Learning and Classroom Teaching, Dr. Jaber Abdel Hamid Jaber		
Main references (if any)			Psychology of Learning, Dr. Mustafa Fahmy		
Recommended supporting books and references (scientific journals, reports,).			Educational Psychology. Jaber Abdel Hamid Jaber		
Electronic references, website			ebooksPDF		

Course description template

1. Course name:					
Theories of Education					
2. Course code:					
UWA26-CEH-ARB-c504					
3. Chapter/Year:					
Chapter One					
Master's /Methods of teaching Arabic(the chapter)					
4. Date this description was prepared:					
1/9/2025					
5. Available attendance formats:					
In-person					
6. Number of study hours / Number of units:					
30 hours/2 units					
7. Name of course coordinator					
Dr. Afaq Abdul Ghani Ali, email:afaqdaighny39@gmail.com					
8. Course Objectives					
Course Objective	1- To deduce the basic concepts related to each theory of learning and to apply the theories, concepts and learning techniques in the field of modifying human behavior and in the field of psychological and educational counseling. 2- Explain the meaning of theory in psychology and compare it with its counterpart in the natural sciences. 3- He compares the different theoretical explanations of how the learning process occurs.				
9. Teaching and learning strategies					
strategy	1- Explanation and clarification through lectures. 2- Self-learning. 3- Reports and extracurricular activities.				
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	2	The student learns about:	This section explains the meaning of theory in psychological sciences, compares it to its counterpart in the	self-learning	Oral and written

			scientific sciences, highlights the importance of studying theories, and presents learning concepts in light of major guidelines in psychology.		tests
the second	2	The student learns about:	Classical conditioning theory (Pavlov) and its applications	discussion	Performance evaluation
the third	2	The student learns about	Thorndike's trial-and-error learning theory and its applications	interrogation	Oral and written tests
Fourth	2	The student learns about:	Operant Conditioning Theory (Skinner) and its Applications	self-learning	Performance evaluation
Fifth	2	The student learns about:	Association learning theory	discussion	Oral and written tests
Sixth	2	The student learns about:	Guthrie's theoretical experiment and its applications	self-learning	Performance evaluation
Seventh	2	The student learns about:	Motivation theory (Clark Hull)	discussion	Oral and written tests
Eighth	2	The student learns about:	Cognitive theories	self-learning	Performance evaluation
Ninth	2	The student learns about	Structuralism (Piaget)	discussion	Oral and written tests
tenth	2	The student learns about	Bruner's theory of cognitive development	self-learning	Oral and written tests

eleventh	2	The student learns about	Meaningful Learning Theory (Ausubel)	discussion	Performance evaluation
twelfth	2	The student learns about	Sign language learning theory (Tolman)	self-learning	Oral and written tests
thirteenth	2	The student learns about	Gestalt theory (Köhler, Koffka, Wertheimer)	brainstorming	Performance evaluation
fourteenth	2	The student learns about	Observational learning theory (Bandura)	discussion	Oral and written tests
fifteenth	2	The student learns about	Cognitive social learning theory Julian Rotter's theory	self-learning	Performance evaluation
11. Course evaluation:					
1- Discussion and participation 2- Duties and report writing 3- First semester exam 4- Second semester exam 5-Final exam					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)			There is no prescribed textbook		
Main references (if any)			Theories of Learning and Teaching / Youssef Qatami Learning Theories / Mohammed Jassim. Learning Theories and Their Educational Applications / Abdul Hadi Jawdat. Learning: Its Foundations, Theories, and Applications, by Ibrahim Wajih Mahmoud		
Recommended supporting books and references (scientific journals, reports,).			Ain Shams Journal, Sharjah Journal, Journals of Psychological and Educational Sciences in general, Al-Ustad Journal, Journal of Educational Research.		

Electronic references, website	https://ktbbv.com http://www.hnafs.com http://www.ektab.com
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Course description template

1. Course name:					
Educational statistics					
2. Course code:					
UWA26-CEH-ARB-c505					
3. Chapter/Year:					
Master's /Methods of teaching Arabic (the chapterthe first)2025-2026 AD					
4. Date this description was prepared:					
1/9/2024					
5. Available attendance formats:					
My presence					
6. Number of study hours / Number of units:					
30Hour/2 units					
7. Name of course coordinator					
Prof. Dr. Hussein Karim Fawzan Email:hfouzan@uowasit.edu.iq					
8. Course Objectives					
Course Objectives		By the end of the course, the student will be able to: • It explains the most important descriptive and inferential statistical methods, both parametric and non-parametric. • It identifies the appropriate descriptive and inferential statistical methods when conducting educational studies and research. • It uses statistical software to input data and perform appropriate statistical operations such asSPSS • He interprets and summarizes the statistical results in writing according to the American Psychological Association's methodology.APA • He applies the experience he gained in his research project by conducting statistical analyses, summarizing the results, and creating various tables and graphs. It assesses the suitability of the statistical aspects of studies and research in the field of specialization.			
9. Teaching and learning strategies					
strategy					
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learnin g method	Eval uatio n

