



College: Educational Sciences
Department: Classroom Teacher Program: Graduate Studies/Diploma
Academic Year: Semester

## Course Syllabus

### First: Course Information

<b>Course Number: 0501165</b>	<b>Course name : Educational Supervision</b>	<b>hours number:3</b>
<b>Prerequisite:</b>	<b>Section Number</b>	<b>Class Time</b>
<b>: Type of Course</b>		
<b>Mandatory university requirement.</b>	<input checked="" type="checkbox"/>	
<b>Optional university requirement.</b>		
<b>Mandatory college requirement</b>	<input type="checkbox"/>	
<b>Teaching Method</b>	<input type="checkbox"/>	
<b>Face-to-Face learning.</b>		<input checked="" type="checkbox"/>
<b>Blended Learning (2 Face-to-Face + 1 Asynchronous)</b>		<input type="checkbox"/>
<b>Fully Online Distance Learning (2 Synchronous + 1 Asynchronous).</b>		<input type="checkbox"/>

### Secondly: Course Instructor Information

<b>Academic Rank</b>	<b>Name</b>	
<b>:Email</b>	<b>:Second number</b>	<b>:Office number</b>
		<b>Office Hours</b>

### Thirdly: Course Description

This course deals with studying the development of the concept of educational supervision, its functions, fields, and its role in addressing educational problems and raising the competence of teachers, so that the student gains a theoretical concept in educational supervision that helps him to form multiple perceptions of supervisory practices and analyze theories of supervision and supervisory practices. The course also refers to the competencies of the educational supervisor, the basis for his selection, his tasks, and the foundations upon which the supervisory process is based, such as teaching, learning, improving teacher leadership, and learning about supervisory behavior, its characteristics and techniques, and the role of the educational supervisor in developing the educational climate and creativity. Evaluation and diagnosis. It also deals with the study of the organizational climate in schools and the role of the supervisor in improving this climate, with a focus on supervisory dialogue and its impact on the relationship between the supervisor and the teacher.

#### Fourth: Learning sources

<b>Prescribed textbook:</b>	<i>Al-Maaytah, Abdul Aziz. (2012). Modern trends in educational supervision, 1st edition, Amman, Dar Wael for Publishing, Distribution and Printing.</i>
<b>Additional references</b>	<i>1. Al-Saud, Rateb (2022). Educational Supervision. 2nd edition, Dar Tariq, Amman.</i> <i>2. Atwi. Jawdat (2001). Educational administration and educational supervision, its origins and applications. 1st edition, Amman, Dar Al-Thaqafa for Publishing and Distribution.</i> <i>3. Al-Obaidi. Muhammad (2013). Educational supervision and educational administration. 2nd edition, Amman, Dar Al-Thaqafa for Publishing and Distribution.</i>
<b>Websites</b>	<a href="http://www.khayma.com/mohgan73/101msdcf/7.htm">http://www.khayma.com/mohgan73/101msdcf/7.htm</a> <a href="http://www.almothaqaf.com/qadayaama/qadayama-09/16423">www.almothaqaf.com/qadayaama/qadayama-09/16423</a> <a href="https://www.abhathna.com/?q=node/189708">https://www.abhathna.com/?q=node/189708</a>
<b>: Type of Course</b>	Moodle <input type="checkbox"/> MS Teams <input type="checkbox"/> Classroom <input type="checkbox"/> Laboratory <input type="checkbox"/>

#### Fifth: Learning outcomes of the course

<b>Linking program learning outcomes</b>	<b>Learning Resource</b>	
code	Knowledge	code
<b>Pk3</b>	Stages and development of educational supervision.	<b>K1</b>
<b>Pk3</b>	Objectives of educational supervision.	<b>K2</b>
<b>Pk3</b>	Patterns and types of educational supervision.	<b>K3</b>
<b>Pk3</b>	Methods of educational supervision.	<b>K4</b>
<b>Pk3</b>	Sources of authority for educational supervision and its skills.	<b>K5</b>
<b>Pk3</b>	School principal, resident educational supervisor.	<b>K6</b>
<b>Pk3</b>	Selection and training of educational supervisors.	<b>K7</b>
<b>Pk3</b>	Evaluation in supervisory work.	<b>K8</b>
<b>Pk3</b>	Problems facing the educational supervisor.	<b>K9</b>
<b>Pk3</b>	Arab experiences and models in educational supervision.	<b>K10</b>
	Skills	
<b>**P.S1</b>	Clarifying the differences between educational supervision and educational training on the one hand, and educational supervision between the past and the present on the other hand.	<b>**S1</b>
<b>P.S2</b>	Familiarity with the nature of supervisory work and the skill of dealing with problems.	<b>S2</b>
<b>P.S3</b>	Possessing all the skills of a successful educational supervisor, scientific, personal, and moral	<b>S3</b>

