Ministry of education
Majmaah University
College of education
Department of Chemistry

جامعة المجمعة
Majmaah University
كلية التربية بالزلفي

HANDBOOK OF MODULES

Bachelor of chemistry- Educational
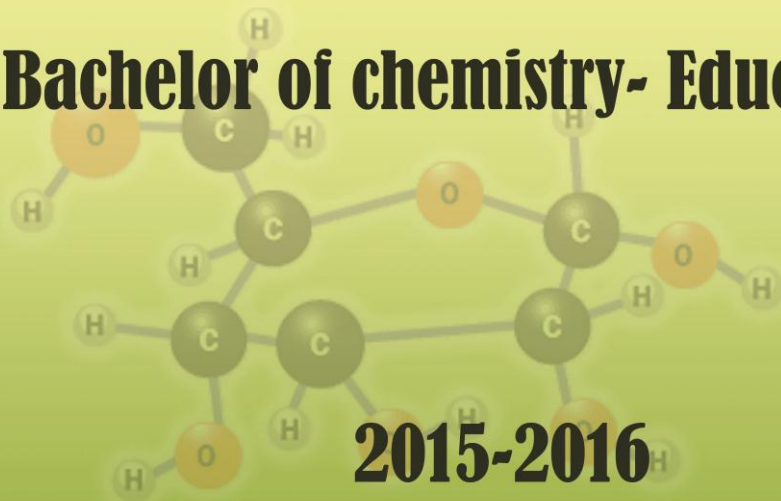
2015-2016

CHEMISTRY

		Compulsory College Requisites Educational Courses		
Course Code	Course Number	Course	Credit Hours	Pre-requisite
EDU	116	Teaching Techniques and Communications Skills	(2+0+0)2	-
EDU	117	Fundamentals of Islamic Education	(2+0+0)2	-
EDU	118	The System and Policy of Education in KSA	(2+0+0)2	-
EDU	126	Developmental Psychology	(2+0+0)2	-
EDU	216	Psychological Health	(2+0+0)2	EDU 126
EDU	217	Principles of Educational Research	(2+0+0)2	-
EDU	226	Educational Psychology	(2+0+0)2	EDU 126
EDU	316	Administration and Educational planning	(2+0+0)2	-
EDU	317	Production of E-learning resources	(2+0+0)2	EDU 116
EDU	326	Teaching Strategies	(2+0+0)2	-
EDU	327	Educational Curricula	(2+0+0)2	-
EDU	416	Modern Trends in Teaching Strategy	(2+0+0)2	EDU 326
EDU	417	Educational Evaluation	(2+0+0)2	-
EDU	427	Practicum	(0+0+12) 6	120 Successful Hours. EDU 416 & EDU 417

Module designation	Educational
Module level, if applicable	**1st Level**
Code, if applicable	**EDU 116**
Subtitle, if applicable	-
Courses, if applicable	Educational Techniques & Communication skills
Semester(s) in which the module is taught	1ST &2nd Semester
Person responsible for the module	Imen Hassen Hassen Zaghloul
Lecturer	Imen Hassen Hassen Zaghloul
Language	Arabic
Relation to curriculum	compulsory course in B.Ed. in Chemistry
Type of teaching, contact hours	30 hours of Lectures
Workload	80
Credit points	NCAAA (2) / ECTS(3)
Requirements according to the examination regulations	The student shall be debarred from the final examination if the percentage of his absence exceeds (25%) out of the total lectures of the course without an acceptable excuse. The student who is debarred from the examination because of absence is considered as a failure in the course.
Recommended prerequisites	-

Module objectives/intended learning outcomes	**Knowledge:**
	• The notion of communication and its methods and techniques
	• Educational techniques and their resources
	• The types of educational techniques/ materials
	• Curriculum Design
	• The scope of educational techniques
	• Modern Trends in the field
	Cognitive Skills:
	• Writing Reports.
	• Data analysis
	• Gaining research skills
	Interpersonal Skills & Responsibility:
	• Communication skills
	• Scientific discussion
	• Leadership skills
	• Participating in debates
	Communication, Information Technology, Numerica:l
	• Acquiring the necessary IT skills to carry out research.
	• Using electronic databases in research
	• Data collection and data presentation
	• Computer-based data analysis

Content		1. An Introduction to Communication	
		2. The nature and classification of educational methods	
		3. Educational materials and their design	
		4. Real Objects, samples and models	
		5. Modern educational systems	
		6. Introduction to the Educational systems and their design.	
		7. The concepts of educational techniques	
		8. Modern Trends in Educational Techniques	
		9. Modern Trends in Educational Techniques	
Study and examination requirements and forms of examination	Midterm exam : 20%		
	Research: 10%		
	Production of educational resources: 7%		
	Assignments and discussions: 3%		
	Final exam: 60%		
Media employed	-		
Reading list	• Hila Ahmed Mohamed (2008) Educational Technology between theory and Practice, 2nd ed. Amman: Al Masira Publishing House. • Messaoudi Saad Hamdi (2007). Skills of Improving Communication. Jeddah: The Centre for producing E-learning materials. • Sabri, Maher (2003) The Arabic Encyclopedia of Educational and Technological Terms. Riyadh: Al Rashed Bookshop		

Module designation	Educational
Module level, if applicable	**1st Level**
Code, if applicable	**EDU 117**
Subtitle, if applicable	-
Courses, if applicable	The Principles of Islamic Education

Semester(s) in which the module is taught	1ST & 2nd Semester
Person responsible for the module	Al Kahtani Al Refaat Mesfer
Lecturer	Al Kahtani Al Refaat Mesfer
Language	Arabic
Relation to curriculum	compulsory course in B.Ed. in Chemistry .
Type of teaching, contact hours	30 hours of Lectures
Workload	80
Credit points	NCAAA (2) / ECTS(3)
Requirements according to the examination regulations	The student shall be debarred from the final examination if the percentage of his absence exceeds (25%) out of the total lectures of the course without an acceptable excuse. The student who is debarred from the examination because of absence is considered as a failure in the course.
Recommended prerequisites	-

