



ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)



Course Specifications

Institution: Najran University	Date: - 1439-2-11 H
College/Department : Preparatory Year – Self-Development Skills Department	

A. Course Identification and General Information

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)			
<ul style="list-style-type: none"> 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. ali ahmed salman Dr.muhammed abdo salim Dr. Badr Al-Din Sheikh Idriss Mr Mohammed Ahmed El-Baz Ismael Mr Mohammed Omar Al Sayed Amin 			
5. Level/year at which this course is offered: : Level one 1438 /1439 H			
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 checked="" type="checkbox"/>	What percentage?	<input type="text" value="50%"/>
b. blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="50"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments: Due to the events in the southern boundary, the students are given two alternatives: attending face to face classes or on-line learning using Blackboard program			

B Objectives

1. What is the main purpose for this course?

- 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)

- 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)

Course Description:

This course consists of three units

- first unit is entitled the learning skills which contains five lessons .
- second unit is entitled the thinking skills which consists of four lessons .
- third one consists of four lessons .

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Orientation about the course	2	1
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
Revision & Mid Exam	2	1
Critical thinking skills	2	1
Creative thinking skills	2	1
Problem solving skills	2	1
Meta-cognitive thinking skill	2	1
Speed Reading Skill	2	1
Summary and taking notes skills	2	1
monitoring cognitive development & using mind maps.	2	1
Skills of study and preparation for testing+ revision	2	1

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	2					28
	Actual	2					
Credit	Planned	2					2
	Actual	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

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.	<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 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	

3.2	Take responsibility for learning.	Discussion Group	Observation card
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		

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	Blackboard home work	7	10 %
2	First midterm exam	9	30%
3	Final Examination	15	60%

D. Student Academic Counseling and Support

<p>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)</p> <ul style="list-style-type: none"> • 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

1. List Required Textbooks Thinking skills 2018 / 1439 H fifth edition Education Experts .
2. List Essential References Materials (Journals, Reports, etc.) <ul style="list-style-type: none"> • 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/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.) <ul style="list-style-type: none"> • Establishments like as classrooms, labs , exc. • Number of seats for every curricula defer from section to other the model range between 30-35- 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.) <ul style="list-style-type: none"> • 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

<p>1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <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 .
<p>2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ul style="list-style-type: none"> • Periodic exam for students • Students response on activities assigned . • Class interaction through verbal questions
<p>3. Processes for Improvement of Teaching</p> <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.
<p>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)</p> <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 • Note, faculty members of other institutions are not employed .
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <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: <ul style="list-style-type: none"> ❖ 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: _12-1-1439 h

Program Coordinator: ___dr.hassan daker

Signature: _____ Date Received: _____