					Method
the first	2	Statistical concepts	1- The importance of statistics and statistical concepts: Definition Statistics and its types, Variables and their types, levels of measurement, statistical hypotheses and their testing, Type I and Type II errors, statistical significance and its levels, confidence level, test power, parametric and non-parametric statistics and the difference between them, and how to choose a statistical method.	blended learning	Quick test
the second	2	How to collect and enter data	2- Data collection and program operation SPSS, coding, data entry, and preparation using survey data.	blended learning	Quick test
the third	2	Data display and tabulation	3- Methods of classifying and displaying data (frequency distributions, tabular and graphical display of data)	blended learning	Quick test
Fourth	2	Measures of central tendency	4- Descriptive Statistics: Measures of Central Tendency: (Meaning) arithmetic t, median, length, and mode)	blended learning	Quick test
Fifth	2	Measures of dispersion	5- Descriptive Statistics: Measures of dispersion: (range, standard deviation, variance, normal distribution of scores, skewness coefficient, kurtosis coefficient, and standard scores)	blended learning	Quick test
Sixth	2	Studying the relationship	6- Descriptive statistics: to study the relationship between- Variables and prediction (the concept of relationship, types of relationship between two variables, Pearson's correlation coefficient, multiple correlation coefficient, partial correlation coefficient)	blended learning	Quick test
Seventh	2	Regression analysis	7- Descriptive statistics: to study the relationship between- Variables and prediction (simple and multiple regression analysis)	blended learning	Quick test
Eighth	2	Non-parametric descriptive	8- Descriptive Statistics: Non-parametric Statistical Methods: For studying relationships between variables:) Spearman's correlation coefficient, Phi, Kendall's correlation coefficient	blended learning	Quick test
Ninth	2	Parametric: To study difference use a t-test.	9- Inferential Statistics: Parametric Statistical Methods: To study differences between groups: t-test: (Presented) Parametric inferential statistics and its conditions of use, the difference between the (g) test and the (t) test, and the (t) test for a single sample,	blended learning	Quick test
tenth	2	Two-sample t-test	10- Inferential Statistics: Parametric Statistical Methods: Independent Samples t-test, and Paired Samples t-test(	blended learning	Quick test
eleventh	2	Analysis of variance	11- Inferential Statistics: Parametric Statistical Methods: For studying differences between groups: (One-way ANOVA, Scheffé and Tukey post-hoc comparisons)(	blended learning	Quick test
twelfth	2	Bivariate	12- Inferential Statistics: Parametric Statistical Methods: Two-way and Three-way Analysis of Variance	blended learning	Quick test
thirteenth	2	Man Whitney	13. Inferential Statistics: Non-parametric Statistical Methods: For Studying Differences Between Groups:) Introduction to non-parametric inferential statistics and the conditions for its use: the chi-square, Mann-Whitney, Kruskal-Wallis, Wilcoxon, and Friedman (	blended learning	Quick test
fourteenth	2	Crosscal Wallis	14- Inferential Statistics: Non-parametric statistical methods: for studying differences between groups (Kroschal and Wallis,(	blended learning	Quick test

				g	
fifteenth	2	Wilcoxon and Friedman	Inferential statistics: Non-parametric statistical methods: for studying differences between groups	blended learning	
11. Course evaluation:					
	5%	Throughout the semester	Discussion and participation		
	5%	Throughout the semester	Duties and report writing		
	10%		First semester exam		
	10%		Second semester exam		
	70%	End of chapter	Final exam		
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)			The main book(s) required: Descriptive and Inferential Statistics in Education and Psychology, Abdul Jabbar Al-Bayati and Zakaria Athanasius Statistical Analysis in Educational and Psychological Research: Non-Parametric Methods, Abdul Jabbar Tawfiq Al-Bayati Statistics and its applications in educational and psychological sciences, Abdul Jabbar Tawfiq Al-Bayati		
Main references (if any)					
Recommended supporting books and references (scientific journals, reports,).			Parametric and Non-parametric Statistics in Testing Hypotheses in Psychological, Educational, and Social Research, by Abdel Moneim Ahmed El-Dardir		
Electronic references, website			ebooksPDF		

Course description template

1. Course name:	
linguistic errors	
2. Course code:	
UWA26-CEH-ARB-C506	
3. Chapter/Year:	
First semester / Master's in Teaching Methods 2025-2026 AD	
4. Date this description was prepared:	
19/2025	
5. Available attendance formats:	
My presence	
6. Number of study hours / Number of units:	
30 hours / 2 units	
7. Name of course coordinator	
Prof. Dr. Majid Khairallah Rahi's email: uowasit.edu.iq@malzamili	
8. Course Objectives	
Course Objectives	Course Objectives: 1-EnablingStudentsWho uncovered the linguistic flaws (grammar)!a, and my exchange!a, and spelling!a) In academic and research texts. 2-Developing the critical mind ofStudentsTo compare contemporary linguistic usages with the original Arabic principles and rules. 3-GainStudentsAccurate spelling skills;To ensure that university theses are free from technical errors. 4-Developing the ability to formulate numbers and deal with statistics in scientific research according to correct grammatical rules. 5-Employing modern technologies and artificial intelligence to detect linguistic errors and evaluate the accuracy of electronic correctors.

