



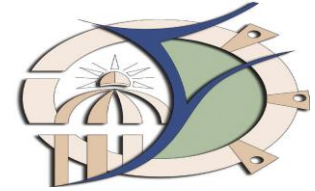
DESCRIPTION OF ENGLISH LANGUAGE PROGRAM FOR

(KINDERGARTEN TEACHER PREPARATION)

٢٠١٨ - ٢٠١٧



نشر وتوزيع
وحدة ضمان الجودة بالكلية
(2018 - 2017)

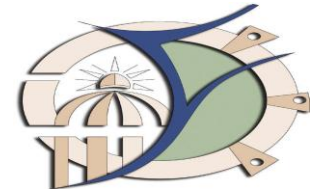


Description of English Language Program

For

(Kindergarten Teacher Preparation)

2017-2018



Program Description

(Kindergarten teacher preparation program)

1- El Fayoum University

2- College: Early Childhood Education

3- A- Background:

4- **1. Program Name:** Program for preparing kindergarten teachers.

5- **2. Nature of the program:** common.

6- **3- Department responsible for the program:** Department of Educational Sciences, Department of Psychological Sciences, Department of Basic Sciences.

7- **4. Date of approval of the program:** College Council No. 79
dated 25/9/2017

8- B. Specialized Information:

1-The program aims at preparing a kindergarten teacher who is able to:

1/1 Love her profession and perfect her work.

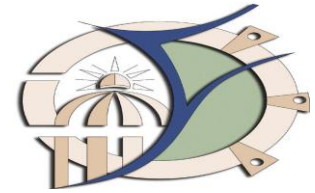
1/2 Consider the needs, trends and potential of children.

1/3 Communicate with parents of children.

1/4 Appear the emotions.

1/5 Guide the children.

1/6 Use information technology.



1/7 Adopting the scientific method in solving children's problems.

1/8 Possessing the spirit of leadership and initiation.

1/9 Acquire of self-learning skills.

1/10 Continuous professional development.

C-Targeted educational outputs of the program:

2 /0 Knowledge and understanding:

2/1 Acquaintance with the principles of Arabic

2/2 Learn the principles of foreign language.

2/3 Tell theories and methods of raising the child.

2/4 Understand the curricula and programs for teaching children.

2/5 Tell methods of running kindergartens.

2/6 Learn how to plan the educational environment for kindergartens

2/7 The history of education and the philosophical and social origins of education.

2/8 Identify the appropriate teaching and learning methods for the child.

2/9 Understand the problems of childhood and methods of treatment.

2/10 Identify the methods of dealing and modify the behavior of ordinary children.

2/11 Learn about the methods of dealing with people with special needs.

2/12 Identify the characteristics and manifestations of the child's growth.

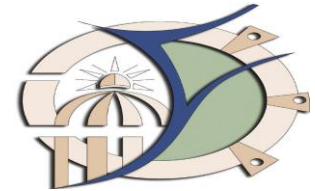
2/13 Understand the methods of scientific research

2/14 learning methods of psychological and educational measurement.

2/15 Understand the basics of preparing the child to learn different concepts.

2.16 Identify the culture of the child.

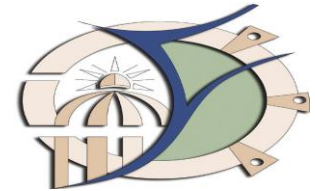
2.17 Understand the performance arts of the child



- 2.18 Identify the child's legislation.
- 2.19 Acquaintance with computer programs.
- 2/20 Education programs.
- 2/21 understand the principles of first aid.
- 2/22 Know the methods and methods of developing health awareness and food for children.

3 /0 Professional and practical skills:

- 3/1 Various educational strategies are practiced inside and outside kindergarten.
- 3.2 Develop an operational plan for education and learning activities in a safe and innovative manner.
- 3/3 practicing professional ethics.
- 3/4 Participate positively with the various institutions and bodies of society concerned with childhood
- 3/5. Use scientific research skills..
- 3/6 Apply advanced research to address and solve childhood problems.
- 7.3 The educational environment and learning centers shall be equipped with materials and devices that take into consideration the needs of children and the individual differences between them.
- 3/8 Discover the talents of children.
- 3/9 Produce educational tools, tools, and practical works suitable for learning and learning activities.
- 3/10 Use reinforcement and encouragement methods.
- 3/11 stimulates the child's motivation to learn.
- 3/12 Use appropriate evaluation methods.
- 3.13 Concepts and theoretical knowledge are used.
- 3.14 Information technology is applied to the development of children's skills and education.



4 /0 mental skills:

1. Analyze data and information about children accurately and objectively.4
- 4/2 proposes creative solutions to meet educational, life and professional attitudes.
- 4/3 Finding creative solutions to solve problems related to educational situations.
- 4/4 Exercise leadership skills and make appropriate decisions.
- 4/5 Extracts knowledge from the curricula and programs of the child and integrate them with previous experience.
- 4.6 Information shall be in the area of specialization, measurement and development.
- 4-7 Interpretation of the results of the child's assessment in the light of available data.

5 /0- General Skills:

- 5/1 fluent in the national language
- 5.2 Use one of the foreign languages.

D) Structure and Components of the Program:

A-Program duration: 4 levels.

B. Structure of the Program:-The number of hours:112 theoretical 66 practical 178 total

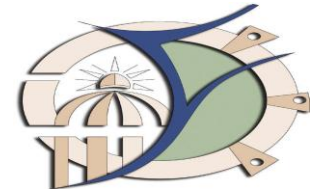
-Mandatory 4 Elective 6 Optional

3. Program levels (in the credit hours system):

Level 1 / First Term: 8 units are required to be distributed as follows:

Mandatory 6 Optional 2

First Level / Second Term: 8 units are required to be distributed as follows:



Mandatory 6 Optional 2

Second Level / Third Term: 7 units are required to be distributed as follows:

Mandatory 6 Optional 1

Second Level / Fourth Term: 7 units are required to be distributed as follows:

Mandatory 6 Optional 1

Third Level / Fifth Term: 8 units are required to be distributed as follows:

Mandatory 7 Optional 1

Level 3 / Sixth Term: 8 units are required to be distributed as follows:

Mandatory 7 Optional 1

Fourth Level / Seventh Term: 8 units are required to be distributed as follows:

Mandatory 6 Optional 2

Level 4 / Term 8: 8 units are required to be distributed as follows:

Mandatory 6 Optional



The ratio%	Basic science to complete the skills of the graduate	N
%10	Cultural component	1
%25	Educational component	2
%53	Specialized component	3
%12	Field Training	4



4-English Language Program Requirements
Preparation of kindergarten teacher
In the credit hours system

First: University requirements

The student will study two courses, and the student will choose two other courses from four courses as shown in the following table:

Exam duration	marks				Credit hours	hours			Course	code
	mark	written	applied	Course work		total	Pract.,	theoretical		
A-Mandatory Courses:										
2	50	40	-	10	2	2	-	2	Arabic language	UR101
2	50	40	-	10	2	2	-	2	Foreign language	UR102
B. Elective courses:										
2	50	40	-	10	2	2	-	2	Philosophy and scientific thinking skills	URE103
2	50	40	-	10	2	2	-	2	Social Studies (History and Geography of Egypt)	URE104
2	50	40	-	10	2	2	-	2	Principles of Science	URE105
2	50	40	-	10	2	2	-	2	Principles of Mathematics	URE106
	200				8	8	-	8	Total	

Continued: English language program for the preparation of kindergarten teachers



Second: College and Department Requirements

1- Courses of the Department of Educational Sciences:

Course Code	Course Title	Actual hours			Credit hours	Examination Marks				Final Exam Hours	Requirement
		Lect.	Pract.	Total		Period	Pract.	Written Exam	Total		
EN101	Introduction to Educational sciences	2	-	2	2	10	-	40	50	2	
EN102	Field Training (1) View and discuss	2	2	4	3	10	15	25	50	2	
EN103	Curriculum activities in kindergartens	2	2	4	3	10	15	25	50	2	
EN104	Field Training (2) Practical applications	2	2	4	3	10	15	25	50	2	E102
EN105	Teaching & learning strategy	2	-	2	2	10	-	40	50	2	E104
EN206	Media education for kindergarten children	2	2	4	3	10	15	25	50	2	
EN207	Field Training (3) Planning and implementation of activities	2	2	4	3	10	15	25	50	2	E105



EN208	Principals of Educational Evaluation in K,G	2	-	2	2	10	-	40	50	2	
EN209	Educational program for K.G child	2	2	4	3	10	15	25	50	2	
EN210	Field Training (4) Evaluation	2	2	4	3	10	15	25	50	2	E207
EN311	Technology education in kindergarten	2	-	2	2	10	-	40	50	2	
EN312	Methods of child-education	2	-	2	2	10	-	40	50	2	
EN313	Field Training (5) Outdoor in kindergartens	-	4	4	2	-	-	-	50	2	
EN314	Methods of teaching math & science	2	-	2	2	10	-	40	50	2	
EN315	Reading Education in English language	2	-	2	2	10	-	40	50	2	
EN316	Field Training (6) Outdoor in kindergartens	-	4	4	2	-	-	-	50	2	E313
EN417	Teachers and professional development	2	2	4	3	10	15	25	50	2	
EN418	Field Training(7) Outdoor in kindergartens	-	4	4	2	-	-	-	50	2	E316
EN419	Total Quality Management	2	-	2	2	10	-	40	50	2	



	in Kindergarten										
EN420	Field Training(8) Outdoor in kindergartens	-	4	4	2	-	-	-	50		E418
	Total	32	32	64	48				1000		



B. Elective courses:

- The student chooses two of the following courses

Course Code	Course Title	Actual hours			Credit hours	Examination Marks				Final Exam Hours	Require.
		Lect .	Prac t.	Total		Period	Prac t.	Writte. Exam	Total		
EN E21	Methods of teaching Arabic language	2	2	-	2	10	-	40	50	2	
EN E22	Methods of teaching foreign language	2	2	-	2	10	-	40	50	2	
EN E23	History of modern education	2	2	-	2	10	-	40	50	2	
EN E24	Beauty Education	2	2	-	2	10	-	40	50	2	
EN E25	Parental Education	2	2	-	2	10	-	40	50	2	
EN E26	Comparison Education	2	2	-	2	10	-	40	50	2	
	Total	4	-	4	48				100		
	Total Course	36	32	68	52				1100		



English language program to prepare kindergarten teachers

Course Code	Course Title	Actual hours			Credit hours	Examination Marks				Final Exam Hours	Require.
		Lect.	Pract.	Total		Period	Pract.	Written Exam	Total		
PN101	Psychological growth and problems of childhood	2	-	2	2	10	-	40	50	2	
PN 102	Play psychology	2	2	4	3	10	15	25	50	2	
PN 103	Child's social development	2	-	2	2	10	-	40	50	2	
PN 204	Measurement and Evaluation	2	-	2	2	10	-	40	50	2	
PN 205	Language Psychology	2	-	2	2	10	-	40	50	2	
PN 206	Concept's development	2	2	4	3	10	15	25	50	2	
PN 307	Learning psychology	2	2	4	3	10	15	25	50	2	
PN 308	Child's counseling and guidance	2	2	4	3	10	15	25	50	2	P101
PN 309	Creativity and Thinks skills	2	2	4	3	10	15	25	50	2	
PN 310	Modification of child behavior	2	-	2	2	10	-	40	50	2	P 308
PN 411	Developmental Learning Disabilities	2	2	4	3	10	15	25	50	2	



PN 412	Psychology of child with special needs	2	-	2	2	10	-	40	50	2	
PN 413	Child's Psychological health	2	-	2	2	10	-	40	50	2	
PN 414	Reading Psychology in English language	2	-	2	2	10	-	40	50	2	
PN 415	Scientific rehearses skills	2	2	4	3	10	15	25	50	2	
	Total	30	14	44	37				750		



2 - Courses of the Department of Psychology: Mandatory courses

B. Elective courses:

- The student chooses two of the following courses

Course Code	Course Title	Actual hours			Credit Hours	Examination Marks				Final Exam hours	Require.
		Lect .	Pract.	Total		Period	Pract.	Written Exam	Total		
PN E16	Child's Motives and emotions	2	-	2	2	10	-	40	50	2	
PN E17	Academic learning disabilities	2	-	2	2	10	-	40	50	2	
PN E18	Group Dynamics	2	-	2	2	10	-	40	50	2	
PN E19	Family Counseling	2	-	2	2	10	-	40	50	2	
PN E20	Cognitive psychology	2	-	2	2	10	-	40	50	2	
PN E21	Behaviour of physiology fundamentals	2	-	2	2	10	-	40	50	2	
	Total	4	-	4	48				100		
	Total Course	34	14	48	41				850		



English language program to prepare kindergarten teachers

Mandatory courses

Course Code	Course Title	Actual hours			Credit hours	Examination Marks				Final Exam Hours	Require.
		Lect .	Prac t.	Total		Period	Prac t.	Writte. Exam	Total		
BN101	Artistic Skills	2	2	4	3	10	15	25	50	2	
BN 102	Physi- motor Skills	2	2	4	3	10	15	25	50	2	
BN 103	Child Rights& citizenship	2	-	2	2	10	-	40	50	2	
BN 104	Musical Skills	2	2	4	3	10	15	25	50	2	
BN 205	Musical games for kids	2	2	4	3	10	15	25	50	2	B 104
BN 206	Child and health and Firstaips	2	-	2	2	10	-	40	50	2	
BN 207	Artistic expression of the child	2	2	4	3	10	15	25	50	2	B101
BN 208	Basic skills in physical Education and sports	2	2	4	3	10	15	25	50	2	B 102
BN 309	Backyard Games	2	-	2	2	10	-	40	50	2	
BN 310	Application of P.C in K.G	2	2	4	3	10	15	25	50	2	



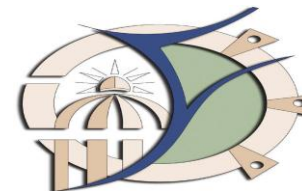
BN 311	Child Theatre and Drama	2	2	4	3	10	15	25	50	2	
BN 312	The art of story-telling for children	2	2	4	3	15	25	50	2	2	
BN 413	Child Libraries and museums	2	2	4	3	15	25	50	2	2	
BN 414	Reading in English language	2	-	2	2	10	-	40	50	2	
BN 415	Children's literature and culture	2	-	2	2	10	-	40	50	2	
	Total	30	20	50	40				750		



Elective courses:

- The student chooses two courses from the following courses:

Course Code	Course Title	Actual hours			Credit hours	Examination Marks				Final Exam hours	Require.
		Lect.	Pract.	Total		Period	Pract.	Writte. Exam	Total		
BN E16	Graphics and animation for children	2	-	2	2	10	-	40	50	2	B 207
BN E17	Educational strength	2	-	2	2	10	-	40	50	2	B 102
BN E18	Children's musical instruments	2	-	2	2	10	-	40	50	2	B 104
BN E19	Electronic Child Programs	2	-	2	2	10	-	40	50	2	B 310
BN E20	Art of writing for children	2	-	2	2	10	-	40	50	2	
BN E21	Children's Book	2	-	2	2	10	-	40	50	2	P E20
	Total	4	-	4	48				100		
	Total Course	34	20	54	44				850		

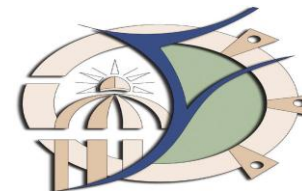


Sample Study Plan
English language program to prepare kindergarten teachers

The first level

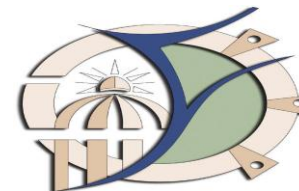
Semester (1)

Course Code	Course Title	Actual hours			Credit hours	Examination Marks				Final Exam hours	Require.
		Lect .	Prac t.	Total		Period	Pract.	Writte. Exam	Total		
E101	Introduction to Educational sciences	2	-	2	2	10	-	40	50	2	
E102	Field Training (1) View and discuss	2	2	4	3	10	15	25	50	2	
P101	Psychological growth and problems of childhood	2	-	2	2	10	-	40	50	2	
P 102	Play psychology	2	2	4	3	10	15	25	50	2	
B101	Artistic Skills	2	2	4	3	10	15	25	50	2	
B 102	Physi- motor Skills	2	2	4	3	10	15	25	50	2	
UR101	Arabic Language	2	-	2	2	10	-	40	50	2	
	Total	14	8	22	18				350		



Semester (2)

Course Code	Course Title	Actual hours			Credit Hours	Examination Marks				Final Exam hours	Require.
		Lect .	Pract.	Total		Period	Pract.	Write. Exam	Total		
E103	Curriculum activities in kindergartens	2	2	4	3	10	15	25	50	2	
E104	Field Training (2) Practical applications	2	2	4	3	10	15	25	50	2	E102
E105	Teaching & learning strategy	2	-	2	2	10	-	40	50	2	
P 103	Child's social development	2	-	2	2	10	-	40	50	2	
B 103	Child Rights & citizenship	2	-	2	2	10	-	40	50	2	
B 104	Musical Skills	2	2	4	3	10	15	25	50	2	
UR102	English Language	2	-	2	2	10	-	40	50	2	
	Total	14	6	20	17				350		



The Second level

semester (3)

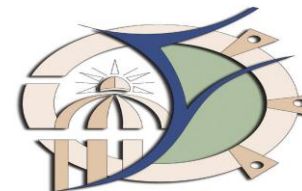
Course Code	Course Title	Actual hours			Credit hours	Examination Marks				Final Exam hours	Require.
		Lect.	Pract.	Total		Period	Pract.	Written Exam	Total		
E206	Media education for kindergarten children	2	-	2	2	10	-	40	50	2	
E207	Field Training (3) Planning and implementation of activities	2	2	4	3	10	15	25	50	2	E104
P 205	Language Psychology	2	-	2	2	10	-	40	50	2	
P 206	Concept's development	2	2	4	3	10	15	25	50	2	
B 205	Musical games for kids	2	2	4	3	10	15	25	50	2	B 104
B 206	Child and first nids	2	-	2	2	10	-	40	50	2	
UR E 00	University Requirement	2	-	2	2	10	-	40	50	2	
	Total	14	6	20	17				350		



Semester (4)

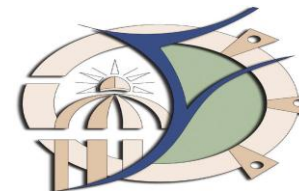
Course Code	Course Title	Actual hours			Credit Hours	Examination Marks				Final Exam Hours	Require.
		Lect .	Pract .	Total		Period	Pract.	Written Exam	Total		
E208	Principals of Educational Evaluation in K,G	2	-	2	2	10	-	40	50	2	
E209	Educational program for K.G child	2	2	4	3	10	15	25	50	2	
E210	Teaching practice (4)	2	2	4	3	10	15	25	50	2	E207
P 204	Measurement and Evaluation	2	-	2	2	10	-	40	50	2	
B 207	Artistic expression of the child	2	2	4	3	10	15	25	50	2	B101
B 208	Basic skills in physical Education and sports	2	2	4	3	10	15	25	50	2	B 102
UR E 00	University Requirement	2	-	2	2	10	-	40	50	2	
	Total	14	8	22	18				350		

Third level



Semester (5)

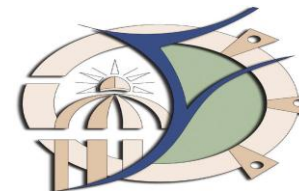
Course Code	Course Title	Actual hours			Credit hours	Examination Marks				Final Exam Hours	Require.
		Lect.	Pract.	Total		Period	Pract.	Written Exam	Total		
E311	Technology education in kindergarten	2	2	4	3	10	-	40	50	2	
E312	Methods of child-education	2	-	2	2	10	-	40	50	2	
E313	Field Training (5) Outdoor in kindergartens	-	4	4	2	-	-	-	50	2	
P 307	Learning psychology	2	2	4	3	10	15	25	50	2	
P 308	Child's counseling and guidance	2	2	4	3	10	15	25	50	2	P101
B 309	Back ground games	2	-	2	2	10	-	40	50	2	
B 310	Application of P.C in K.G	2	2	4	3	10	15	25	50	2	
BE00	Elective Course	2	-	2	2	10	-	40	50	2	
	Total	14	12	26	20				400		



semester (6)

الفصل الدراسي السادس

Course Code	Course Title	Actual hours			Credit hours	Examination Marks				Final Exam hours	Require.
		Lect.	Pract.	Total		Period	Pract.	Writte. Exam	Total		
E314	Methods of teaching math & science	2	-	2	2	10	-	40	50	2	
E315	Reading Education in English language	2	-	2	2	10	-	40	50	2	
E316	Field Training (6) Outdoor in kindergartens	-	4	4	2	-	-	-	50	2	E313
P 309	Creativity and Thinks skills	2	2	4	3	10	15	25	50	2	
P 310	Modification of child behavior	2	-	2	2	10	-	40	50	2	P 308
B 311	Child Theatre and Drama	2	2	4	3	10	15	25	50	2	
B 312	The art of story-telling for children	2	2	4	3	15	25	50	2	2	
BE00	Elective Course	2	-	2	2	10	-	40	50	2	
	Total	14	10	24	19				400		



semester (7)

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Course Code	Course Title	Actual hours			Credit Hours	Examination Marks				Final Exam hours	Requirement
		Lect.	Pract.	Total		Period	Pract.	Written Exam	Total		
E417	Teachers and professional development	2	2	4	3	10	15	25	50	2	
E418	Field Training(7) Outdoor in kindergartens	-	4	4	2	-	-	-	50	2	E316
P 411	Developmental Learning Disabilities	2	2	4	3	10	15	25	50	2	
P 412	Psychology of child with special needs	2	-	2	2	10	-	40	50	2	
B 414	Reading in English language	2	-	2	2	10	-	40	50	2	
B 415	Children's literature and culture	2	-	2	2	10	-	40	50	2	
PE00	Elective Course	2	-	2	2	10	-	40	50	2	
EE00	Elective Course	2	-	2	2	10	-	40	50	2	
	Total	14	8	22	18				400		



Semester (8)

Course Code	Course Title	Actual hours			Credit hours	Examination Marks				Final Exam hours	Require.
		Lect.	Pract.	Total		Period	Pract.	Writte. Exam	Total		
E419	Total Quality Management in Kindergarten	2	-	2	2	10	-	40	50	2	
E420	Field Training(8) Outdoor in kindergartens	-	4	4	2	-	-	-	50		E418
P 413	Child's Psychological health	2	-	2	2	10	-	40	50	2	
P 414	Reading Psychology in English language	2	-	2	2	10	-	40	50	2	
P 415	Scientific rehearses skills	2	2	4	3	10	15	25	50	2	
B 413	Child Libraries and museums	2	2	4	3	15	25	50	2	2	
PE00	Elective Course	2	-	2	2	10	-	40	50	2	
EE00	Elective Course	2	-	2	2	10	-	40	50	2	
	Total	14	8	22	18				400		



5. Course content:

- Code or Course Number
- Course Name
- Contents: (See list)

6. Requirements for joining the program: (as stated in the regulations)

- Pass the interview test successfully.
- Be medically fit to prove their ability to follow the theoretical and practical study in the college.
- Be free to study.

