

## Academic Program Description Form

For the academic year 2023–2024

University name: University Tikrit

College/Institute: College Management and Economics

Scientific Department: Department Economy

Name of academic or professional program: Department of Economics

Final Certificate Name: Bachelor Sciences in Economics

Academic system: Course system

Description preparation date: 1/28/2024

Date of filling the file: 1/28/2024

التوقيع:

اسم المعاون العلمي: ا.م.د. أشرف هاشم

فارس العبدون

التاريخ:

التوقيع:

اسم رئيس القسم: ا.م.د. إبراهيم

عبدالله جاسم

التاريخ:

دقق الملف من قبل

شعبة ضمان الجودة والأداء الجامعي

اسم مدير شعبة ضمان الجودة والأداء الجامعي: أسامة موسى فرحان

التوقيع:

/ / التاريخ

مصادقة السيد العميد

### 1. Program Vision

Effective contribution to building an advanced economy based on sound planning in accordance with appropriate economic policies. Reality and following an advanced scientific approach in preparing economic curricula ❖

### 2. Program message

The objective need of the public and private sectors requires the formulation of economic plans and programmes at the micro and macro levels and the development of policies to achieve a set of economic and social objectives according to priorities embodied by the necessities and available capabilities. Here, it is necessary to prepare specialised cadres to conduct economic research and studies in a way that contributes to deepening economic awareness and maximising the economic and social benefits of available resources. ❖

### 3. Program objectives

Graduating specialized cadres in the field of planning and building economic policies, capable of integrating into the labor market and economic life. .1

Developing students' skills to enable them to Integration into the labor market. .2

Motivating and supporting the faculty in the department to conduct studies and provide consultations. Economic For public and private entities in Iraq. .3

Effective contribution to preparing training and continuing education programs to develop expertise and skills in public and private sector institutions. .4

### 4. Program accreditation

Do The program Is the program accredited? And from which authority? both .5

### 5. Other external influences

Is there a sponsor? For program Yes, the Ministry of Higher Education and Scientific Research, the Presidency of Tikrit University, and the Deanship of the College of Administration and Economics. .6

### 6. Program Structure

comments	percentage	Study unit	Number of courses	Program Structure
	6.9%	10	5	Institutional

				Requirements
	7.5%	11	4	College Requirements
	85.6%	125	55	Department Requirements
	<b>Completed</b>			Summer training
				Other

\*Notes may include whether the course is basic or optional.

### 7. Program Description / Curriculum of the Department of Economics

Credit hours	Course name	Course code	Year/Level
<b>theoretical</b>			
3	Management principles		<b>First</b>
3	Principles of Economics 1		
2	Principles of Statistics		
1	Computer 1		
2	Arabic		
2	Human rights and democracy		
3	Economic Readings1English		
2	Principles of mathematics		
3	Accounting principles		
2	Economic Readings 2English		
3	Principles of Economics 2		
2	English language		
3	Microeconomic theory1		<b>Second</b>
2	Baath crimes		
2	Economic statistics1		
2	National Accounts1		
2	Economic facts history		

	2	Economics of money		
	2	Human Resource Economics		
	3	Computer 1		
	2	Mathematics for Economists		
	3	Microeconomic Theory 2		
	2	Economic Statistics 2		
	2	English language		
	2	History of Economic Thought 2		
	2	Banking Economics		
	2	National Accounts2		
	1	Computer2		
	2	Mathematics for Economists 2		
	3	Mathematical Economics 1		
	2	International Economy		
	2	Economic development		
	3	Public Finance		
	3	Macroeconomics 1		
	2	Agricultural economics		
	2	Environmental Economics		
	2	Industrial economy		
	2	Knowledge Economics		
	2	English language		
	2	Development policy		
	2	Financial policy		
	2	Industrial policy		
	2	Agricultural policy		
	2	International Policy		
	3	Mathematical Economics 2		<b>Third / Economic Teachers Branch</b>
	3	Macroeconomics 2		
	2	Economic development		
	3	Sports economics		
	3	Public Finance		
	2	Industrial economy		
	2	Educational guidance		