9. Teaching and learning strategies					
strategy	1. Interactive lecture:Presenting the scientific material (such as the history of calligraphy or the rules of hamzas) while involving students in asking questions and deducing the rule instead of rote learning.				
	2. Strategy (Error analysis)By presenting real texts (university theses, articles, publications) containing grammatical and morphological errors, and assigning students to discover, correct, and explain the reason for them.				
	3. Discussion panels:Each student is tasked with researching a specific term (such as common numerical or morphological errors) and presenting a report.(Seminar)In front of his colleagues to conduct a scientific discussion about it.				
	4. Practical workshops:Transforming the classroom into a "linguistic editing lab" where students practice correcting pages of(Their research projects)Or previous research.				
	5. Problem-based learning:To pose a contemporary linguistic problem (e.g., Why do researchers make mistakes with hamzat al-wasl and hamzat al-qat'?) and request suggestions or(Training bag)To address this problem.				
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	2	Tracing the historical development of Arabic script, and understanding the impact of script transformations across the ages on the stability of contemporary spelling rules..	History of writing Arabic letters	Interactive lecture, collaborative learning, and text analysis	AFor written tests, critique of written samples, and reports weekly.
the second	2	Accurately distinguishing between the positions of the two letters "taa" (تاء), analyzing the reasons for confusion (phonetic and written) between them among learners, and developing teaching solutions for	The open taa and the closed taa	Interactive lecture, collaborative learning, and text analysis	AFor written tests, critique of written samples, and reports weekly.

		this confusion..			
the third	2	Mastering the positions of the two hamzas in verbs, nouns, and particles, and the ability to justify their writing according to morphological and grammatical rules..	Hamzat al-Wasl and Hamzat al-Qat'	Interactive lecture, collaborative learning, and text analysis	AFor written tests, critique of written samples, and reportsweekly.
Fourth	2	Applying the rule(Strongest moves)In writing the hamza, and in handling irregularities in academic texts with high skill..	Drawing the medial hamza	Interactive lecture, collaborative learning, and text analysis	AFor written tests, critique of written samples, and reportsweekly.
Fifth	2	Linking the drawing of the final hamza to the vowel of the preceding letter, and the ability to correct common errors resulting from the attachment of pronouns to it..	Drawing the hamza at the end of the word	Interactive lecture, collaborative learning, and text analysis	AFor written tests, critique of written samples, and reportsweekly.
Sixth	First month exam				
Seventh	2	Applying the rules of agreement and disagreement and the movements of the counted noun, and monitoring common errors in formulating numbers in tables and statistical results..	Numbers in Arabic and the errors writers make in using them	Interactive lecture, collaborative learning, and text analysis	AFor written tests, critique of written samples, and reportsweekly.

Eighth	2	Critiquing contemporary academic texts and correcting grammatical errors (such as verb transitivity, predicate agreement, and use of grammatical particles) in a sound scientific manner..	Grammatical errors in academic usage	Interactive lecture, collaborative learning, and text analysis	AFor written tests, critique of written samples, and reportsweekly.
Ninth	2	Critiquing contemporary academic texts and correcting grammatical errors (such as verb transitivity, predicate agreement, and use of grammatical particles) in a sound scientific manner..	Grammatical errors in academic usage	Interactive lecture, collaborative learning, and text analysis	AFor written tests, critique of written samples, and reportsweekly.
tenth	2	Identifying and linguistically analyzing morphological deviations in the language of media and daily communication (such as exaggeration forms and non-standard derivations).	Morphological errors in everyday use	Interactive lecture, collaborative learning, and text analysis	AFor written tests, critique of written samples, and reportsweekly.
eleventh	2	Identifying and linguistically analyzing morphological deviations in the language of media and daily communication (such	Morphological errors in everyday use	Interactive lecture, collaborative learning, and text analysis	AFor written tests, critique of written samples, and reportsweekly.

		as exaggeration forms and non-standard derivations).			
twelfth	Second month exam				
the third ten	2	Possessing skill(Proofreading)For scientific papers, classifying errors (grammatical, morphological, stylistic) and suggesting the most correct linguistic alternatives.	Common grammatical and morphological errors in writing university theses	Interactive lecture, collaborative learning, and text analysis	AFor written tests, critique of written samples, and reportsweekly.
the fourth ten	2	Possessing skill(Proofreading)For scientific papers, classifying errors (grammatical, morphological, stylistic) and suggesting the most correct linguistic alternatives.	Common grammatical and morphological errors in writing university theses	Interactive lecture, collaborative learning, and text analysis	AFor written tests, critique of written samples, and reportsweekly.
the fifth ten	2	Employing digital tools and modern software to detect linguistic errors and evaluate their accuracy and reliability in the service of academic research..	Important applications in identifying linguistic errors in academic scientific research	Interactive lecture, collaborative learning, and text analysis	AFor written tests, critique of written samples, and reportsweekly.
11. Course evaluation:					
The grade out of 100 is distributed as follows:					
1- The annual effort grade is out of (30) points and is divided into (20) points for a paper exam, and (10) points for research, reports and daily participation.					
2- Final written exam grade (70)					
12. Learning and teaching resources:					

