



## Course Specifications

<b>Course Title:</b>	Learning, Thinking and Research Skills
<b>Course Code:</b>	140 Sk1-2
<b>Program:</b>	Preparatory Year Program
<b>Department:</b>	Self Development Skills
<b>College:</b>	Deanship of Preparatory Year
<b>Institution:</b>	Najran University



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## A. Course Identification

<b>1. Credit hours:</b>			
<b>2. Course type</b>			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> 2019-2020 , Second Semester			
<b>4. Pre-requisites for this course (if any):</b> NA			
<b>5. Co-requisites for this course (if any):</b> NA			

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	-	-
2	Blended	-	-
3	E-learning	-	-
4	Distance learning	30 %	100 %
5	Other	-	-

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	28
2	Laboratory/Studio	-
3	Tutorial	2
4	Others (specify)	-
	<b>Total</b>	<b>30</b>

## B. Course Objectives and Learning Outcomes

### 1. Course Description

The course includes three chapters dealing with research skills (research concept and its tools - writing scientific research - how to access information – the knowledge economy, thinking skills (critical - creative - problem-solving - metacognitive), and learning skills (fast reading - summarizing and writing notes - observing growth of knowledge - mind maps - preparing for the exams).

### 2. Course Main Objective

Develop students' skills in the fields of learning, thinking and research.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding</b>	
1.1	Define the concepts that associated with learning, thinking, and research skills .	
2	<b>Skills :</b>	
2.1	Use the learning tools correctly.	
2.2	Apply thinking skills properly.	
2.3	Use some of scientific research writing skills properly.	
3	<b>Values:</b>	
3.1	Establish good relations with peers and teachers.	

CLOs		Aligned PLOs
3.2	Take responsibility for learning.	
3.3	Use communication skills and IT in learning.	
3...		

## C. Course Content

No	List of Topics	Contact Hours
1	Course orientation + Fast reading skills.	2
2	Summarizing and writing notes skills.	2
3	Observing growth of knowledge.	2
4	Mind Maps .	2
5	Preparing for the exams .	2
6	Critical Thinking Skills.	2
7	Creative Thinking Skills.	2
8	Solving Problems Skills.	2
9	Midterm Exam .	2
10	Metacognitive Thinking Skills.	2
11	Research concept and its tools.	2
12	Writing scientific research.	2
13	Information access skills.	2
14	The knowledge economy skills .	2
Total		28

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	Define the concepts that associated with learning, thinking, and research skills .	Lecture, collaborative learning, brainstorming, problem-solving strategy, peer learning strategy, and question-posing strategy.	Tests and E-Assignments
2.0	Skills		
2.1	Use the learning tools correctly.	Lecture, collaborative learning, brainstorming, problem-solving strategy, peer learning strategy, and question-posing strategy.	Tests and E-Assignments
2.2	Apply thinking skills properly. .		
2.3	Use some of scientific research writing skills properly.		
3.0	Values		
3.1	Adhere to the communication etiquette with others.	Discussion + Roles playing	A measure of values
3.2	Adhere to self-learning in personality development.		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.3	Adhere to proper thinking in all situations encountered.		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignments	9	30%
2	Mid Term Exam	8-14	20%
3	A measure of values	13	-
4	Final Exam	14	50%

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

### Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

- 1- Submit documents and brochures about the nature of academic advising, and the nature of studying, reviewing and exams.
- 2- Provide individual and group feedback after each semester exam.
- 3- Communicate with students through individual and public blackboard forums and social media .
- 4- Communicate via the university's website (the deanship's website).
- 5- Academic advising for low-achievers and high-achievers.
- 6- Provide examples of the paper and electronic exams.
- 7- Submit announcements to students on the blackboard continuously.
- 8- Provide enrichment and remedial lectures for students.