Module objectives/intended learning outcomes	**Knowledge:**
	Understanding education in general and in Islam.
	The Importance and goals of education in Islam
	Understanding the methods of Islamic Education
	Understanding the major sources of Islamic Education.
	Understanding the major theories of Islamic Education.
	Acquiring problem solving skills
	Cognitive Skills:
	Comparing the ideas of the different thinkers in Islam.
	Discussing the contemporary issues from the point of view Islam.
	Employing the theories of the different thinkers in Islam.
	Identifying the major challenges of education
	Interpersonal Skills & Responsibility:
	Understanding the theories of the different thinkers of Islam.
	Understanding the role of school in promoting moderate ideas.
	Communication, Information Technology, Numerical:
	Acquiring the necessary IT skills to carry out research.
	Using electronic databases in research

Content		1.What is Education? What is Islamic Education?
		2.The Importance and Objectives of Islamic Education.
		3.The characteristics and sources of Islamic Education
		4.The Principles of Islamic Education
		5.The Institutions of Islamic Education
		6.The Methods of Islamic Education
		7.The Theorists and thinkers of Education in Islam
		8.Islamic Education in Contemporary Society & Modern Issues
		9.Islamic Education in the Numerical Age
Study and examination requirements and forms of examination	Midterm exam : 20%	
	Individual Research Project: 10%	
	Group project: 5%	
	Attendance : 5%	
	Final exam: 60%	
Media employed	-	
Reading list	• Ali, Ismail Said et el. Islamic Education : Concepts and Practices. Riyadh: Al Rashed Bookshop. • Khatib Mohamed Shahat et el (2004) The Principles of Islamic Education. Riyadh: Al Khriji Publishing House. • Ghamdi, Abderrahman (1996). An Introduction to Islamic Education. Riyadh: Al Khriji Publishing House. • Nahlawi Abderrahman (2009) The Principles and Methods of Islamic Education at home and at school. Damascus: Al Feker Publishing house.	

Module designation	Educational
Module level, if applicable	1st Level
Code, if applicable	EDU 118

Subtitle, if applicable	-
Courses, if applicable	The System and Policy of Education in the Kingdom
Semester(s) in which the module is taught	1ST & 2nd Semester
Person responsible for the module	Majda Mohamed Ibrahim Al Imam
Lecturer	Majda Mohamed Ibrahim Al Imam
Language	Arabic
Relation to curriculum	compulsory course in B.Ed. in Chemistry
Type of teaching, contact hours	30 hours of Lectures
Workload	80
Credit points	NCAAA (2) / ECTS(3)
Requirements according to the examination regulations	The student shall be debarred from the final examination if the percentage of his absence exceeds (25%) out of the total lectures of the course without an acceptable excuse. The student who is debarred from the examination because of absence is considered as a failure in the course.
Recommended prerequisites	-

Module objectives/intended learning outcomes	**Knowledge:**
	• The Socio-economic and cultural situation prior to the Establishment of the Ministry of Education
	• The Pre-Saudi systems of traditional Education
	• The birth of modern education in the kingdom
	• Short and long-term goals of Education in the Kingdom
	• Public Education for boys and girls
	Cognitive Skills:
	• King AbdulAziz as the founder of modern Education.
	• The Role of King Fahd in improving the educational system.
	• The Socio-economic and cultural situation prior to the Establishment of the Ministry of Education
	• The notion of Permanent Education
	• Identifying the problems of Higher Education
	• The goals of Girls' education
	Interpersonal Skills & Responsibility:
	• Communication skills
	• Scientific discussion
	• Leadership skills
	• Participating in debates
	Communication, Information Technology, Numerical:
	• Acquiring the necessary IT skills to carry out research.
	• Using electronic databases in research
	• Data collection and data presentation
	• Data sorting

Content	1.The Educational Policy of Saudi Arabia	
	2.The Socio-economic and cultural situation prior to the Establishment of the Ministry of Education	
	3.The objectives of Education in the Kingdom	
	4.Public Education	
	5.Higher Education	
	6.Private Education	
	7.Educational Systems for People with special needs	
	8.Educational Systems for People with special needs	
	9.Teacher training	
Study and examination requirements and forms of examination	Midterm exam : 20%	
	Individual Research Project: 3%	
	Group project: 7%	
	Attendance : 5%	
	Essays: 5%	
	Final exam: 60%	
Media employed	-	
Reading list	- Akil Abdullah Ben Akil.(2013) The policy of Education in Saudi Arabia: Its roles and Principles. 10 ed. Riyadh: Al Rashed Bookshop - Sunbol, Abdulaziz et al. (1987) The System of Education in Saudi Arabia. Riyadh: King Saudi University Press.	

Module designation	Educational
Module level, if applicable	**2nd Level**
Code, if applicable	**EDU 126**
Subtitle, if applicable	-
Courses, if applicable	Developmental Psychology
Semester(s) in which the module is taught	1st & 2nd Semester
Person responsible for the module	Amina Mohamed Othman
Lecturer	Amina Mohamed Othman
Language	Arabic
Relation to curriculum	B.Ed. In Chemistry, compulsory course.
Type of teaching, contact hours	30 hours of Lectures
Workload	80
Credit points	NCAAA (2) / ECTS(3)
Requirements according to the examination regulations	The student shall be debarred from the final examination if the percentage of his absence exceeds (25%) out of the total lectures of the course without an acceptable excuse. The student who is debarred from the examination because of absence is considered as a failure in the course.
Recommended prerequisites	-

Module objectives/intended learning outcomes	**Knowledge:**
	1. Theories of psychology and development
	2. Understanding the link between age and development.
	3. The different stages of development
	4. Understanding Developmental problems
	5. Understanding childhood problems
	6. Understanding the factors of development
	Cognitive Skills:
	1. Understanding psychology.
	2. The importance of psychology
	3. Understanding the stages of development
	4. The factors affecting development
	5. Understanding the problems of development
	Interpersonal Skills & Responsibility:
	1. Communication skills
	2. Scientific discussion
	3. Leadership skills
	4. Participating in debates
	Communication, Information Technology, Numerical:
	1. Acquiring the IT skills to carry out research.
	2. Using electronic databases in research
	3. Data collection and data presentation
	4. Computer-based data analysis

Content	1. An Introduction to Psychology and developmental psychology. 2. The Scientific methods of psychology 3. The factors of Human Development 4. Real Objects, samples and models 5. General rules of development 6. The stages of Human development in the Quran 7. The Cradle stage and the different ways of development 8. Early childhood and the different ways of development 9. Late Childhood and the different ways of development 10. Adolescence and the different ways of development 11. Adolescence: Some case studies
Study and examination requirements and forms of examination	Theoretical Midterm Exam: 20% Research: 10% Attendance : 5% Assignments and discussions: 5% Final Exam: 60%
Media employed	-
Reading list	• Hamam Fadia & Ahmed Ali (2002) Developmental Psychology. Riyadh: Azzahra Punlishing House. • Hcine Mahmoud Atah (1991) Human Development. Riyadh: Al Khirjine Publishing House. • Zahran Hamed.(1982) Developmental Psychology. Cairo: The book Universe publishing house.