Required textbooks (methodology, if applicable)	Four books on linguistic correction (a collection of letters). Dictionary of Contemporary Linguistic ErrorsDr.Muhammad al-Adnani Dictionary of Writer's ErrorsDr.Salah al-Din al-Za'balawi
Main references (if any)	Common linguistic errors in cultural circles,Mahmoud Abdel-Razek Gomaa. The standard for error and correctionDr.Abdel Fattah Selim Say this, but don't say that.Dr.Mustafa Jawad
Recommended supporting books and references (scientific journals, reports,).	
Electronic references, website	

Course description template

1.Course Name:
Headway - Academic Skills – Level 2 - A curriculum designed for Master's students
2. Course code:
UWA26-CEH-ARB-A512
3. Term/Year:
First semester / Academic year 2025-2026 Master's Degree in Teaching Methods
4.Date of preparation of description:
1/9/2025
5. Available forms of attendance:
In-person lectures
6. Number of hours / Number of units
Number of hours30/One unit
7. Name of the instructor (list them all if there is more than one)
Name: Dr. Thamer Rashid Al-Zubaidi e-mail: thrashid@uowasit.edu.iq

8. Course Objectives						
Course Objective	The curriculum aims to develop the English language skills of graduate students Master's level – in the Arabic Language Department, particularly in reading, writing, grammar, and vocabulary. In addition, the curriculum seeks to enhance students' cognitive skills through diverse units that combine academic, historical, scientific, and political material.SAnd according to the diversity of aspects of cognitive life					
9. Teaching and learning strategies						
	1. Developing smart reading skills through participation by engaging them in discussing diverse topics according to the units in the curriculum. 2. Adopting practical exercises to develop important writing skills in daily life, such as writing formal emails and writing single-purpose essays, such as writing about a country by addressing its history, political, economic and geographical reality, in addition to writing about important figures and symbols in the country. 3. Increasing students' awareness of the text through analyzing parts of speech, word derivations, and synonyms and antonyms. 4. To learn the principles of sentence structure, English grammar, and tenses.					
10.Course structure						
T	Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	September 1	2	Going abroad to study	1: International Student	Lecture	classroom performance
2	September 8	2	Effective Reading, Accommodation Message	1: International Student	Lecture	classroom performance
3	September 15	2	Writing: Writing an informal email, putting words in an alphabetical order, correcting spelling of words	1: International Student	Lecture	Daily test
4	September 22	2	Reading: The three passages on p. 11. Singapore, Morocco, and Wales and exercises2,3,4 on p. 10.	2: Where in the world?	Lecture	classroom performance
5	September 29	2	Writing: p. 12. My country 1,2 and p. 13. Writing a description of my country	2: Where in the world?	Lecture	Daily test
6	October 6	2	Vocabulary Development, p. 14. 1,2,3,4 Review, p. 15	2: Where in the world?	Lecture	classroom performance
7	October 13	2	Reading: p. 16. A free flight to Dubai Exercises on p. 17.	3. Newspaper articles	Lecture	classroom performance
8	October 20	2	p. 18. Tenses: present and past simple, future, present continuous, present perfect, past perfect. p. 19. A case of mistaken identity.	3. Newspaper articles	Lecture	classroom performance
9	October 27		p. 20. Vocabulary development (using prefixes to change the meaning of adjectives, and writing antonyms p. 21. Review	3. Newspaper articles	Lecture	classroom performance

10	Novem ber 3	2	International Students, Where in the World, and Newspaper articles	Mid-term Exam		Written exam
11	Novem ber 10	2	Reading: p. 23. Technology today and exercises on p. 22.	4. Modern technology		classroom performance
12	Novem ber 17	2	p. 24. Writing: Mobile phones and sequences	4. Modern technology	Lecture	Daily test
13	Novem ber 24	2	Vocabulary development: 1. Match the linking words (synonyms), 2. & 4. Replacing words with synonyms, Review: Laptop computers, voice-controlled technology	4. Modern technology	Lecture	classroom performance
14	Decemb er 1	2	A Reading passage on a famous Arabic figure	Reading passage	Lecture	For classroom performance
15	Decemb er 8	2		General review	Lecture	classroom performance
1. Course evaluation:						
	The grade out of 100 is distributed according to the following formula: 1- Annual effort grade from (30) marks, divided into (10) marks for attendance, participation and activities, and (20) marks for daily exams and the mid-term exam of the first semester. 2- The grade of the final written exam (70 degrees.					
2. Learning and teaching resources:						
Required textbooks (Methodology, if any)			Headway -Academic Skills – Level 2			
Main references (if any)						
Recommended supporting books and references (scientific journals, reports,).						
Electronic references, website The Internet						