7. Rules governing the completion of the program:

- The system of study in the college is the system of credit hours within the semester.
- The duration of the study to obtain a bachelor's degree in Education "Kindergarten" four years of university in accordance with Article 193 bis (2) of the Regulations of the law of the organization of universities and this period achieved four levels of study and includes one level two classes of study, to allow the student, Years to graduate if they meet graduation requirements in either of these two semesters. The college council may open an intensive summer.

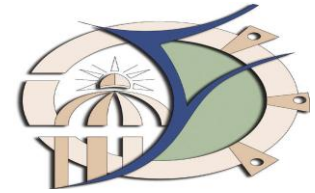
Credit Hours Standard: Credit hours are the unit of study to determine the weight of a relative course. The theoretical hourly weight is equivalent to a credit hour and the practical hourly weight is equivalent to half a credit hour (2 hours of operation = one hour when calculating the total credit hours of the course)

- A bachelor's degree in education is required for any of the college's study programs to study 145 credit hours divided into 8 semesters and divided into:

A - University requirements and represent 8 credit hours

B) Compulsory requirements representing 125 credit hours (Schedule of Courses)

C) Elective requirements representing 12 credit hours



- The maximum number of credit hours per semester (18) credit hours without the field training for the third and fourth levels and the minimum (12) credit hours, and the number of credit hours for the summer between 2-6 credit hours.
- A bachelor's degree in education (in any program) is required for the student to successfully pass four levels (eight semesters) in a row, including the requirements of the university, faculty and department, and include compulsory and other optional courses.

80% for the written examination

B- Courses that include (the applied side)

20% for the work of the year

30% for the applied exam

50% for the written examination

C- The degree of the work of the year is estimated through two periodic tests held during the semester, one at the middle of the semester and the other at the end

Article (13): Field Training "Outside College:

This is done through the field training office as follows:

The office shall supervise the training of female students in the different kindergartens outside the college. The course shall not be held for a written examination in accordance with the program that the student is studying.

- Program for the preparation of kindergarten teachers: The training of female students in the kindergartens of the Ministry of Education.

The students are trained in the third and fourth levels in the educational institutions outside the college and do not hold a written examination for this course.

B - Composition of the Office: The office consists of: -

- Head of the office and represented by the Dean of the College.
- Vice-President of the Office and represented by the Vice Dean for Education and Students
- Technical supervision of the office and represented by the head of the Department of Educational Sciences and supported by two members of the faculty of the department



C - Work system within the office:

1- Administrative work: Supervised by the deputy head of the office and assisted by (8) administrative members as follows:

- Secretary of the College
- Number of (3) members of the Department of Student Affairs responsible for the third and fourth levels
- Financial Officer
- The number of (3) administrative members (Dean's Secretariat - Secretary of the Vice Dean for Education and Students Affairs - Secretary of the Head of the Department of Educational Sciences)

For the following administrative work:

- * Distribution of female students on kindergartens.
- * Distribution of faculty members and their assistants on kindergartens.

Preparation of final evaluation committees for the training of female students in kindergarten

2. Artwork:

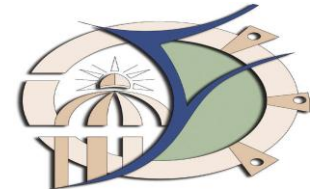
Supervised by the head of the Department of Educational Sciences and technical supervisor of the office and is assisted by two members of the faculty of the department to do the following:

- Develop a training plan for students from the third and fourth levels according to the program that the student is studying
- Holding meetings with faculty members and their assistants who supervise the training of female students outside the college to study how to implement the program
- Develop a plan to evaluate the students inside kindergarten during the semester
- Follow-up faculty members to implement the program within kindergartens
- Follow-up of faculty members to evaluate female students in kindergartens continuously assessed throughout the semester

D-Evaluation of the field training course at the third and fourth levels:

Students are assessed as follows:

- The maximum degree of this course (50 degrees)
- 10% of the degree (5 degrees) is allocated to the kindergarten director to follow trainees
- 60% of the grade (30 degrees) is allocated to the evaluation of the internal supervisor (faculty member) to follow up the applied work of the trainee with the children



- 30% of the (15 °) degree is allocated to evaluate the external exam (faculty member) to evaluate the applied work of the trainee with the children.

If the student fails in the field training at any of the third or fourth level, it will remain for the same level and the exam will be in the field training only and the winning courses where they are found and do not move to a higher level after passing

Article (14): Digital and symbolic indications of degrees and estimates:

First: - The grades and points obtained by the student in each course are as follows:

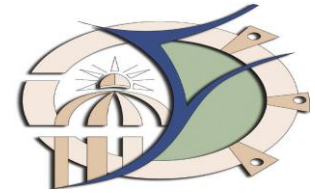
Number of points = 1 + score - 25

10

The final grade in the course shall consist of the total grade of the year's work, the applied tests and the written tests as shown in the program schedules.

B - Minimum of success in any course 50% The student is not successful in any course, unless it obtained 30% of the final examination exam and the percentage of final grades and estimates as shown in the following table:

Percentage of score



Grade range
The equivalent estimate
Rating Points
Cumulative average

Points Cumulative average		Grade	The equivalent estimate	Grade range
To	from			
3.50	3.25	A +	(+) Excellent	more %95
3.25 Less than	3	A	Excellent	%95 Less than %90
3 Less than	2.75	A -	(-) Excellent	% 90 Less than - %85
2.75 Less than	2.50	B+	(+) Very good	%85 Less than %80
2.50 Less than	2.25	B	Very good	%80 Less than - %75



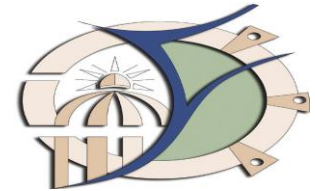
2.25 Less than	2	C+	(+) good	%75 Less than - %70
2 Less than	1.75	C	good	%70 Less than - %65
1.75 Less than	1.50	D+	(+) accepted	%65 Less than - %60
1.50 Less than	1.25	D	accepted	%60 Less than - %55
1.25 Less than	1	D-	(-) accepted	%55 Less than - %50
1 Less than	0	F	(ر) failur	%50 Less than
		IC	(ج0م) incomplete	
	0	ND	(مح) In allow	
		W	(ن) withdraw	
	0	Abs	(غ) absent	

Second: To find the quarterly average (estimate of one semester)

Semester average :

Is the average of what the student gets from points in one semester and is close to two decimal places and is calculated as follows:

(A) The value of each course (the points shown in the table) shall be multiplied by the number of credit hours for this course to obtain the number of points for each course in the semester.



B - Points of all courses for the semester in which the student is registered

C - The total number of points for the semester shall be divided by the total number of credit hours for the semester courses to obtain the quarterly average

Ie, the quarterly average (one semester estimate) = the sum of the points for each semester.

Total number of credit hours per semester.

Third: - To find the cumulative rate of the student (GPA) as follows:

Cumulative GPA: GPA

Is the average student gets from the points during the eight grades and is close to only two decimal places as follows:

- The value of each course (the points shown in the table) shall be multiplied by the number of hours approved to obtain the number of points for each course for the eight grades.

Points of all courses are collected for the eight grades in which the student is enrolled

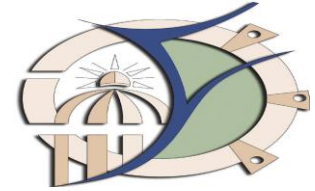
- The total number of points for the eight semester courses is divided by the total number of credit hours for the specialization courses in the eight grades to obtain the cumulative rate as follows:

Cumulative rate (GPA) = total points for eight course decisions

Total number of credit hours for courses (145) hours

- Minimum cumulative graduation rate = 1
- Students may be discriminated against in the case of GPA at appointment by the cumulative grade 0

Program evaluation methods:



Program evaluation methods:

Method	the sample	Evaluate
50%	Questionnaires – Interviews	1-Students final band
At least 20%	Questionnaires	2. Graduates
At least 20%	Questionnaires	3. Business owners
External Resident Name	Reports	4. External evaluator or external examiner
		5 - Other methods

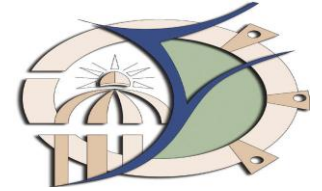
منسق البرنامج: رؤساء الأقسام: التاريخ: 2017/9/25

أ.د/ رانيا الجمال

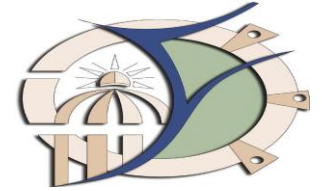
د/ محمد محمود ناصر أ.م.د/ علياء عبد المنعم

أ.م.د/ رانيا قاسم

اعتماد مجلس الكلية لتقارير المراجعين الخارجيين للمقررات بجلسته رقم (82) بتاريخ 2017/12 /11



Program Matrixes



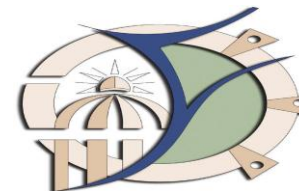
1-Matrix Matching the objectives of the program of preparing kindergarten teachers with the general specifications of the grade



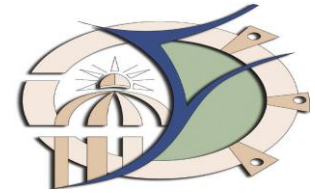
1-Matrix Matching the objectives of the program of preparing kindergarten

graduate of the Faculty of Early Childhood Education

Specification of graduate	Program Goals
General Specifications	
1. Confident in herself, she enjoys emotional balance.	1/1 Love her profession and perfect her work.
2. Love for her career and guidance and role model for the child.	
3. Estimated needs of children and their tendencies and potential	
4. Possess self-learning and continuous learning skills.	1/9 Acquisition of self-learning skills. 1/10 continuous professional development.

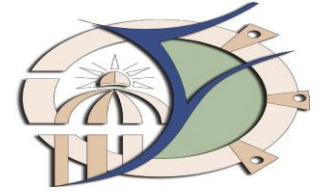


5. The safety and safety rules of the child shall be observed.	1/5 Guidance and guidance of children.
6. Possess the spirit of leadership, principles and innovation of knowledge and skills.	1/8 possessing the spirit of leadership and initiation.
7. Enjoy the culture of information technology for child-rearing service.	1/6 Use of information technology.
8. Adopts scientific method in solving children's problems.	1/7 Adopting the scientific method in solving children's problems.
9-Communicate with children and families and participate positively in community life	1/3 Communicate with parents of children.



Special specifications for graduates of the program

1 - possess the skills of self-learning and continuing education.	1/9 Acquisition of self-learning skills.
2. The spirit of innovation has knowledge and skills.	1/8 possessing the spirit of leadership and initiation
3. Effective communication and communication skills.	1/3 Communicate with parents of children.
4 - the foundations of motivation and development of motivation in children.	1/2 Consideration of the needs, trends and potential of children.



2-Matrix matching the objectives of the kindergarten teacher preparation program with learning outcomes of the ILO's program

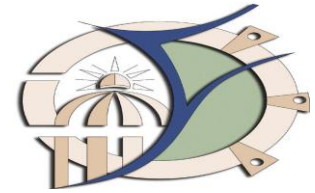


2-Matrix matching the objectives of the kindergarten teacher preparation program with learning outcomes of the ILO's program

Program learning outcomes ILO's				Program Goals
General skills	Professional skills	Mental skills	Knowledge and understanding	
8/7.5/5.5/3.5/5	9/7.3/5.3/3.3/2.3/1.3/3	8/6.4/5.4/4.4/4	. 8/2 . 5/2 . 3/2 11/2 . 10/2	1/1 Love her career and perfect her work.
.5/4.5/3.5/5	11/3 9/3. 8/3. 1/3 12/3.	8/7.4/4.4/2.4/4	6/2 . 5/2. 4/2 9/2. 8/2.	2/1 Taking into



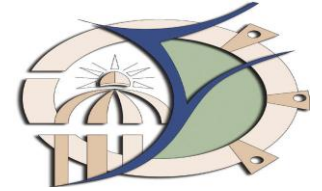
				account the needs, tendencies and potential of children.
.6/3.5/5	.4/3	.1/4	15/2	3/1 Communicate with parents of children
7/5 6/5 3/5	8/3. 6/3. 3/3	8/4 7/4 .2/4	11/2. 7/5.2/2	4 /1 Emotional stimulation



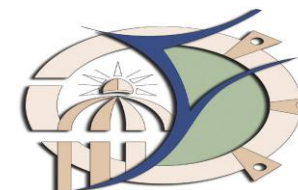
9/5 6/5 3/5	8/3 7/3 6/3 2/3 1/3 11/3 10/3	6/4 3/4 2/4 1/4 8/4	8/2 7/2 6/2 5/2 9/2	5 /1 Guiding children
9/5 8/5	14/3 7/3	5/4	13/2 12/2	6 /1 Use of information technology
7/5	11/3 6/3 5/3	6/4 3/4 2/4 1/4 8/4 7/4	9/2 7/2 6/2 11/2 10/2	7 /1 Adopting the scientific method in solving children's problems



6/5 5/5 4/5	6/3 3/3	3/4	10/2 9/2	8/1 Have a leadership spirit
8/5	6/3 5/3	8/4 6/4	13/2 11/2 10/2 15/2	9/1 Acquire self-learning skills.
9/5 8/5 7/5	14/3 6/3	8/4 7/4 5/4 4/4	11/2 10/2 5/2	10 /1 Continuous professional development.



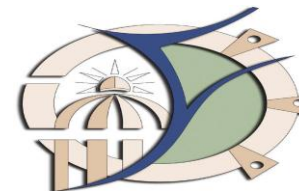
3-(ARS) with learning outcomes (ILOs) for the program of preparing a kindergarten teacher



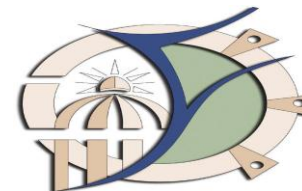
3-(ARS) with learning outcomes (ILOs) for the program of preparing a kindergarten teacher

				Program learning outcomes																		Academic standards for the preparation of a kindergarten en teacher
				Knowledge and understanding																		
22/A/2	21/A/2	20/A/2	19/A/2	18/A/2	17/A/2	2/A/16	2/A/15	2/A/14	2/A/13	2/A/12	2/A/11	2/A/10	2/A/9	2/A/8	2/A/7	2/A/6	2/A/5	2/A/4	2/A/3	2/A/2	2/A/1	
																				x	x	1/2
																			x			2/2
																		x				3/2
																x	x					4/2
														x	x							5/2
											x	x	x									6/2
										x												7/2
								x	x													8/2
							x															9/2
						x																10/2
					x																	11/2
				x																		12/2

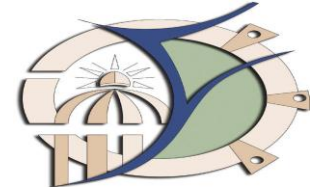
Knowledge and understanding



				Program learning outcomes																		Academic standards for the preparation of a kindergarten teacher	
				Knowledge and understanding																			
22/A/2	21/A/2	20/A/2	19/A/2	18/A/2	17/A/2	2/A/16	2/A/15	2/A/14	2/A/13	2/A/12	2/A/11	2/A/10	2/A/9	2/A/8	2/A/7	2/A/6	2/A/5	2/A/4	2/A/3	2/A/2	2/A/1		
		x	x																			13/2	
x	x																					14/2	



Program learning outcomes														emic standard	Professional and practical skills
Professional and practical skills															
3/B/14	3/B/13	3/B/12	3B//11	3/B/10	3/B/9	3/B/8	3/B/7	3/B/6	3/B/5	3/B/4	3/B/3	3/ B /2	3/B/1		
													X	1/3	
												X		2/3	
										X	X			3/3	
								X	X					4/3	
							X							5/3	
						X								6/3	



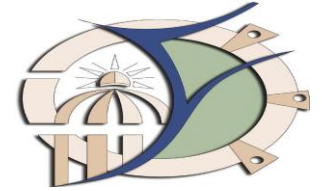
Program learning outcomes														emic standard
Professional and practical skills														
3/B/14	3/B/13	3/B/12	3B//11	3/B/10	3/B/9	3/B/8	3/B/7	3/B/6	3/B/5	3/B/4	3/B/3	3/ B /2	3/B/1	
		X	X	X	X									7/3
X	X													8/3



Program learning outcomes								Academic Standard	
Intellectual skills									
4/c/8	4/c/7	4/c/6	4/c/5	4/c/4	4/c/3	4/ c /2	4/c/1		
							X	1/4	Intellectual skills
				X	X	X		2/4	
			X					3/4	
		X						4/4	
X	X							5/4	



Program learning outcomes									Academic Standard	
General skills										
5/D/9	5/D/8	5/D/7	5/D/6	5/D/5	5/D/4	5/D/3	5/D/2	5/D/1		
							X	X	5/1	General skills
						X			5/2	
				X	X				5/3	
			X						5/4	
	X	X							5/5	
X									5/6	



4. Matrix Courses The program prepares a kindergarten teacher that complies with both program learning outcomes and program criteria



4. Matrix Courses The program prepares a kindergarten teacher that complies with both program learning outcomes and program criteria

Courses that investigate NRS and ILO's program	Targeted learning outcomes of ILOs compliant of the NRS–	NRS Standard Academic Standards
A. Knowledge and understanding:		
Readings in foreign language in educational sciences - Readings in foreign language in psychology - Readings in foreign language in basic sciences - Methods of teaching Arabic language - Methods of teaching foreign language	2/1 Acquaintance with the principles of Arabic.	.1. Principles of national and foreign language and literature.
Introduction to Educational Sciences - Psychology of play - Psychology of language - Psychology Special groups - Aesthetic education - Parenting education - Comparative education - Cognitive psychology -	2/2 Learn the principles of foreign language.	2. Theories of Psychology and Education.
Curriculum of activities in kindergartens - Methods and methods of educational evaluation - Methods of raising the child	2/3 Define the theories and methods of raising the child.	3. Curricula, programs and programs for raising children.
Socialization of the Child - Comparative Education - History of Modern Education	2.4 Know the curricula and programs for children's education.	4. History of education and the philosophical and social origins of education.
Case study - Family guidance - Children's motivations and emotions - Academic learning difficulties - Mental health (child - family - teacher) - Developmental learning difficulties - Guidance and guidance of the child	2/9 Understand the problems of childhood and methods of treatment.	5. Knowledge of childhood problems and methods of dealing with children with



Courses that investigate NRS and ILO's program	Targeted learning outcomes of ILOs compliant of the NRS–	NRS Standard Academic Standards
- Methods and methods of educational evaluation.		special needs
Psychological evaluation, psychological development, childhood problems, case study, motivation and emotions of children	2/10 Identify the methods of dealing and modify the behavior of ordinary children.	6. Characteristics and manifestations of child growth.
Psychological assessment and evaluation - Methods and methods of educational evaluation - Field training - Field training	2/11 Learn about the methods of dealing with people with special needs.	7. The basics of scientific research and psychological and educational measurement.
Field training (1-8) - Methods of teaching mathematics and science - Technical skills for children - Children's motor skills - Musical skills for children	2/15 sets the basis for preparing the child to learn different concepts.	8. Establish the child to learn different concepts.
Children's Museum and Library - Children's Theater and Drama - Children's Writing Arts - Children's Literature and Culture - Computer Applications in Kindergarten - The Art of Storytelling for Children.	2.16 Identify the culture of the child.	9. Children's culture media. Environment and human health.
Children's musical skills, children's musical skills, children's artistic expression, children's games, the art of storytelling for children, musical games.	2.17 Understand the performance arts of the child	10. Performance arts related to child education.
Child Rights and Citizenship - Readings in Foreign Language.	2.18 Identify the child's legislation.	11. Citizenship rights and childhood legislation.
Educational media for kindergartens - Technology of education in kindergartens - Education technology in kindergartens - Computer applications in kindergartens.	2.19 Acquaintance with computer programs.	12. Computer software and education technology.
First aid and child health - Child nutrition	2.20 Determines the importance of using education technology programs.	13. Health and nutrition of mother and child and first aid.