Module designation	**Educational**
Module level, if applicable	**3rd Level**
Code, if applicable	**EDU 217**
Subtitle, if applicable	-
Courses, if applicable	Principles of Educational Research
Semester(s) in which the module is taught	1ST & 2nd Semester

Person responsible for the module	Dr. Iftikar Abdullah Al-Ibraheem
Lecturer	Dr. Iftikar Abdullah Al-Ibraheem
Language	Arabic
Relation to curriculum	B.Ed. In Chemistry, compulsory course.
Type of teaching, contact hours	30 hours of Lectures
Workload	80
Credit points	NCAAA (2) / ECTS(3)
Requirements according to the examination regulations	The student shall be debarred from the final examination if the percentage of his absence exceeds (25%) out of the total lectures of the course without an acceptable excuse. The student who is debarred from the examination because of absence is considered as a failure in the course.
Recommended prerequisites	

Module objectives/intended learning outcomes	**Knowledge:**
	1. Understanding the basic concepts of educational research.
	2. Identifying the elements of educational research plan
	3. Knowing the tools of educational research
	4. Mentioning the tools of educational research
	5. Identifying the methods of educational research
	6. Identifying the steps of the scientific method of educational research.
	Cognitive Skills:
	1. Applying the scientific research steps in doing a research project.
	2. Search and collecting data and information about different research projects.
	3. Criticizing and analyzing a number of scientific thesis.
	4. Positive communication with others and the exchange of views.
	5. Tracking the style of logical scientific thinking in addressing the problems faced by students
	Interpersonal Skills & Responsibility:
	1. Retaining the ethics of educational research
	2. Communicate positively and respect the cooperative learning groups.
	3. Self-research and surveying the research assignments.
	4. Using the scientific method in thinking, research and discussion.
	5. Thinking in combination with cooperative research groups to solve some problems and provide solutions to them.
	Communication, Information Technology, Numerical:
	1. Identifying the skills needed to be developed in this field:
	2. Using the self- research skills on different websites related to the subject.
	3. Using skills of cooperative learning and the active participation in achieving the tasks and various activities.
	4. Using thinking maps in the preparation of research plans

Content	
	First: Educational research (definition, objectives, fields)

1. Definition of educational research
2. Objectives of educational research
3. Importance of educational research
4. Characteristics of educational research
5. Fields of educational research

Second: Scientific method in educational research:

1. Definition of science and its objectives
2. Scientific way of research
3. Trends of scientific research
4. Scientific behavior and normal behaviour, the non-scientific.

Third: Plan of Educational Research:

A: Identifying the problem:

1. The nature of the problem in educational research.
2. Access to the sources of the problem in educational research
3. Considerations and conditions that must be taken into account in the selection of the problem of educational research
4. Types of research problems and identifying the methods of problem formulation in educational research.
5. Standards of evaluating the problem in educational research.

B: Contents of Research Plan:

Title, introduction, problem, previous studies, research objectives, importance of research, assumptions, axioms, research limitations, procedures of study, identifying the concepts, and a list of references and documentation.

Four: Sources of collecting data and information in educational research.

1. Library and educational research
2. Classification system in the library
3. Internet and educational research
4. Training on how to use the library and educational research

Five: Samples and tools of educational research:

1. Samples: Definition, sample selection, types of samples (random sampling methods, methods of non-random sample) research tools. |

	2. Questionnaire: Steps of designing a questionnaire, forms of questionnaire, rules of forming a questionnaire, and the distribution of the questionnaire.
	3. Interview: Interview procedures, forms of interview, and traits of conducting an interview.
	4. Observation: types of observation, observation procedures, traits and limitations of observation, and differences between interview and observation.
	5. Tests.
	Six: Methods of educational research:
	1. Descriptive method: Definition, steps, styles of descriptive studies.
	2. Semi-experimental method: definition, characteristics, and evaluation of this method.
	3. Experimental method: Concepts, adjusting the variables, types of experimental designs, evaluating the experimental method.
	4. Seven: Educational research (ethics, mistakes, and obstacles):
	5. Ethics of educational research (Intellectual property, data confidentiality, impartiality….)
	Inherited errors in educational research.
	Obstacles to educational research.
Study and examination requirements and forms of examination	Midterm Exam: 20% Research assignments and preparing a suggested research Plan: 10% Classroom discussions: 10% Final Exam: 60%
Media employed	-
Reading list	• Mohammad Abdulrazak Ibraheem And Abdulbaqi Abdulmonem Abu Zaid: Skills of Educational Research, Al-Fikr House. • Sameer Younes Salah and others: Methods of Educational Research between Theory and Practice, Alfalah Library, Kuwait 2007. • Abdullah Sulaiman Ibraheem, Zain bin Hassan Raddadi: Methods of Research in Human Sciences, Al-Rushd Bookstore., Riyadh, 2007. • Mohammad Khaleel Abbas and others: Introduction to Methods of Research in Education and Psychology, Al-Moieserah House, Jordan, 2007.

