

Course Description Form

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| 1. Course Name | |
| Measurement methods | |
| 2. Course Code: | |
| MSME339 | |
| 3. Semester/year | |
| : The second spring semester /2024- 2025 | |
| 4. Date this description was prepared | |
| 1-2-2025 | |
| 5. Available attendance forms | |
| My presence | |
| 6. Number of study hours (total)/number of units (total) | |
| 2 theoretical + 3 practical / 3.5 units | |
| 7. Course administrator's name (mention all, if more than one name) | |
| Name: Hassan Hameed Sikun Mohammad Ahmed Mahal Ali Mohammad Jasim | |
| 8. Course objectives | |
| <p>Practical</p> <p>Enabling students to learn how to formulate and design educational objectives Questionnaire form, types of variables, and methods for verifying characteristics</p> <p>The psychometrics of the questionnaire tool (validity and reliability) and how to apply the questionnaire</p> <p>And questioning the target groups of the questionnaire Tool</p> | <p>Theoretical</p> <ol style="list-style-type: none"> 1- Introducing the student to the concept of measurement and its importance in.. Behavioral sciences 2- Introducing the student to the types of measurements and their levels 3- Teaching the student the rules for formulating educational objectives 4- Introducing the student to the types of variables and their classification 5- Teach the student to check the reliability of the questionnaire Through a number of statistical methods |
| 9. Teaching and learning strategies | |
| <p>Practical</p> <p>lecture</p> <p>Group discussion through focus group discussion method</p> <p>Assigning the student to prepare a report on scientific research, explaining the variables and the research tool</p> <p>Training the student to solve examples</p> <p>Training students on questionnaire preparation methods</p> <p>Assigning students to the mechanism of data analysis in the social sciences (guidance) For the search form</p> <p>Conducting a field visit to a village to conduct interviews with farmers to teach students</p> <p>How to apply the research tool in the field And collect data</p> | <p>Theoretical</p> <p>Interactive lecture</p> <p>Dialogue and discussion</p> <p>Brainstorming method to answer the question</p> |

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10. Course Structure

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|------------------------------|--|--|--|---|
| 1 | 2 Theoretical 3 practical | My theory: The student gets to know the concept measurement /A2 practical: For the student to compare two concepts Measurement in behavioral sciences and natural/A4 | Theoretical: the concept of measurement Practical: The concept of measurement in behavioral and natural sciences | Theoretical: Interactive lecture, brainstorming, dialogue and discussion Practical: Assigning tasks and train Reports and discussions | Exams duties, reports, Attendance, discussions |
| 2 | 2 Theoretical 3 practical | theoretical: The student should know the nature of measurement in, behavioral sciences/A1 practical: To enumerate the student Measurement properties in behavioral sciences /B1 | Theoretical: The naturalness of measurement in behavioral sciences Practical: Properties measurement in behavioral sciences | Theoretical: interactive lecture, Brainstorming, dialogue and discussion Practical: Assigning tasks and train Reports and discussions | Exams duties, reports, Attendance, discussions |
| 3 | 2 Theoretical 3 practical | My theory: The student knows the levels measurement/A1 practical: To give the student examples of types Measurements and their levels/A2 | Theoretical: levels of measurement Practical: Types measurement levels | Theoretical: interactive lecture, Brainstorming, dialogue discussion Practical: Assigning tasks and train Reports and discussions | Exams duties, reports, Attendance, discussions |
| 4 | 2 Theoretical 3 practical | My theory: For the student to get to know Variables and their types/A2 practical: The student should distinguish between Variables And its types /A5 | Theoretical: variables and their types practical: Classification of variable | Theoretical: interactive lecture, Brainstorming, dialogue and discussion Practical: Assigning tasks and train Reports and discussions | Exams duties, reports, Attendance, discussions |
| 5 | 2 Theoretical 3 practical | My theory: The student should be able to Determine the characteristics of measuring instruments/A2 practical: The student should be able to put List of measuring tools/A1 | Theoretical: Characteristics of measuring tools practical: Classification of measuring instruments | Theoretical: interactive lecture, Brainstorming, dialogue discussion Practical: Assigning tasks and train Reports and discussions | Exams duties, reports, Attendance, discussions |
| 6 | 2 Theoretical 3 practical | My theory: For the student to distinguish between the types and levels of | Theoretical: educational objectives practical: Guidelines and | Theoretical: Interactive lecture, brainstorming, dialogue and | Exams duties, reports, Attendance, discussions |