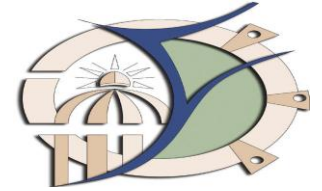
Courses that investigate NRS and ILO's program	Targeted learning outcomes of ILOs compliant of the NRS–	NRS Standard Academic Standards
B-Practical and professional skills		
Methods of Teaching Arabic Language - Methods of Teaching Foreign Language - Art of telling the story to children - Teaching methods of mathematics and science - Strategies of learning and learning in kindergartens	3/1 Various educational strategies are practiced inside and outside kindergarten.	1. The practice of various educational strategies inside and outside kindergarten.
Field Training - Curriculum for activities in kindergartens	3.2 Develop an operational plan for education and learning activities in a safe and innovative manner.	2. Develop an operational plan for teaching and learning activities in a safe and innovative manner.
Field Training - Professional Development of Kindergarten Teacher - Total Quality Management in Kindergarten - Community Dynamics	3/3 practicing professional ethics.	Practice the ethics of the profession and participate positively with the institutions and bodies of society
Child guidance and guidance - Psychological development and childhood problems - Scientific research skills	3/4 Participate positively with the various institutions and bodies of society concerned with childhood.	3. The child concerned.
Field training - professional development of kindergarten teacher - motivations and emotions of children - innovation and communication skills	3.5 Use scientific research skills.	.. Use of scientific research and advanced research to address and solve problems
Graphic and animation for children - Electronic child software - Computer applications in kindergarten - The curriculum of activities in kindergartens	3/8 discover the talents of children.	he production of tools, teaching aids and applied works suitable for educational activities
Child guidance and guidance - modification and construction of children's behavior - parenting - learning psychology - socialization of	3/9 Produce educational tools, tools, and practical works suitable for	1. Learning.



Courses that investigate NRS and ILO's program	Targeted learning outcomes of ILOs compliant of the NRS–	NRS Standard Academic Standards
the child	learning and learning activities	
Psychology of play - Development of concepts - Technology of education in kindergartens - Educational media for kindergartens - Computer applications in kindergartens - Skills of philosophical and scientific thinking -	3/10 Use reinforcement and encouragement methods.	2. Use the methods of reinforcement and encouragement and stimulate the child's motivation to learn and use
C .Intellectual skills		
Methods and methods of educational calendar - Training field - Calendar and psychological measurement -	4.1 Disseminate data and information about children accurately and objectively.	3. The use of concepts and theoretical knowledge and information technology in the development of skills
Development of innovation and communication skills - Professional development of kindergarten teacher - Scientific research skills - Guidance and guidance of the child	4/2 proposes creative solutions to meet educational, life and professional attitudes.	1. Propose creative solutions to confront educational, life and professional situations
Professionalization of kindergarten teacher - Case study - Family guidance - Community dynamics - Modifying and building children's behavior - Guidance and guidance of the child	4/3 Finding creative solutions to solve problems related to educational situations.	2. Exercise leadership skills and make appropriate decisions.
Educational programs for the child kindergarten - Curriculum activities in kindergartens - Strategies for teaching and learning	4.3 Exercise leadership skills and make appropriate decisions.	3. The extraction of knowledge in the curricula and programs of child education and integration with previous experience
Calendar and Psychometric Measurement - Field Training - Methods and Methods of Educational Evaluation -	4/4 Extracts knowledge from the curricula and programs of the child and integrate them with previous experience.	4. Analysis and evaluation of information in the field of specialization and measurement and development



Courses that investigate NRS and ILO's program	Targeted learning outcomes of ILOs compliant of the NRS–	NRS Standard Academic Standards
D.. General Skills:		
Arabic language - Foreign language - Reading in foreign language (in the psychological, basic and educational sciences)	5/1 fluent in the national language	1. Using and mastering the national language and one foreign language.
Innovation and communication skills - Family guidance - Professional development of kindergarten teacher	5.2 Use one of the foreign languages.	2. Effective communication of various types with institutions concerned with childhood.
Group Dynamics - Field Training (1-8) - Total Quality Management in Kindergarten.	5/3 Communicates effectively with institutions concerned with childhood.	3. Manage time and resources in various activities.
Group Dynamics - Field Training (1-8) - Total Quality Management in Kindergarten.	5/4 Runs time and resources in various activities.	4 - proficiency in working in a team effectively.
Professional development of kindergarten teacher - scientific research skills - philosophical and scientific thinking skills - field training	5/5 Resources are used in different activities.	5. Continuing professional development based on self learning and learning skills
Educational Technology in Kindergarten - Educational Media for Kindergarten - Computer Applications in Kindergarten	5/6 Good team work is effective.	Continuous.



5. Matrix Objectives of the program to prepare a kindergarten teacher that corresponds to the objectives of the courses.



5. Matrix Objectives of the program to prepare a kindergarten teacher that corresponds to the objectives of the courses.

Objective of the decision The course aims to:	The names of the courses covering the target		Program Goals
	Course names	codes	
1. Provide the student characteristics of kindergarten teacher successful.	Professional development of kindergarten teacher	E417	1/1 Developing students in the scientific and practical aspects to increase the chances of joining kindergarten.
2. Skills of preparing and organizing the educational environment.	Total Quality Management in Kindergarten	E419	
1. Provide students with the skills of observing and observing the educational environment, preparing and equipping the educational staff, planning and implementing the activities in the kindergartens, in addition to the children's assessment.	Field training from	E102 E104 E207	



Objective of the decision The course aims to:	The names of the courses covering the target		Program Goals
	Course names	codes	
		E210 E313 E316 E418 E420	
1. Provide the student with knowledge of children's rights in general and the decisions and legislations issued in this area by the State Authority.	(1-8)	B103	1/2 Know the needs, tendencies and potential of children.
1. Provide the student with basic knowledge on the subject of motives and emotions and their respective place in the heritage of psychology and current interests.	Child Rights and Citizenship	PE16	
1. Provide the student with basic knowledge related to the patterns of parenting and their impact on the upbringing of the child.	Motivations and emotions of children	E E25	1/3 Communicate with parents of children, institutions and
1. The student acquires knowledge about the concept of the group, the methods of research in this field, and the identification of a number of theories that help to explain a number of psychological phenomena.	Parenting Education	PE18	



Objective of the decision The course aims to:	The names of the courses covering the target		Program Goals
	Course names	codes	
1. Introducing methods of family guidance, theories, skills and modern trends in this field.	Community dynamics	PE19	kindergartens.
1. Definition of the student with a penitence and its importance to the individual and society.	Innovation and communication skills	P309	
2. The student's methods and methods of developing innovation and communication skills.	Mental health (child - family - teacher)	P413	
1. The student should achieve concepts related to the concept of compatibility and its importance to the individual and society.	Motivations and emotions of children	PE16	
1. Provide the student with the basic knowledge related to methods of family guidance and theories and skills and trends in this area.	Family Counseling	PE19	1/4 enjoy emotional equilibrium. 1/5 Develop the awareness of students about the importance of guiding and guiding
1. Provide the student concepts associated with guidance and the most basic concepts in guidance and guidance of the child.	Guidance and guidance of the child	P308	
1. Executing the student the basic principles of behavior modification process, the theories of the institution to modify the behavior.	Modifying and building the Behavior of children	P310	



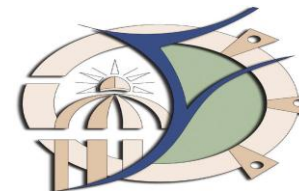
Objective of the decision The course aims to:	The names of the courses covering the target		Program Goals
	Course names	codes	
2. Provide the student some models applied in the modification and treatment of behavior.	Socialization of the child	P103	kindergarten children.
1. Provide the student the general principles of child education through the educational thought of some Arab and Western philosophers and different theories in education.	Methods of raising a child	E312	
2. Introducing the student to the methods of education in the development of children's thinking and tendencies and habits and the development of health behaviors.	Computer Applications in Kindergartens	B310	
1 .. The student's achievement concepts associated with the technology of education and stages of development.	Education Technology in Kindergarten	E311	
2. Introducing the student to the multimedia technology of the kindergarten child and its role.	Educational media for kindergartens	E206	
1. To provide the student with the concepts associated with the educational media and its importance and its production for kindergarten child.	E - Child Software	PE19	1/6 Use of information technology in the
. Provide the student with the necessary knowledge of the general principles of the scientific method and the sub-applications of that approach in the field of psychology.	Scientific research skills	P415	



Objective of the decision The course aims to:	The names of the courses covering the target		Program Goals
	Course names	codes	
2. Introducing the student to the basic principles of the uses of statistics in psychology.	Academic learning difficulties	PE17	education and kindergarten children.
1. Define the student with the special characteristics of people with learning difficulties, different methods of detection, learning strategies and education appropriate to the nature of those difficulties.	Psychological growth and childhood problems	P101	
1. Provide the student the necessary knowledge of the general principles of the scientific method and sub-applications of that approach in the field of psychology.	Community dynamics	PE18	
2. Introducing the student to the basic principles of the uses of statistics in psychology.	Field training from	E102 E104 E207 E210 E313 E316 E418 E420	



Objective of the decision The course aims to:	The names of the courses covering the target		Program Goals
	Course names	codes	
1. Define the student with the special characteristics of people with learning difficulties, different methods of detection, learning strategies and education appropriate to the nature of those difficulties.	(1-8)	P415	1/7 Use scientific method to solve children's problems.
. Provide students with the skills of observing and observing the educational environment, preparing and equipping the educational staff, planning and implementing the activities in kindergartens, in addition to the children's assessment.	Scientific research skills	E102 E104 E207 E210 E313 E316 E418 E420	
1. The student should provide the concept of educational management from the modern perspective.	Field training from rom(1-8)	E419	



Objective of the decision The course aims to:	The names of the courses covering the target		Program Goals
	Course names	codes	
2. Provide the student with the concept and processes of total quality management in kindergartens.	(Field training from 1-8)	E417	1/10 Develop their professional capabilities
1. Provide students with knowledge related to the characteristics of the successful kindergarten teacher and her skills.	Total Quality Management in Kindergarten	P415	•



5-Matrix of learning outcomes matching the program of preparing a kindergarten teacher with courses



5-Matrix of learning outcomes matching the program of preparing a kindergarten teacher with courses

Program learning outcomes																						Courses
Knowledge and understanding																						
22/A2	21//2	20/A2	19/A2	18/A2	17/A2	16/A2	15/A2	14/A2	13/A2	12/A2	11/A2	10/A2	9/A2	8/A2	7/A2	6/A2	5/A2	4/A2	3/A2	2/A2	1/A/2	
				Compulsory courses																		
										X	X	X	X	X	X				X			Introduction to Educational Sciences
					X					X	X	X	X	X			X					Field Training (1)
														X		X		X				Curriculum of activities in kindergartens
					X					X	X	X	X	X								Field Training (2) "Practical Applications"
X					X		X							X			X					(Education)
		X			X	X																Educational media for kindergartens
					X					X	X	X	X	X								Field Training (3)
								X														Methods and methods of educational evaluation
																		X				Educational programs for kindergarten children
					X					X	X	X	X	X								Field Training (4)
		X			X	X																Education Technology in Kindergarten
												X	X						X			Methods of raising a child
					X					X	X	X	X	X								Field Training (5)
X							X							X								Methods of Teaching Mathematics and Science



																					X		Reading in foreign language in educational sciences
										X	X	X	X	X									Field Training (6)
					X																		Professional development of kindergarten teacher
									X														Introduction to Educational Sciences
										X	X	X	X	X									Field Training (1)
										X	X	X	X	X									Curriculum of activities in kindergartens
											X	X	X	X									Field Training (2) "Practical Applications"
										X													(Education)
																							Educational media for kindergartens
																							Field Training (3)
																							Methods and methods of educational evaluation
																							Educational programs for kindergarten children
																							Field Training (4)
																							Education Technology in Kindergarten
																							Methods of raising a child
																							Field Training (5)
																							Methods of Teaching Mathematics and Science
																							Reading in foreign language in educational sciences
																							Field Training (6)
X																							



																				X		Professional development of kindergarten teacher
									X													Introduction to Educational Sciences
					X																	Field Training (1)
					X																	Curriculum of activities in kindergartens
				X																		Field Training (2) "Practical Applications" (Education)
					X																	Educational media for kindergartens
X	X				X																	Field Training (3)
					X																	Methods and methods of educational evaluation
					X																	Educational programs for kindergarten children
					X																	Field Training (4)
		X	X																			Education Technology in Kindergarten
					X																	Methods of raising a child
					X	X																Field Training (5)
						X																Methods of Teaching Mathematics and Science
																				X		Reading in foreign language in educational sciences
					X	X																Field Training (6)
				Elective courses																		
																					X	Ways to teach Arabic
																					X	Ways to teach foreign language

[illegible]



Program learning outcomes														Courses
Professional and practical skills														
14/A3	13/A3	12/A3	11/A3	10/A3	9/A3	8/A3	7/A3	6/A3	5/A3	4/A3	3/A3	2/A3	1/A3	
Compulsory courses														
	X						X							introduction to Educational Sciences
		X	X	X	X	X	X			X		X	X	Field Training (1)
					X		X					X	X	Curriculum of activities in kindergartens
		X	X	X	X	X	X			X		X	X	Field Training (2) "Practical Applications"
													X	Teaching and Learning Strategies in Kindergartens
														Educational media for kindergartens



		X	X	X	X	X	X			X		X	X	Field Training (3)
														Methods and methods of educational evaluation
														Educational programs for kindergarten children
		X	X	X	X	X	X			X		X	X	Field Training (4)
														Education Technology in Kindergarten
														Methods of raising a child
		X	X	X	X	X	X			X		X	X	Field Training (5)
														Methods of Teaching Mathematics and Science
														Reading in foreign language in educational sciences
		X	X	X	X	X	X			X		X	X	Field Training (6)
														Professional development of kindergarten teacher
		X	X	X	X	X	X			X		X	X	Field Training (7)
														Total Quality Management in Kindergarten



		X	X	X	X	X	X			X		X	X	Field Training (8)
						X		X						Psychological growth and childhood problems
			X			X	X	X						Play psychology
		X		X	X	X		X						Socialization of the child
	X			X					X					Calendar and Psychometric Measurement
	X				X	X		X						Language psychology
X	X							X	X			X	X	Development of concepts
	X		X											Learning Psychology
				X		X	X	X						Child guidance and guidance
X	X		X			X		X						Innovation and communication skills
		X	X	X		X	X	X						Modify and build children's behavior
	X		X	X			X	X		X			X	Developmental learning difficulties
X						X	X	X		X		X	X	Special Categories Psychology



X						X	X	X		X	X	X	X	Mental health (child - family - teacher)
	X					X		X	X			X		Readings in foreign language in psychology
	X							X	X					Scientific research skills
					X	X	X							Technical skills for children
							X					X	X	Motor skills of children
	X									X	X			Child Rights and Citizenship
						X	X	X						Musical skills for children
						X	X	X						Musical games for children
	X													First aid and child health
					X	X	X					X	X	Artistic expression of the child
							X					X	X	Basic skills in physical and athletic education
							X					X	X	Playground Yard
X				X		X			X				X	Computer Applications in Kindergartens



	X				X	X	X					X	X	Theater and Children's Drama
X					X		X					X	X	The art of story telling for children
X					X	X	X			X		X		Children's Museum and Library
X	X							X	X				X	Readings in foreign language in basic sciences
X	X					X	X				X			Child literature and culture
Elective courses														
	X												X	Ways to teach Arabic
	X								X					Ways to teach foreign language
	X													History of Modern Education
					X	X								Aesthetic education
		X			X	X				X				Parenting Education
	X								X					Comparative Education



		X	X	X				X						Motivations and emotions of children
							X	X				X	X	Academic learning difficulties
										X			X	Community dynamics
		X						X		X				Family Counseling
		X												Cognitive psychology
														Case Study
X			X			X	X	X				X	X	Graphic and animation for children
					X		X					X	X	Breeding of textures
						X	X	X						Baby musical instruments
X														E - Child Software
											X			Writing arts for the child
		X												Child Feeding



Program learning outcomes							Courses
Intellectual skills							
7/A3	6/A3	5/A3	4/A3	3/A3	2/A4	1/A/4	
Compulsory courses							
		X					Introduction to Educational Sciences
						X	Field Training (1)
				X	X		Curriculum of activities in kindergartens
		X					Field Training (2) "Practical Applications"



					X		Teaching and Learning Strategies in Kindergartens
		X					Educational media for kindergartens
		X		X	X		Field Training (3)
X							Methods and methods of educational evaluation
		X					Educational programs for kindergarten children
	X						Field Training (4)
						X	Education Technology in Kindergarten
	X			X	X		Methods of raising a child
X	X	X	X	X	X	X	Field Training (5)
		X					Methods of Teaching Mathematics and Science
	X						Reading in foreign language in educational sciences
X	X	X	X	X	X	X	Field Training (6)



		X	X	X	X	X	Professional development of kindergarten teacher
X	X	X	X	X	X	X	Field Training (7)
X	X		X		X	X	Total Quality Management in Kindergarten
X	X	X	X	X	X	X	Field Training (8)
X	X			X		X	Psychological growth and childhood problems
				X	X		Play psychology
X	X						Socialization of the child
X	X					X	Calendar and Psychometric Measurement
		X		X	X		Language psychology
		X		X			Development of concepts
	X			X		X	Learning Psychology
X			X				Guidance and guidance of the child
							Innovation and communication skills



			X	X	X		Modify and build children's behavior
X	X				X	X	Developmental learning difficulties
X			X	X	X	X	Special Categories Psychology
	X			X		X	Mental health (child - family - teacher)
		X		X		X	Readings in foreign language in psychology
X	X	X		X		X	Scientific research skills
		X		X			Technical skills for children
		X					Motor skills of children
	X					X	Child Rights and Citizenship
		X	X				Musical skills for children
		X	X				Musical games for children
			X	X			First aid and child health
X		X					Artistic expression of the child



X		X					Basic skills in physical and athletic education
		X			X		Playground Yard
		X			X	X	Computer Applications in Kindergartens
		X		X			Theater and Children's Drama
X	X	X					The art of story telling for children
					X		Children's Museum and Library
	X	X					Readings in foreign language in basic sciences
		X			X		Child literature and culture
							Elective courses
						X	Ways to teach Arabic
						X	Ways to teach foreign language
	X						History of Modern Education



		X					Aesthetic education
X	X					X	Parenting Education
						X	Comparative Education
				X			Motivations and emotions of children
					X	X	Academic learning difficulties
			X				Community dynamics
X	X		X		X	X	Family Counseling
X	X	X					Cognitive psychology
							Case Study
		X					Graphic and animation for children
	X	X		X			Breeding of textures
		X					Baby musical instruments
			X	X			E - Child Software



X	X					X	Writing arts for the child
	X	X					Child culture

Program learning outcomes									Courses
General skills									
3/A1	3/A2	3/A3	3/A4	3/A5	3/A6	3/A7	3/A8	3/A9	
			X			X			Introduction to Educational Sciences
			X			X			Field Training (1)
X				X	X				Curriculum of activities in kindergartens
		X		X	X				Field Training (2) "Practical Applications"
	X	X		X	X				Teaching and Learning Strategies in Kindergartens
X									Educational media for



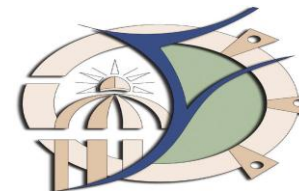
									kindergartens
X			X	X	X				Field Training (3)
X		X	X			X			Methods and methods of educational evaluation
X	X		X		X				Educational programs for kindergarten children
			X			X			Field Training (4)
X									Education Technology in Kindergarten
						X			Methods of raising a child
X	X	X	X	X	X	X			Field Training (5)
				X	X				Methods of Teaching Mathematics and Science
							X		Reading in foreign language in educational sciences
X	X	X	X	X	X	X			Field Training (6)