Course description template

1. Course name:					
Instructional design					
2. Course code:					
UWA26-CEH-ARB-c507					
3. Chapter/Year:					
Master's /Methods of teaching Arabic (the chapterthe second)					
4. Date this description was prepared:					
9/10/2025					
5. Available attendance formats:					
My presence					
6. Number of study hours / Number of units:					
30Hour/2 units					
7. Name of course coordinator					
Prof. Dr. Hussein Karim Fawzan Email:hfouzan@uowasit.edu.iq					
8. Course Objectives					
Course Objectives		- Understanding the basic concepts related to instructional design and its models. - Analyzing the elements of the educational process with the aim of developing effective instructional designs. - Applying instructional design steps according to approved models such as the Dick and Carey model,ADDIE) - Preparing a lesson plan for teaching a specific unit or lesson. - Employing appropriate strategies and techniques in instructional design. - Evaluate, improve, and challenge instructional designs based on feedback.			
9. Teaching and learning strategies					
strategy					
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Quick test

the first	Two hour	Introduction to Instructional Design	Its origins, its importance, its relationship to other educational sciences, its theoretical background	blended learning	Quick test
the second	Two hours	Instructional Design Models	NThe model of Janie a Berges, Dick and Curr Kmb.....etc)	blended learning	Quick test
the third	Two hours	Setting educational goals	It was completedyD,It sources, classification, patterns, levels, and considerations	blended learning	Quick test
Fourth	Two hours	Educational Needs Analysis	The nature of the educational content, its procedures, its importance, and the characteristics of the learners.	blended learning	Quick test
Fifth	Two hours	Identifying entry behavior	Its meaning, related concepts, and how to define it.	blended learning	Quick test
Sixth	Two hours	Writing behavioral performance objectives	Its formulation, specifications, importance, fields, and examples of Arabic language materials.	blended learning	Quick test
Seventh	Two hours	Building Tests	mThe story of the reference, its concept, interpretation, and characteristics.AIts for general principles, and steps for its constructi	blended learning	Quick test
Eighth	Two hours	Designing educational strategies	Its meaning, its element motivation, and incentives.	blended learning	Quick test
Ninth	Two hours	Organizing educational content	Its definition, methods organization, importance, and matter to consider when organizing.	blended learning	Quick test

tenth	Two hours	Selection of educational and learning materials	The concept of educational media and technologies, their importance, and their classification	blended learning	Quick test
eleventh	Two hours	Designing educational bags	Introduction: Historical overview, characteristics, benefits, components, steps, and examples of educational learning k	blended learning	Quick test
twelfth	Two hours	Blended learning design	Its definition, importance, types, and applications in blended learning	blended learning	Quick test
thirteenth	Two hours	microteaching	DiscoveryHelts forms, components, and starting points	blended learning	Quick test
fourteenth	Two hours	Cooperative education	Its principles, steps, forms, and elements	blended learning	Quick test
fifteenth	Two hours	Designing plans	Annual plans, quarterly plans, daily plans, the concept of planning, its importance, and its levels	blended learning	Quick test

11. Course evaluation:

Discussion and participation on the Master Chapter 5%
Assignments and report writing throughout the semester: 5%
First semester exam 10%
Second semester exam 10%
Final exam at the end of the semester: 70%

12. Learning and teaching resources:

Required books, main textbooks

Instructional Design: Theory and Practice - Muhammad

Mahmoud Al-Hilah

Instructional Design: A Systemic Perspective, Hassan

Hussein Zeitoun

Books and references supporting measurement and evaluation for university students:

Prof. Dr. Abdul Hussein Razouqi and Prof. Dr. Yassin Hamid Ayal

Principles of Educational Measurement and Evaluation, Dr. Sabah Al-Ajeeli and others

Course description template

1. Course name:					
Curriculum building and development					
2. Course code:					
UWA26-CEH-ARB-c508					
3. Chapter/Year:					
Master's /Methods of teaching Arabic (the chapterthe second)					
4. Date this description was prepared:					
9/10/2025					
5. Available attendance formats:					
My presence					
6. Number of study hours / Number of units:					
30Hour/2 units					
7. Name of course coordinator					
Dr. Sari Mu'ayyad Fadhil, Email:salsarraaf@uowasit.edu.iq					
8. Course Objectives					
Course Objectives		The student should understand the concept of curriculum development and construction, the difference between traditional and modern curricula, and the foundations upon which curriculum development is based.			
9. Teaching and learning strategies					
strategy		Exploration, questioning, brainstorming			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	Two hours	The student should become familiar w	The concept of traditional and modern curriculum	My presence	Classroom performance and observation
the second	Two hours	The student should become familiar w	Curriculum components objectives, content, and teaching methods	My presence	Classroom performance and