Module designation	Educational
Module level, if applicable	**3rd Level**
Code, if applicable	**EDU 216**
Subtitle, if applicable	-
Courses, if applicable	Mental Health
Semester(s) in which the module is taught	1ST & 2nd Semester
Person responsible for the module	Dr. Rajawat Abdulateef
Lecturer	Dr. Rajawat Abdulateef
Language	Arabic
Relation to curriculum	B.Ed. In Chemistry compulsory course.
Type of teaching, contact hours	30 hours of Lectures
Workload	80
Credit points	NCAAA (2) / ECTS(3)
Requirements according to the examination regulations	The student shall be debarred from the final examination if the percentage of his absence exceeds (25%) out of the total lectures of the course without an acceptable excuse. The student who is debarred from the examination because of absence is considered as a failure in the course.
Recommended prerequisites	EDU 126

Module objectives/intended learning outcomes	**Knowledge:**
	1. Understanding the basic concepts of mental health.
	2. Identifying the role of Islamic education in mental health.
	3. Recognizing the standards of normality and abnormality.
	4. Identifying the aspects of mental health.
	5. Identifying the personal characteristics of mental health
	6. Identifying the curriculums of mental health.
	Cognitive Skills:
	1. Students discern the modern concepts of mental health
	2. Students differentiate between the basic concepts of mental health
	3. Appling the basic principles and theories of metal health according to reality.
	4. Applying the theoretical concepts of mental health in the house, school, and community.
	5. Evaluating and criticizing what you read of concepts and theories in the field of mental health. (Developing critical thinking skills).
	6. Students should be able to solve problems using the direct method
	Interpersonal Skills & Responsibility:
	1. Students should be able to develop themselves benefiting from the courses of mental health.
	2. Enhancing the ethical values and commitment with oneself and others.
	3. Accepting team-work, promoting cooperation and participation values, and the ability to lead groups.
	4. Act responsibly in personal and professional relationships.
	5. Know how to use the skill of dialogue and exchange of ideas, commit to the ethics of discourse and respect others' opinions.
	6. Accept other's opinion
	Communication, Information Technology, Numerical:
	1. Using communication and information technology
	2. Using the world wide web to accomplish the assigned tasks.
	3. Having the ability to check the E-references.

	4. Be able to access digital libraries.
	5. Communicate effectively with instructor
	6. Participation in private forums o exchange information

Content	
	1. Definition of Mental Health
	2. personal characteristics of mental health
	3. Mental health approaches
	4. Definition of Mental Illness
	5. Mental health from the perspective of Islam
	6. Definition of Mental health in Islam
	7. Indicators of Mental health in the light of the Holy Quran and Sunnah.
	8. Concepts of personal normality and abnormality
	9. Standards of normality and abnormality (medical, statistical, social and religious)
	10. Compatibility and mental health
	11. Definition of Compatibility
	12. Differences between Compatibility and Adaptation
	13. Aspects of Compatibility
	14. Mental health in the family
	15. Mental health in the school
	16. Mental health in the community
	17. Defensive tricks
	18. Definition of Defensive tricks
	19. Defensive tricks – types
	20. Models of defensive tricks
	21. Psychological and mental disorders – origin, definition, and differences between them.
	22. Models of neurological disorders (anxiety, hysteria, obsessive-compulsive disorder, phobias)
	23. Models of psychotic disorders (psychotic depression - schizrenia)
	24. The treatment of psychosis - the fate of psychosis
	25. Psychosomatic disorders
	26. Definitions - causes
	27. Psychotherapy -Types
	28. Mental health for teachers
	29. Importance of metal health for teachers
	30. Role of the teacher in achieving the metal health for students.

Study and examination requirements and forms of examination	Midterm Exam: 20% Research and discussion: 10% Classwork : 10% Final Exam: 60%
Media employed	-
Reading list	
Module designation	Educational
Module level, if applicable	4th Level
Code, if applicable	EDU 226
Subtitle, if applicable	-
Courses, if applicable	Educational Psychology
Semester(s) in which the module is taught	1ST & 2nd Semester
Person responsible for the module	Dr. Mona Hamed Mohammad Abo Wardeh
Lecturer	Dr. Mona Hamed Mohammad Abo Wardeh
Language	Arabic
Relation to curriculum	B.Ed. In Chemistry, compulsory course.
Type of teaching, contact hours	30 hours of Lectures
Workload	80
Credit points	NCAAA (2) / ECTS(3)
Requirements according to the examination regulations	The student shall be debarred from the final examination if the percentage of his absence exceeds (25%) out of the total lectures of the course without an acceptable excuse. The student who is debarred from the examination because of absence is considered as a failure in the course.
Recommended prerequisites	EDU 126

Module objectives/intended learning outcomes	Knowledge: 1. Understanding the basic concepts and conditions of learning. 2. Identifying the role of Educational Psychology in the learning process. 3. Recognizing the importance of Educational Psychology for the teacher and student. 4. Identifying the objectives of Educational Psychology. 5. Identifying the concept and basic conditions of learning 6. Identifying the importance of practice and its impact on learning Cognitive Skills: 1. Students discern the role of Educational Psychology in the learning process 2. Understanding the topics of Educational Psychology 3. Students differentiate between the importance of Educational Psychology for students and teachers. 4. Practically, applying the theoretical objectives of Educational Psychology 5. Analyzing the concept of learning and recognizing its basic conditions. 6. Recognizing the different types of practices and its importance in learning Interpersonal Skills & Responsibility: 1. Cooperation, group work and teamwork. 2. Affiliation, active participation, respect others opinions and not to underestimate this participation; no matter what is. 3. Practices of students for the phases that accept the values, preference and commitment. 4. Group participation in activities to develop personal relationships 5. Assign students for group activities achieved through cooperation with other partners. Communication, Information Technology, Numerical: 1. Search means about sources of information on World Wide Web 2. Search means about sources of information in libraries 3. Ways of documenting scientific references

	4. Some statistical information for calculating the coefficient correlation in the correlation studies to examine the relationships between variables in the field of Educational Psychology
Content	1. Educational Psychology: topics, importance objectives, and principles of learning in Islam. 2. Learning: Definition and conditions of learning. 3. A: Motivation: definition, types, focus on the factors that create motivation at schools like focusing students' attention on the target of learning, exciting students tendencies - discussion - identifying learning outcomes - reward and punishment- school tests - to provide an appropriate educational environment. 4. B: Maturity: definition and its importance. 5. C: Practice: definition, methods and uses in school. 6. Four: some educational practices in the field of learning (memorization, retrieval, efforts distributed and effort retrieved, collective and partial way, and macro-learning and individual learning 7. Correlative theory of learning - learning by trial and error (Thorndike) - educational applications on the trial and error theory. 8. Theory of educational learning and its applications 9. Learning foresight (Aljhtalt) and educational applications. 10. Sematic meaning (Azobel) and its educational applications. 11. Social learning by observation (Bandoora) and its educational applications. 12. Effects of learning transfer - concept - types - scientific results for the transition of the impact of learning. 13. Conducting experiments on learning, drawing curves and interpretation of the results of learning theories in this light.
Study and examination requirements and forms of examination	Midterm Exam: 20% Group research : 10% Individual assignments: 5% Participation and various activities : 5% Final Exam: 60%
Media employed	-
Reading list	