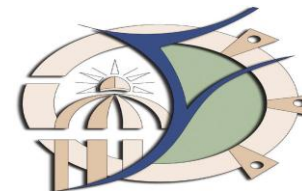
	X	X							Professional development of kindergarten teacher
X	X	X	X	X	X	X			Field Training (7)
									Total Quality Management in Kindergarten
X	X	X	X	X	X	X			Field Training (8)
			X			X			Psychological growth and childhood problems
			X						Play psychology
			X			X			Socialization of the child
									Calendar and Psychometric Measurement
							X	X	Language psychology
					X	X			Development of concepts
									Learning Psychology
					X				Guidance and guidance of the child



X	X					X			Innovation and communication skills
			X						Modify and build children's behavior
						X			Developmental learning difficulties
						X			Special Categories Psychology
		X	X						Mental health (child - family - teacher)
							X		Readings in foreign language in psychology
X	X						X	X	Scientific research skills
				X	X				Technical skills for children
				X	X				Motor skills of children
X	X	X				X			Child Rights and Citizenship



				X	X				Musical skills for children
			X	X	X				Musical games for children
	X	X		X	X				First aid and child health
		X		X	X				Artistic expression of the child
				X	X	X			Basic skills in physical and athletic education
			X	X	X				Playground Yard
X					X				Computer Applications in Kindergartens
				X	X				Theater and Children's Drama
					X	X			The art of story telling for children
									Children's Museum and Library
	X						X		Readings in foreign language in basic sciences



				X	X	X			Child literature and culture
Elective courses									
								X	Ways to teach Arabic
							X		Ways to teach foreign language
		X							History of Modern Education
				X	X				Aesthetic education
						X			Parenting Education
X									Comparative Education
			X			X			Motivations and emotions of children
					X	X			Academic learning difficulties
			X			X			Community dynamics
						X			Family Counseling



X									Cognitive psychology
	X					X			Case Study
X	X	X							Graphic and animation for children
		X							Breeding of textures
				X					Baby musical instruments
X									E - Child Software
	X			X					Writing arts for the child
X							X		Childs' culture



Learning outcomes with general skills									Courses
9/A3	8/A3	7/A3	6/A3	5/A3	4/A3	3/A3	2/A3	1/A3	
			X			X			Introduction to Educational Sciences
			X			X			Field Training (1)
X				X	X				Curriculum of activities in kindergartens
		X		X	X				Field Training (2) "Practical Applications"
	X	X		X	X				Teaching and Learning Strategies in Kindergartens



X									Educational media for kindergartens
X			X	X	X				Field Training (3)
X		X	X			X			Methods and methods of educational evaluation
X	X		X		X				Educational programs for kindergarten children
			X			X			Field Training (4)
X									Education Technology in Kindergarten
						X			Methods of raising a child
X	X	X	X	X	X	X			Field Training (5)
				X	X				Methods of Teaching Mathematics and Science
							X		Reading in foreign language in educational sciences
X	X	X	X	X	X	X			Field Training (6)



	X	X							Professional development of kindergarten teacher
X	X	X	X	X	X	X			Field Training (7)
									Total Quality Management in Kindergarten
X	X	X	X	X	X	X			Field Training (8)
			X			X			Psychological growth and childhood problems
			X						Play psychology
			X			X			Socialization of the child
									Calendar and Psychometric Measurement
							X	X	Language psychology
					X	X			Development of concepts
									Learning Psychology
					X				Guidance and guidance of the child



X	X					X			Innovation and communication skills
			X						Modify and build children's behavior
						X			Developmental learning difficulties
						X			Special Categories Psychology
		X	X						Mental health (child - family - teacher)
							X		Readings in foreign language in psychology
X	X						X	X	Scientific research skills
				X	X				Technical skills for children
				X	X				Motor skills of children
X	X	X				X			Child Rights and Citizenship



				X	X				Musical skills for children
			X	X	X				Musical games for children
	X	X		X	X				First aid and child health
		X		X	X				Artistic expression of the child
				X	X	X			Basic skills in physical and athletic education
			X	X	X				Playground Yard
X					X				Computer Applications in Kindergartens
				X	X				Theater and Children's Drama
					X	X			The art of storytelling for children
									Children's Museum and Library
	X						X		Readings in foreign language in basic sciences



				X	X	X			Child literature and culture
Elective courses									
								X	Ways to teach Arabic
							X		Ways to teach foreign language
		X							History of Modern Education
				X	X				Aesthetic education
						X			Parenting Education
X									Comparative Education
			X			X			Motivations and emotions of children
					X	X			Academic learning difficulties
			X			X			Community dynamics
						X			Family Counseling



X									Cognitive psychology
	X					X			Case Study
X	X	X							Graphic and animation for children
		X							Breeding of textures
				X					Baby musical instruments
X									E - Child Software
	X			X					Writing arts for the child
X							X		Childs' culture



منسق البرنامج: رؤساء الأقسام: التاريخ: 2017/9/25

أ.د/ رانيا الجمال

د/ محمد محمود ناصر أ.م.د/ علياء عبد المنعم

أ.م.د/ رانيا قاسم

اعتماد مجلس الكلية لتقارير المراجعين الخارجيين للمقررات بجلسته رقم (82) بتاريخ 2017/12 /11



University: El Fayoum
Institution: Faculty of Early Childhood Education
Academic Department : English Language Program
Course : Introduction to Educational Science
Course Specification
Approved Date : 25/9/2017

A. Course Identification and General Information

1 - Course title :	Introduction to Educational Science	Course Code:	EN 101
2. Credit hours :	2hrs.		
3 - Program(s) in which the course is offered:	English Language Program for Under Graduates		
4 – Course Language :	English		
5 - Name of faculty member responsible for the course:	Dr. Ebtisam Hassan		
6 - Level/year at which this course is offered :	Level :1		
7 - Pre-requisites for this course (if any) :	There is no, pre- requisites		
8 - Mode of Instruction (mark all that apply)			
A - Traditional classroom	☒	What percentage?	100 %
B - Blended (traditional and online)	☐	What percentage?	
D - E-learning	☐	What percentage?	 %
E – Correspondence	☐	What percentage?	 %
F - Other	☐	What percentage?	 %



B. Objectives

What is the main purpose for this course?

Students should be able to:

-Identify the concept of education, and the stages of its development and its relationship to other sciences and its institutions

Briefly describe any plans for developing and improving the course that are being implemented :

- Using the internet to provide useful and relevant topics while expanding critical skills and higher order skills (Bloom's taxonomy).

C.Course Description

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Course Orientation	1	2
The concept of education	2	2
The types and methods of education in various countries,	3	2
Educational institutions such as the family, kindergarten and school, places of worship, writers, libraries, media)	4	2
Places of worship	5	2
Writers,	7-6	4
Libraries	8	2
Media	9	2
The basics of instructional technology	10	2
The basics of the curriculum	12-11	4
The development of good qualities for successful kindergarten teacher and the requirements of the profession of child-rearing.	14-13	4



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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	28	2	NA	NA	.....	28
Credit	2	2	NA	NA	.....	28

3. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
A.0	Knowledge		
	After completing this successfully course, the student will be able to: A.1 know the concept, development, importance and functions of education. A.2 identify the areas of educational science. A.3 explain the modes of education. A.4 - multiple patterns of education.	• Theme-based approach to reading • Systematic presentation and recycling of topic • Asking questions to focus the reading process • PowerPoint presentations and using the internet to provide relevant topic	Quizzes, tests and homework assignments



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
	A-5 - remember educational concepts such as: e-education, sustainable education, educational quality, educational accreditation		
B.0	Cognitive Skills		
	After completing this successfully course, the student will be able to: B.1- discuss different educational areas. B.2- explain the most important modes of education. B.3- comparing the types of degrees of experience.	Developing students' academic reading skills, e.g. the ability to take notes, make inferences, and understand the cause and effect via implementing a communicative teaching approach to the foreign language.	Quizzes, tests, oral presentations, debates, etc.
C.0	Interpersonal Skills & Responsibility		
	After completing this successfully course, the student will be able to: C-1 - using modern methods and concepts in education. C-2- apply the skills of the areas of education in its work in kindergarten. C-3 master the art of dealing with the environment surrounding the kindergarten and society	Adopting an interactive approach to teaching that provides students with practice in comprehension, building vocabulary, making inferences, finding the main idea, determining cause and effect, scanning, summarizing, paraphrasing and understanding the sequence of	Students' presentations, annotating, marking texts, etc.



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
		events.	
D.0	General Skills		
	After completing this successfully course, the student will be able to: D.1-sharing texts, using the internet for further reading. D-2 communicates effectively with its colleagues.	Focusing students' attention on the importance of integrating CALL in the teaching and learning of EFL.	Sharing reading material and quizzes on vocabulary.

5. Schedule of Assessment Tasks for Students during the Semester:

	Assessment task	Week Due	Proportion of Total Assessment
1	Oral tests	Throughout the course	3
2	Written Quizzes		
3	Written mid-term examination	5	5
4	Home assignments	Weekly	2
5	Discussion		
6	Attendance		



7	Written Final Examination	15	40
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D. Student Academic Counseling and Support

Academic advisors are available anytime during the week. Teaching staff are assigned a number of students to offer any academic or social help for them.

E. Learning Resources

1. List Required Textbooks :

- Ackert, P. & Lee, L. (2005). "Science Education Development 4. Concepts and Comments", Heinle Cengage Learning.

2. List Essential References Materials :

- Dumitru, P.; Joyce, A. (2007). "[Public-private partnerships for maths, science and technology education](#)" (PDF). Proceedings of Discovery Days conference

3. List Recommended Textbooks and Reference Material :

- Below is a link to a list of 101 recommended books for college – bound readers which staff members can refer to:

Rutherford, F.J. (1997). "[Sputnik and Science Education](#)". Reflecting on Sputnik: Linking the Past, Present, and Future of Educational Reform. National Academy of Sciences.

4. List Electronic Materials :

[http://](#) Dumitru, P.; Joyce, A. (2007). "[Public-private partnerships for maths, science and technology education](#)" (PDF). Proceedings of Discovery Days conference



F. Facilities Required

1. Accommodation
• (Lecture rooms, language laboratories if necessary, etc.)
2. Computing resources
• NA
3. Other resources
• NA

G. Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:
• Surveys and questionnaires.
• Students' marks on the achievement tests.
• Students' oral & written response to tasks and assignments
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor :
• Revision of learning and teaching by departmental committee, and academic plans college committee.
3 Processes for Improvement of Teaching :
- Workshops on teaching methods, and review of recommended teaching strategies.
- Updating learning sources.

اعتماد مجلس الكلية لتقرير المراجعين الخارجيين بجلسته رقم (82) بتاريخ 2017/12/11



Learning Outcome Matrix of Course/ Introduction to Educational Science

Level/1

Year/ 2017-2018

GENERAL SKILLS						PROFESSIONAL SKILLS					COGNITIVE SKILLS										MAIN KNOWLEDGE										WEEK OF STUDY	COURSE CONTENT
D6	D5	D4	D3	D2	D1	C5	C4	C3	C2	C1	B9	B8	B7	B6	B5	B4	B3	B2	B1	A10	A9	A8	A7	A6	A5	A4	A3	A2	A1			
				X															X											X	1	The concept of education
																															2	The types and methods of education in various countries,
																															3	Educational institutions such as the family, kindergarten and school, places of worship, writers, libraries, media)
																															4	Places of worship





Course Report 2016/2017

University: *El Fayoum University*

Faculty: *Faculty of Education for Early Childhood*

Department: *English Language Program*

A- Basic Information

1. Title: *Introduction to Educational Science*

Code : *ENG 101*

2. Programme(s) on which this course is given: *English Language Program*

3. Year/ Level of programmes: *level 1*

4. Units/Credit hours

5.Lectures : *2 per week*

6.Tutorial/Practical : *2pract.*

7.Total: *56 hours*



5. Names of lecturers contributing to the delivery of the course:

Dr: Ebisam Hassan

Course co-ordinator : Dr: Ebisam Hassan

External evaluator :

B- Statistical Information

No. of students attending the course: No. 34

No. of students completing the course: No. 33

Results:

Passed: No. 97.1 % Failed: No. 2.9 %

Grading of successful students:

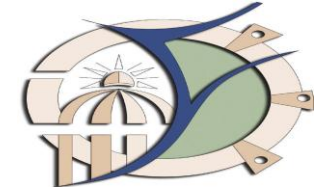
Excellent: No. 14,7 % Very Good: No. 20.6 %

Good: No. 20,6 % Pass: 44,1 No.

C- Professional Information

1 – Course teaching

Topics actually taught	No. of hours	Lecturer
The concept of education The types and methods of education in various countries, Educational institutions such as the family, kindergarten and school, places of worship,	28	Dr. Ebtisam Hassan



writers, libraries, media)

Places of worship

Writers,

Libraries

Topics taught as a percentage of the content specified:

✓ >90 %

70-90 %

<70

Reasons in detail for not teaching any topic: National holidays

If any topics were taught which are not specified, give reasons in detail: None

2- Teaching and learning methods:

✓ Lectures

Practical training/ laboratory

Seminar/Workshop

✓ Class activity

Case Study

✓ Other assignments/homework



If teaching and learning methods were used other than those specified, list

and give reasons:

-Individual / group discussions/presentations

3- Student assessment:

Method of assessment	Percentage of total
Written examination	✓
Oral examination	✓
Practical/laboratory work	
Other assignments/class work	✓
Total 100%	100%

External evaluator :

1-ask for completing the matrix

2- ask for verify the verbs in the aims

4- Facilities and teaching materials

Totally adequate

✓ **Adequate to some extent**

Inadequate

5- Administrative constraints



List any difficulties encountered:

- 1- Student attendance was not regular in the lectures.**
- 2- Student numbers is beyond the capacity of accommodation places.**

6- Student evaluation of the course: Response of course team

List any criticisms:

- 1- Course is very long and difficult.**

7- Comments from external evaluator(s): Response of course team

- 1- Can't do anything compiler has one course ,so we should covered all topics in this course.**

8- Course enhancement:

- 1-Progress on actions identified in the previous year's action plan:
This is the first year and no previous action Plan.**



9- Action plan for academic year 2016-17

Actions required	Completion date	Person responsible
	2018-2019	
1-Encourage students to use self-assessment		Dr. Ebtisam hassan

Course coordinator: Dr. Ebtisam hassan

Signature:

Date: / /



University El Fayoum
Institution Faculty of Early Childhood Education
Academic Department English Language Program
Course Field training (1) view and discuss
Course Specification
Approved Date 25/ 9/ 2017

A. Course Identification and General Information

1 - Course title :	Field training (1) view and discuss	Course Code:	EN 102
2. Credit hours :	2hrs.+2pract.		
3 - Program(s) in which the course is offered:	English Language Program for Under Graduates		
4 – Course Language :	English		
5 - Name of faculty member responsible for the course:	Dr. Weaam Mohamed		
6 - Level/year at which this course is offered :	Level :1		
7 - Pre-requisites for this course (if any) :	There is no, pre- requisites		
8 - Co-requisites for this course (if any) :	• Any extra material relevant to the course topics collected from website or library.		
10 - Mode of Instruction (mark all that apply)			
A - Traditional classroom	☒	What percentage?	100 %
B - Blended (traditional and online)	☐	What percentage?	
D - E-learning	☐	What percentage?	 %
E – Correspondence	☐	What percentage?	 %
F - Other	☐	What percentage?	 %



B. Objectives

What is the main purpose for this course?

Students should be able to:

- 1-Recognize view patterns variety of international kindergartens (Japanese - German - French - American - English) - View and fill out a form note.
- 2- Design note form applied to the basic parameter in kindergarten. Note physical growth and mental and linguistic, social and emotional for kindergarten children.

Briefly describe any plans for developing and improving the course that are being implemented :

- Using the internet to provide useful and relevant topics while expanding critical skills and higher order skills (Bloom's taxonomy).

Course Description

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Course Orientation	1	2
view patterns variety of international kindergartens (Japanese - German - French - American	2	8
- English)	3	
Japanese	4	
French – American	5	
Kindergarten centers	6	
Importance literacy skills	7	
View and fill out a form note. the basic parameter in kindergarten	9-10-8	8

physical growth and mental and linguistic, social and emotional for kindergarten children.	11-13-12	8
Oral Quiz	14	2

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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	28	2	NA	1	.....	42
Credit	2	2	NA	1	.....	42

3. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
A.0	Knowledge		
	After completing this course, the student will be able to: A.1 Explain the concept and importance of field training. A-2 - Multiple duties and responsibilities of the parties involved in field training.	- Theme-based approach to reading - Asking questions to focus the	Quizzes, tests and homework assignments

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
	A-3 - describe the kindergarten building. A-4 - Identify the human elements inside the kindergarten.	physical growth process • PowerPoint presentations and using the internet to provide relevant topics • Silent and loud reading	
2.0	Cognitive Skills		
	After completing this course, the student will be able to: B.1 Distinguish the duties and responsibilities of the parties involved in field training. B.2 - Comparison of field training. B.3 Compare the kindergarten building with what it should be. B.4 Connect the characteristics and roles of human elements within kindergarten. B.5 Analyze the observation forms to be applied during field visits.	Developing students' academic reading skills, e.g. the ability to take notes, make inferences, and understand the cause and effect via implementing a communicative teaching approach to the foreign language.	Quizzes, tests, oral presentations, debates, etc.
C.0	Interpersonal Skills & Responsibility		
	After completing this course, the student will be able to: C.1. Different examples of educational activities are stored during	Adopting an interactive approach to teaching that	Students' presentations, annotating, marking texts,

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
	observation. C.2- Carry out the self-assessment shall be carried out with the assistance of the supervisor. C.3- Use the observation forms during field visits are used. C-4- Form a picture of the reality of kindergartens through field training visits.	provides students with practice in comprehension, determining cause and effect, scanning, summarizing, paraphrasing and understanding the sequence of events.	etc.
D.0	General Skills		
	After completing this course, the student will be able to: D.1- Cooperate with the Kindergarten Administration. D.2- Make good relations with colleagues and kindergarten teachers. D.3-Acquire cooperative skills.	Focusing students' attention on the importance of integrating CALL in the teaching and learning of EFL.	Sharing reading material and quizzes on vocabulary.

5. Schedule of Assessment Tasks for Students during the Semester:

	Assessment task	Week Due	Proportion of Total Assessment
1	Oral tests	Throughout the course	3
2	Written Quizzes		
3	Written mid-term examination	5	5



4	Home assignments	Weekly	2
5	Written tasks based on reading comprehension passages		
6	Written Final Examination	15	25

D. Student Academic Counseling and Support

Academic advisors are available anytime during the week. Teaching staff are assigned a number of students to offer any academic or social help for them.

E. Learning Resources

1. List Required Textbooks :

- Ackert, P. & Lee, L. (2005). "Reading and Vocabulary Development 4. Concepts and Comments", Heinle Cengage Learning.

2. List Essential References Materials :

- <http://www.cincinnati-oh.gov/police/assets/File/Procedures/13100.pdf>

3. List Recommended Textbooks and Reference Material :

- Below is a link to a list of 101 recommended books for college – bound readers which staff members can refer to:

http://www.alevelsz.com/Attachments/product/201404/college_board_recommended_books.pdf

4. List Electronic Materials :



https://www.opm.gov/policy-data-oversight/training-and-development/reference-materials/training_evaluation.pdf

5. Other learning material :

- CDs attached to the book.

F. Facilities Required

1. Accommodation

- (Lecture rooms, language laboratories if necessary, etc.)

2. Computing resources

- NA

3. Other resources

- NA

G. Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:

- Surveys and questionnaires.
- Students' marks on the achievement tests.
- Students' oral & written response to tasks and assignments

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor :

- Revision of learning and teaching by departmental committee, and academic plans college committee.

3 Processes for Improvement of Teaching :

- Workshops on teaching methods, and review of recommended teaching strategies.
- Updating learning sources.
- Utilization of modern teaching facilities like the smart board.



- Encouragement of students to explore useful relevant resources such as the World Wide Web.

4. Processes for Verifying Standards of Student Achievement

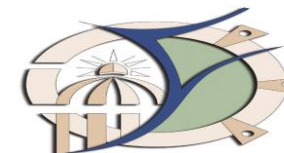
- Check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement

:

- Periodically referring to the " *To the instructor*" tips at the beginning of the textbook .