	3	Macroeconomics 1		
	2	English language		
	2	Educational management		
	2	Development policy		
	3	International Economy		
	3	Agricultural economics		
	1	Computer		
	2	psychology		
	3	Macroeconomics 2		
	2	Educational foundations		
	2	Financial policy		
	3	Critical theory		
	3	Econometrics 1		
	3	Economic systems		
	2	Search methods		
	2	International Finance		
	2	Operations Research 1		
	3	Economic feasibility studies		
	2	Oil Economics		
	2	Economic planning		
	3	Monetary policy		
	3	Econometrics2		
	2	Computer applications (EV)		
	3	Economic Project Evaluation		
	2	Financial institutions		
	2	Operations Research 2		
	2	English language		
	2	Planning policy		
	2	Energy Economics		
<b>8. Expected learning outcomes of the program</b>				
<b>Knowledge</b>				
ing the labor market with the necessary	-	Providing graduates who are able to perform	-	
skills from human resources.		economic analysis and predict economic		

		variables. Disseminating knowledge in government institutions to achieve the aspirations of society.
<b>Skills</b>		
ty of economics graduates to conduct economic feasibility studies and economic analysis.	-	The ability to solve economic problems that economic activity suffers from, such as inflation and recession. Exchange of experiences and data with ministries with economic decision-making powers
outputs should be knowledgeable and how to accomplish the tasks assigned to them.	-	Providing economic advice to the public and private sectors.
<b>Values</b>		
to professional ethics and the ability to demonstrate high professional competence.	-	Establishing social and ethical responsibility. Serving the community and meeting its requirements.
student must believe in the principles of integrity and transparency, and have the ability to apply the concepts of quality management.	-	Integrity and transparency. Quality.
<b>9. Teaching and learning strategies</b>		
Learning activities related to their studies		Encouraging students' active participation in learning processes, such as discussions, and problem solving, to enhance their deep understanding of mathematical concepts. Cooperative learning: Encouraging students to work together in small groups to solve problems related to their studies And sharing ideas, which contributes to enhancing interaction and knowledge exchange between them.
Technology based learning		Leveraging technology to provide interactive learning tools such as computer software and online resources to enhance student understanding and motivation.
		problem based learning: presenting specific problems and motivating students to think critically and use skills Administrative To solve it.

Instructional Strategies: Providing a variety of instructional strategies, such as interactive lectures, practical lessons, and hands-on exercises, to meet the diverse needs of students.

Encourage students to develop thinking skills. Such as analysis, planning and inference, by providing stimulating questions and applied problems.

Provide immediate feedback: Provide mechanisms to provide immediate feedback to students on their performance and understanding of concepts. Administrative, whether through periodic assessments or direct interaction with the teacher.

## 10. Evaluation methods

Performance assessment: This includes assessing students' performance during lessons, and workshops, whether through written tests or continuous assessment of their participation and understanding of the material.

Participation in discussions and activities: Students' participation in class discussions, group and individual projects can be assessed to assess their understanding and engagement with the material.

Assignments: Students may be given regular tests and assessment assignments to assess problem solving skills related to their field of expertise and their understanding of the concepts presented.

Participation in research: The extent to which students participate in research activities and scientific projects can be assessed, and an evaluation can be provided of their presentation style and analysis of their results and conclusions.

Practical Performance Evaluation: Students can be evaluated in practical performance through: Visits Process and participation in applied activities.

External participation: This includes evaluation of the extent of students' participation in external activities such as conferences, seminars, and sports competitions.

Personal and Professional Development: Students' personal, professional and academic development can be evaluated during their participation in the faculty mentoring program.

