

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

T6. Course Specifications (CS)

Learning, Thinking and Research Skills 140 MHR – 2

Course Specifications

Institution: Najran University	Date: 10/05/1438 H
College/Department: Preparatory Year – Self-Development Skills Department	

A. Course Identification and General Information

1. Course title and code: Learning , thinking and research skills: 140 MHR - 2			
2. Credit hours: 2 hours			
3. Program(s) in which the course is offered.			
<ul style="list-style-type: none"> Studying within the credit hours of the nursing program as well as the accounting program, noting that it is a basic component of the preparatory year program, the passing of which is a prerequisite for joining the medical programs - Pharmacyetc It is taught as one of the Self-Development Skills' courses in the Self-Development Skills Department 			
4. Name of faculty member responsible for the course:			
<ul style="list-style-type: none"> Dr. Abdullah Galib Alhamady Dr. Yassir Baiomi Dr. Badr Al-Din Sheikh Idriss Mr Mohammed Omar Al Sayed Amin Mr Mohammed Ahmed El-Baz Ismael Dr. Amal Alshihri Ms. Gadah Ahmed Dr Arwa Rafeeq Muhi-Uddin Ms Najwa Rashid 			
5. Level/year at which this course is offered: Level one			
6. Pre-requisites for this course (if any): No			
7. Co-requisites for this course (if any): No			
8. Location if not on main campus: Not applicable			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input type="text"/>	What percentage?	<input type="text"/> %50
b. Blended (traditional and online)	<input type="text"/>	What percentage?	<input type="text"/> %50

c. e-learning	<input type="text"/> What percentage?	<input type="text"/>
d. Correspondence	<input type="text"/> What percentage?	<input type="text"/>

B Objectives

1. What is the main purpose for this course?
<ul style="list-style-type: none"> To help students acquire learning, thinking, and research skills.
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)
<ul style="list-style-type: none"> Preparing an E-file for the course and uploading it on the Black Board system (E-learning) to be attainable for and reachable by students. 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 faculty members to improve the Educational process. Making examinations according the ratio weights of the topics and pages. Using of Digital Library resources.

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

Course Description:
This course consists of three units ; the first unit is entitled the learning skills which contains five lessons , the second unit is entitled the thinking skills which consists of four lessons and the third one consists of four lessons .

List of Topics	No. of Weeks	Contact Hours
Orientation about the course	1	2

Concept of Scientific Research and its tools	١	2
Scientific Research writing skill	١	2
Knowledge economy skill + + Accessing information skills	١	2
Revision + Critical thinking skills	١	2
Study + First Exam	١	2
Study + First Exam	١	2
Creative thinking skills	١	2
Intra-semester break	١	2
Problem solving skills	١	2
Meta-cognitive thinking skill	١	2
Study + 2 nd Exam	١	2
Study + 2 nd Exam	١	2
Speed Reading Skill + Summary and taking notes skills	١	2
Skill of monitoring cognitive development + Skill of using mind maps	١	2
Exam preparation Skill + Revision	١	2

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	30	-----	-----	-----	-----	30
Credit	2	-----	-----	-----	-----	2

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

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

	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.	<ul style="list-style-type: none"> - lecture - Collaborative learning 	Written Exam
2.0	Cognitive Skills		
2.1	Use the learning tools correctly.	<ul style="list-style-type: none"> - Lecture - Collaborative learning 	Written Exam
2.2	Apply the thinking skills (critical, creative, solving problems, Meta cognitive) properly.		
2.3	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	Note card
3.2	Take responsibility for learning.		
4.0	Communication, Information Technology, Numerical		
4.1	Use communication skills and IT .	Blended Learning Discussion group	Note card
4.2			
5.0	Psychomotor		
5.1	Not applicable		
5.2			

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Percentage of Total Assessment
1	First midterm exam	6	%25
2	<i>Assignment</i>	12/13	15%
3	Final Examination	17/18/19	60%

D. Student Academic Counseling and Support

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)

- Two hours office hours by faculty members.
- 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.

E. Learning Resources

1. List Required Textbooks

- Learning, Thinking and Research Skills 1436 / 1437 H – 2015 / 2016. 2nd ed., Education Experts company, Riyadh.

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 Abdurraheem (2008) Learning and remembering skill. Oman
- Noha Abu-gomah (2015) Introduction to Scamper program for creative thinking development . Oman
- Fathi Abdurahman Grwan (2011), applied and concepts of learning thinking , Oman

3. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

www.maharty.com/

<http://lib.nu.edu.sa/DigitalLibrary.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.

F. Facilities Required

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.)

- The number of seats for the course varies from one class to the other according to the number of students which varies from 30:35 students. Seats enough.
- Equipped classrooms with enough number of seats.
- The nature of the course doesn't require laboratories as it is a theoretical study.
- Teaching some topics requires computer laboratories (data show –Internet).

2. Computing 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)

- The nature of the course doesn't require laboratories tools as it is totally a theoretical study which doesn't require practical applications or laboratories.

G Course Evaluation and Improvement Processes

1 Strategies for obtaining student feedback on effectiveness of Teaching
<ul style="list-style-type: none"> 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 Program/Department Instructor
<ul style="list-style-type: none"> Self – evaluation. Cross visits among faculty members. Periodic exam for students Students' response on activities assigned. Class interaction through verbal questions.
3 Processes for Improvement of Teaching
<ul style="list-style-type: none"> 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)
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> There are planning procedures in order to do follow up on the periodic reviewing of the course

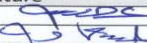



effectiveness through what follows:

- Benefitting from the feedback of the students.
- Reviewing the previous lecture with students through questions , answers and summarizing to connect previous lecture with the current one .
- Holding mid-term exams for students.
- Holding general revision for students before exam (extra lecture) .
- The Faculty members of the Self - Development department meet to discuss how to improve the educational process in the department.

Prepared By

MR. MOHAMED OMAR ELSAYED

This Course Specifications (CS) has been reviewed by the internal revision committee of the department.

Name of committee revised the report	Signature
Dr. Ali Ahmed Mohamed Salman	
Dr. Abdullah Ghaleib ABDALKAREEM	
MR. MOHAMED OMAR ELSAYED	
Mr. Mohamed Ahmed Elbaz	

Program Coordinator: **Dr: Hassan Daker Mahmoud**

Signature: 

Date Report Completed: _____

Dean of the preparatory year

prof. Mansour Bin Nanif Alotaiby

Date Received: _____