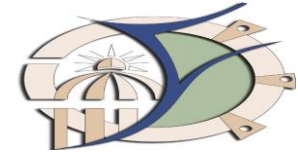
اعتماد مجلس الكلية لتقارير المراجعين الخارجيين للمقررات بجلسته رقم (82) بتاريخ 2017/12 /11



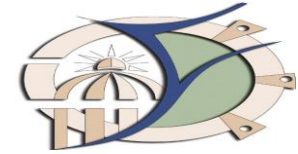
**Learning Outcome Sequence of Course/ Field training (1) view and discuss
Year/ 2017-2018**

Level/1

GENERAL SKILLS						PROFESSIONAL SKILLS					COGNITIVE SKILLS										MAIN KNOWLEDGE										WEEK OF STUDY	COURSE CONTENT
D6	D5	D4	D3	D2	D1	C5	C4	C3	C2	C1	B9	B8	B7	B6	B5	B4	B3	B2	B1	A10	A9	A8	A7	A6	A5	A4	A3	A2	A1			
				X																X										X	1	view patterns variety of international kindergartens (Japanese - German - French - American - English)
																															2	
																															3	Japanese
																															4	French – American
																															5	Kindergarten centers
																															6-7	Importance literacy skills
			X					X						X												X					8-9	View and fill out a form note.

[illegible]

اعتماد مجلس الكلية لتقرير المراجعين الخارجيين بجلسته رقم (82) بتاريخ 2017/12/11



Course's Coordinator

Name : Dr. Weaam Mohamed

Signature :

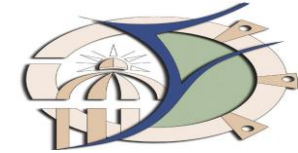
Department Head

Name : Dr. Rania El Gamal

Signature :



Course Report 2016/2017



University: El Fayoum University

Faculty: Faculty of Education for Early Childhood

Department: English Language Program

A- Basic Information

1. Title: Field training (1) view and discuss

Code : EN 102

2. Programme(s) on which this course is given: English Language Program

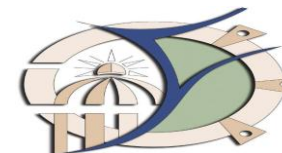
3. Year/ Level of programmes: level 1

4. Units/Credit hours

Lectures :2 per week

Tutorial/Practical : -

Total: 28 hours



5. Names of lecturers contributing to the delivery of the course: Dr: Weaam

Mohamed Abdel Khalek

Course co-ordinator : Dr: Weaam Mohamed Abdel Khalek

B- Statistical Information

No. of students attending the course: No. 34

No. of students completing the course: No. 33

Results:

Passed: No. 97.1 % **Failed:** No. 2.9 %

Grading of successful students:

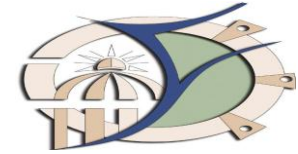
Excellent: No.17,6 % **Very Good:** No. 44,1 %

Good: No. 32.4 % **Pass:** No. 5,9

C- Professional Information

1 – Course teaching

Topics actually taught	No. of hours	Lecturer
Recognize view patterns variety of international kindergartens (Japanese - German - French - American - English) - View and fill out a	24	Dr. Weaam Mohamed Abdel Khalek



.form note Design note form applied to - the basic parameter in kindergarten. Note physical growth and mental and linguistic, social and emotional for kindergarten .children		
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Topics taught as a percentage of the content specified:

✓ >90 % 70-90 % <70

Reasons in detail for not teaching any topic: *National holidays*

If any topics were taught which are not specified, give reasons in detail: *None*

2- Teaching and learning methods:

Lectures ✓

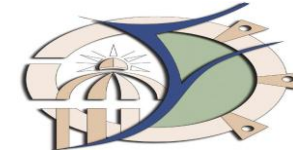
Practical training/ laboratory

Seminar/Workshop

Class activity ✓

Case Study

Other assignments/homework ✓



If teaching and learning methods were used other than those specified, list and give reasons:

-Individual / group discussions/presentations

3- Student assessment:

Method of assessment	Percentage of total
Written examination	✓
Oral examination	✓
Practical/laboratory work	
Other assignments/class work	✓
Total 100%	100%

Members of examination committee
Dr. Weaam Mohamed Abdel Khalek

Role of external evaluator:

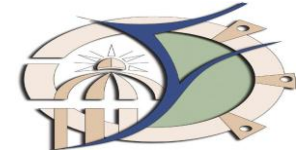
External evaluator not assigned yet

4- Facilities and teaching materials

Totally adequate

Adequate to some extent ✓

Inadequate



5- Administrative constraints

List any difficulties encountered:

- 1- Student attendance was not regular in the lectures.
- 2- Student numbers is beyond the capacity of accommodation places.

6- Student evaluation of the course: Response of course team

List any criticisms:

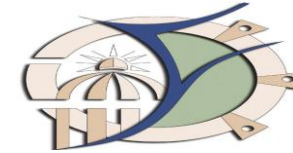
- 1- Course is very long and difficult.

7- Comments from external evaluator(s): Response of course team

- 1- Can't do anything compiler has one course ,so we should covered all topics in this course.

8- Course enhancement:

- 1-Progress on actions identified in the previous year's action plan:
This is the first year and no previous action Plan.



9- Action plan for academic year 2016-2017

Actions required	Completion date 2017-2018	Person responsible
1-Encourage students to use self-assessment		Dr. Weaam Mohamed Abdel khalek

Course coordinator: Dr. Weaam Mohamed Abdel khalek

Signature:

Date: / /



University El Fayoum
Institution Faculty of Early Childhood Education
Academic Department : English Language Program
Course : Curriculum Activities in kindergarten
Course Specification
Approved Date : 25/ 9/ 2017

A. Course Identification and General Information

1 - Course title :	Curriculum Activities in kindergarten	Course Code:	EN 103
2. Credit hours :	2hrs.+		
3 - Program(s) in which the course is offered:	English Language Program for Under Graduates		
4 – Course Language :	English		
5 - Name of faculty member responsible for the course:	Dr. Weaam Abdel Khalek		
6 - Level/year at which this course is offered :	Level :1		
7 - Pre-requisites for this course (if any) :	There is no, pre- requisites		
8 - Co-requisites for this course (if any) :	Any extra material relevant to the course topics collected from website or library.		
10 - Mode of Instruction (mark all that apply)			
A - Traditional classroom	☒	What percentage?	100 %
B - Blended (traditional and online)	☐	What percentage?	
D - E-learning	☐	What percentage?	 %
E – Correspondence	☐	What percentage?	 %
F - Other	☐	What percentage?	 %
Comments :	Interactive teaching & learning strategies are effectively used, e.g. group work, pair work, and individual reading, etc.		

B. Objectives



What is the main purpose for this course?

Students should be able to:

1-Deal with the concept of the curriculum in kindergarten - the difference between the traditional concept .

Briefly describe any plans for developing and improving the course that are being implemented :

- Using the internet to provide useful and relevant topics while expanding critical skills and higher order skills (Bloom's taxonomy).

C-Course Description

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Course Orientation	1	2
the concept of the curriculum in kindergarten	2-3	4
the difference between the traditional concept of the approach and concept Almasrellmenhj .	4-5	4
the foundations to build the curriculum in kindergarten (social, philosophical, psychological)	6-7-8	6
the elements of educational curriculum talk: goals (types, fields, and drafting)	9-10-11	6
curriculum content in kindergarten -methods for teaching kindergarten children, and educational media - evaluation. -	12	2
factors affecting the curriculum.	13	2
Oral Quiz	14	2

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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	28	-	NA ₃₉	1		42



Credit	28	-	NA	1		42
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3. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
A.0	Knowledge		
	After completing this course, the student will be able to: A.1- Acquire the concept of the curriculum in kindergarten - the difference between the traditional concept of the approach and concept Almasrellmenhj .A.2-Identify the foundations to build the curriculum in kindergarten (social, philosophical, psychological) A.3- Introduce the elements of educational curriculum talk: goals (types, fields, and drafting) A.4- Recognize curriculum content in kindergarten -methods for teaching kindergarten children, and educational media - evaluation. - factors affecting the curriculum. A. 5- Compare kindergarten curricula in some countries of the world - the development of curriculum in kindergarten (justifications - founded - steps) . A.6-Recognize curriculum developer for kindergarten.	• Systematic presentation Asking questions to focus the topic • PowerPoint presentations and using the internet to provide relevant topic • Silent and loud reading	- Quizzes, tests and homework assignments
B.0	Cognitive Skills		
	B.1-Explain the concept of the curriculum in kindergarten - the difference between the traditional concept of the approach and concept Almasrellmenhj B.2- Analysis curriculum content in kindergarten -methods for teaching kindergarten children, and educational media - evaluation. - factors affecting the curriculum. B.3-Evaluate the elements of educational curriculum talk: ¹⁴⁰goals (types, fields, and drafting)	Developing students' academic reading skills, e.g. the ability to take notes, make inferences, and understand the cause and effect via implementing a communicative teaching approach to the foreign	Quizzes, tests, oral presentations, debates, etc.



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
		language.	
C.0	Interpersonal Skills & Responsibility		
	After completing this course, the student will be able to: C-1 –put plane of various activities taking into account elements of the modern educational approach. C.2- Design appropriate teaching aids for the implementation of activities.	Adopting an interactive approach to teaching that provides students with practice in comprehension, building vocabulary, making inferences, finding the main idea, determining cause and effect, scanning, summarizing, paraphrasing and understanding the sequence of events.	Students' presentations, annotating, marking texts, etc.
D.0	General Skills		
	After completing this course, the student will be able to: D.1 Apply what you have learned and translate into educational and practical positions. D.2-Develop some activities covering the content areas of the curriculum. D.3- acquired professional work skills D4 - Cooperate with her colleagues and have good relations with them.	Focusing students' attention on the importance of integrating CALL in the teaching and learning of EFL.	Sharing reading material and quizzes on vocabulary.

5. Schedule of Assessment Tasks for Students during the Semester:

	Assessment task	Week Due	Proportion of Total Assessment
1	Oral tests	Throughout the course	3
2	Written Quizzes		
3	Written mid-term examination	10	5



4	Home assignments	Weekly	2
5	Written tasks based on analyzing the content		
6	Individual / group discussions		
7	Written Final Examination	15	25

D. Student Academic Counseling and Support

Academic advisors are available anytime during the week. Teaching staff are assigned a number of students to offer any academic or social help for them.

E. Learning Resources

1. List Required Textbooks :

Moore, Ninja-Jo, et al. *Nonverbal Communication: Studies and Applications*. New York: Oxford University Press, 2010.

2. List Essential References Materials :

Thill, John V. & Courtland L. Bovée, *Excellence in Communication*, 10th edition. Boston : Pearson, 2013.

F. Facilities Required

1. Accommodation

- (Lecture room.)

2. Computing resources

- NA

3. Other resources



- NA

G. Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:

- Surveys and questionnaires.
- Students' marks on the achievement tests.
- Students' oral & written response to tasks and assignments

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor :

- Revision of learning and teaching by departmental committee, and academic plans college committee.

3 Processes for Improvement of Teaching :

Workshops on teaching methods, and review of recommended teaching strategies.

- Updating learning sources.
- Utilization of modern teaching facilities like the smart board.
- Encouragement of students to explore useful relevant resources such as the World Wide Web.

4. Processes for Verifying Standards of Student Achievement

- 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.



Learning Outcome Sequence of Course/ Curriculum Activities in kindergarten Year/ 2017-2018

Level/1

GENERAL SKILLS						PROFESSIONAL SKILLS					COGNITIVE SKILLS										MAIN KNOWLEDGE										WEEK OF STUDY	COURSE CONTENT
D6	D5	D4	D3	D2	D1	C5	C4	C3	C2	C1	B9	B8	B7	B6	B5	B4	B3	B2	B1	A10	A9	A8	A7	A6	A5	A4	A3	A2	A1			
		X																	X											X	2-3	the concept of the curriculum in kindergarten
														X											X					x	4-5	the difference between the traditional concept of the approach and concept Almasrellmenhj .
					X			X											x								X			6-7-8	the foundations to build the curriculum in kindergarten (social, philosophical, psychological)	



								X						X						X							9-10-11	the elements of educational curriculum talk: goals (types, fields, and drafting)
			X											X											X		12	curriculum content in kindergarten - methods for teaching kindergarten children, and educational media - evaluation. -
								X					X							X							13	factors affecting the curriculum.

اعتماد مجلس الكلية لتقرير المراجعين الخارجيين بجلسته رقم (82) بتاريخ 2017/12/11

Course's Coordinator

Name : Dr. Weaam Mohamed
Signature :

Department Head

Name : Dr. Rania El Gamal
Signature :



Course Report 2016/2017

University: El Fayoum University
Faculty: Faculty of Education for Early Childhood
Department: English Language Program

A- Basic Information

1. Title: Curriculum Activities in kindergarten

Code : EN 103

2. Programme(s) on which this course is given: English Language Program

3. Year/ Level of programmes: level 1

4. Units/Credit hours

Lectures : 2 per week

Tutorial/Practical : 2pract.

Total: 56 hours



5. Names of lecturers contributing to the delivery of the course: Dr: Weaam Mohamed

Abdel Khalek

Course co-ordinator : Dr: Weaam Mohamed Abdel Khalek

B- Statistical Information

No. of students attending the course: No. 34

No. of students completing the course: No. 33

Results:

Passed: No. 97.1 % **Failed:** No. 2.9 %

Grading of successful students:

Excellent: No. 5.9 % **Very Good:** No. 21 %

Good: No. 26.5 % **Pass:** No. 38.6 %

C- Professional Information

1 – Course teaching

Topics actually taught	No. of hours	Lecturer
the concept of the curriculum in kindergarten	28	Dr. Weaam Mohamed Abdel Khalek
the difference between the traditional concept of the approach and concept Almasrellmenhj .		
the foundations to build the curriculum in kindergarten (social, philosophical, psychological)		
the elements of educational		



curriculum talk: goals (types, fields, and drafting)		
curriculum content in kindergarten - methods for teaching kindergarten children, and educational media - evaluation. -		
factors affecting the curriculum.		

Topics taught as a percentage of the content specified:

✓ >90 % 70-90 % <70

Reasons in detail for not teaching any topic: *National holidays*

If any topics were taught which are not specified, give reasons in detail: *None*

2- Teaching and learning methods:

Lectures ✓

Practical training/ laboratory

Seminar/Workshop

Class activity ✓

Case Study

Other assignments/homework ✓



If teaching and learning methods were used other than those specified, list and give reasons:

-Individual / group discussions/presentations

3- Student assessment:

Method of assessment	Percentage of total
Written examination	✓
Oral examination	✓
Practical/laboratory work	
Other assignments/class work	✓
Total 100%	100%

4- Facilities and teaching materials

Totally adequate

Adequate to some extent ✓

Inadequate

5- Administrative constraints

List any difficulties encountered:

- 1- Student attendance was not regular in the lectures.
- 2- Student numbers is beyond the capacity of accommodation places.



6- Student evaluation of the course: Response of course team

List any criticisms:

1- Course is very long and difficult.

7- Comments from external evaluator(s): Response of course team

1- Can't do anything compiler has one course ,so we should covered all topics in this course.

8- Course enhancement:

1-Progress on actions identified in the previous year's action plan:

This is the first year and no previous action Plan.

9- Action plan for academic year 2016-2017

Actions required	Completion date	Person responsible
	2017-2018	
1-Encourage students to use self-assessment		Dr. Weaam Mohamed Abdel khalek

Course coordinator: Dr. Weaam Mohamed Abdel khalek

Signature:

Date: //



University El Fayoum
Institution Faculty of Early Childhood Education
Academic Department : English Language Program
Course : Field Training (2) Practical application
Course Specification
Approved Date : 25/9/2017

A. Course Identification and General Information

1 - Course title :	Field Training (2) Practical application	Course Code:	ENG 104
2. Credit hours :	2hrs.+ 2hrs pract.		
3 - Program(s) in which the course is offered:	English Language Program for Under Graduates		
4 – Course Language :	English		
5 - Name of faculty member responsible for the course:	Dr. Weaam Abdel Khalek		
6 - Level/year at which this course is offered :	Level:1		
7 - Pre-requisites for this course (if any) :	Field Training (1)		
8 - Co-requisites for this course (if any) :	Any extra material relevant to the course topics collected from website or library.		
10 - Mode of Instruction (mark all that apply)			
A - Traditional classroom	☒	What percentage?	100 %
B - Blended (traditional and online)	☐	What percentage?	
D - E-learning	☐	What percentage?	 %
E – Correspondence	☐	What percentage?	 %
F - Other	☐	What percentage?	 %
Comments :	Interactive teaching & learning strategies are effectively used, e.g. group work, pair work, and individual reading, etc.		



B. Objectives

What is the main purpose for this course?

Students should be able to:

-Deal with the organization of the child's learning environment.

Briefly describe any plans for developing and improving the course that are being implemented :

- Using the internet to provide useful and relevant topics while expanding critical skills and higher order skills (Bloom's taxonomy).

Course Description

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Course Orientation	1	2
the organization of the child's learning environment.	2-3	4
organize staff and activities through: Corner cubes,	4	2
play corner Alaihama,	5	2
corner library, corner of research	6	2
discovery, and Art Corner, and business corner cognitive,	7	2
play corner in the sand and water, and play with sand and water, and cooking activities, and free play abroad	9-8	4
training activities	11-10	4
training on methods of evaluation of the child	14-13-12	4



2. Course components (total contact semester):

hours and credits per

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	28	-	NA	1	.....	42
Credit	28	-	NA	1	.....	42

3. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
A.0	Knowledge		
	After completing this course, the student will be able to: A.1 Describe how to organize a child's learning environment. A.2 Recognize the concept of educational staff. A.3 - Multiple types of educational elements. A.4 Explain levels of planning educational activities. A.5 Remember methods of child assessment.	- Asking questions to focus the reading process - PowerPoint presentations and using the internet to provide relevant vocabulary	Quizzes, tests and homework assignments



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
		Silent and loud reading	
B.0	Cognitive Skills		
	After completing this course, the student will be able to: B.1 - Compare the methods of organizing children in the hall. B.2- Distinguish the types of educational elements. B.3- Analyze levels of planning educational activities. B.4- Analyze the observation forms for educational elements to be applied during field visits	Discussion and dialogue	Quizzes, tests, oral presentations, debates, etc.
C.0	Interpersonal Skills & Responsibility		
	After completing this course, the student will be able to: C.1- Develop illustrative models for the management and organization of the educational environment. C.2- Identify the conditions and criteria for selecting the teaching tools and tools of the staff. C.3- Different examples of educational activities are stored. C.4- Apply the observation forms for educational elements during field visits are used.	Adopting an interactive approach to teaching that provides students with practice in comprehension, building vocabulary, making inferences, finding the main idea, determining cause and effect, scanning, summarizing, paraphrasing and understanding the sequence of events.	Students' presentations, annotating, marking texts, etc.
D.0	Communication, Information Technology, Numerical		
	After completing this course, the student will be able to: 1- acquire management time skills within the learning environment. D - 2. Acquire children's assessment skills.	Focusing students' attention on the importance of integrating CALL in the teaching and learning of EFL.	Sharing reading material and quizzes on vocabulary.

5. Schedule of Assessment Tasks for Students during the Semester:



	Assessment task	Week Due	Proportion of Total Assessment
1	Oral tests	Throughout the course	3
2	Written Quizzes		
3	Written mid-term examination	5	5
4	Home assignments	Weekly	2
5	Written tasks based on reading comprehension passages		
6	Reading tests & Individual / group discussions		
7	Written Final Examination	15	25



D. Student Academic Counseling and Support

Academic advisors are available anytime during the week. Teaching staff are assigned a number of students to offer any academic or social help for them.

E. Learning Resources

1. List Required Textbooks :

- www.bced.gov.bc.ca/irp/irp.htm .

2. List Essential References Materials :

Aronson, E., N. Blaney, C. Stephan, J. Silkes, and M. Snapp. The Jigsaw Classroom. Beverly Hills, CA: Sage, 1978

Brownlie, Faye, and Susan Close. Beyond Chalk and Talk: Collaborative Strategies for the Middle and High School Years. Markham, ON: Pembroke, 1992

3. List Recommended Textbooks and Reference Material :

- Below is a link to a list of 101 recommended books for college – bound readers which staff members can refer to:

Chauffer, R.G. Directing Reading Maturity as a Cognitive Process. New York, NY: Harper and Row, 1969.

4. List Electronic Materials :

https://www.bced.gov.bc.ca/irp/curric_grade_packages/grkcurric_req.pdf

5. Other learning material :

- CDs attached to the book.

F. Facilities Required



1. Accommodation
• (Lecture rooms)
2. Computing resources
• NA
3. Other resources
• NA

G. Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:
• Surveys and questionnaires.
• Students' marks on the achievement tests.
• Students' oral & written response to tasks and assignments
2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor :
• Revision of learning and teaching by departmental committee, and academic plans college committee.
3 Processes for Improvement of Teaching :
Workshops on teaching methods, and review of recommended teaching strategies.
- Updating learning sources.
- Utilization of modern teaching facilities like the smart board.
- Encouragement of students to explore useful relevant resources such as the World Wide Web.
4. Processes for Verifying Standards of Student Achievement
• 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.



