



## **Higher Diploma Program in Education**

### **Courses Description**

**Compulsory courses: (21) credit hours and include the following (A courses:**

#### **1. Research Methodology in Education (3 credit hours)**

This course aims to acquaint students with the approaches of scientific research and the way they can be applied in educational research. It also aims at teaching students the concepts and principles of basic scientific research in the field of educational and psychological research. It is to enable students to read and evaluate scientific research first and then to enable them to research in the field of education. It also addresses the design of quantitative and qualitative research used in educational science. It also sheds light on methods of model structure, methods of data collection, identifying and controlling variables, providing internal and external elements of truth, identifying the grounds on which to base the interpretation of results. It also aims to introduce the statistical methods appropriate for each type of these designs, the development of skills in the application of these methods and how to reach the results and interpretation of these results.

#### **2. Educational Leadership (3 credit hours)**

This course deals with the emergence of educational leadership as to its concept, significance, and characteristics. It aims to enlighten students with the sense, nature, structure, role and importance of theory for the

performance of the administrative, educational staff. It also exposes students to comparisons between the classical treatment of situations in the management systems and the treatment based on the (probability) theory, systematic thinking and systematic theory and their significance for effective treatment in the management of educational systems.

### **3. Educational Curricula Planning (3 credit hours)**

This course is focused on the study the concept of educational planning for curricula, foundations of curriculum construction and components of educational curricula, strategies for planning educational curricula, factors affecting the building, selecting and organizing curricula, studying models for global and local curriculum planning, curriculum evaluation, the role of teachers and supervisors in curriculum planning, curricula and educational development.

### **4. Electronic Learning (3 credit hours)**

The course includes the definition of e-learning, the emergence and development of software production, its importance, teaching strategies in e-learning, its philosophy and objectives, the tools used in e-learning, the advantages and disadvantages of educational software, the languages and patterns of educational software according to the modern perception of e-learning, and its application in the educational field.

### **5. Educational Supervision (3 credit hours)**

This course deals with studying the development of the concept of educational supervision as a prelude to presenting and analyzing supervisory theories and trends so that the learner gains a theoretical concept in educational supervision that helps him to form multiple perceptions of supervisory practices. It also aims to study the foundations on which the educational supervision process is based, such as teaching and learning, evaluating the curriculum, developing teacher leadership, and the pillars of the educational platform of the supervisor on which he works in the educational field. 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.

## **6. Educating and Developing Teachers (3 credit hours)**

This course introduces learners to the concepts and theories underlying teacher education, pre-service and during service training, with attention to the concept of sustainable education management, with the aim of helping learners to develop a dimension of critical thinking for them, with attention to practical education and its programs, and to present global models for teacher education and development.

**Elective courses: (9) credit hours, chosen by the student from among the following courses:**

### **Educational Psychology (3 credit hours) .1**

This course introduces the student to the basic concepts, principles, and theories in educational psychology, and research methods in it to study the educational problems that the teacher faces in his work, to evaluate his learning outcomes and the factors affecting negatively and positively in student learning, and to apply learning theories inside and outside the classroom, and individual differences and their consideration in education, and intelligence creation and their theories, learning concepts, developing critical thinking, problem-solving, learning trends, values and movement skills.

### **Educational Technology (3 credit hours) .2**

This course deals with educational technology in terms of its concept, foundations and relationship to the systemic approach, introducing the importance of educational learning methods, their benefits, characteristics and various sources, identifying the different classifications and types of resources with a focus on educational panels, drawings and written formations, models, samples and devices used in the presentation and production of educational materials and the acquisition of production skills Teaching aids and the rules for their functional use in teaching, and the procedures for managing, maintaining and preserving educational aids.

### **3. Information Management (3 credit hours)**

This course deals with the concept of information and knowledge management, by focusing on information and knowledge in the educational environment. It also deals with methods and methods of strategic information management, in addition to the production, acquisition, processing and marketing of information. The course also deals with the issue of knowledge economy, measurement and evaluation of the productivity of knowledge work, and ethics of knowledge management.

### **4. Thinking Skills (3 credit hours)**

This course deals with the mechanisms of developing the student's different thinking skills through exposing them to multiple scientific and human situations that lead them to use scientific thinking skills through hypotheses observation and formulation, solving problems and all reasoning kinds.

### **5. Modern Teaching Strategies (3 credit hours)**

This course deals with the concept of the school curriculum and its relevance to learning and educational goals and determinants of the school curriculum (social and cultural change, the learner characteristics and needs, theories of learning and development, and knowledge, social and political) philosophy, and planning for teaching classroom, with appropriate references to the curricula of open primary education in Jordan.

### **6. Classroom Management (3 credit hours)**

This course deals with the concept of school management and patterns of management and strategies and the concept of effective classroom management and its elements, the theory classic, humanitarian and behavioral classroom management, and the role of the teacher in the organization of the physical, psychological and social environment of the classroom, time management classroom, communicate classroom and patterns. The course will review the recipes, basic abilities, roles, successful

teacher, and the definition of the general reasons that lead to the emergence of unacceptable behaviors and mechanism to deal with it.

### **7. Quality Management in Education (3 credit hours)**

This course includes information, concepts and skills related to the total quality concept in its concept, nature, original, basis, philosophy proposed by theorists, strategies and foundations and tools their relationship ISO total quality, parts of quality control and quality indicators in university education and its applications, the system of accreditation and quality control, and models of the overall quality of the local and regional level and global.

### **8. Contemporary issues in education (3 credit hours)**

This course aims to introduce contemporary developments, trends, problems and modern methods in the field of education, to identify the current changes and the contemporary concepts and trends that have emerged from them and their impact on Arab and Jordanian education, and to discuss the problems of the educational process and present their treatment from a modern educational perspective.

### **9. Measurement and Evaluation (3 credit hours)**

This course is focused on achievement tests, performance tests and the correct test papers. Students are gaining a skill examination attributes Calendar tools and methods, and they are evaluated, developed and used efficiently, especially the spoken tests and the reference standard reference tests, in addition to the process of correction and grading.