Module designation	Educational
Module level, if applicable	**5th**
Code, if applicable	**EDU316**
Subtitle, if applicable	Not applicable
Courses, if applicable	**Administration and Educational Planning**
Semester(s) in which the module is taught	1st & 2nd Semester
Person responsible for the module	**Dr. Yahia Mostafa**
Lecturer	**Dr. Yahia Mostafa**
Language	Arabic
Relation to curriculum	Compulsory course in B .Ed Chemistry plan study
Type of teaching, contact hours	<table><tr><td>No.</td><td>Type of Teaching</td><td>Contact hours per week.</td></tr><tr><td>1</td><td>Lecture</td><td>30</td></tr></table>
Workload	80
Credit points	2 CH /3 ECTs
Requirements according to the examination regulations	The student shall be debarred from the final examination if the percentage of his absence exceeds (25%) out of the total lectures of the course without an acceptable excuse. The student who is debarred from the examination because of absence is considered as a failure in the course.
Recommended prerequisites	None

Module objectives/intended learning outcomes	**Objectives:**
	Developing students' skills and knowledge with respect to school administration and educational planning by considering the fundamental concepts of school administration, educational planning, and practical aspects that might benefit them in the practicum
	Knowledge
	Students define the concept of educational and school administration
	Identifying the principles of the successful school administration and its objectives.
	Explain the fields of school administration
	Arrange the elements of the successful educational planning process
	Define the concept of administrative report
	Mention the concepts of organizing, directing, and evaluation.
	Cognitive Skills
	Compare between different schools to develop the administrative thinking.
	Demonstrate the relationship between the successful educational steps and organization
	Distinguishes between decision-making and decision-taking.
	Explain the steps of strategic planning
	Apply SWAT steps in dealing with educational issues.
	Write a correct administrative report
	Interpersonal Skills & Responsibility
	Share other partners in writing an educational plan
	Discuss the techniques of making decisions in relation to a specific issue.
	Provide others with the necessary data and information to write a successful report.

Communication, Information Technology, Numerical	
Interact with others on different administrative websites and forums	
Offer solutions to some administrative problems proposed by educational and school directorates via their websites.	

Content

List of Topics	No. Of Weeks	Contact Hours
1. Educational Administration 2. A: Concepts of Educational Administration 3. B: Comparison between Educational and Instructional Administration	1	**2**
4. The evolution of administrative thinking (classical school, the movement of human relations, and entrance of systems).	2	**4**
5. Concepts of school administration and its objectives 6. Characteristics of the successful school administration	1	**2**
7. Principles of successful school administration 8. Fields of school administration	1	**2**
9. Functions of school administration and its actions (planning, organizing, directing and controlling, and evaluation)	2	**4**
10. Core of educational planning, its principles and levels.	1	**2**
11. Fundamentals of the successful educational planning 12. Phases of the successful educational planning at schools	1	**2**
13. Using SWAT strategy in the successful educational planning	2	**4**
14. Core of administrative reports and skills needed to write these reports	1	**2**
15. Skills of making educational decisions	1	**2**

	Assessment task	Week Due	Proportion of Total Assessment
	Group work	**Every two weeks**	**5%**
	Individual work	**Weekly**	**5%**
	Quizzes	**Weekly**	**5%**

Study and examination requirements and forms of examination	Attendance and conduct	**Weekly**	**5%**
	Periodical tests	**Middle of semester**	**20%**
	Final exam	**End of semester**	**60%**
Media employed	Data Show,.Smart Board, Blended,- e-learning,White Board .experiments		
Reading list			

Module designation	Educational
Module level, if applicable	**5th**
Code, if applicable	**EDU317**
Subtitle, if applicable	Not applicable
Courses, if applicable	**Production and Sources of E-learning**
Semester(s) in which the module is taught	1st & 2nd Semester
Person responsible for the module	**Dr. Ahlam Dessoqi Aref Ibraheem**
Lecturer	**Dr. Ahlam Dessoqi Aref Ibraheem**
Language	Arabic
Relation to curriculum	Compulsory course in B .Ed Chemistry plan study
Type of teaching, contact hours	<table><tr><td>No.</td><td>Type of Teaching</td><td>Contact hours per week.</td></tr><tr><td>1</td><td>Lecture</td><td>30</td></tr></table>
Workload	80
Credit points	2 CH /3 ECTs
Requirements according to the examination regulations	The student shall be debarred from the final examination if the percentage of his absence exceeds (25%) out of the total lectures of the course without an acceptable excuse. The student who is debarred from the examination because of absence is considered as a failure in the course.
Recommended prerequisites	**Educational Technology and Skills of Communication**
Module objectives/intended learning outcomes	**Objectives:** 1. Students identify the definition of modern technologies, its forms, and how to apply these technologies in the learning process like technology of e-learning, mobile learning, and widespread learning. 2. Identify the stages of educational design models which can be used in designing and producing the sources of e-learning. 3. Identify the concept of sources of e-learning, its models, and standards that can be used like the digital library.

	4. Students should be able to produce different kinds of e-learning sources like multimedia, PowerPoint presentations, e-learning courses, digital learning objects, e-exams, blogs, and learning channels.
	Take the responsibility for self-learning and his personal, professional and ethical growth.

Knowledge

1. Identify the concept of e-learning, its kinds, elements, ways to apply e-learning, and ways of running this system.

2. Identify the concept of mobile and widespread learning, wireless technologies used, and advantages and disadvantages.

3. Mention the concept of sources of learning and e-learning, kinds, and ways of appointing these sources.

4. Analyzing the models of educational design used in designing the sources of e-leaning.

5. Mention the sues of Facebook, blogs, twitter, and YouTube.

Cognitive Skills

Research skills and survey about information related to different sources of e-learning.

Skill analysis and assessment of information and concepts that are obtained.

Skill in the use of the scientific method to solve some of the problems and propose innovative solutions.

Skill of applying information results in the findings of the new positions.

Skill of self-assessment and the development of skills beyond the knowledge that is gained

Interpersonal Skills & Responsibility

Skills of leadership

Skills of making decisions

Listening to others and dialogue skills.