Learning Outcome Sequence of Course/ Field Training (2) Practical application Year/ 2017-2018

Level/1

GENERAL SKILLS						PROFESSIONAL SKILLS					COGNITIVE SKILLS										MAIN KNOWLEDGE										WEEK OF STUDY	COURSE CONTENT
D6	D5	D4	D3	D2	D1	C5	C4	C3	C2	C1	B9	B8	B7	B6	B5	B4	B3	B2	B1	A10	A9	A8	A7	A6	A5	A4	A3	A2	A1			
		X																	X											X	1	the organization of the child's learning environment.
				X										X					X						X						2-3	organize staff and activities through: Corner cubes,
																															4	play corner Alaihama,
																															5	corner library, corner of research
																															6	discovery, and Art Corner, and business corner cognitive,

اعتماد مجلس الكلية لتقرير المراجعين الخارجيين بجلسته رقم (82) بتاريخ 2017/12/11

Name : Dr. Rania El Gamal
Signature :



Course Report 2016/2017

University: El Fayoum University

Faculty: Faculty of Education for Early Childhood

Department: English Language Program

A- Basic Information

1. Title: Field Training (2) Practical application

Code : ENG 104

2. Programme(s) on which this course is given: English Language Program

3. Year/ Level of programmes: level 1

4. Units/Credit hours

Lectures : 2 per week

Tutorial/Practical : -

Total: 28 hours

5. Names of lecturers contributing to the delivery of the course: Dr: Weaam

Mohamed Abdel Khalek

Course co-ordinator : Dr: Weaam Mohamed Abdel Khalek



B- Statistical Information

No. of students attending the course: No. 34

No. of students completing the course: No. 33

Results:

Passed: No. 97.1 % Failed: No. 2.9 %

Grading of successful students:

Excellent: No.50 % Very Good: No. 44,3 %

Good: No. 2,9 % Pass: No. 2,9

C- Professional Information

1 – Course teaching

Topics actually taught	No. of hours	Lecturer
the organization of the child's learning environment. - Organize staff and activities through: Corner cubes, play corner Alaihama, corner library, corner of research and discovery, and Art Corner, and business corner cognitive, and play corner in the sand and water, and play with sand and water, and cooking activities,	24	Dr. Weaam Mohamed Abdel Khalek



and free play abroad		
training activities, and training on methods of evaluation of the child		

Topics taught as a percentage of the content specified:

✓ >90 % 70-90 % <70

Reasons in detail for not teaching any topic: *National holidays*

If any topics were taught which are not specified, give reasons in detail: *None*

2- Teaching and learning methods:

Lectures ✓

Practical training/ laboratory

Seminar/Workshop

Class activity ✓

Case Study

Other assignments/homework ✓



If teaching and learning methods were used other than those specified, list and give reasons:

-Individual / group discussions/presentations

3- Student assessment:

Method of assessment	Percentage of total
Written examination	✓
Oral examination	✓
Practical/laboratory work	
Other assignments/class work	✓
Total 100%	100%

Members of examination committee
Dr. Weaam Mohamed Abdel Khalek

Role of external evaluator:

1- Ask for completing the matrix

4- Facilities and teaching materials

Totally adequate

Adequate to some extent ✓

Inadequate

5- Administrative constraints



List any difficulties encountered:

- 1- Student attendance was not regular in the lectures.
- 2- Student numbers is beyond the capacity of accommodation places.

6- Student evaluation of the course: Response of course team

List any criticisms:

- 1- Course is very long and difficult.

7- Comments from external evaluator(s): Response of course team

- 1- Can't do anything compiler has one course ,so we should covered all topics in this course.

External evaluator not assigned yet.

8- Course enhancement:

- 1-Progress on actions identified in the previous year's action plan:
This is the first year and no previous action Plan.

9- Action plan for academic year 200X – 200Y



Actions required

1-Encourage students to use self-assessment



Completion date
2017-2018

Person responsible

Dr. Weaam Mohamed Abdel khalek



Course coordinator: Dr. Weaam Mohamed Abdel khalek

Signature:

Date: / /



University El Fayoum
Institution Faculty of Early Childhood Education
Academic Department : English program
Course : Teaching & learning Strategy
Course Specification
Approved Date : 25/9/2017

A. Course Identification and General Information

1 - Course title :	Teaching & learning Strategy	Course Code:	ENG 105
2. Credit hours :	2hrs.+ 2 pract		
3 - Program(s) in which the course is offered:	English Language Program for Under Graduates		
4 – Course Language :	English		
5 - Name of faculty member responsible for the course:	Dr.Weaam Abdel khalek		
6 - Level/year at which this course is offered :	Level :1		
7 - Pre-requisites for this course (if any) :	There is no, pre- requisites		
8 - Co-requisites for this course (if any) :	Any extra material relevant to the course topics collected from website or library.		
10 - Mode of Instruction (mark all that apply)			
A - Traditional classroom	☒	What percentage?	100 %
B - Blended (traditional and online)	☐	What percentage?	
D - E-learning	☐	What percentage?	 %
E – Correspondence	☐	What percentage?	 %
F - Other	☐	What percentage?	 %
Comments :	Interactive teaching & learning strategies are effectively used, e.g. group work, pair work, and individual reading, etc.		



B. Objectives

What is the main purpose for this course?

Students should be able to:

-Recognize the foundations to build the curriculum

Briefly describe any plans for developing and improving the course that are being implemented :

- Using the internet to provide useful and relevant topics while expanding critical skills and higher order skills (Bloom's taxonomy).

Course Description

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Course Orientation	1	2
the foundations to build the curriculum	2-3-	4
teaching strategies appropriate for kindergarten children.	4-5	4
scientific attitudes, concepts, skills, and social trends, expressive arts		
strategies appropriate for kindergarten children (educational games - learning style discovery	6-7	4
language skills, concepts and mathematical skills,	8-9	4
concepts, skills of teaching strategies	10-11	4
scientific attitudes, concepts, skills, and social trends, expressive arts	12-13	4
Oral quiz	14	2



List of Topics(practical)	No. of Weeks	Contact Hours
Role playing Strategy	1-2	2
Story- Telling	3-4	4
Inquiry	5-6	4
Discovery	7-8	4
brainstorming	9-10	4
Cooperative Learning	11-12	4

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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	28	-	NA	NA	.....	28
Credit	28	-	NA	NA	.....	28

3. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
A.0	Knowledge		



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
	By the end of the course students should be able to : A.1-Recognize the foundations to build the curriculum A.2- Rank teaching strategies appropriate for kindergarten children. A.3- learn strategies for development: language skills, concepts and mathematical skills, concepts, skills, and scientific attitudes, concepts, skills, and social trends, expressive arts . A.4- learn strategies collective and individual, and in small groups . A.5- learn strategies appropriate for kindergarten children (educational games - learning style discovery	• presentation Asking questions to focus on the topics • PowerPoint presentations and using the internet to provide relevant topics	- Quizzes, tests and homework assignments
B.0	Cognitive Skills		
	B.1-Explain language skills, concepts and mathematical skills, concepts, skills, and scientific attitudes, concepts, skills, and social trends, expressive arts. B.2- Interpret learn strategies for development: language skills, concepts and mathematical skills, concepts, skills, and scientific attitudes, concepts, skills, and social trends, expressive arts. B.3-Evaluate the learning strategies appropriate for kindergarten children (educational games - learning style discovery	1- brainstorming 2- ask and answering questions 3- Discussions	Quizzes, tests, oral presentations, debates, etc.
C.0	Interpersonal Skills & Responsibility		
	After completing this course, the student will be able to:	Adopting an interactive	Students' presentations,



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
	C-1 – Use general roads to suit the kindergarten child. C.2 Plan different activities using diverse strategies.	approach to teaching that provides students with practice in comprehension, building vocabulary, making inferences, finding the main idea, determining cause and effect, scanning, summarizing, paraphrasing and understanding the sequence of events.	annotating, marking texts, etc.
D.0	General Skills		
	After completing this course, the student will be able to: D1 - Interact with children in different educational situations. D - 2 - Acquire the skills of teamwork.	Focusing students' attention on the importance of integrating CALL in the teaching and learning of EFL.	Sharing reading material and quizzes on vocabulary.

5. Schedule of Assessment Tasks for Students during the Semester:

	Assessment task	Week Due	Proportion of Total Assessment
1	Vocabulary tests	Throughout the course	3
2	Written Quizzes		
3	Written mid-term examination	5	5
4	Home assignments		2



5	Written tasks based on analyzing the content	Weekly	
6	Reading tests & Individual / group discussions		
7	Written Final Examination	15	40

D. Student Academic Counseling and Support

Academic advisors are available anytime during the week. Teaching staff are assigned a number of students to offer any academic or social help for them.

E. Learning Resources

1. List Required Textbooks :

Sustainability Manitoba. Sustainable Development Strategy for Manitoba. Winnipeg, MB: Sustainability Manitoba, 1994.

2. List Essential References Materials :

- **Woolf, Lawrence D., "Confusing Color Concepts Clarified." The Physics Teacher 37 (April 1999): 304-206**

3. List Recommended Textbooks and Reference Material :

- Below is a link to a list of 101 recommended books for college – bound readers which staff members can refer to:

http://www.alevelsz.com/Attachments/product/201404/college_board_recommended_books.pdf

4. List Electronic Materials :

<http://elt.heinle.com/readingandvocabulary>

5. Other learning material :

- CDs attached to the book.



F. Facilities Required

1. Accommodation

- (Lecture rooms, language laboratories if necessary, etc.)

2. Computing resources

- NA

3. Other resources

- NA

G. Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:

- Surveys and questionnaires.
- Students' marks on the achievement tests.
- Students' oral & written response to tasks and assignments

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor :

- Revision of learning and teaching by departmental committee, and academic plans college committee.

3 Processes for Improvement of Teaching :

- Updating learning sources.
- Utilization of modern teaching facilities like the smart board.
- Encouragement of students to explore useful relevant resources such as the World Wide Web.

4. Processes for Verifying Standards of Student Achievement

- 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.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement :

- Periodically referring to the " To the instructor" tips at the beginning of the textbook for a better classroom performance.



Learning Outcome Sequence of Course/ Teaching Strategies **Year/ 2017-2018**

Level/1

GENERAL SKILLS						PROFESSIONAL SKILLS					COGNITIVE SKILLS										MAIN KNOWLEDGE										WEEK OF STUDY	COURSE CONTENT
D6	D5	D4	D3	D2	D1	C5	C4	C3	C2	C1	B9	B8	B7	B6	B5	B4	B3	B2	B1	A10	A9	A8	A7	A6	A5	A4	A3	A2	A1			
		X																	X											X	1	the foundations to build the curriculum
														X											X						2-3-	teaching strategies appropriate for kindergarten children.
								X																			X				4-5	scientific attitudes, concepts, skills, and social trends, expressive arts
									X						X									X							6-7	strategies appropriate for kindergarten children (educational games - learning style discovery
			X													X											X				8-9	language skills, concepts and



174



Course Report 2016/2017

University: El Fayoum University

Faculty: Faculty of Education for Early Childhood

Department: English Language Program

A- Basic Information

1. Title: Teaching & learning Strategy

Code : ENG 105

2. Programme(s) on which this course is given: English Language Program

3. Year/ Level of programmes: level 1

4. Units/Credit hours

Lectures : 2 per week

Tutorial/Practical : 2 pract.

Total: 56 hours



5. Names of lecturers contributing to the delivery of the course: Dr: Weaam

Mohamed Abdel Khalek

Course co-ordinator : Dr: Weaam Mohamed Abdel Khalek

B- Statistical Information

No. of students attending the course: No. 34

No. of students completing the course: No. 33

Results:

Passed: No. 91.2 % **Failed:** No. 8,8 %

Grading of successful students:

Excellent: No. 26,4 % **Very Good:** No. 32,2 %

Good: No. 5,9 % **Pass:** No. 35,5

C- Professional Information

1 – Course teaching		
Topics actually taught	No. of hours	Lecturer
the foundations to build the curriculum	28	Weaam Mohamed Abdel Khalek
teaching strategies appropriate for kindergarten		



children.		
scientific attitudes, concepts, skills and social trends, expressive arts		
strategies appropriate for kindergarten children (educational games - learning style discovery		
language skills, concepts and mathematical skills,		
concepts, skills of teaching strategies		
scientific attitudes, concepts, skills, and social trends, expressive arts		

Topics taught as a percentage of the content specified:

✓ >90 % 70-90 % <70



Reasons in detail for not teaching any topic: *National holidays*

If any topics were taught which are not specified, give reasons in detail: *None*

2- Teaching and learning methods:

Lectures ✓

Practical training/ laboratory

Seminar/Workshop

Class activity ✓

Case Study

Other assignments/homework ✓

If teaching and learning methods were used other than those specified, list and give reasons:

-Individual / group discussions/presentations



3- Student assessment:

Method of assessment	Percentage of total
Written examination	✓
Oral examination	✓
Practical/laboratory work	
Other assignments/class work	✓
Total 100%	0%

Members of examination committee

Dr. Weaam Mohamed Abdel Khalek

Role of external evaluator:

1- Ask for completing the matrix

4- Facilities and teaching materials

Totally adequate

Adequate to some extent ✓

Inadequate



5- Administrative constraints

List any difficulties encountered:

- 1- Student attendance was not regular in the lectures.
- 2- Student numbers is beyond the capacity of accommodation places.

6- Student evaluation of the course: Response of course team

List any criticisms:

- 1- Course is very long and difficult.

7- Comments from external evaluator(s): Response of course team

- 1- Can't do anything compiler has one course ,so we should covered all topics in this course.

External evaluator not assigned yet.

8- Course enhancement:

- 1-Progress on actions identified in the previous year's action plan:
This is the first year and no previous action Plan.



9- Action plan for academic year 2016-2017

Actions required	Completion date	Person responsible
1-Encourage students to use self-assessment	2017-2018	Dr. Weaam Mohamed Abdel khalek

Course coordinator: Dr. Weaam Mohamed Abdel khalek

Signature:

Date: / /



University El Fayoum
Institution Faculty of Early Childhood Education
Academic Department : English Language Program
Course : Media education for Kindergarten
Course Specification
Approved Date : 25/9/2017

A. Course Identification and General Information

1 - Course title :	Media education for Kindergarten	Course Code:	ENG 206
2. Credit hours :	2hrs. +2hrs pract.		
3 - Program(s) in which the course is offered:	English Language Program for Under Graduates		
4 – Course Language :	English		
5 - Name of faculty member responsible for the course:	Dr. Mohamed Shabban		
6 - Level/year at which this course is offered :	Level :2		
7 - Pre-requisites for this course (if any) :	There is no, pre- requisites		
8 - Co-requisites for this course (if any) :	Any extra material relevant to the course topics collected from website or library.		
10 - Mode of Instruction (mark all that apply)			
A - Traditional classroom	☒	What percentage?	100 %
B - Blended (traditional and online)	☐	What percentage?	
D - E-learning	☐	What percentage?	 %
E – Correspondence	☐	What percentage?	 %
F - Other	☐	What percentage?	 %
Comments :	Interactive teaching & learning strategies are effectively used, e.g. group work, pair work, and individual reading, etc.		

B. Objectives



What is the main purpose for this course?

Students should be able to identify the following:

-Concept of educational media

Briefly describe any plans for developing and improving the course that are being implemented :

- Using the internet to provide useful and relevant topics while expanding critical skills and higher order skills (Bloom's taxonomy).

Course Description

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Course Orientation	1	2
Concept of educational media	2	8
The importance of media education for kindergarten children	3	6
Ratings educational media appropriate for kindergarten children	4	2
Applied and production with benefit students in providing activities in the kindergarten and mind trained on the operation of devices necessary for submitting activities with how to take advantage of raw materials of the local environment.	7-6-5	4
How to maintain them and using them to produce different instructional	8	
Stages of educational media production -	9	
The educational media abilities	10	
Aptitudes of the children	11	6
- learning theories and educational media, and the role of educational technology in the development of concepts, skills, and attitudes kindergarten children	14-13-12	

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



	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	28	-	NA	1	.....	42
Credit	28	-	NA	1	.....	42

3. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
	After completing this course, the student will be able to: A-1 - Recognizes the concept of educational communication. A.2 - Multiple components of the educational system. A.3 Recall the basics of selection of educational materials according to the systemic approach. A.4 Describe the models of global, Arab and Egyptian educational design.	• presentation Asking questions to focus the topics • PowerPoint presentations and using the internet to provide relevant topics	- Quizzes, tests and homework assignments



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
	Recognize traditional and modern teaching methods. A-6 - Multiple general guidelines for the use of educational devices. A-7 Explain how to deal with educational materials and methods of preservation. A-8 Recognizes the concept of preventive and preventive maintenance.		
B.0	Cognitive Skills		
	After completing this course, the student will be able to: B.1. Compare communication patterns and educational models. B-2 - Distinguish the educational materials used in the teaching and learning. B.3 Dissolve the most important modern trends offered by ICTs. B.4. Individual education applications are proposed. .	Discussion and dialogue	Quizzes, tests, oral presentations, debates, etc.
C0	Interpersonal Skills & Responsibility		
	After completing this course, the student will be able to: C-1 - Design of some materials and teaching aids. C-2- Produce some materials and teaching aids. C-3 -Use the special skills for the operation of educational devices	Adopting an interactive approach to teaching that provides students with practice in comprehension, building vocabulary, making inferences, finding the main idea, determining cause and effect, scanning, summarizing,	Students' presentations, annotating, marking texts, etc.



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
		paraphrasing and understanding the sequence of events.	
D.0	General Skills		
	After completing this course, the student will be able to: D- 1 - gain skills of discussion and interactive dialogue. D.2 -acquire self-learning skills some practical concepts and skills. Collective cooperative skills are acquired.	Focusing students' attention on the importance of integrating CALL in the teaching and learning of EFL.	Sharing reading material and quizzes on vocabulary.

5. Schedule of Assessment Tasks for Students during the Semester:

	Assessment task	Week Due	Proportion of Total Assessment
1	Oral tests	Throughout the course	3
2	Written Quizzes		
3	Written mid-term examination	5	5
4	Home assignments	Weekly	2
5	Written tasks based on reading comprehension passages		



6	Reading tests & Individual / group discussions		
7	Written Final Examination	15	25



D. Student Academic Counseling and Support

Academic advisors are available anytime during the week. Teaching staff are assigned a number of students to offer any academic or social help for them.

E. Learning Resources

1. List Required Textbooks :

Koenig, Herbert G., Mary Lou De Marco-Keating, and Janet B. Lansing. N & N Sciences Series — Competency in Science. Wayne H. Garnsey, ed. Middleton, NY: N & N Publishing Company, Inc., 1992.

2. List Essential References Materials :

- **Fountas, Irene C., and Gay Su Pinnell. Guided Reading: Good First Teaching for All Children. Portsmouth, NH: Heinemann, 1996**

3. List Recommended Textbooks and Reference Material :

- Below is a link to a list of 101 recommended books for college – bound readers which staff members can refer to:

http://www.alevelsz.com/Attachments/product/201404/college_board_recommended_books.pdf

4. List Electronic Materials :

<http://elt.heinle.com/readingandvocabulary>

5. Other learning material :

- CDs attached to the book.

F. Facilities Required

1. Accommodation

- (Lecture rooms, language laboratories if necessary, etc.)

2. Computing resources



- NA

3. Other resources

- NA

G. Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:

- Surveys and questionnaires.
- Students' marks on the achievement tests.
- Students' oral & written response to tasks and assignments

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor :

- Revision of learning and teaching by departmental committee, and academic plans college committee.

3 Processes for Improvement of Teaching :

Workshops on teaching methods, and review of recommended teaching strategies.

- Updating learning sources.
- Utilization of modern teaching facilities like the smart board.
- Encouragement of students to explore useful relevant resources such as the World Wide Web.

4. Processes for Verifying Standards of Student Achievement

- 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.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement :

- Periodically referring to the " To the instructor" tips at the beginning of the textbook for a better classroom performance.



GENERAL SKILLS						PROFESSIONAL SKILLS					COGNITIVE SKILLS										MAIN KNOWLEDGE										WEEK OF STUDY	COURSE CONTENT
D6	D5	D4	D3	D2	D1	C5	C4	C3	C2	C1	B9	B8	B7	B6	B5	B4	B3	B2	B1	A10	A9	A8	A7	A6	A5	A4	A3	A2	A1			
		X																	X										X	1	Concept of educational media	
														X											X					2	The importance of media education for kindergarten children	
																														3	Ratings educational media appropriate for kindergarten children	
																														4	Applied and production with benefit students in providing activities in the kindergarten and mind trained on the operation of devices necessary for submitting activities with how to take advantage of raw materials of the local environment.	
																			190											5-6-7	How to maintain them and using them	

اعتماد مجلس الكلية لتقرير المراجعين الخارجيين بجلسته رقم (82) بتاريخ 2017/12/11

Name : Dr. Mohamed Shabban

Name : Dr. Rania El Gamal



Signature :



Signature :



Course Report 2016/2017

University: El Fayoum University

Faculty: Faculty of Education for Early Childhood

Department: English Language Program

A- Basic Information

1. Title: Media education for Kindergarten

Code : ENG 105



2. Programme(s) on which this course is given: English Language Program

3. Year/ Level of programmes: level 2

4. Units/Credit hours

Lectures :2 per week

Tutorial/Practical :2pract.

