Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Najran University
Education College
Department of Special Education
Academic Learning Disabilities (2)
SPED 461

Course Specifications

Institution: **Najran University**	Date: **2017 – 1438AH**.

College/Department: **Education College; Department of Curriculum and teaching methods**

A. Course Identification and General Information

1. Course title and code: **Computer In Education 211Curr-2**
2. Credit hours: **2 Credit hours (1+2)**
3. Program(s) in which the course is offered.   (If general elective available in many programs indicate this rather than list programs)   **Special Education, Home Economics, Kindergarten, Arabic Language, Mathematics, English Language, Islamic Studies.**
4. Name of faculty member responsible for the course: **Dr_Mohammed Ebied and Others**
5. Level/year at which this course is offered: **Level 5**
6. Pre-requisites for this course (if any): **Developmental Psychology - Educational Psychology - Curriculum**
7. Co-requisites for this course (if any): **No Co-requisites**
8. Location if not on main campus: **On Campus**

9. Mode of Instruction (mark all that apply)			
a. traditional classroom		What percentage?	**60%**
b. blended (traditional and online)		What percentage?	**60%**
c. e-learning		What percentage?	**60%**
d. correspondence		What percentage?	**0%**
f. other		What percentage?	**0%**
Comments: **We planned to increase the proportion of e-learning to reach 100% of the course through new laboratories equipped with high efficiency of the new computers at the university**			

B Objectives

1. What is the main purpose for this course?

After study this course, the students can:

- Recognize the importance of the using computers in education.
- Distinction between computer components and determines the function of each component.
- Identify the advantages of using computers in education.
- Classify the areas and domains of computer use in education.
- Recognize the obstacles to the use of computers in education.
- Identify the multimedia elements in enrich the educational process.
- Recognize the modern concepts in computer applications in education.
- Designed educational scenario for e-course.
- Developing e-course in the area of specialization.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

- **Planning to increase the proportion of e-learning to reach 100% of the course.**

- **Produce an e-course and educational software and Blog to contribute the teaching of the course electronically and facilitate the cooperation and interaction of students.**

- **maintain the ongoing changes in the content due to ensure informed students on all innovations in educational technology and the use of computers in education.**

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

Course Description:

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The course aims to recognize the importance of the computer in education and its components, the areas of computer use in the educational process, employing some of the computer programs in educational lessons preparation, and preparation educational tutorials using computer software.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
The importance of the using computers in education.	1	1
Computer components and its functions.	1	1
The advantages of using computers in education.	1	1
The areas of using computer in education.	1	1
Using multimedia elements in enrich the educational process.	1	1
Modern concepts in computer applications in education.	6	6
Educational Design.	3	3
Developing e-course in the area of specialization.	14	28

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	**14**		**14**	**14**		**42**
Credit	**14**		**7**	**7**		**28**

3. Additional private study/learning hours expected for students per week.	**No**

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

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	Recognize the importance of the use of computers in education.	Discussion and brainstorming	Quarterly and final written tests
1.2	Recognize modern concepts in computer applications in education.		
1.3	Recognize obstacles to the use of computers in education.	Discussion and problem solving	
2.0	**Cognitive Skills**		
2.1	Distinguishes between computer components and determines the function of each component.	Discussion and brainstorming and presentations	Quarterly and final written tests
2.2	Identifies the advantages of using computers in education.		
2.3	Classified areas of computer use in education.		
3.0	**Interpersonal Skills & Responsibility**		
3.1	Acquires the ability to analyze and understand information	Cooperative learning - Projects	Assignments- worksheets - Collective presentations
3.2	Estimated value of cooperative teamwork and bears responsibility		
3.3	Acquires the ability to plan, taking into account the ethics of computer		
4.0	**Communication, Information Technology, Numerical**		
4.1	Use computer skills to communicate through e-mail and social networking programs.	Assignments	Assignments
5.0	**Psychomotor**		
5.1	Designed educational scenario for e-course	Cooperative learning - Projects	Project - practical test
5.2	Developing e-course in the area of specialization		

