



هيئة تقويم التعليم

Education Evaluation Commission

المركز الوطني للتقويم والاعتماد الأكاديمي

National Center for Academic Accreditation and Evaluation

Development of thinking skills

101 Psy.

Course Specifications

Institution: Jazan University	Date: / ٢٠١٨-٢٠١٧-/1438/1439
College/Department : Faculty of Education / Department of Psychology	

A. Course Identification and General Information

1. Course title and code: Development of thinking skills 101 Psy.	
2. Credit hours: (3 hours)	
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Preparatory Year Programs	
4. Name of faculty member responsible for the course Faculty members, Department of Psychology	
5. Level/year at which this course is offered: The second level	
6. Pre-requisites for this course (if any): None	
7. Co-requisites for this course (if any): None	
8. Location if not on main campus: Preparatory Year Building - Faculty of Education	
9. Mode of Instruction (mark all that apply):	
a. traditional classroom	<input checked="" type="checkbox"/> What percentage? <input type="text" value="100%"/>
b. blended (traditional and online)	<input checked="" type="checkbox"/> What percentage? <input type="text" value="100%"/>
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: Teaching is done in traditional lecture halls or through e-learning according to the rules of the department of psychology.	

B Objectives

1. What is the main purpose for this course? Introducing students to different terms of thinking - Introducing students to types of thinking. - To train the student on the skills of remembering - The student should design creative solutions to life problems. - Introducing the student to the skills of cognitive thinking and knowledge. - The student should apply thinking programs to realistic questions. - Participate in the student to prepare a lesson on creativity using one of the strategies of learning. - Training students on measuring tools thinking.

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)

Modify the content of the course in the light of the results of new scientific research in the field of development of thinking skills. Reliance on the use of modern techniques in teaching the course.

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

Course Description:

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
1 - concepts of theory (memory - thinking - creativity)	1	3
2 - Introduction to teaching thinking skills	1	3
3 - The nature of thinking (definition - characteristics - levels).	1	3
4 - types of thinking (creative - critical - scientific)	2	6
5 - cognitive thinking skills	2	6
6 - skills of thinking Meta knowledge	1	3
7. Measuring tools of thinking	1	3
8. Strategies used to develop thinking skills	2	6
9. Thinking skills programs	2	6
10 - ways to teach thinking skills	2	6
Total	15	45

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

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	45					45
	Actual	45					45
Credit	Planned	45					45
	Actual	45					45

3. Additional private study/learning hours expected for students per week.

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	thinking skills.	Lecture	Tests
1.2	Types of thinking (creative - critical - scientific).	Discussion and dialogue - Cooperative learning	Tests - training - duties
1.3	Constraints of thinking.	Lecture - Discussion and dialogue -	Tests - training - duties - assignments
1.4	Cognitive Thinking Skills.	Cooperative learning	participations
1.5	Meta - cognitive thinking skills.	Lecture - Discussion and dialogue - Cooperative learning	Tests - training - duties - assignments - participations
1.6	Tools used to measure thinking.	Cooperative learning	Tests - training - duties - assignments - participations
1.7	Programs to develop the skills of the innovator.	Cooperative learning	Tests - training - duties - assignments - participations
2.0	Cognitive Skills		
2.1	To recognize thinking skills.	E-learning - collaborative learning	Classroom activities, class participations, assignments
2.2	To distinguish between different levels of thinking.		
2.3	To recognize the obstacles to thinking.		
2.4	To distinguish between the skills of cognitive thinking - knowledge.		
3.0	Interpersonal Skills & Responsibility		
3.1	Ability to make a decision.	Brainstorming, cooperative learning	Tests - Classroom Entries
3.2	The ability to solve problems in his or her practical and scientific life.		
3.3	Ability to actively participate in the work required of them.		
4.0	Communication, Information Technology, Numerical		
4.1	Accept the views of others.	Brainstorming, cooperative learning	Class activities, tests and group research
4.2	Dialogue and discussion		
5.0	Psychomotor		

5.1			
5.2			

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 short test	5th	15%
2	Posts and classroom exercises	1-3-7-9-11-13	10%
3	Assignments and duties	2-4-6-8-10-14	10%
4	Second short test	12th	15%
5	The final test	15th	50%

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)
Supervising by the college administration represented in its foundation. - 8 office hours.

E Learning Resources

- List Required Textbooks
 - Mandour Abdel Salam Fathallah (1429), Development of thinking skills: theoretical framework and practical side, Riyadh International Publishing House.
 - Yousef Qutami (2007), Teaching Thinking for Children: Amman, Dar Al Masirah.
- List Essential References Materials (Journals, Reports, etc.)
 - Fathi Abdul Rahman Jarwan (1420 e): teaching thinking, concepts and applications. Al Ain: University Book House.
 - Fathi Abdul Rahman Jarwan, (1423 e): Creativity: (concept, standards, theories, measurement, training) stages of the process, creative. Amman: Dar Al Fikr for Printing, Publishing and Distribution.
 - Abdel Nasser Abdel Rahim (1998): Development of thinking skills. A working paper presented to the "First Scientific Conference for the Care of Gifted and Talented" Al Ain: United Arab Emirates University.
 - Raja Mohammed Abu Allam (2001): Modern theories in measurement and evaluation and the development of the examination system Working paper "The First Arab Conference of Examinations and Educational Evaluation: Future Vision, National Center for Examinations and Educational Assessment, Cairo, 22-24 December, pp.
- List Electronic Materials, Web Sites, Facebook, Twitter, etc.
 - www. Teacherevaluation. Net/ princ
 - www5. Domainlx. Com/mibardr/uploads/gonem1. Doc
- Other learning material such as computer-based programs/CD, professional standards or regulations and software.
 - Educational bags.

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.) - A computer in the classroom and a display screen. - Students should not exceed 25 students. - Computer lab containing 25 computers per student device.
2. Technology resources (AV, data show, Smart Board, software, etc.) One in each classroom. - Number of devices by number of students in laboratories.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) Measures of creative, critical and scientific thinking. - Measures to measure the skills of cognitive thinking. - Metrics for the measurement of cognitive thinking skills

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching Students' achievement level. - Projects and research provided by students. - Positive participation of students in various activities.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department Assignments on the subjects of the course. - Tribal and remote tests of the contents of the course.
3. Processes for Improvement of Teaching Holding seminars and training courses. - Implementation of the quality system of education.
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) - Exchange the correction process among faculty members. - Review the correction process by specialized professors.
5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. Holding workshops for professors of the course periodically. Compare the course with similar courses in the corresponding colleges in other universities

Name of Course Instructor: __Dr. Ahmed Mohamed Abd Elhamid

Signature: _____ Date Specification Completed: _____

Program Coordinator: Dr. Ahmed Mohamed Abd Elhamid

Signature: _____ Date Received: _____