Total: 56 hours

5-Names of lecturers contributing to the delivery of the course: Dr: Weaam Mohamed Abdel Khalek

Course co-ordinator : Dr: Weaam Mohamed Abdel Khalek

B- Statistical Information

No. of students attending the course: No. 59

No. of students completing the course: No. 59

Results:

Passed: No. 59 % Failed: No. 0 %

Grading of successful students:

Excellent: No. 22,1 % Very Good: No. 40,6 %

Good: No. 22,0 % Pass: No. 14,4



C- Professional Information

1 – Course teaching

Topics actually taught	No. of hours	Lecturer
the foundations to build the curriculum		Weaam Mohamed Abdel Khalek
Teaching strategies appropriate for kindergarten children.		
scientific attitudes, concepts, skills and social trends, expressive arts		
strategies appropriate for kindergarten children (educational games - learning style discovery		
language skills, concepts and mathematical skills,		
concepts, skills of teaching strategies		



scientific attitudes, concepts, skills, and social trends, expressive arts		
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Topics taught as a percentage of the content specified:

✓ >90 % 70-90 % <70

Reasons in detail for not teaching any topic: *National holidays*

If any topics were taught which are not specified, give reasons in detail: *None*

2- Teaching and learning methods:

Lectures ✓

Practical training/ laboratory

Seminar/Workshop

Class activity ✓

Case Study

Other assignments/homework ✓

If teaching and learning methods were used other than those specified, list
and give reasons:

-Individual / group discussions/presentations

3- Student assessment:

Method of assessment	percentage of total
Written examination	✓
Oral examination	✓



Practical/laboratory work	
Other assignments/class work	✓
Total 100%	0%

Role of external evaluator:

-completing learning outcome matrix

4- Facilities and teaching materials

Totally adequate

Adequate to some extent ✓

Inadequate

5- Administrative constraints

List any difficulties encountered:

- 1- Student attendance was not regular in the lectures.
- 2- Student numbers is beyond the capacity of accommodation places.

6- Student evaluation of the course: Response of course team



List any criticisms:

1- Course is very long and difficult.

7- Comments from external evaluator(s): Response of course team

1- Can't do anything compiler has one course ,so we should covered all topics in this course.

8- Course enhancement:

1-Progress on actions identified in the previous year's action plan:

This is the first year and no previous action Plan.

9- Action plan for academic year 2016-2017

Actions required	Completion date 2017-2018	Person responsible
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1-Encourage students to use self-assessment



Dr. Weaam Mohamed Abdel khalek



Course coordinator: Dr. Mohamed Shabban

Signature:

Date: / /

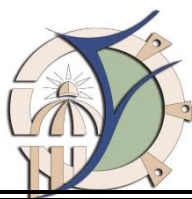


University El Fayoum
Institution Faculty of Early Childhood Education
Academic Department : English Language Program
Course : Field Training (3) Planning and implementation of activities
Course Specification
Approved Date : 25/9/2017

A. Course Identification and General Information

1 - Course title :	Field Training (3) Planning and implementation of activities	Course Code:	EN 207
2. Credit hours :	2hrs.+2pract.		
3 - Program(s) in which the course is offered:	Field Training (3) Planning and implementation of activities		
4 – Course Language :	English		
5 - Name of faculty member responsible for the course:	Dr. Weaam Mohamed		
6 - Level/year at which this course is offered :	Level:2		
7 - Pre-requisites for this course (if any) : EN207			
8 - Co-requisites for this course (if any) : Any extra material relevant to the course topics collected from website or library.			
10 - Mode of Instruction (mark all that apply)			
A - Traditional classroom	☒	What percentage?	100 %
B - Blended (traditional and online)	☐	What percentage?	
D - E-learning	☐	What percentage?	 %
E – Correspondence	☐	What percentage?	 %
F - Other	☐	What percentage?	 %
Comments : Interactive teaching & learning strategies are effectively used, e.g. group work, pair work, and individual reading, etc.			

B. Objectives



What is the main purpose for this course?

Students should be able to:

-Identify activities for kindergarten children

Briefly describe any plans for developing and improving the course that are being implemented :

- Using the internet to provide useful and relevant topics while expanding critical skills and higher order skills (Bloom's taxonomy).

Course Description

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Course Orientation	1	2
planning activities for kindergarten children of goals (types, levels, and formulation)	2	4
The selection and organization of content activities in kindergarten	3	6
planning activities for kindergarten children of goals levels,	4	6
planning activities for kindergarten children of goals formulation	6-5	
organization of content activities in kindergarten	7	
the implementation of activities for kindergarten children f private roads teaching	9-8	
kindergarten, and educational media	10	
Evaluation for the achievement of the objectives of activities	12-11	4
activities involved in curriculum developer for kindergarten.	14-13	6

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

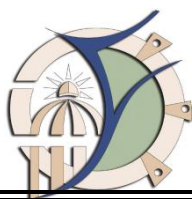
	Lecture	Tutorial	Laboratory	Practical	Other:	Total



Contact Hours	28	2	NA	NA	.....	28
Credit	2	2	NA	NA	.....	28

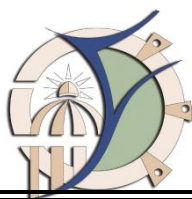
3. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
	After completing this course, the student will be able to: A-1 - Multiple types of educational objectives. A.2 Indicate some behavioral acts of the three areas of the procedural objectives. A.3 Identify the general objectives of the content of the different areas of the curriculum. A - 4 - learn about some of the methods and strategies of modern teaching. A-5 - Recognize the concept of educational means and importance. A-6 - Recognize the skills of implementing educational activities	• Theme-based approach to reading • Systematic presentation and recycling of vocabulary • Asking questions to focus the reading process • PowerPoint presentations and using the internet to provide relevant vocabulary • Silent and loud reading	- Quizzes, tests and homework assignments
2.0	Cognitive Skills		



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
	After completing this course, the student will be able to: B.1. Compare the types of educational objectives (general - procedural). B.2 Distinguish between the three areas of procedural objectives. B.3 Dissect the behavioral objective into its core components. B-4 - Differentiate between the techniques of teaching and learning different areas of the curriculum. B.5 - Appropriate any methods and strategies are for kindergarten child. B.6 Classify educational tools according to different criteria. B.7 Link the skills of implementing educational activities and their constituent behaviors	Developing students' academic reading skills, e.g. the ability to take notes, make inferences, and understand the cause and effect via implementing a communicative teaching approach to the foreign language.	Quizzes, tests, oral presentations, debates, etc.
3.0	Interpersonal Skills & Responsibility		
	After completing this course, the student will be able to: C.1 Develop different examples of procedural objectives. C.2. Put different examples of educational activities and games are stored for the curriculum. C.3. Some educational activities are designed. C.4 - Choose the appropriate methods and strategies suitable for kindergarten. C-5 Choose the appropriate educational method. C-6 Have the skills to implement educational activities.	Adopting an interactive approach to teaching that provides students with practice in comprehension, building vocabulary, making inferences, finding the main idea, determining cause and effect, scanning, summarizing, paraphrasing and understanding the sequence of events.	Students' presentations, annotating, marking texts, etc.
4.0	General Skills		
	After completing this course, the student will be able to: D.1 - cooperate with the Kindergarten Administration. D - 2 - Have good relations with colleagues and kindergarten teachers. D.3. Collect skills are acquired	Focusing students' attention on the importance of integrating CALL in the teaching and learning of EFL.	Sharing reading material and quizzes on vocabulary.

5. Schedule of Assessment Tasks for Students during the Semester:



	Assessment task	Week Due	Proportion of Total Assessment
1	Vocabulary tests	Throughout the course	3
2	Written Quizzes		
3	Written mid-term examination	5	5
4	Home assignments	Weekly	2
5	Written tasks based on reading comprehension passages		
6	Reading tests & Individual / group discussions		
7	Written Final Examination	16	25

D. Student Academic Counseling and Support

Academic advisors are available anytime during the week. Teaching staff are assigned a number of students to offer any academic or social help for them.

E. Learning Resources

1. List Required Textbooks :

rownlie, Faye, and Susan Close. Beyond Chalk and Talk: Collaborative Strategies for the Middle and High School Years. Markham, ON: Pembroke, 1992.

2. List Essential References Materials :

- **Alberta Education. Program of Studies – Elementary Schools: Science. Edmonton, AB: Alberta Education, 1995.**

3. List Recommended Textbooks and Reference Material :

- Below is a link to a list of 101 recommended books for college – bound readers which staff members can refer to:



http://www.alevelsz.com/Attachments/product/201404/college_board_recommended_books.pdf

4. List Electronic Materials :

<http://elt.heinle.com/readingandvocabulary>

5. Other learning material :

- CDs attached to the book.

F. Facilities Required

1. Accommodation

- (Lecture rooms, language laboratories if necessary, etc.)

2. Computing resources

- NA

3. Other resources

- NA

G. Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:

- Surveys and questionnaires.
- Students' marks on the achievement tests.
- Students' oral & written response to tasks and assignments

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor :

- Revision of learning and teaching by departmental committee, and academic plans college committee.

3 Processes for Improvement of Teaching :

Workshops on teaching methods, and review of recommended teaching strategies.

- Updating learning sources.
- Utilization of modern teaching facilities like the smart board.



- Encouragement of students to explore useful relevant resources such as the World Wide Web.

4. Processes for Verifying Standards of Student Achievement

- 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.

Course (Field Training (3) Planning and implementation of activities) Year/ 2017-2018

GENERAL SKILLS						PROFESSIONAL SKILLS					COGNITIVE SKILLS										MAIN KNOWLEDGE												WEEK OF STUDY	COURSE CONTENT
D6	D5	D4	D3	D2	D1	C5	C4	C3	C2	C1	B9	B8	B7	B6	B5	B4	B3	B2	B1	A10	A9	A8	A7	A6	A5	A4	A3	A2	A1					
		X								X									X										X	1	planning activities for kindergarten children of goals (types, levels, and formulation)			
																														2	The selection and organization of content activities in kindergarten			
																														3	planning activities for kindergarten children of goals levels,			
																			205											4	planning activities for kindergarten			

اعتماد مجلس الكلية لتقرير المراجعين الخارجيين بجلسته رقم (82) بتاريخ 2017/12/11

Name : Dr. Rania El Gamal
Signature :



Course Report 2016/2017

University: El Fayoum University

Faculty: Faculty of Education for Early Childhood

Department: English Language Program

A- Basic Information

1. Title: Field Training (3) Planning and implementation of activities

Code : EN 207

2. Programme(s) on which this course is given: English Language Program

3. Year/ Level of programmes: level 2

4. Units/Credit hours



Lectures :2 per week

Tutorial/Practical :-

Total: 28 hours

5. Names of lecturers contributing to the delivery of the course: Dr: Weaam

Mohamed Abdel Khalek

Course co-ordinator : Dr: Weaam Mohamed Abdel Khalek

External evaluator :

B- Statistical Information

No. of students attending the course: No. 59

No. of students completing the course: No. 59

Results:

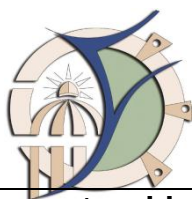
Passed: No. %98 Failed: No. 1.7 %

Grading of successful students:

Excellent: No. 15.3 % Very Good: No. 54 %

Good: No. 15.4 % Pass: No. 15,3 %

C- Professional Information



1 – Course teaching

Topics actually taught	No. of hours	Lecturer
The concept of evaluation The importance of evaluation targets activities Evaluation functions for kindergarten children Fields - Evaluation of activities kindergarten (types - founded - steps - means Evaluation) Processing file for each child and monitor the development of each child - Note the behavior of Children and recorded - methods guide the behavior of the child	28	

Topics taught as a percentage of the content specified:

✓ >90 % 70-90 % <70

Reasons in detail for not teaching any topic: *National holidays*

If any topics were taught which are not specified, give reasons in detail: *None*

2- Teaching and learning methods:

Lectures ✓



Practical training/ laboratory

Seminar/Workshop

Class activity ✓

Case Study

Other assignments/homework ✓

If teaching and learning methods were used other than those specified, list and give reasons:

-Individual / group discussions/presentations

3- Student assessment:

Method of assessment

Percentage of total

Written examination

✓

Oral examination

✓

Practical/laboratory work

Other assignments/class work

✓

Total 100%

0%

Role of external evaluator:

1-complete the matrix

4- Facilities and teaching materials



Totally adequate

Adequate to some extent ✓

Inadequate

5- Administrative constraints

List any difficulties encountered:

- 1- Student attendance was not regular in the lectures.
- 2- Student numbers is beyond the capacity of accommodation places.

6- Student evaluation of the course: Response of course team

List any criticisms:

- 1- Course is very long and difficult.

7- Comments from external evaluator(s): Response of course team

- 1- Can't do anything compiler has one course ,so we should covered all topics in this course.

8- Course enhancement:

- 1-Progress on actions identified in the previous year's action plan:
This is the first year and no previous action Plan.

9- Action plan for academic year 2016-2017

Actions required

Completion date

Person responsible



1-Encourage students to
use self-assessment

2107-2018

Dr. Weaam Mohamed Abdel khalek

Course coordinator: Dr. Weaam Mohamed Abdel khalek

Signature:

Date: / /



University El Fayoum
Institution Faculty of Early Childhood Education
Academic Department : English Language Program
Course : Principals of educational Evaluation in K,G
Course Specification
Approved Date : 25/9/2017

A. Course Identification and General Information

1 - Course title :	Principals of educational Evaluation in K,G	Course Code:	ENG 208
2. Credit hours :	2hrs.		
3 - Program(s) in which the course is offered:	English Language Program for Under Graduates		
4 – Course Language :	English		
5 - Name of faculty member responsible for the course:	Dr. Dr.Enas Gohar		
6 - Level/year at which this course is offered :	Level :2		
7 - Pre-requisites for this course (if any) :	There is no, pre- requisites		
8 - Co-requisites for this course (if any) :	Any extra material relevant to the course topics collected from website or library.		
10 - Mode of Instruction (mark all that apply)			
A - Traditional classroom	☒	What percentage?	100 %
B - Blended (traditional and online)	☐	What percentage?	
D - E-learning	☐	What percentage?	 %
E – Correspondence	☐	What percentage?	 %
F - Other	☐	What percentage?	 %
Comments :	Interactive teaching & learning strategies are effectively used, e.g. group work, pair work, and individual reading, etc.		

B. Objectives



What is the main purpose for this course?

Students should be able to identify:

- The basic concepts in the field of educational assessment to suit kindergarten children

Briefly describe any plans for developing and improving the course that are being implemented :

- Using the internet to provide useful and relevant topics while expanding critical skills and higher order skills (Bloom's taxonomy).

Course Description

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Course Orientation	1	2
The basic concepts in the field of educational assessment to suit kindergarten children, and objectives of the evaluation,	2-3-4	6
Features Educational Evaluation, and its importance, and functions, and types and assessment tools	5-6-7	6
Steps, and how to build achievement tests photographer and oral appropriate for kindergarten children	8-9	4
Methods developed in the light of the analysis results. Tests and measurements performance such as note cards	10-11	4
Trends and measures the emotional aspects of kindergarten children.	12-13-14	6

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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	28	2	NA	-		30



Credit	2	2	NA	-		30
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3. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

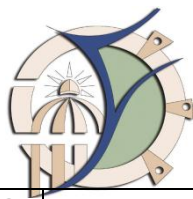
	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
A.0	Knowledge		
	After completing this course, the student will be able to: A-1 - Know the basic concepts in the field of educational evaluation as appropriate for the kindergarten child. A.2 - Recalls the objectives of the calendar, the characteristics of the educational calendar, its importance, its functions, types and steps. A-3 - Explain how to construct the appropriate visual and image achievement tests for kindergarten child. A.4 - Multiple tests and performance measure	• Systematic presentation Asking questions to focus the reading process • PowerPoint presentations and using the internet to provide relevant topic • Silent and loud reading	- Quizzes, tests and homework assignments
B.0	Cognitive Skills		
	After completing this course, the student will be able to: B.1 Recognizes the importance of educational assessment. B.2 Compare the appropriate visual and visual achievement tests for the kindergarten child. B.3 Analyze the results of the appropriate breeding tests for the	Developing students' academic reading skills, e.g. the ability to take notes, make inferences, and understand the cause and effect via implementing a communicative teaching approach to the foreign	Quizzes, tests, oral presentations, debates, etc.



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
	kindergarten child. B-4 - construct of measures of trends and emotional aspects of the kindergarten child.	language.	
C.0	Interpersonal Skills & Responsibility		
	After completing this course, the student will be able to: C-1 Apply what you learned in educational situations. C-2- Appropriate visual and image achievement tests are designed for kindergarten child. C-3 - Use tests and performance measures appropriate for kindergarten child.	Adopting an interactive approach to teaching that provides students with practice in comprehension, building vocabulary, making inferences, finding the main idea, determining cause and effect, scanning, summarizing, paraphrasing and understanding the sequence of events.	Students' presentations, annotating, marking texts, etc.
D.0	General skills		
	After completing this course, the student will be able to: D.1 Occupy competencies are acquired. D-2 - Apply the skills of the calendar. D3 - Acquire communication skills and work with a team.	Focusing students' attention on the importance of integrating CALL in the teaching and learning of EFL.	Sharing reading material and quizzes on vocabulary.

5. Schedule of Assessment Tasks for Students during the Semester:

	Assessment task	Week Due	Proportion of Total Assessment
1	Oral tests	Throughout the course	2
2	Written Quizzes		



3	Written mid-term examination	5	5
4	Home assignments	Weekly	3
5	Written tasks based on reading comprehension passages		
6	Reading tests & Individual / group discussions		
7	Written Final Examination	13	40



D. Student Academic Counseling and Support

Academic advisors are available anytime during the week. Teaching staff are assigned a number of students to offer any academic or social help for them.

E. Learning Resources

1. List Required Textbooks :

Beteille, T., Kalogrides, D. and Loeb, S. (2011). Stepping Stones: Principal career paths and school outcomes. *National Center for Analysis of Longitudinal Data in Education Research*. Retrieved on December 21, 2011, from

2. List Essential References Materials :

- Bottoms, G. and Schmidt-Davis, J. (2010). The Three Essentials: Improving schools requires district vision, district and state support, and principal leadership. *Southern Regional Education Board*. Retrieved on December 21, 2011,

3. List Recommended Textbooks and Reference Material :

- Below is a link to a list of 101 recommended books for college – bound readers which staff members can refer to:

<http://www.nga.org/cms/home/nga-center-for-best-practices/center-publications/page-edu-publications/col2-content/main-content-list/state-policies-to-improve-the-ef.html>

4. List Electronic Materials :

http://www.urban.org/UploadedPDF/1001264_measuring_effect_sizes.pdf

5. Other learning material :

- CDs attached to the book.

F. Facilities Required

1. Accommodation

- (Lecture rooms, language laboratories if necessary, etc.)

2. Computing resources

- NA

3. Other resources



• NA

G. Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:

- Surveys and questionnaires.
- Students' marks on the achievement tests.
- Students' oral & written response to tasks and assignments

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor :

- Revision of learning and teaching by departmental committee, and academic plans college committee.

3 Processes for Improvement of Teaching :

Workshops on teaching methods, and review of recommended teaching strategies.

- Updating learning sources.
- Utilization of modern teaching facilities like the smart board.
- Encouragement of students to explore useful relevant resources such as the World Wide Web.

4. Processes for Verifying Standards of Student Achievement

- 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.