## 11. Faculty

### Faculty members

Requirements/Skills	Specialization	Academic Rank
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Specialization	Courses	Specialization		Faculty
		private	general	
International	Economy	International Economy	economy	Prof. Dr. Abdul Razzaq Hamad Hussein Khalaf
Economic	development	Economic development	economy	Prof. Dr. Makhif Jassim Hamad Ali
Public	Finance	Public Finance	economy	Prof. Dr. Khalaf Mohammed Hamad Abdul-Jubouri
Monetary	policies	Monetary policies	economy	Asst. Prof. Dr. Khalil Ismail Aziz Bazawi
International	Economy	International Economy	economy	Asst. Prof. Dr. Ibrahim Abdullah Jassim Issa
Macroeconomics		Macroeconomics	economy	A.M.D. Anmar Ghaleb Kleib Mutlaq
Public	Finance	Public Finance	economy	Asst. Prof. Dr. Amer Sami Munir Dawood Al-Ani
Economic	development	Economic development	economy	A.M.D. Fouad Farhan Hussein Mukhlef
International	Economy	International Economy	economy	A.M.D. Khattab Imran Saleh Daman
Macroeconomics		Macroeconomics	economy	Asst. Prof. Dr. Ziad Ezz El-Din Taha Talib
International	Economy	International Economy	economy	Asst. Prof. Dr. Yasra Salem Nayef Abdul Janabi
Monetary	policies	Monetary policies	economy	Asst. Prof. Dr. Omar Abdullah Mohammed Hejeij
Finance and	Banking	Finance and Banking	economy	Asst. Prof. Dr. Kilan Ismail Abdullah Mohammed
Macroeconomics		Macroeconomics	economy	Dr. Khader Jassim Hamad Fahal Al-Jabouri
Finance and	Credit	Finance and Credit	economy	Dr. Alaa Abdul Jabbar Hussein Hamad
Public	Finance	Public Finance	economy	Dr. Jamal Hussein Ali Abdullah
International		International	economy	Dr. Mustafa Mahmoud Mahdi Saleh



		Economy		
ange		Standard Economics	economy	A.M. Bushra Abdel-Bari Ahmed Abdullah
ange		Critical	economy	Hamid Hassan Khalaf .أ Mashaal
ange		Critical	economy	Asst. Prof. Dr. Ghassan Ibrahim Ahmed
ange		Financial policies	economy	A.M. Mohamed Emad Abdel Aziz Mahdi
ange		Standard Economics	economy	A.M. Samer Mohammed Fakhri Darar
ange		Public Finance	economy	A.M. Muthanna Mayouf Mahmoud Alawi
ange		International Economy	economy	Dr. Mohammed Ahmed Mohammed Hassan Al-Jabouri
ange		International Economy	economy	M. Bilal Abdel Haq Abdel Karim Mustafa
ange		Standard Economics	economy	Dr. Zuhair Hamed Turki Zaiter
ange		International Economy	economy	A.M. Mustafa Ismail Khalil Abdel
ange		International Economy	economy	Mr. Bakr Hamid Jasoum Aziz
ange		Macroeconomics	economy	M. Naaman Munther Younis Fadel
ange		Economic development	economy	M. Hamoud Saad Muhaimid Al-Helou
ange		Macroeconomics	economy	Ms. Zeina Tariq Ali Ne'meh
ange		economy	economy	M.M. Abeer Abbas Hammadi Saleh
ange		economy	economy	Mr. Adi Tais Ibrahim Musa
ange		economy	economy	M.M. Lujain Aref Ali Mustafa
ange		economy	economy	M.M. Reem Saeed Shihab Ahmed Al- Dulaimi
ange		economy	economy	Mr. Hassan Zidane Khalaf Hamad

ange		economy	economy	M.M. Jihad Badou Hamad Hussein Al-Jabouri
ange		economy	economy	Mr. Ghazwane Shaker Ismail Ibrahim
ecturer		English language	English language	A.M. Abdul Khalaf Saleh
ecturer		Educational and psychological sciences	Educational and psychological sciences	Dr. Louay Karim Latif
ecturer		English language	English language	M. Alaa Ahmed Abdullah
ecturer		English language	English language	Mr. Osama Mohammed Abdullah
ecturer		English language	English language	Mr. Marwan Abdel Moneim Tawfik
ecturer		Educational and psychological sciences	Educational and psychological sciences	M.M. Duaa Turki Abdel

**Professional development**

**Orientation of new faculty members**

determining the needs of the university and the department: The needs of the university and the department are determined in terms of the required educational cadres. And preferred majors. -١