P.S4	The skill of preparing realistic, objective, and effective training programs .	S4
P.S5	The ability to develop guidance methods and the ability to prepare reports.	S5
P.S6	The educational supervisor's self-evaluation and measurement of the teacher's professional competencies.	S6
Competences		
***P.C1	Identifying developments in the field of educational supervision.	***C1
P.C2	The ability to use various supervisory mechanisms and methods.	C2
P.C3	The ability to use methods and means of educational training.	C3
P.C4	Personal competencies represented in the ability to communicate with teachers and leave a positive impression on them.	C4
P.C5	Identifying the obstacles to educational supervision, and trying to find Solutions to improve the supervisory process.	C5
P.C6	Identify strategies for developing educational supervision.	C6

**\*K: knowledge, \*\*S: skills, \*\*\*C: competencies.**

#### Sixth: Course structure

Date of the Lecture	Learning outcomes	Topics	Teaching Procedures	Teaching Methods**	Source***
First week	K1*	Introductions to the subject and introduction to the study plan	Interactive lecture style	Face-to-Face learning	Required Textbook
Second week	K1*	Chapter One: Stages and development of educational supervision.	Interactive lecture style	Face-to-Face learning	Required Textbook
Third Week	K2 K3	Chapter Two: Objectives of educational supervision.	Dialogue and Discussion	Face-to-Face learning	Required Textbook
Fourth Week	K3	Chapter Three: Patterns and types of educational supervision.	Dialogue and Discussion	Face-to-Face learning	Required Textbook
Fifth Week	C1***	Chapter Four: Methods of educational supervision.	Communication in learning Through Activities and Assignments	Face-to-Face learning	Required Textbook
Sixth Week	K5	Chapter Five: Sources of authority	Communication in Education Through	Face-to-Face learning	Required Textbook

		for educational supervision and its skills.	Activities and Assignments.		
Seventh Week	K2 K3	Chapter Six: The school principal is a resident educational supervisor.	Interactive lecture style	Face-to-Face learning	Required Textbook
Eighth Week.	K1* S2	Chapter Seven: Selection and training of educational supervisors.	Interactive lecture style	Face-to-Face learning	Required Textbook
Ninth Week	S1**	Chapter Eight: Evaluation in supervisory work	Interactive Participation, Lesson Preparations, Computer Presentations (PowerPoint and Word)	Face-to-Face learning	Required Textbook
Tenth Week	S3	Chapter Nine: Problems facing the educational supervisor.	Interactive Participation, Lesson Preparations, Computer Presentations (PowerPoint and Word)	Face-to-Face learning	Required Textbook
The Eleventh Week	C2	Chapter Ten: Arab and international experiences and models in educational supervision. Chapter Eleven: Saudi experiences in educational supervision.	Communication in Education Through Activities and Assignments.	Face-to-Face learning	Required Textbook
Twelfth Week	C1***	Chapter Twelve: Jordanian experiences in educational supervision.	Interactive lecture style	Face-to-Face learning	Required Textbook
The thirteenth week	C1***	Chapter Thirteen : Displaying students' work.	Interactive lecture style	Face-to-Face learning	Required Textbook

\* Education procedures: (blended, synchronous, asynchronous). \*\* Teaching methods: (lecture, video, etc.).

\*\*\* Reference: (book pages, recorded lecture, video, etc.).

### Seventh: Evaluation methods

Output of the material being measured	Blended learning	Complete e-learning	Face to face learning	Methods
	0	0	0	First Exam
	0	0	0	Second Exam
K1 K2	0	0	35	Mid Exam
C1 C2	0	0	15	Participating
	0	0	0	Asynchronous meetings
K5 S2 S3	0	0	50	Final Exam

#### **Eighth :Course policies**

- Course policies are applied in all types of education (e-learning, blended learning, blended learning) as follows:
- Commitment to the scheduled time for the lecture.
- Commitment to interaction and participation.
- University regulations are applied regarding attendance and absence from lectures and exams.
- Academic honesty: Cheating or plagiarism are unacceptable and are punishable according to the university's regulations and instructions.

Name	Date		Sig
Head of Department			
Dean of the College			