## F. Learning Resources and Facilities


### 1. Learning Resources

<b>Required Textbooks</b>	<ul style="list-style-type: none"> <li>➤ Learning, Thinking and Research Skills (1439 AH/ 2018 )- Seven Edition – Education Experts Company– Riyadh.</li> </ul>
<b>Essential References Materials</b>	<ul style="list-style-type: none"> <li>➤ Al-Amiri, Ahmad (2005). The art of thinking. Riyadh: Obeikan.</li> <li>➤ Muhammad Hussein Judy. (2013). The growth of creative thinking for students. Cairo: Academic Book Center</li> <li>➤ Abdul-Jabbar Saeed Hussein (2016), Principles of Scientific Research, Cairo: House of Curriculum for Publishing and Distribution.</li> <li>➤ Anwar Riyadh Abd Al-Rahim. (2008) Learning and recall skills, Amman: Dar Al-Thaqafa for Publishing and Distribution..</li> <li>➤ Noha Abu Jumaa. (2015). Introduction to the Scamper program for the development of creative thinking. Amman: Debono Center for Teaching Thinking.</li> </ul>
<b>Electronic Materials</b>	<ul style="list-style-type: none"> <li>➤ <a href="http://lib.nu.edu.sa/DigitalLibrary.aspx">http://lib.nu.edu.sa/DigitalLibrary.aspx</a></li> <li>➤ <a href="https://lms.nu.edu.sa/webapps/">https://lms.nu.edu.sa/webapps/</a></li> </ul>
<b>Other Learning Materials</b>	<ul style="list-style-type: none"> <li>➤ Lectures are created as PowerPoint presentations, recorded lectures on the Black Board system, and the digital library.</li> </ul>

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	1- Seats required for the course within the classroom varies from one section to another depending on students number, but it may range between 20-25 students, and the existing seats are sufficient. 2- Equipped classrooms with sufficient seats for students. 3- The nature of the course does not require laboratories as it is a theoretical study. 4- Some of the course topics need to be taught through classes equipped with projectors.
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	1- The course requires a computer device for the faculty member. 2- The course requires a data show through which the scientific material and the enrichment activities are presented to students.
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	NA.

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Strategies for obtaining student feedback on teaching effectiveness: <ul style="list-style-type: none"> <li>Students' responses to the questionnaire on the university's website in which the course and the faculty member are evaluated by students.</li> <li>Discussion sessions with a limited number of students over the blackboard.</li> </ul>	Students	- Direct - Indirect
Other strategies for evaluating the teaching process: <ul style="list-style-type: none"> <li>Regular exams for students.</li> <li>Students' response to the activities assigned to them.</li> <li>Interact through forums and blackboard.</li> </ul>	Department's faculty members	- Direct - Indirect
Teaching development procedures: <ul style="list-style-type: none"> <li>Workshops and training courses for the professional development of faculty members.</li> <li>Department regular meetings for faculty members to exchange experiences and opinions and discuss the teaching process.</li> </ul>	 Deanship of Development and Quality, Department	- Direct - Indirect
Verifying procedures for student achievement	Faculty members.	- Direct

Evaluation Areas/Issues	Evaluators	Evaluation Methods
<p>standards:</p> <ul style="list-style-type: none"> <li>• Prepare a huge question bank for the number of students.</li> <li>• Questions bank should be designed as the type of true and false questions and multiple choice.</li> <li>• Peer review of the questions bank.</li> <li>• Clear instructions should be given for dealing with the electronic test.</li> </ul>	Students.	- Indirect
<p>Planning procedures for the periodic review of the effectiveness of the course and planning for its development:</p> <ul style="list-style-type: none"> <li>• Use the feedback provided by students on the course effectiveness.</li> <li>• Reviewing the previous lecture with students through summarizing, questions and answers, in order to link the previous lecture with the current one.</li> <li>• Conduct midterm tests for students to find out the extent of their familiarity with the course contents.</li> <li>• Conduct a general revision of the course in the week before the examination (through additional lectures).</li> <li>• Conduct a meeting of the Self-Development Skills Department members to discuss improving the educational process.</li> </ul>	Faculty members.	<ul style="list-style-type: none"> <li>- Direct</li> <li>- Indirect</li> </ul>

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students ,Faculty, Program Leaders Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

Council / Committee	Department Council
Reference No.	2/f2/1442
Date	31/01/2021