					observati on
the third	Two hours	The student should become familiar with	The foundations upon which the curriculum is built	My presence	Classroom performance and observation
Fourth	Two hours	The student should become familiar with	Curriculum building elements	My presence	Classroom performance and observation
Fifth	Two hours	The student should become familiar with	Formulating educational and instructional goals	My presence	Classroom performance and observation
Sixth	Two hours	The student should become familiar with	Content selection and organization	My presence	Classroom performance and observation
Seventh	Two hours	The student should become familiar with	Teaching methods and strategies	My presence	Classroom performance and observation
Eighth	Two hours	The student should become familiar with	Educational activities and their role in developing learner skills	My presence	Classroom performance and observation
Ninth	Two hours	The student should become familiar with	Educational tools and technologies	My presence	Classroom performance and observation
tenth	Two hours	The student should become familiar with	Curriculum development processes and objectives	My presence	Classroom performance and observation
eleventh	Two hours	The student should become familiar with	Experimentation and continuous evaluation of the curriculum	My presence	Classroom performance and observation
twelfth	Two hours	The student should become	Contemporary issues and trends in building	My presence	Classroom performance

		familiar with	learner-centered curricula		and observation
thirteenth	Two hours	The student should become familiar with	Globalization and its impact on curriculum development	My presence	Classroom performance and observation
fourteenth	Two hours	The student should become familiar with	Analysis of examples from local and international curricula	My presence	Classroom performance and observation
fifteenth	Two hours	The student should become familiar with	Designing a study unit build a modern curriculum	My presence	Classroom performance and observation
11. Course evaluation:					
The grade out of 100 is distributed as follows: 1–The annual grade is out of (30) marks, divided into (20) marks for a written exam and (10) marks for research, reports, and daily participation. 2–Final written exam grade (70)					
12. Learning and teaching resources:					

Course description template

1. Course name:
Achievement tests
2. Course code:
UWA26-CEH-ARB-c509
3. Chapter/Year:
Master's /Methods of teaching Arabic (the chapterthe second)
4. Date this description was prepared:
249/2025
5. Available attendance formats:
My presence
6. Number of study hours / Number of units:
30 hours/2 units
7. Name of course coordinator
Prof. Dr. Mohammed Hadi Hassan Al-ShammariEmail:mhadi@uowasit.edu.iq
8. Course Objectives
Course Objectiv - The student should understand the concept of measurement

	and evaluation. - The student should know the basic concepts of educational and psychological measurement and evaluation. - The student should know the types of achievement tests, the advantages and disadvantages of each, and the methods of preparing them. - AThe student understands the importance of measurement and evaluation and its role in improving the educational process.					
9. Teaching and learning strategies						The student s disadvantage
strategybrain storming	Discussion and questioning					
10. Course structure						The student s in improving
Week	Hours	Required learning outcomes	Unit or topic name	Learnin g method	Evaluatio n Method	
the first	Two hours	Building a good achievement tes	Evaluation and measurement and their types	My preser	Note + Test	
the second	Two hours		Measuring scales	My preser	note + test	
the third	Two hours		The role of assessment in improving the educational process	My preser	note + test	
Fourth	Two hours		Teaching objectives	My preser	note + test	
Fifth	Two hours		Measurement and evaluation and their relationship to goal levels	My preser	note + test	
Sixth	Two hours		Achievement test	My preser	note + test	

Seventh and Eighth	4 hours		Steps for building an achievement test	My presentation	note + test
Ninth	Two hours		Preparing the specifications table	My presentation	note + test
tenth Eleventh	4 hours		Statistical analysis of the items	My presentation	note + test
During ten	Two hours		Types of achievement tests	My presentation	note + test
Thirteenth	Two hours		Essay tests	My presentation	note + test
fourteenth	Two hours		Objective tests	My presentation	note + test
fifteenth	Two hours		End-of-course exam	My presentation	a test

11. Course evaluation: a test

12. Learning and teaching resources:

Required textbooks (methodology, if applicable)

- 1- Measurement and Evaluation for University Students, Dr. Abdul Hussein Razouqi, and Dr. Yassin Hamid Ayal.
- 2- Psychological Measurement and Educational Evaluation, Dr. Sabah Al-Ajeeli, and Dr. Anwar Hussein,
- 3- Measurement and evaluation in the educational process, Dr. Ahmed Suleiman Awda.
- 4- Principles of Measurement and Evaluation, Dr. Fahem Al-

	Turaihi, and Dr. Hussein Rabie Al-Hammadi.
Electronic references, website	ebooksPDF

Course description template

1. Course name:	University teaching and its ethics
2. Course code:	UWA26-CEH-ARB-c5
3. Chapter/Year:	Master's /Methods of teaching Arabic(the chapterthe second)
4. Date this description was prepared:	1/9/20
5. Available attendance formats:	My present
6. Number of study hours / Number of units:	30 hours/2 un
7. Name of course coordinator	Dr. Afaq Abdul Ghani Ali, email:afaqa@uowasit.edu.iq
8. Course Objectives	Course Objecti 1- Developing values and ethics such as integrity, respect, and social responsibility among students. 2- University teaching materials encourage students to engage in scientific research and innovation, and enhance their research, analysis, and scientific communication skills. 3- Developing moral awareness among students and providing them with the knowledge and skills necessary to deal with ethical situations, and enabling them to be good role models and effective contributors to their communities. 4- Understanding and applying ethical principles.