Skills of communication and group work

Skills of self-learning

Skills of respecting others, values, customs, and traditions

Module designation	Educational Communication, Information Technology, Numerical
Module level, if applicable	6
Code, if applicable	EDU326
Subtitle, if applicable	Not applicable
Courses, if applicable	
Semester(s) in which the module is taught	1st & 2nd Semester
Person responsible for the module	Dr. Rasha Hashem Abdulhameed
Lecturer	Dr. Rasha Hashem Abdulhameed
Language	Arabic
Relation to curriculum	Compulsory course in B .Ed Chemistry plan study

Type of teaching, contact hours	No.		Type of Teaching	Contact hours per week.
	1		Lecture	30

Workload	80
Credit points	2 CH /3 ECTs
Requirements according to the examination regulations	The student shall be debarred from the final examination if the percentage of his absence exceeds (25%) out of the total lectures of the course without an acceptable excuse. The student who is debarred from the examination because of absence is considered as a failure in the course.
Recommended prerequisites	None

Skill of using computer in the production of e-learning sources

Skills of using internet and available websites for the production of e-learning sources

Skills of electronic and human communications with other colleagues in both ways: written and oral.

Teaching Strategies

Skills of effective communication within groups of cooperative learning.

Content

List of Topics	No. Of Weeks	Contact Hours
1. E-Learning	1	2
2. Mobile and widespread learning		
3. Sources of learning and e-learning	1	2
4. Models of educational design used in designing and production of sources of e-learning.	1	2
5. Designs and productions of effective PowerPoint presentations in the light of educational and technical standards.	1	2
6. Design and production of interactive multi-media educational programs	1	2
7. Design and production of electronic courses (e-lessons)	1	2
8. Design and production of e-book	1	2
9. Design and production of digital learning objects and databases	1	2
10. Design and production of e-tests	1	2

| Module objectives/intended learning outcomes | 11. Design and production of educational websites
12. Using website tools (2.0) in teaching and learning like Wiki, Facebook, Twitter, broadcast, and YouTube.
13. Design and production of educational e-blogs
14. Production of an educational channel on YouTube. |
| --- | --- |

Objectives:

	1	2
The main objective of this course is to familiarize students with the importance of teaching methods, models and strategies, and be acquainted to the skills of teaching, how to write instructional objectives, types of teaching strategies, criteria for selecting appropriate methods of teaching, effective teaching, factors that lead to effective teaching, features of effective teacher, practicum, and the role of both the student and the teacher, the headmaster and the role of the internal supervisor at college for the sake of achieving success in relation to practicum.	1

1

1 | 2

2

2 |

Study and examination requirements and forms of examination	Assessment task	Week Due	Proportion of Total Assessment
	Final exam	16	60
	Mid-term exam	8	10
	Discussions, assignments along the term (achievement file), and practicality and attendance.	Weekly	10
	Practical exam.	13	20

Media employed	Data Show, Smart Board, Blended e-learning, White Board experiments
Reading list	

Knowledge

Students define the following:

A. Teaching   B. Teaching strategies
C. Teaching methods   D. Teaching techniques
E. Lesson file (achievement file),   F. Course   G. Unit
H. Teaching and learning   I. School book

Student mentions the specifications of good lesson plans.

Student mentions the skills needed to implement the lesson.

Student classifies teaching objectives into: knowledge, skills and emotions.

Student mentions the standards and principles of selecting the suitable teaching strategies.

Student mentions the teaching principles that the effective teacher must commit with.

Students identify the goals of practicum

Cognitive Skills

Students distinguish between the meaning of method, strategy, technique, input, and teaching model.

Student plans to explain a lesson within his major

Student masters the various implementation skills

Student writes the teaching objectives in three levels.

Student infers the skills of effective teaching

Student differentiates between the standards of applying various teaching strategies

Interpersonal Skills & Responsibility	
Student develops himself personally and professionally	
Students make positive relationships with others	
Student acquires the traits of effective teacher	
Student acquires the skills of making decisions	
Student acquires skills of team work	

Communication, Information Technology, Numerical	
Student acquires skills of using the strategy of e-learning when explaining a lesson	
Student acquires skills of surfing various educational websites relevant to the course.	
Student acquires skills of communicating with leaners	
Student acquires skills of using modern communication means in education	

Content

List of Topics	No. Of Weeks	Contact Hours
1. **Definitions and concepts of teaching strategies:** A. Definition of teaching B. Teaching strategies C. Teaching methods D. Teaching techniques E. Lesson F. Course G. Unit H. Teaching and learning I. School book	1	2
2. Teaching system including (intended teaching system, the components of the educational system, teaching system characteristics and components, steps toward good teaching, relationship of teaching methods with other elements of the curriculum)	1	2

3. Teaching goals: classifications of teaching goals how to write each type of these objectives, standards for writing them, and common mistakes made when writing such instructional goals.	**1**	**2**
4. Stages of lesson planning: concept of planning, levels of planning, importance of planning, principles of planning, and good planning specifications.	**1**	**2**
5. Lesson implementation skills : lesson preparation skills, skills of using teaching aids, skills of asking questions, classroom management skill, motivation skills, skills of verbal and non-verbal interaction)	**3**	**6**
6. Teaching strategies: the concept of teaching strategy, classification of teaching strategy, good strategy specifications in teaching, teaching strategies (lecture, discussion, inductive, standardization, problem-solving, discovery learning, project strategy, role-playing strategy, appointments , cooperative learning, e-learning, Six- Hat strategy), elements of teaching strategies, principles and criteria for selecting teaching strategies, choosing the teacher of the best strategy.	**4**	**8**
7. Effective teaching: concept of effective teaching, factors affecting effective teaching, behavior of the effective teacher, status of the effective teacher, qualities of effective teacher, rules that effective teacher must comply with.	**1**	**2**
8. Practicum: the role of both the student and the teacher, the headmaster and the role of the internal supervisor at college for	**2**	**4**

	Assessment task	Week Due	Proportion of Total Assessment
Study and examination requirements and forms of examination	Assignments and projects (individual and groups)	3-14	10%
	Writing the teaching objectives in the three levels	4	5%
	Every student prepares a lesson related to his major	14	5%
	Mid-term exam	10	20%
	Final exam	17	60%
Media employed	Data Show,.Smart Board, Blended,- e-learning,White Board .experiments		
Reading list	Richard Callahan,Robert Harder, Donald Orich(2012): Teaching Strategies : A guide to effective education, Senior Publisher		