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5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs # نواتج تعلم المقرر	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications) نواتج تعلم البرنامج (من مصفوفة البرنامج)								
	1.1	1.2		2.1	2.3	2.4		4.1	
1.1									
2.1 يطبق المبادئ والنظريات التربوية في تقديم الخدمات التربوية والتعليمية والعلاجية.				P					
2.3 يخطط وينفذ البرنامج التربوي الفردي بالطرق العلمية الصحيحة					I				
2.4 يطبق مناهج البحث العلمي في مجال التربية الخاصة						I			
4.1 يستخدم تقنية المعلومات والأساليب الإحصائية في برامج التربية الخاصة								A	

6. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	first Maid term exam (**e-exam**)	7	10%
2	Second Maid term exam	14	10%
3	Performance exam	15	15%
4	Assignments	6 – 10 - 13	15%
5	Final exam	16	50%
	Total		100%

D. Student Academic Counseling and Support

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1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)
It provides academic support for students through: - Three office hours offered on a weekly basis by course instructor.   - Communicate with students through the e-mail to respond to their inquiries.

E Learning Resources

1. List Required Textbooks
- **Abdel Kader, N. (2012). Computer in Education: Concepts and applications. Riyadh: International Publishing House.**
2. List Essential References Materials (Journals, Reports, etc.)
- **Alebatta, H., Abdel Mawla, S. (2009). Digital E-learning - Theory – Design and Production. Alexandria: New University House.**   - **Alebatta, H., Abdel Mawla, S. (2010). Online Instructional Design from behavioral to structural models and applications. Alexandria: New University House.**   - **Al Mousa, A. (1425AH). the use of computers in education, 3rd edn, Obeikan Library.**   - **Al Mousa, A. (1427AH). A series Come to Learn Computer and Internet (specialized) – Movie Advertising Design path, Riyadh: King Fahd National Library-**   - **Azmi, NG. (2001). Instructional Design for Multimedia. Al-Minia: Dar Al-Huda for publication and distribution.**
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)
4. List Electronic Materials, Web Sites, Facebook, Twitter, etc.   - **Blackboard**

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- **Microsoft office 2010.**
- **Presentation for educational content.**
- **Linda Tutorials.**

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)   - **Computer Lab/ laboratories**   - **Virtual Classes.**   - **Office faculty member**
2. Computing resources (AV, data show, Smart Board, software, etc.)   - **data show in Classrooms**   - **data show in Computer Lab**   - **Smart Board (if any)**   - **Microsoft office software**   - **Adobe software.**
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list).   - **Printer**   - **Scanner**   - **digital Camera.**   - **Headphones.**

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching
-   A questionnaire to a poll students in the course content and teaching strategies, and assessment tools and strategies.
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department
-   Provide feedback to the students of the academic department on the assessment of their performance and their results and outputs in the course in terms of identifying strengths and weaknesses. **-   Analysis student progress rates in performance with respect to different educational courses.** **-   Prepare a periodic report of the course dealing with strengths and weaknesses and recommendations for improvements in course and plans for improvement in the next semester.** **-   Discuss the results of the reports of the courses at the Scientific Council and make recommendations as may be necessary.**
3 Processes for Improvement of Teaching
-   Attend training courses in the use of technology in teaching. **-   Attend training courses on the use of effective teaching methods.** **-   Employ the results of scientific research to a faculty member in improving teaching body processes.** **-   Evaluation the department of the teaching performance of the faculty member and to identify strengths and weaknesses and propose recommendations for improvement in the light points.**
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

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- **To verify the levels of student achievement, will be address the performance indicators of student learning outcomes and to compare internal bookmark between the corresponding course within the college.**
- **The formation of a committee to examine the work of a random sample of students answer sheets.**
- **Evaluating student work, or a sample of their work by another member of the teaching staff.**

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

- **Equipping computer labs with Internet Access to using computers network.**
- **Classroom and lab equipped with optical display (Data show).**
- **Employ the results of scientific research of a faculty member who teaching the course in the development of course.**
- **Follow-up innovations in the course field due to benefit from them in its development.**

Name of Instructor: _**Dr. Mohammed Ebied**_____

Signature: _____   Date Report Completed: _**2017 – 1438AH**

Name of Course Instructor __ **Dr. Mohammed Ebied** _____

Program Coordinator:_____

Signature: _____   Date Received: _____