9. Teaching and learning strategies					
strategy		4- Explanation and clarification through lectures. 5- Self-learning. 3- Reports and extracurricular activities			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	2	The student learns about	The teaching profession in Islam	self-learning	Oral and written tests
the second	2	The student learns about	Teaching is an ethical practice.	discussion	discussion
the third	2	The student learns about	The concept of the teaching profession	interrogation	Performance evaluation
Fourth	2	The student learns about	Ethics of the teaching profession that must be adhered to	self-learning	discussion
Fifth	2	The student learns about	Ethics of the teaching profession	discussion	Oral and written tests
Sixth	2	The student learns about	Ethics related to the teacher's responsibility towards His profession.	interrogation	Oral and written tests
Seventh	2	The student learns about	Ethics related to the teacher's responsibility towards pupils	self-learning	discussion
Eighth	2	The student learns about	Ethics related to teacher responsibility towards Parents of the students.	discussion	Performance evaluation
Ninth	2	The student learns about	Ethics related to teacher responsibility towards His colleagues.	interrogation	discussion
tenth	2	The student learns about	Ethics related to teacher responsibility towards Environment and society.	self-learning	Oral and written tests
eleventh	2	The student learns about	Technology and the Ethics of Education	discussion	Performance evaluation

twelfth	2	The student learns about	Contemporary ethical challenges in the context of Islamic education	self-learning	discussion
thirteenth	2	The student learns about	Employing ethical values within the educational framework	interrogation	Oral and written tests
fourteenth	2	The student learns about	The impact of globalization on ethics	discussion	Performance evaluation
fifteenth	2	The student learns about	Difficulties in applying ethical principles	self-learning	Oral and written tests

11. Course evaluation:

- 1- Observation
- 2- Performance evaluation
- 3- Various tests

12. Learning and teaching resources:

Required textbooks (methodology, if applicable)	There is no prescribed textbook
Main references (if any)	1- Professional Ethics in the Field of Education, Dr. Alaa Abdel-Khaleq Al-Mandoulai M.M. Shaimaa Dawood Latif 2- Ethics and manners of the university teaching profession, Dr. Abdul Wahid Hamid Al-Kubaisi and others 3- Ethics and Professional Conduct of University Teaching, Dr. Abdul Basit Al-Janabi
Recommended supporting books and references (scientific journals, reports,).	Ain Shams Journal, Sharjah Journal, Journals of Psychology and Educational Sciences in general, Al-Ustad Journal, Journal of Educational Research.
Electronic references, website	1- Ethics of the University Teaching Profession, Dr. Muhammad Al-Fatlawi 2- Ethics of the Teaching Profession, Nasser bin Saud Al-Rais 3- The Ethics of the Teaching Profession: A Study in the Educational and Psychological Foundations and Principles by Dr. Salah Hashem Al-Zuhairi and others.

Course description template

1. Course name:

Educational technology

2. Course code: **UWA26-CEH-ARB-c511**

3. Semester/Year

Master's Degree / Methods of Teaching Arabic (Semester) the second) 2025-2026

4. Date this description was prepared:

1/9/2025

5. Available attendance formats:	
My presence	
6. Number of study hours / Number of units:	
Two hours	
7. Name of course coordinator	
A.M. Adhraa Abdul Rahim Abdul Redha Ali Email: athraheem@uowasit.edu.iq	
8. Course Objectives	
i- A. Knowledge and Understanding	
B. Mental skills	(Subject learning outcomes) Targeted learning outcomes for the course: 1. This course aims to equip students with the concepts and terminology related to educational technology, its functions, and its theories. 2. Different types of educational resources, their characteristics, capabilities, and uses 3. Choosing appropriate methods to achieve goals and employing them in educational situations Operating presentation and production equipment with the aim of improving education and increasing its efficiency and effectiveness.

C. General Skills

-1 The student will become familiar with the basic concepts and terminology of e-learning, its characteristics, advantages, educational potential, reasons for its emergence and development, and the factors influencing it.

2- To become familiar with the concepts and terminology related to electronic learning resources, their characteristics, types, features, capabilities, benefits, and educational uses

3 - To become familiar with computer-based, multimedia, and hyper-media-based education systems and to use them effectively in teaching and learning

4 - To become familiar with the concepts and terminology related to network-based e-learning, its characteristics, types, forms, advantages, capabilities, benefits, and uses

5 - Possesses basic knowledge related to professional, ethical, intellectual, and social aspects of educational technology

6 - To become familiar with the concepts and terminology related to individual and self-directed technological education systems, their characteristics, types, forms, importance, and the foundations and specifications for their design, development, and use.

3- T1-the student understands the plans and projects for introducing new educational technologies in Egyptian schools, and the importance of them, and developing teachers' skills in using them

2- Compares different learning resource design theories and their applications

planning educational situations

1- The student masters and develops the skills of designing resources.

2- Masters the skills of designing lessons, situations, and educational resources according to the stages and steps of a suitable design model.

3 - Masters the skills of selecting learning resources

4 - Masters the skills of designing and using assessment too technology system elements, interprets the results, and utilize the system and learning outcomes.