Module designation	Educational
Module level, if applicable	**6th**
Code, if applicable	**EDU327**
Subtitle, if applicable	Not applicable
Courses, if applicable	**Educational Curricula**
Semester(s) in which the module is taught	1st & 2nd Semester
Person responsible for the module	**Dr. Ahlam Abdulazeem Mabrook**
Lecturer	**Dr. Ahlam Abdulazeem Mabrook**
Language	Arabic

Relation to curriculum	Compulsory course in B .Ed Chemistry plan study		
Type of teaching, contact hours	No.	Type of Teaching	Contact hours per week.
	1	Lecture	30
Workload	80		
Credit points	2 CH /3 ECTs		
Requirements according to the examination regulations	The student shall be debarred from the final examination if the percentage of his absence exceeds (25%) out of the total lectures of the course without an acceptable excuse. The student who is debarred from the examination because of absence is considered as a failure in the course.		
Recommended prerequisites	None		

Module objectives/intended learning outcomes	**Objectives:**
	Students perfectly recognize the concepts and basic principles related to Curricula**.**
	Knowledge
	Identifying the definition of old and new approach of curriculum and the differences between both of them.
	Define curriculum as an educational system and the relationship between curriculum, teaching system , and education system.
	Explain the basic principles of constructing a curriculum.
	Organizing the various organizations of curriculum
	Mentioning advantages and drawbacks of the various organizations of curriculum.
	Identify the steps to develop the curriculum and how to evaluate and develop it.
	Cognitive Skills
	Compare practical skills and methods used for building curriculum.
	Considering the theoretical aspect of educational practices in constructing the central approach of curriculum
	Considering the theoretical aspect of educational practices in constructing the central approach of Curriculum activity.
	Linking the evolution of building the curriculum and changes taking place in contemporary Islamic society.
	Achieve the practical skills to evaluate the curriculum.
	Interpersonal Skills & Responsibility
	Observing students during seminars while expressing their opinions.
	Evaluation of students' skills to communicate effectively possessing the skills of team work through the different assignments done by groups of students.
	Observing to what extent students accept criticism.
	Effective communication with other colleagues to finalize the given assignments.

	Communication, Information Technology, Numerical
	Develop students' ability to use modern technology
	The acquisition of effective communication skills with others through various participations related to the curriculum
	Using internet in the process of research to rich the content of the course.

Content

List of Topics	No. Of Weeks	Contact Hours
1. Introduction about the course and its specification mentioning the concepts, definitions, course, book.	1	2
2. Definition of curriculum approach now and then mentioning the differences between both of them and the criticism directed to the old approach of curriculum. - Factors of the emergence of the modern concept of the curriculum as an educational system and the relationship between the curriculum, system of teaching and education system.	1	2
3. Philosophical basis for the construction of the curriculum.	1	2
4. Social basis for the construction of the curriculum.	1	2
5. Cognitive basis for the construction of the curriculum.	1	2
6. Psychological basis for the construction of the curriculum.	1	2
7. Curricula organizations, traits, and drawbacks.	1	2
8. Main curricula (definition, traits, and drawbacks)	1	2
9. Curricula activity (definition, traits, and drawbacks)	1	2
10. Environmental approach (definition, traits, and drawbacks)	1	2
11. Technological approach (definition, traits, and drawbacks).	1	2

	Assessment task	Week Due	Proportion of Total Assessment
12. International approach (definition, traits, and drawbacks)		**1**	**2**
13. Evaluation of curricula		**1**	**2**
14. Curricula development		**1**	**2**
15. General revision for the topics of the course		**1**	**2**
Study and examination requirements and forms of examination	Mid-term exam	**8**	**20**
	Assignments and research activities	**3,7,10**	**10**
	Classwork and participations	**All weeks**	**5**
	Participation in final seminars related to the course	**15**	**5**
	Final exam	**Final week**	**60**
Media employed	Data Show,.Smart Board, Blended,- e-learning,White Board .experiments		
Reading list			

Module designation	Educational
Module level, if applicable	**7th**
Code, if applicable	**EDU416**
Subtitle, if applicable	Not applicable
Courses, if applicable	**New Trends in Teaching Strategies**
Semester(s) in which the module is taught	1st & 2nd Semester
Person responsible for the module	**Dr. Somayya Abdulraheem Badi**
Lecturer	**Dr. Somayya Abdulraheem Badi**
Language	Arabic
Relation to curriculum	Compulsory course in B .Ed Chemistry plan study
Type of teaching, contact hours	<table><tr><td>No.</td><td>Type of Teaching</td><td>Contact hours per week.</td></tr><tr><td>1</td><td>Lecture</td><td>30</td></tr></table>
Workload	80
Credit points	2 CH /3 ECTs
Requirements according to the examination regulations	The student shall be debarred from the final examination if the percentage of his absence exceeds (25%) out of the total lectures of the course without an acceptable excuse. The student who is debarred from the examination because of absence is considered as a failure in the course.
Recommended prerequisites	Teaching Strategies
Module objectives/intended learning outcomes	**Objectives:** Defining the new strategies in teaching methods <table><tr><td>**Knowledge**</td></tr><tr><td>Identifying the concept of teaching in the traditional framework</td></tr><tr><td>Student understands the basic principles of teaching from the perspective of Russo, Diwi, and Herbart.</td></tr><tr><td>Student recognizes the main qualities of the teacher.</td></tr></table>

	Cognitive Skills
	Compare between the definition of traditional and modern teaching
	Student infers the importance of using teaching strategies in the right way
	Student recognizes how to design a teaching strategy
	Student differentiates between strategy, method and technique.
	Interpersonal Skills & Responsibility
	Students coordinate between each other comparing between scientists' views in relation to teaching principles
	Practical use of some strategies during lecture
	Activating the active learning during lecture using all procedures and steps needed for that.
	Communication, Information Technology, Numerical
	Communicating linguistically with teachers and the use of body language
	Using the means of modern educational communication web CT – clapboard
	Using the sources of e-learning and educational websites related to the course
	Interaction between students within groups

Content

List of Topics	No. Of Weeks	Contact Hours
1. Teaching strategy (definition, importance, teacher's role, learner's role, and specifications of the good strategy)	1	2
2. Role of teacher and learner in teaching, postulates underlying the teaching, and scientists who made a change in teaching trends and methods	1	2

