

**المركز الوطني للتقويم والاعتماد الأكاديمي**

**National Center for Academic Accreditation and Evaluation**

**ATTACHMENT 5.**

**T6. COURSE SPECIFICATIONS**

**(CS)**

**Skills of Learning, Thinking, and Research**

**140 skl – 2**

**Level one**

**1439 /1440 H**

**Course Specifications**

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| Institution: Najran University | Date: 2/5/1440 H |
| College/Department : Preparatory Year – Self-Development Skills Department | |

**A. Course Identification and General Information**

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| 1. Course title and code: Skills of Learning, Thinking, and Research , 140 skl – 2 |
| 2. Credit hours: 2 hours |
| 3. Program(s) in which the course is offered.  (If general elective available in many programs indicate this rather than list programs)   * It is taught as one of the Self-Development Skills’ courses in the Self-Development Skills Department |
| 4. Level/year at which this course is offered: Level one 1439 /1440 H |
| 5. Pre-requisites for this course (if any):no |
| 6. Co-requisites for this course (if any):no |
| 7. Location if not on main campus: Not applicable |
| 8. Mode of Instruction (mark all that apply):  90%  \*  a. traditional classroom What percentage?  10%  \*  b. blended (traditional and online) What percentage?  c. e-learning What percentage?  d. correspondence What percentage?  f. other What percentage?  Comments: teaching process is traditional supported by electronic learning using Blackboard program. |

**B Objectives**

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| 1. What is the main purpose for this course?   * To help students acquire learning, thinking, and research skills. |

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| 2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)   * Preparing an E-file for the course and uploading it on the Black Board system (E-learning). * Carrying out recommended modifications on the course exam paper in the light of the observations of the exam paper evaluation committee. * Holding Seminars for the Department members to improve the Educational process. * Designing examinations according the ratio weights of the topics and pages. * Using of Digital Library resources. |

**C. Course Description** (Note: General description in the form used in Bulletin or handbook)

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| Course Description:  This course consists of three units   * One of them is entitled "the learning skills" which contains five lessons. * The other unit is entitled "the thinking skills" which consists of four lessons. * The last one is entitled "the Research skills" consists of four lessons. |

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| 1. Topics to be Covered | | |
| List of Topics | No. of Weeks | Contact hours |
| Concept of Scientific Research and its tools | 2 | 1 |
| Scientific Research writing skill | 2 | 1 |
| Scientific Research writing skill & Accessing information skills | 2 | 1 |
| Knowledge-economy skills | 2 | 1 |
| Critical thinking skills | 2 | 1 |
| first Mid Exam | 2 | 1 |
| Creative thinking skills | 2 | 1 |
| Problem solving skills | 2 | 1 |
| Meta-cognitive thinking skill | 2 | 1 |
| Speed Reading Skill | 2 | 1 |
| + second mid exam | 2 | 1 |
| Summary and taking notes skills | 2 | 1 |
| monitoring cognitive development+ mind maps | 2 | 1 |
| Skills of study and preparation for testing+ revision | 2 | 1 |

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| 2. Course components (total contact hours and credits per semester): | | | | | | | |
|  | | Lecture | Tutorial | Laboratory/  Studio | Practical | Other: | Total |
| Contact  Hours | Planed | 28 |  |  |  |  | 28 |
| Actual | 28 |  |  |  |  | 28 |
| Credit | Planed | 2 |  |  |  |  | 2 |
| Actual | 2 |  |  |  |  | 2 |

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| 3. Additional private study/learning hours expected for students per week.  No additional hours required |

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| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy | | | |
| **On the table below are the five NQF Learning Domains, numbered in the left column.**  **First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.) | | | |
| **Code** | **NQF Learning Domains**  **And Course Learning Outcomes** | **Course Teaching**  **Strategies** | **Course Assessment**  **Methods** |
| **1.0** | **Knowledge** | | |
| 1.1 | Define concepts related to learning, thinking and research skills. | * lecture * Collaborative learning | Written Exam |
| **2.0** | **Cognitive Skills** | | |
| 2.1 | Use the learning tools correctly. | * Lecture * Collaborative learning | Written Exam |
| 2.2 | Apply thinking skills (critical, creative, solving problems, Meta cognitive) properly. |
|  | Use the Scientific Research writing skill properly. |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| 3.1 | Maintain good relationships with peers and teachers . | Blended Learning  Discussion Group | Observation card |
| 3.2 | Take responsibility for learning. |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| 4.1 | Use communication skills and IT . | Blended Learning  Discussion Group | Observation card |
| **5.0** | **Psychomotor** | | |
| 5.1 | Not applicable |  |  |