Programs: Customized orientation programs are designed for new, visiting, full-time and part-time members based on their needs and specialties. -٢

Introduction to the University Environment: A comprehensive introduction is provided about the university and the department. General Administration, including About the Department And the vision And the message The objectives and services available. -٣

Support resources: New members are provided with the necessary resources and support, including training courses, workshops, and technical assistance. -٤

Academic Orientation: New members are oriented regarding the curricula, research areas and teaching methods used in the department. -٥

Orientation:	New members are oriented to administrative procedures, responsibilities, university policies and code of conduct.	-٦
Support:	Ongoing support is provided to new, visiting, full-time and part-time faculty members through advisory sessions, workshops and periodic evaluations.	-٧
<b>Professional development for faculty members</b>		
Needs and setting goals:	Faculty needs are identified through surveys and performance evaluations, and then specific goals to be achieved within the program are identified.	.١
Development Program Design:	Based on the specific needs and objectives, a comprehensive program is designed that includes a set of activities, training courses, workshops, and educational resources.	.٢
Implementation:	The development program is implemented in a regular and organized manner, including organizing workshops, conducting training courses, and providing appropriate educational resources.	.٣
Effective teaching strategies:	Faculty members learn to use and apply modern and effective teaching strategies, such as cooperative learning, active learning, and educational technology.	.٤
Evaluation of learning outcomes:	The effectiveness of the development program is evaluated by analyzing the learning outcomes of faculty members, such as increased levels of knowledge, teaching skills, and interaction with students.	.٥
Ongoing Development:	Ongoing feedback and support is provided to faculty members to promote ongoing professional and academic development.	.٦
Encouragement in scientific research and publication:	Faculty members are encouraged to participate in scientific research and publish the results in prestigious academic journals, which enhances their academic standing and contributes to the development of knowledge in their fields.	.٧

## 12. Acceptance Criteria

	Central acceptance.	-١
Exceptions (martyrs' families, children of faculty, distinguished employees, top students in institutes, foreign students).		-٢
	Private government education	-٣
	Accepting evening studies.	-٤

## 13. The most important sources of information about the program

University, college and electronic department website. -١

Priorities for establishing the department. -٢

to develop and update the curricula of the faculties of management and economics in Iraqi universities for the year 2017. -٣

### 14. Program Development Plan

Developing curricula for each subject by the instructor. -١

a branch of the third stage (economic teachers) and opening postgraduate studies, a higher diploma equivalent to a master's and doctorate. -٢

Developing teaching and administrative staff through courses, seminars and workshops in areas of specialization. -٣

Encouraging scientific research efforts by encouraging faculty members to publish, especially in international journals. -٤

Organizing training programs to develop students' capabilities in technical and information technology fields. -٥

Organizing field visits and scientific trips for students to government institutions. -٦

### Program Skills Chart

Required learning outcomes of the program

Year	Semester	Values				Skills			Knowledge				Essential or optional?	Course name	Course code	Year/Level
		A2	A1	B4	B3	B2	B1	A4	A3	A2	A1					
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Management principles		First year	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 1			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Statistics			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Arabic			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human rights and democracy			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings1English			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of mathematics			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Accounting principles			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Readings 2English			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Principles of Economics 2			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic theory1		Second	

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Baath crimes		year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic statistics1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic facts history		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economics of money		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Human Resource Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematics for Economists		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Microeconomic Theory 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic Statistics 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		History of Economic Thought 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Banking Economics		
												Mathematics for Economists 2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		National Accounts2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer2		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		Third year
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Environmental Economics		General
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy		Economics
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Knowledge Economics		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial policy		

	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Mathematical Economics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic development		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Sports economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Public Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Industrial economy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational guidance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		English language		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational management		Third year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Development policy		Econom
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Economy		teacher
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Agricultural economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Computer		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		psychology		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Macroeconomics 2		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Educational foundations		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Financial policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Critical theory		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics 1		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic systems		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Search methods		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		International Finance		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Operations Research 1		Fourth year
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic feasibility studies		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Oil Economics		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Economic planning		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Monetary policy		
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Econometrics2		