3. Advantages of old and new learning, brainstorming strategies, and Concepts Maps.		**1**	**2**
4. Multiple intelligences strategies.		**2**	**4**
5. Strategies of advanced organizations		**2**	**4**
6. Thinking-based strategies (thinking related to brain)		**2**	**2**
7. Strategies of active learning		**2**	**2**
8. Strategies of e-learning		**2**	**4**
9. Strategies of blended learning (coeducation)		**1**	**2**
10. Practical models for teaching strategies.		**1**	**2**
	Assessment task	**Week Due**	**Proportion of Total Assessment**
	Mid-term exam	**8**	**20**
	Research and discussion	**10**	**10**
Study and examination requirements and forms of examination	Classwork	**12**	**10**
	Final exam	**16**	**60**
	Total	**-**	**100**
Media employed	Data Show,.Smart Board, Blended,- e-learning,White Board .experiments		
Reading list			

Module designation	Educational
Module level, if applicable	**7th**
Code, if applicable	EDU 417
Subtitle, if applicable	Not applicable
Courses, if applicable	Educational Evaluation
Semester(s) in which the module is taught	1st & 2nd Semester
Person responsible for the module	Dr. Asma Mostpha Al Sihimi
Lecturer	Dr. Asma Mostpha Al Sihimi
Language	Arabic
Relation to curriculum	Compulsory course in B .Ed Chemistry plan study
Type of teaching, contact hours	<table><tr><td>No.</td><td>Type of Teaching</td><td>Contact hours per week.</td></tr><tr><td>1</td><td>Lecture</td><td>30</td></tr></table>
Workload	80
Credit points	2 CH /3 ECTs

Requirements according to the examination regulations	The student shall be debarred from the final examination if the percentage of his absence exceeds (25%) out of the total lectures of the course without an acceptable excuse. The student who is debarred from the examination because of absence is considered as a failure in the course.

Recommended prerequisites	None

	Assessment task	Week Due	Proportion

	Objectives:		of Total Assessment
Module objectives/intended learning outcomes	Final Exam	As Scheduled	60%
Study and examination requirements and forms of examination	Midterm	seven	20%
	Assignments	Daily	15%
	Attendance	Daily	5%

Introducing students to the principles of Educational Evaluation and the ways of applying it to their academic and professional lives

Knowledge

Training students to design appropriate written exams according to the standards.

Media employed	Data Show, Smart Board, Blended – e-learning, White Board experiments

Understanding the methods and steps of exam design and the types of exam questions.

Learning how to make observation cards to evaluate the teaching process.

Understanding the tools of content analysis.

Acquiring the ability to think logically

Reading list	

Cognitive Skills

Acquiring the ability solve education-related problems.

Acquiring the ability to make scientific deduction

Acquiring the ability to analyze.

Acquiring the ability to think critically.

Acquiring the ability to think innovatively

Acquiring the ability to put the acquired knowledge into practice

Interpersonal Skills & Responsibility

Raising awareness of collective work.

Being able to do assignments independently.

Maintaining positive relationships with others

The ability to take part in group discussion

The ability to run discussion

	Communication, Information Technology, Numerical
	Acquiring the necessary IT skills to carry out research.
	Interacting in a group
	Participation and Communication
	Acquiring the ability to employ knowledge.

Content

List of Topics	No. Of Weeks	Contact Hours
1. General Introduction to the course and to the testing method.	1	2
2. What is Educational Evaluation?	2	4
3. The characteristics and conditions of Educational Evaluation	1	2
4. Types and classification of Educational Evaluation	1	2
5. The methods and tools of Educational Evaluation	1	2
6. The steps of Educational Evaluation	1	2
7. The domains of Educational Evaluation	1	2
8. Teacher Evaluation: rules and methods	1	2
9. Evaluating the Scientific outcomes of Education	2	4
10. Evaluating the professional outcomes of Education	1	2
11. Evaluating the psychological outcomes of Education	1	2
12. Modern Trends in Educational Evaluation	2	4

Module designation	Educational
Module level, if applicable	**8th**
Code, if applicable	-
Subtitle, if applicable	Not applicable
Courses, if applicable	Practicum
Semester(s) in which the module is taught	1st & 2nd Semester
Person responsible for the module	Dr. Hala Assaiyed
Lecturer	Dr. Hala Assaiyed
Language	Arabic
Relation to curriculum	Compulsory course in B .EdChemistry plan study
Type of teaching, contact hours	

No.	Type of Teaching	Contact hours per week.
1	Field training	180

Workload	360
Credit points	6 CH /10 ECTs
Requirements according to the examination regulations	The student shall be debarred from the final examination if the percentage of his absence exceeds (25%) out of the total lectures of the course without an acceptable excuse. The student who is debarred from the examination because of absence is considered as a failure in the course.
Recommended prerequisites	Teaching Strategies EDU326 Modern trends in Teaching Strategies EDU416

	Assessment task	Week Due	Proportion of Total Assessment
Study and examination requirements and forms of examination	Daily Attendance	All weeks	50%
	Portfolio	All weeks	10%
	Assignments	All weeks	10%
	Final assessment of the teacher trainee	All weeks	30%

Module objectives/intended learning outcomes	Objectives: Data Show:,.Smart Board, Blended,- e-learning,White Board ,experiments
Reading list	Training students to teach in real life situations Roseline,O,Olubor,S(1998) : Advances in the field of eduation : theNigerian experiences, Institute Of Eduation , University Of Benin

Knowledge

Explaining the role of the teacher.
Understanding class management
Learning verbal and non-verbal communication in class..
The qualities of a good teacher.
Setting teaching objectives
Learning the different teaching methods

Cognitive Skills

Setting clear teaching objectives.
Making good lesson plans
Effectively introducing the lesson.
Varying teaching techniques.
Respecting learner differences
Selecting good teaching materials
Varying the teaching materials
Employing the latest technologies in teaching

Interpersonal Skills & Responsibility

Managing students at school.
The ability to take part in group discussion
Observing customs and social values
Building strong and positive relationships with others
Serving a good example in front of students
Accept Criticism
Managing classrooms
Managing students at school.

	Communication, Information Technology, Numerical
	Acquiring the necessary IT skills to carry out research.
	Interacting in a group
	Participation and Communication
	Acquiring the ability to employ knowledge.

Content

List of Topics	No. Of Weeks	Contact Hours
1. An introductory meeting with students to explain the goals and mechanisms of practicum.	1	2
2. Lesson Observation	2	12
3. Practicum	10	24
4. Final Evaluation	2	12