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| | | educational objectives/A5 practical: The student should be able to write an example of educational objectives/B2 | applications in formulating educational objectives | discussion Practical: Assigning tasks, train reports and discussions | |
| 7 | 2 Theoretical 3 practical | My theory: The student must be able to compare between types of goals thalami /A4 practical: The student should be able to Formulating educational objectives according to its levels/B6 | Theoretical: Classification of educational objectives Practical: Levels of educational objectives with verbs and examples | Theoretical: interactive lecture, Brainstorming, dialogue and discussion Practical: Assigning tasks and train Reports and discussions | Exams duties, reports, Attendance, discussions |
| 8 | 2 Theoretical 3 practical | My theory: for the student to get to know Types of honesty /A2 The student should remember the factors Influencing honesty/A1 practical: The student learns how Statistical application for testing Validity of the Tool/b4 | Theoretical: Honesty and the factors affecting it Practical: Practical applications in calculating honesty | Theoretical: interactive lecture, Brainstorming, dialogue and discussion Practical: Assigning tasks and train Reports and discussions | Exams duties, reports, Attendance, discussions |
| 9 | 2 Theoretical 3 practical | My theory: for the student get to know Types of stability/a2 The student gets to know the factors Affecting stability/a1 practical: The student learns how Statistical analysis to test stability the tool/B4 | Theoretical: stability and factors affecting it Practical: Practical applications in calculating stability | Theoretical: interactive lecture, Brainstorming, dialogue and discussion Practical: Assigning tasks and train Reports and discussions | Exams duties, reports, Attendance, discussions |
| 10 | 2 Theoretical 3 practical | theoretical: The student should classify the measuring tools into... Cognitive field/A2 practical: The student prepares a table of specifications /B1 | Theoretical: Measurement tools in the cognitive field (achievement tests) practical: Table of specifications how to prepare it | Theoretical: interactive lecture, Brainstorming, dialogue and discussion Practical: Assigning tasks and train Reports and discussions | Exams duties, reports, Attendance, discussions |
| 11 | 2 Theoretical 3 practical | theoretical: The student knows the types Objective and essay questions/A1 practical: The student learns how to write examples | Theoretical: Types of objective and essay questions Practical: Applications objective and essay types of questions | Theoretical: interactive lecture, Brainstorming, dialogue and discussion Practical: Assigning tasks and train Reports and discussions | Exams duties, reports, Attendance, discussions |

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| | | For types of objective questions And the frying pan/B2 | | | |
| 12 | 2 Theoretical 3 practical | Theoretical: The student should classify tools Measurement in the emotional field/A2 Practical: The student designs a form Questionnaire according to the standards in emotional field/ B6 | Theoretical: measurement tools in the emotional field Practical: Applications types of measurement tools in the emotional field (questionnaire – Likert scale - Thurstone. | Theoretical: interactive lecture. Brainstorming, dialogue and discussion Practical: Assigning tasks and train Reports and discussions | Exams duties, reports. Attendance. discussions |
| 13 | 2 Theoretical 3 practical | Theoretical: To become familiar with measuring Tools In the field of psychomotorA1 practical: To give the student examples of tools Measurement in the psychomotor field/A2 | My theory: Measurement tools in the psychomotor field practical: Applications measurement tools in psychomotor field (rating scales, rating lists..) | Theoretical: interactive lecture. Brainstorming, dialogue and discussion Practical: Assigning tasks and train Reports and discussions | Exams duties, reports. Attendance. discussions |
| 14 | 2 Theoretical 3 practical | theoretical: The student should classify the types of questionnaires/ A2 practical: The student will learn to design a form Questionnaire /B6 | Theoretical: Types of questionnaires Practical: Practical design of the questionnaire form | Theoretical: interactive lecture. Brainstorming. Dialogue and discussion Practical: Assigning tasks and train Reports and discussions | Exams duties, reports. Attendance. discussions |
| 15 | 2 Theoretical 3 practical | theoretical: The student should use drafting guidelines The questionnaire in the application form/A3 practical: The student learns how to apply Field questionnaire/B3 | Theoretical: Guidance in formulating and applying the questionnaire Practical: Organizing a questionnaire form for field application | Theoretical: Organizing a questionnaire form To carry out the survey Field visit Field Practical: Applying the questionnaire form during the field visit The Directorate and farmers' fields | Exams duties, reports. Attendance. discussions |

11. Course Evaluation

Degree distribution from 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.
 Theoretical semester exams 25% Practical semester exams 10% Daily tests (5%) practical final exams (20%) theoretical final exams (40%)

12. Learning and Teaching Resources

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| Required textbooks (methodology that Found) | Measurement methods in educational and psychological sciences 2021) (Amel Fadel Khalil Al-Abbasi, Roaa Mohammad Hamed Al-Chalabi, Asmaa Zuhair Younis Al-Hafiz) |
| Main references (sources) | Educational competencies in measurement and evaluation |

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| | (2014), Abdel Rahman Abdel Salam Jamel- Measurement and evaluation lectures (Dr. Fadel Khalil, Roaa Mohammad Hamid) |
| Recommended supporting books and references (scientific journals, reports....) | https://journals.ku.edu.kw/joe/index.php/joe/index https://jasep.journals.ekb.eg/ |
| Electronic references, Internet sites | https://www.researchgate.net/publication/340006838_mjlt_allwm_altrbwyt Arab Statisticians website |


Instructor of Practical Subject:


Hassan Hameed Sikar


Instructor of Practical Subject :

Mohammed Ahmed Mahal

Instructor of Practical Subject

Ali Mohammad Jasim 


Chairperson of the Scientific Committee

Assist. Prof. Dr. Ahmad Awad Talb


Head of Department

Assist. Prof. Dr. Talal Saeed Hameed

