

Course Specifications

Course Title:	Learning, Thinking, and Research Skills
Course Code:	140 skill – 2
Program:	Preparatory Year
Department:	Self-Development Skills Department
College:	Deanship of Preparatory Year
Institution:	Najran University







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A. Course Identification

1. Credit hours: 2 hours		
2. Course type		
a. University College Department Others PY		
b. Required Elective		
3. Level/year at which this course is offered: First Semester - 1444 H		
4. Pre-requisites for this course (if any):		
5. Co-requisites for this course (if any):		

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	24	100%
2	Blended	-	-
3	E-learning	-	-
4	Distance learning	-	-
5	Other	-	-

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	24
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify)	-
	Total	24

B. Course Objectives and Learning Outcomes

1. Course Description

The course content three unit the first one is approaches of learning skills (quick reading summary and writing notes - monitoring of customary growth - mental maps - preparation for testing) second one is thinking skills (critical - creative - problem solving - knowledge beyond) and third one is research units (how to search for information - knowledge economy

2. Course Main Objective

To help students acquire learning, thinking, and research skills.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	Knowledge and Understanding	
1.1	define concepts related to learning, thinking and research skills.	
2	Skills :	

	CLOs	Aligned PLOs
2.1	Use the learning tools correctly.	
2.2	Apply thinking skills properly.	
2.3	Use the scientific research writing skill properly.	
3	Values:	
3.1	Committed to self-learning in the development of his personality	
3.2	Committed to the right thinking in all situations he faces	
3.3	Appreciate the importance of scientific research in solving problems	

C. Course Content

No	List of Topics	Contact Hours
1	Course Orientation + Fast Reading Skills	2
2	Summary and making notes skills	2
3	Skill of monitoring cognitive development + Skill of using mind maps.	2
4	Skills of study and preparation for exam	2
5	Critical Thinking	2
6	Creative Thinking Skills + Solving Problem Skills	2
7	Mid-Term Exam	2
8	Solving Problem Skills + Meta-cognitive thinking skills.	2
9	Scientific research concept and its tools.+ Skills of Information Access.	2
10	Scientific research writing skills.	2
11	Knowledge Economy skills	2
	Total	24

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 concepts related to learning, thinking and research skills.	lectureCooperative learning	Exam
2.0	Skills		
2.1	Use the learning tools correctly.	lectureCooperative learning	Exam
2.2	Apply thinking skills properly.	lectureCooperative learning	Exam
	Use the scientific research writing skill properly	lectureCooperative learning	Exam
3.0	Values		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
2 1	Committed to self-learning in the	Discussion Group	values test
5.1	development of his personality		
20	Committed to the right thinking in all	Discussion Group	values test
5.2	situations he faces		
	Appreciate the importance of scientific	Discussion Group	values test
•••	research in solving problems		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	FMT	6	30%
2	BB Assignments	6-10	20%
3	values test	10	
4	Final exam	12	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 :

- Specify 3 Office hours for Academic Advising allow students to meet up with the faculty member to discuss their different issues.
- Communication via university website .
- Academic Advising offered to students from all the teaching staff. Each member has an assigned group to advise.
- Provide training samples of exams.
- Continuously send announcements for students in general and individual sections.
- Provide enrichment and remedial classes for students.
- Send documents and brochures for academic advising and its nature, the nature of study and revision, and examinations.
- Provide individual and group feedback after mid-term exam.

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	Basic References : learning, thinking, and research skills ,1439 H- 2018 ,fifth edition, Education Experts Center –Riyadh.
Essential References Materials	 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 retrospect skill.

	 Oman Noha Abu-gomah (2015) Introduction to Scamper program for creative thinking development . Oman .
Electronic Materials	www.maharty.com/ http://lib.nu.edu.sa/Digitallibbarary.aspx
Other Learning Materials	The lectures will be designed as PPT and uploaded on the Blackboard system of e-learning

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	 Halls equipped with enough number of seats (20-25). Course nature doesn't require laboratories since it is a theoretical study. Teaching some topics requires computer laboratories (data show –Internet).
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
Other Resources (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: ➤ Students' responses to the questionnaire on the university's website in which the course and the faculty member are evaluated by the students. ➤ Discussions forums with a limited number of students via Blackboard. 	Students	Direct – Indirect
Other strategies for evaluating the teaching process.➤Periodicexamsforstudents.➤Studentsrespondto	Faculty member + The Department	Direct – Indirect

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Evaluation Areas/Issues	Evaluators	Evaluation Methods
assigned activities.		
➤ Interaction through forums		
and blackboards.		
Course Learning Outcomes'		
Standards:		
Prepare a final exam covers		
the planned learning outcomes		
in the fields of knowledge and		
skills.		
Prepare a standard for values		
to measure the learning	Faculty members	Direct
outcomes of the values field.		
Apply the final exam and		
values standard on students		
and analyze the data.		
Prepare a report on the extent		
to which the course learning		
outcomes have been achieved.		

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.	14440608-0232-00002
Date	09/06/1444 AH - 02/01/2023