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| 5. Schedule of Assessment Tasks for Students During the Semester | | | |
|  | Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.) | Week Due | Proportion of Total Assessment |
| 1 | First Examination | 6 | 20% |
| 2 | Second Examination | 11 | 20% |
| 3 | *Assignment* | 6-14 | 10% |
| 4 | Final Examination | 15 | 50% |

**D. Student Academic Counseling and Support**

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| 1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)   * Office hours by faculty members.10 hours per every staff member. * Communication via the website of the University. * Academic Advising offered to students from all the teaching staff members. Each member has an assigned group to advice. * Presenting training sessions for electronic and written exams. * Uploading the all-annual ads for students continually. * Presenting training sessions to enrich thinking skills. |

**E Learning Resources**

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| 1. List Required Textbooks   Thinking skills 2018 / 1439 H fifth edition Education Experts . |
| **2. List Essential References Materials (Journals, Reports, etc.)**   * Alamiri , Ahmed (2005) Art of thinking . Riyadh , Alabaikan . * Mohammed Hussain Goody (2013) creative thinking development for students . cairo , academic book center . * Abduljabar Saeed Hussain(2016) . Scientific research principals , cairo * Anwar Riyadh Abdulraheem (2008)Learning and remembering skill. Oman * Noha Abu-gomah (2015) Introduction to Scamper program for creative thinking development . Oman |
| 3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.  www.maharty.com/  <http://lib.nu.edu.sa/Digitallibbarary.aspx> |
| 4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.  The lectures will be designed as PPT and uploaded on the Blackboard system of e-learning. In addition to using the digital library . |

**F. Facilities Required**

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| Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.) |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)   * Establishments like as classrooms, labs , exc. * Number of seats for every curricula defer from section to other the model range between 20-25- seat for every classroom . * Halls equipped with enough number of seats. * The nature of the course doesn't require laboratories since it is a theoretical study. * Teaching some topics requires computer laboratories (data show –Internet). |
| 2. Technology resources (AV, data show, Smart Board, software, etc.)   * The course requires from the teacher to use a computer (laptop) in presenting his lecture. * The course requires data show to present the scientific material and the enrichment   activities to students . |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  N/A |

**G Course Evaluation and Improvement Processes**

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching   * The response/feedback of the students on the questionnaire is found on the university website in which the course and the faculty members are evaluated. * Discussion groups with determine numbers of students . |
| 2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department   * Periodic exam for students * Students response on activities assigned . * Class interaction through verbal questions |
| 3. Processes for Improvement of Teaching   * Workshops and training sessions for the professional development of the teaching staff members * Periodic meetings for the faculty members to exchange experiences, review opinions and discuss the teaching process. |
| 4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)   * Forming committees for marking and rechecking with dept. Coordinator participation * The student-answer scripts are collectively marked as model answers are distributed to the marking groups. * Collective rechecking and reviewing of answer scripts is done a second time by another evaluator. * Students are given their results and instructors review answer scripts with whoever wants to. * In case a student feels unsatisfied to have been given undeserved grade, he can be referred to the course instructor for further review. * In case the course instructor sees an answer script is eligible for a higher grade, it is then referred to the review committee for final review, notifying the course instructor of the decision taken. * To assure marking and rechecking , a sample for 2nd rechecking should be taken randomly |
| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.   * There are planning procedures in order to do follow up on the periodic reviewing of the course effectiveness through what follows: * Benefit from the feedback of the students. * Review the previous lecture with students through questions , answers and summarizing to connect previous lecture with the current one . * Hold mid-term exams for students. * Special lectures should be specified for general revision in the week before the exam. * Faculty members of the department hold meetings to discuss the improvement process in the department. |

Name of Course Instructor: \_mohammed omer elsayed amin

Signature: Date Specification Completed: 29-12-1439 h

COURSE Coordinator: \_\_\_Dr.Mohamed Omar

Program Coordinator: \_\_\_Dr.Hassan Daker

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Received: \_\_3/5/1440h\_\_\_\_\_\_\_\_\_\_\_\_\_\_