5 - Proficient in using educational technology processes, resources, and tools at an appropriate personal level, preparing m conducting research, solving problems, and obtaining informæ

6 - Proficient in the skills of designing, developing, and individual and self-directed technological learning systems

1- The student employs computer-based and multimedia learning systems in appropriate educational situations.

2- Effectively utilizes e-learning resources in his field of specialization

3 - Employs various technological individual and self-directed learning systems in his field of specialization

9. Classroom teaching and learning strategies

The Kaizen method, discussion, exploration, the Red Ocean, brainstorming, the Six Thinking Hats, the Fishbone Diagram, the Paper Storm, the Red Queen, the Six Thinking Hats, and the Korto program (model)v)..

10. Course structure: Test

Week	Hours	Required learning outcomes	Topics	Learning method	Evaluation Method
the first	Two hours	Paying attention to the psychological and behavioral factors that affect the learning process and improving strategies to increase the effectiveness of learning among students.	Concepts related to educational technology: *Technology and techniques Modern concepts that overlap with the concepts of educational technology and instructional technology	My presence	Observation
the second	Two hours		Educational technology for educational techniques and tools	My presence	Observation

the third	Two hours		Education, learning, and communication	My presence	Observation
Fourth	Two hours		Educational resources: classification and uses	My presence	Observation
Fifth	Two hours		Educational resources: design models and principles	My presence	Observation
Sixth	Two hours		Optical materials not displayed on a screen	My presence	Observation
Seventh	Two hours		Educational toys and dolls	My presence	Observation
Eighth	Two hours		Audio-based teaching and learning aids	My presence	Observation
Ninth	Two hours		Casual and formal photography	My presence	Observation
tenth	Two hours		Modern trends in educational technology	My presence	Observation
eleventh	Two hours		Learning resource centers: their concept and objectives	My presence	Observation

11. Course evaluation:	
a test	
12. Learning and teaching resources:	
Required textbooks (methodology, if applicable)	Educational technology: between theory and practice Muhammad Mahmoud Al-Hila, Ninth Edition, 2014
Main references (if any)	The application of education: between theory and practice Tawfiq Ahmed Mar'i.
Recommended supporting books and references (scientific journals, reports,).	Educational Psychology, Saleh Abu Jadwa (2003). Multimedia Projector 2004 Harb Muhammadbwpll Practical Training Program in Educational Technology for Students of the College of Education / United Arab Emirates University Al-Jazzar Abdul Latif (1991).
Electronic references, website	ebookspdf and UNESCO (2000)

Course description template

1. Course name:	Headway -Academic Skills – Level 2 - A curriculum designed for Master's students
2. Course code:	UWA26-CEH-ARB-A512
3. Chapter/Year:	Master's'Teaching methods First semester/ 2025-2026
4. Date this description was prepared:	1/9/2025
5. Available attendance formats:	My presence
6. Number of study hours / Number of units:	Number of hours30/One unit
7. Chapter/Year:	Second course/Master's 2025- 2026
A.Dr. Thamer Rashid Al-Zubaidi	Email: thrashid@uowasit.edu.iq

8. Course Objectives					
Course Objectives			The syllabus aims at improving the postgraduate students' capabilities in English language, especially reading and writing skill as well as grammar and vocabulary development.		
9. Teaching and learning strategies					
strategy		1. Employing real-life and practical exercises that develop their writing skills, eg, writing emails and paragraphs about well-known figures. 2. Improving the postgraduate students' intensive reading skills by engaging them to participate in diverse exercises depending on the reading passages in each unit. 3. Enhancing the students' knowledge in vocabulary, such as using synonyms, antonyms, parts of speech, and word derivation.			
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
the first	2	Unit One	International Student	In-person	Oral discussion
the second	2	Unit One	International Student	In-person	Oral discussion
the third	2	Unit One	International Student	In-person	Oral discussion
Fourth	2	Unit Two	Where in the world?	In-person	Oral discussion
Fifth	2	Unit Two	Where in the world?	In-person	Daily Exam
Sixth	2	Unit Two	Where in the world?	In-person	Oral discussion
Seventh	2	Unit Three	Newspaper articles	In-person	Oral discussion
Eighth	2	Unit Three	Newspaper articles	In-person	Daily Exam
Ninth	2	Unit Three	Newspaper articles	In-person	Oral discussion

tenth	2		Mid-terms Exam	In-person	Written Exam
eleventh	2	Unit Four	Modern Technology	In-person	Oral discussion
twelfth	2	Unit Four	Modern Technology	In-person	Oral discussion
thirteenth	2	Unit Five	Conferences and Visits	In-person	Oral discussion
fourteenth	2	Unit Five	Conferences and Visits	In-person	Oral discussion
fifteenth	2		General Revision	In-person	Oral discussion
11. Course evaluation:					
12. Learning and teaching resources:					
Required textbooks (methodology, if applicable)			Headway -Academic Skills – Level 2		
Main references (if any)					
Recommended supporting books and references (scientific journals, reports,).					
Electronic references, website					