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Computer applications(EV)
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Economic Project Evaluation
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Financial institutions
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Operations Research 2
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	English language
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Planning policy
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Energy Economics

### Course Description Form

**1. Course name:**

**Fundamentals of Education**

**2. Course code**

**Mr. M. Louay Karim Latif**

**3. Semester/Year**

2023-2024

**4. Date this description was prepared**

1/28/2024

**5. Available forms of attendance**

**My presence**

**6. Number of study hours (total) / Number of units (total)**

**30 hours / 30 units**

**7. Name of the course supervisor (if more than one name is mentioned)**

Name: Louay Kareem Latif Email:.kareem@tu.edu.iq luay

**8. Course objectives**

material"Foundations •  
Education"Aims generally to  
supply Students I understand  
basics And concepts Education  
And Objectives Home that  
Includes This is amazing The  
material:

Subject objectives

- to understand The process •  
 Educational: Seeking material  
 Foundations Education To  
 clarify Concepts And operations  
 Education, With what in that  
 Factors Impact on Learning and  
 growth Personal.
- development Awareness •  
 Educational: Help Students in to  
 understand role Education in  
 formation Character And  
 behavior And achieve Evolution  
 Personal And social.
- directing Behavior •  
 Educational: to encourage  
 Students on Thinking In a way  
 monetary around Practices  
 Educational and behaviors  
 Associated By learning And  
 education.
- development Skills •  
 Educational: Help Students in  
 development skills Contact And  
 thinking And analysis that  
 Enhance effectiveness The  
 process Educational.
- Enhance Interaction Social: to •  
 encourage Students on  
 Interaction The effective one  
 with Others And understand  
 role Interaction Social in  
 practical Education.
- to understand Differences •  
 Individuality: Enhance to  
 understand Students For  
 diversity and differences  
 Individuality And its impact on  
 practical Learning And  
 development Personal.
- to encourage Creativity And •  
 innovation: Enhance ambitions  
 and capabilities Creative For  
 students And encourage them  
 on Thinking outside The Fund  
 And innovation Solutions For



<p>challenges Educational. directing Policies • Educational: Enhance to understand Students For policies and practices Educational Different And its impact on the society And the individual.</p>	
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**9. Teaching and learning strategies**

<p><b>Lecture, discussion, collaborative learning, The method of questioning, classroom interaction and exchange of opinions between the student and the teacher to raise learning difficulties and discuss their solutions.</b></p>	Strategy
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**10. Course Structure**

<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>Watches</b>	<b>The week</b>
	a lecture	Meaning of education		4	the first
	a lecture	Educational goals and educational theories		4	the second
	discussion	Historical basis of education		4	the third
	Drawings and personal examples	Education in some ancient civilizations such as the civilization of Mesopotamia		4	Fourth
	Interrogation method	Indian education and Greek education		4	Fifth
	Role playing	Media of Greek educational thought		4	Sixth
	Questions and answers	Monthly exam		4	Seventh
	a lecture	Education before and after Islam		4	The eighth
	collaborative learning	Media of Arab Islamic educational thought		4	Ninth

	<b>Problem solving method</b>	<b>Media of Western educational thought</b>		<b>4</b>	<b>tenth</b>
	<b>Role playing</b>	<b>Social basis of education</b>		<b>4</b>	<b>eleventh</b>
	<b>a lecture</b>	<b>Education, Culture and Environment</b>		<b>4</b>	<b>twelfth</b>
	<b>Questions, answers and discussion</b>	<b>Moral education</b>		<b>4</b>	<b>thirteenth</b>
	<b>discussion</b>	<b>EducationHealth and family</b>		<b>4</b>	<b>fourteenth</b>
	<b>Questions and answers</b>	<b>Second month exam</b>		<b>4</b>	<b>fifteenth</b>

### 11. Course Evaluation

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

### 12. Learning and teaching resources

Foundations and Principles of Education Dr. Faisal Abdul Munshed	Required textbooks (methodology if any)
Foundations of Education Dr. Abbas Abdul Mahdi	Main References (Sources)
nothing	Recommended supporting books and references (scientific journals, reports...)
nothing	Electronic references, websites