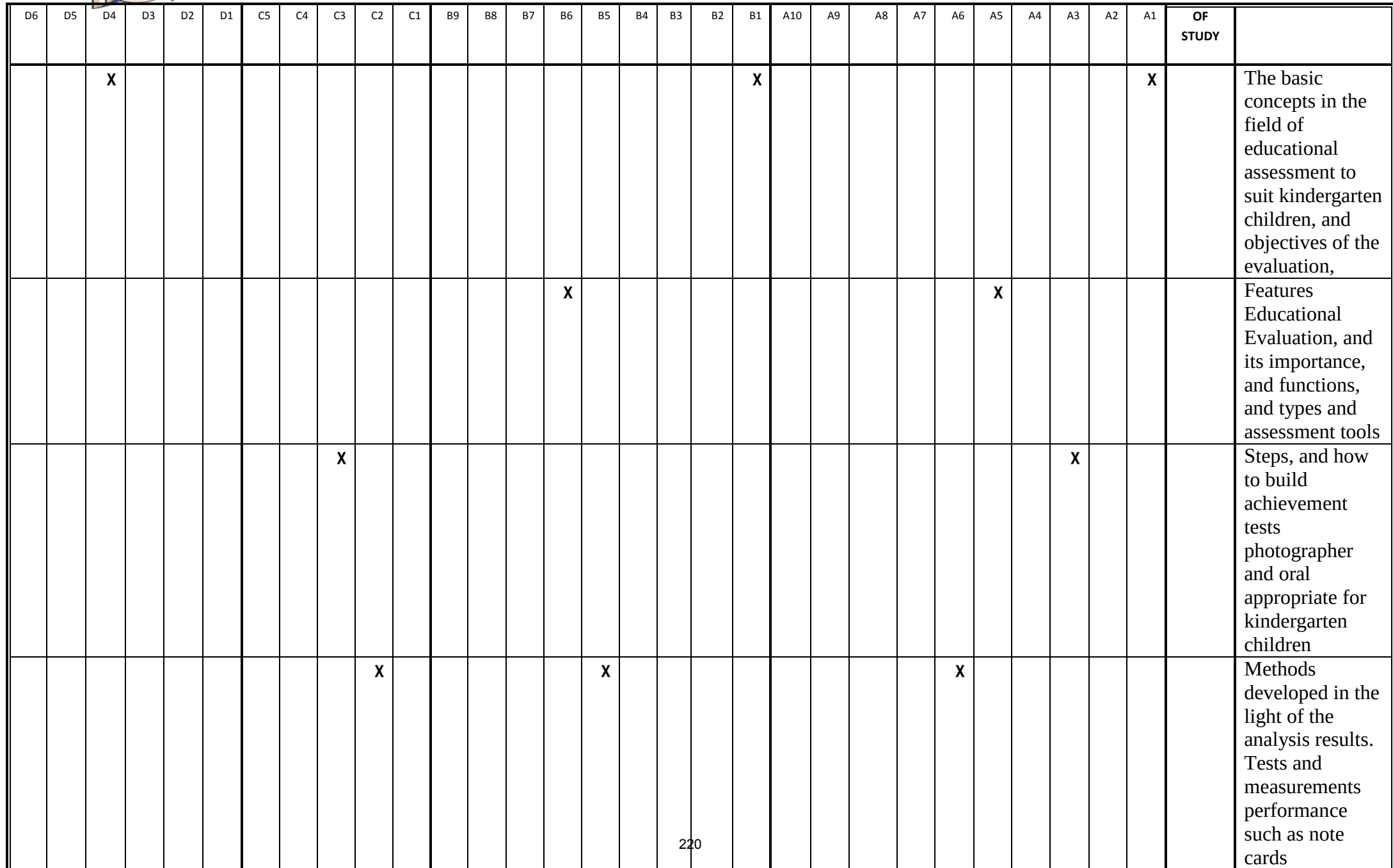
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement :

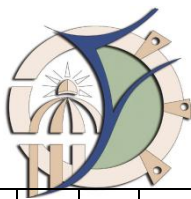
- Periodically referring to the " To the instructor" tips at the beginning of the textbook for a better classroom performance.

Learning Outcome Matrix of Course/ Principals of educational Evaluation in K,G
Year/ 2017-2018

Level/2

GENERAL SKILLS	PROFESSIONAL SKILLS	COGNITIVE SKILLS	219	MAIN KNOWLEDGE	WEEK	COURSE CONTENT
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		X											X										X			Trends and measures the emotional aspects of kindergarten children.
--	--	---	--	--	--	--	--	--	--	--	--	--	---	--	--	--	--	--	--	--	--	--	---	--	--	---

اعتماد مجلس الكلية لتقرير المراجعين الخارجيين بجلسته رقم (82) بتاريخ 2017/12/11

Course's Coordinator

Name : Dr. Enas Gohar

Signature :

Department Head

Name : Dr. Rania El Gamal

Signature :

Course Report 2016/2017

University: El Fayoum University

Faculty: Faculty of Education for Early Childhood

Department: English Language Program



A- Basic Information

1. Title: Principals of educational Evaluation in K,G

Code : ENG 208

2. Programme(s) on which this course is given: English Language Program

3. Year/ Level of programmes: level2

4. Units/Credit hours

Lectures :2 per week

Tutorial/Practical :2pract.

Total: 56 hours

5. Names of lecturers contributing to the delivery of the course: Dr: Enas Gohar

Course co-ordinator : Dr: Enas Gohar

B- Statistical Information

No. of students attending the course: No. 59

No. of students completing the course: No. 59

Results:

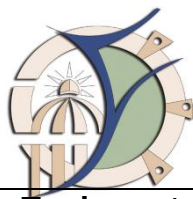
Passed: No. 98.3 % Failed: No. 1.7 %

Grading of successful students:

Excellent: No. 33,9 % Very Good: No.33.9 %

Good: No.11.9 % Pass: No. 20,3

C- Professional Information



Topics actually taught	No. of hours	Lecturer
the foundations to build the curriculum teaching strategies appropriate for kindergarten children. scientific attitudes, concepts, skill and social trends, expressive arts strategies appropriate for kindergarten children (educational games - learning style discovery language skills, concepts and mathematical skills, concepts, skills of teaching strategies scientific attitudes, concepts, skills, and social trends, expressive arts		Dr: Enas Gohar

Topics taught as a percentage of the content specified:

✓ >90 % 70-90 % <70

Reasons in detail for not teaching any topic: *National holidays* ²²³



If any topics were taught which are not specified, give reasons in detail: *None*

2- Teaching and learning methods:

Lectures ✓

Practical training/ laboratory

Seminar/Workshop

Class activity ✓

Case Study

Other assignments/homework ✓

If teaching and learning methods were used other than those specified, list and give reasons:

-Individual / group discussions/presentations

3- Student assessment:

Method of assessment	percentage of total
Written examination	✓
Oral examination	✓
Practical/laboratory work	
Other assignments/class work	✓
Total 100%	0%

Members of examination committee

Dr. Weaam Mohamed Abdel Khalek



Role of external evaluator:

1- complete the matrix

4- Facilities and teaching materials

Totally adequate

Adequate to some extent ✓

Inadequate

5- Administrative constraints

List any difficulties encountered:

- 1- Student attendance was not regular in the lectures.
- 2- Student numbers is beyond the capacity of accommodation places.

6- Student evaluation of the course: Response of course team

List any criticisms:

- 1- Course is very long and difficult.

7- Comments from external evaluator(s): Response of course team



1- Can't do anything compiler has one course ,so we should covered all topics in this course.

External evaluator not assigned yet.

8- Course enhancement:

1-Progress on actions identified in the previous year's action plan:

This is the first year and no previous action Plan.

9- Action plan for academic year 2106-2017

Actions required	Completion date	Person responsible
1-Encourage students to use self-assessment	2017-2018	Dr. Dr: Enas Gohar

Course coordinator: Dr. Dr: Enas Gohar

Signature:

Date: / /





University El Fayoum
Institution Faculty of Early Childhood Education
Academic Department : English Language Program
Course : Educational program for K.G child
Course Specification
Approved Date : 25/9/2017

A. Course Identification and General Information

1 - Course title :	Educational program for K.G Child	Course Code:	EN 209
2. Credit hours :	2hrs.+2pract.		
3 - Program(s) in which the course is offered:	English Language Program for Under Graduates		
4 – Course Language :	English		
5 - Name of faculty member responsible for the course:	Dr. Weaam Mohamed		
6 - Level/year at which this course is offered :	Level:2		
7 - Pre-requisites for this course (if any) :	There is no, pre- requisites		
8 - Co-requisites for this course (if any) :	Any extra material relevant to the course topics collected from website or library.		
10 - Mode of Instruction (mark all that apply)			
A - Traditional classroom	☒	What percentage?	100 %
B - Blended (traditional and online)	☐	What percentage?	
D - E-learning	☐	What percentage?	 %
E – Correspondence	☐	What percentage?	 %
F - Other	☐	What percentage?	 %
Comments :	Interactive teaching & learning strategies are effectively used, e.g. group work, pair work, and individual reading, etc.		



B. Objectives

What is the main purpose for this course?

Students should be able to:

Identify the foundations of kindergarten programs (the philosophical foundations - the basic principles of early childhood programs - the psychological and social foundations - programs and features children's growth - growth and preparations programs - programs and learning theories)

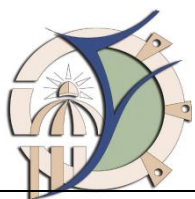
Briefly describe any plans for developing and improving the course that are being implemented :

- Using the internet to provide useful and relevant topics while expanding critical skills and higher order skills (Bloom's taxonomy).

Course Description

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Course Orientation	1	2
The foundations of kindergarten programs (the philosophical foundations - the basic principles of early childhood programs - the psychological and social foundations - programs and features children's growth - growth and preparations programs - programs and learning theories).	2	2
Kindergarten programs goals (goals kindergarten programs - sources derive goals - scorer levels - general objectives of the kindergarten programs)	3	2
Classification of goals - goals for activities program content) exercises on the formulation of objectives in the form of behavior. (the criteria for selecting the content of programs - organizing program content - content analysis programs -	4	2
Classification of goals - goals for activities program content) exercises on the formulation of objectives in the form of behavior- the ways and means and education activities in the program - design kindergarten programs - educational activities and kindergarten programs)	5	2
goals for activities program content) exercises on the formulation of objectives in the form of behavior	6	2
the ways and means and education activities in the program - design kindergarten programs - educational	7	2



activities and kindergarten programs)		
content analysis programs	8	2
Content kindergarten programs (the criteria for selecting the content of programs	9	2
organizing program content	10	2
design kindergarten programs - educational activities and kindergarten programs)	11	2
design kindergarten programs	12	2
Standards-based programs early learning (what standards of learning in early childhood - the advantages of learning standards and expected problems - the pros and cons of the standards	13	2
the pros and cons of the standards - ways of activating the criteria kindergarten programs - the initial steps towards achieving standards kindergarten programs)	14	2

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

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	28	2	NA	1	.....	42
Credit	2	2	NA	1	.....	42

3. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy



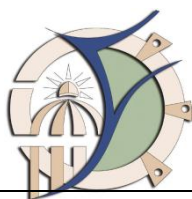
	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
A.0	Knowledge		
	After completing this course, the student will be able to: A.1 Explain the basics of building kindergarten programs. A.2 Identify the objectives of public and private kindergarten programs. A.3 Identify the content of kindergarten programs. A-4 - Multiple standards of contents of kindergarten programs. A-5 - Describe the curriculum of kindergarten programs. A-6 - Identify programs based on early learning standards.	• Systematic presentation and • Asking questions • PowerPoint presentations and using the internet to provide topics vocabulary	- Quizzes, tests and homework assignments
B.0	Cognitive Skills		
	After completing this course, the student will be able to: B.1 Analyze the different foundations for building kindergarten programs. B-2 - formulate goals for public and private kindergarten programs. B-3 - Distinguish content of kindergarten programs. B-4 - summarize the content of the contents of kindergarten programs	Developing students' academic reading skills, e.g. the ability to take notes, make inferences, and understand the cause and effect via implementing a communicative teaching approach to the foreign language.	Quizzes, tests, oral presentations, debates, etc.
C.0	Interpersonal Skills & Responsibility		
	After completing this course, the student will be able to: C-1 - master the formulation of procedural objectives for the activities of kindergarten programs. C-2 - Model of kindergarten program activities are planned. C-3 - Design appropriate teaching aids for the implementation of	Adopting an interactive approach to teaching that provides students with practice in comprehension, building vocabulary, making inferences,	Students' presentations, annotating, marking texts, etc.



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
	activities. C.4 Appropriate coping methods shall be designed for kindergarten program activities.	finding the main idea, determining cause and effect, scanning, summarizing, paraphrasing and understanding the sequence of events.	
D.0	General Skills		
	After completing this course, the student will be able to: D.1 Apply what you have learned and translate into educational and practical positions. D.2- Create some activities that cover the activities of kindergarten programs. D.3-Professional work skills are acquired.	Focusing students' attention on the importance of integrating CALL in the teaching and learning of EFL.	Sharing reading material and quizzes on vocabulary.

5. Schedule of Assessment Tasks for Students during the Semester:

	Assessment task	Week Due	Proportion of Total Assessment
1	Vocabulary tests	Throughout the course	2
2	Written Quizzes		
3	Written mid-term examination	5	5
4	Home assignments	Weekly	3
5	Written tasks based on reading comprehension passages		



6	Reading tests & Individual / group discussions		
7	Written Final Examination	16	25

D. Student Academic Counseling and Support

Academic advisors are available anytime during the week. Teaching staff are assigned a number of students to offer any academic or social help for them.

E. Learning Resources

1. List Required Textbooks :

- Beteille, T., Kalogrides, D. and Loeb, S. (2011). Stepping Stones: Principal career paths and school outcomes

2. List Essential References Materials :

Loeb, S., Kalogrides, D. and Horng, E. L. (June 2010). Principal Preferences and the Uneven Distribution of Principals Across Schools. *Educational Evaluation and Policy Analysis* 32(2).

3. List Recommended Textbooks and Reference Material :

- Below is a link to a list of 101 recommended books for college – bound readers which staff members can refer to:

<http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-training/Documents/Making-Sense-of-Leading-Schools-Study-of-School-Principalship.pdf>

4. List Electronic Materials :

<http://elt.heinle.com/readingandvocabulary>

5. Other learning material :

- CDs attached to the book.



F. Facilities Required

1. Accommodation

- (Lecture rooms, language laboratories if necessary, etc.)

2. Computing resources

- NA

3. Other resources

- NA

G. Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:

- Surveys and questionnaires.
- Students' marks on the achievement tests.
- Students' oral & written response to tasks and assignments

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor :

- Revision of learning and teaching by departmental committee, and academic plans college committee.

3 Processes for Improvement of Teaching :

- Updating learning sources.
- Utilization of modern teaching facilities like the smart board.
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4. Processes for Verifying Standards of Student Achievement

- 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.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement :

- Periodically referring to the " To the instructor" tips at the beginning of the textbook for a better classroom performance.



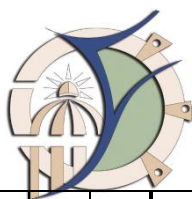
Learning Outcome Matrix Sequence of Course/ Educational Program Year/ 2017-2018

Level/2

GENERAL SKILLS						PROFESSIONAL SKILLS					COGNITIVE SKILLS										MAIN KNOWLEDGE										WEEK OF STUDY	COURSE CONTENT
D6	D5	D4	D3	D2	D1	C5	C4	C3	C2	C1	B9	B8	B7	B6	B5	B4	B3	B2	B1	A10	A9	A8	A7	A6	A5	A4	A3	A2	A1			
		X																		X										X		The foundations of kindergarten programs (the philosophical foundations - the basic principles of early childhood programs - the psychological and social foundations - programs and features children's growth - growth and preparations programs - programs and learning theories).
														X											X							Kindergarten programs goals (goals kindergarten programs -

236

237

[illegible]

اعتماد مجلس الكلية لتقرير المراجعين الخارجيين بجلسته رقم (82) بتاريخ 2017/12/11

Course's Coordinator

Name : Dr. Weaam Mohamed

Signature :

Department Head

Name : Dr. Rania El Gamal

Signature :



Course Report 2016/2017

University: El Fayoum University

Faculty: Faculty of Education for Early Childhood

Department: English Language Program

A- Basic Information

1. Title: Educational program for K.G child

Code : EN 209

2. Programme(s) on which this course is given: English Language Program

3. Year/ Level of programmes: level 2

4. Units/Credit hours

Lectures :2 per week

Tutorial/Practical : 2pract.

Total: 56 hours

5. Names of lecturers contributing to the delivery of the course: Dr: Weaam Mohamed

Abdel Khalek

Course co-ordinator : Dr: Weaam Mohamed Abdel Khalek



B- Statistical Information

No. of students attending the course: No. 59

No. of students completing the course: No. 59

Results:

Passed: No. 100 % Failed: No. 0 %

Grading of successful students:

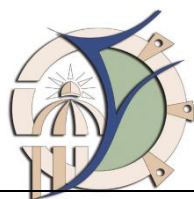
Excellent: No. 6,7 % Very Good: No. 33,21 %

Good: No. 15,3 % Pass: 55,1 No.

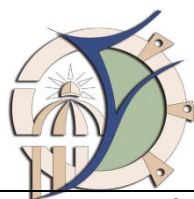
C- Professional Information

1 – Course teaching

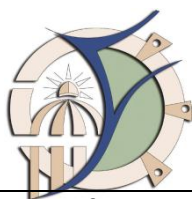
Topics actually taught	No. of hours	Lecturer
The foundations of kindergarten programs (the philosophical foundations - the basic principles of early childhood programs - the psychological and social foundations - programs and features children's growth - growth and preparations programs - programs and learning theories). Kindergarten programs goals (goals kindergarten programs - sources derive goals - scorer	56	Dr. Weaam Mohamed Abdel Khalek



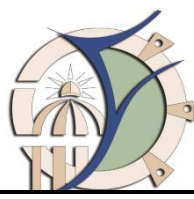
levels - general objectives of the kindergarten programs Classification of goals - goals for activities (program content) exercises on the formulation of objectives in the form of behavior. (the criteria for selecting the content of programs - organizing program content - content analysis programs - Classification of goals - goals for activities (program content) exercises on the formulation of objectives in the form of behavior- the ways and means and education activities in the program - design kindergarten programs - educational activities and kindergarten programs) goals for activities (program content) exercises on the formulation of		
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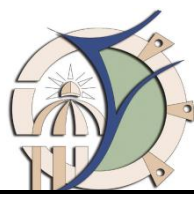
objectives in the form of behavior the ways and means and education activities in the program - design kindergarten programs - educational activities and kindergarten programs) content analysis programs Content kindergarten programs (the criteria for selecting the content of programs organizing program content design kindergarten programs - educational activities and kindergarten programs) design kindergarten programs Standards-based programs early learning (what standards of learning in early childhood - the advantages of learning standards and expected problems - the pros		
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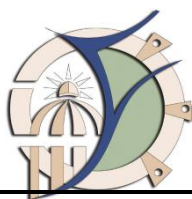
and cons of the standards the pros and cons of the standards - ways of activating the criteria kindergarten programs - the initial steps towards achieving standards kindergarten programs)		
The foundations of kindergarten programs (the philosophical foundations - the basic principles of early childhood programs - the psychological and social foundations - programs and features children's growth - growth and preparations programs - programs and learning theories). Kindergarten programs goals (goals kindergarten programs - sources derive goals - scorer levels - general objectives of the kindergarten programs Classification of goals - goals for activities program content) exercises on the formulation of objectives in the form of behavior.	10	



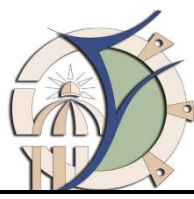
(the criteria for selecting the content of programs - organizing program content - content analysis programs -		
Classification of goals - goals for activities program content) exercises on the formulation of objectives in the form of behavior- the ways and means and education activities in the program - design kindergarten programs - educational activities and kindergarten programs)		
goals for activities program content) exercises on the formulation of objectives in the form of behavior		
the ways and means and education activities in the program - design kindergarten programs - educational activities and kindergarten		



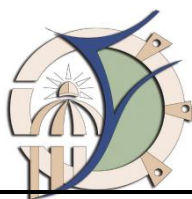
programs)		
content analysis programs		
Content kindergarten programs (the criteria for selecting the content of programs		
organizing program content		
design kindergarten programs - educational activities and kindergarten programs)		
design kindergarten programs		
Standards-based programs early learning (what standards of learning in early childhood - the advantages of learning standards and expected problems - the pros and cons of the standards		
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steps towards achieving standards kindergarten programs)		
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Kindergarten programs goals (goals kindergarten programs - sources derive goals - scorer levels - general objectives of the kindergarten programs		
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Classification of goals -		



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content analysis programs		
Content kindergarten programs (the criteria for selecting the content of		



programs		
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design kindergarten programs		
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the pros and cons of the standards - ways of activating the criteria kindergarten programs - the initial steps towards achieving standards kindergarten programs)		

Topics taught as a percentage of the content specified:

✓ >90 % 70-90 % <70

Reasons in detail for not teaching any topic: *National holidays*



If any topics were taught which are not specified, give reasons in detail: *None*

2- Teaching and learning methods:

Lectures ✓

Practical training/ laboratory

Seminar/Workshop

Class activity ✓

Case Study

Other assignments/homework ✓

If teaching and learning methods were used other than those specified, list and give reasons:

-Individual / group discussions/presentations

3- Student assessment:

Method of assessment	Percentage of total
Written examination	✓
Oral examination	✓
Practical/laboratory work	
Other assignments/class work	✓
Total 100%	100%

Members of examination committee

Dr. Weaam Mohamed Abdel Khalek



Role of external evaluator:

1- Complete the matrix

4- Facilities and teaching materials

Totally adequate

Adequate to some extent ✓

Inadequate

5- Administrative constraints

List any difficulties encountered:

- 1- Student attendance was not regular in the lectures.
- 2- Student numbers is beyond the capacity of accommodation places.

6- Student evaluation of the course: Response of course team

List any criticisms:

- 1- Course is very long and difficult.

7- Comments from external evaluator(s): Response of course team

- 1- Can't do anything compiler has one course, so we should covered all topics in this course.



9- Action plan for academic year 2016-2017

Actions required	Completion date 2017-2018	Person responsible
1-Encourage students to use self-assessmt		Dr. Weaam Mohamed Abdel khalek

Course coordinator: Dr. Weaam Mohamed Abdel khalek

Signature:

Date: / /