# Ministry of Higher Education and Scientific Research

## Scientific Supervision and Evaluation Authority

**Quality Assurance and Academic Accreditation Department**

**Course Description Form**

**Course Description**

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| **This course description provides a concise summary of the main features of the course and the learning outcomes expected of the student, demonstrating whether the student has made the most of the learning opportunities available. It must be linked to the programmer description.** |

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| **Arab University Shatt al** | 1. **Educational institution** |
| **Faculty of Management and Economics / Accounting** | 1. **Scientific Department / Center** |
| **Research Methods and Ethics** | 1. **Course Name/Code** |
| **Dahfir hatm** | 1. **Name of the instructor** |
| **My presence** | 1. **Available forms of attendance** |
| **Chapter One / 2024/2025** | 1. **Semester/Year** |
| **30** | 1. **Number of study hours (total)** |
| **7/9/2024** | 1. **Date of preparation of this description** |
| 1. **Course Objectives** | |
| **(1 Providing the student with the most important principles and basics Research methodology .** | |
| **2. Providing the student with how to prepare the research** | |
| **3. Defining the research methodology and explaining its importance in developing a theoretical and practical framework for its use.** | |
| **4. Motivating and critical thinking and encouraging students and researchers to analyze information in detail** | |
| **5. Enhancing creativity and supporting creative thinking through methods such as brainstorming, feedback, etc.** | |
| **6. Developing the researcher's skills and improving scientific research skills through new and diverse methodologies** | |

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| 1. **Course outcomes, teaching, learning and assessment methods** |
| **A- Cognitive objectives**  **1- Enhancing critical thinking: Developing students' analysis and evaluation skills and enhancing the ability to make informed decisions**  **2- Activating creativity: Encouraging students to think outside the box and produce new and innovative ideas**  **3- Improving cooperation skills: Enhancing teamwork, exchanging knowledge, and developing effective communication skills**  **4- Developing research skills: Enhancing the ability to collect and analyze information and understanding how to design and implement research projects** |
| **Teaching and learning methods** |
| **1- Learning through weekly lectures (in-person).**  **2- Opening a classroom for the research methodology course and communicating with students.**  **3- Conducting surprise exams and tests for students in person.**  **4- Encouraging students to view electronic resources and libraries .** |
| **Evaluation methods** |
| 1. **Oral exams** 2. **Monthly exams** 3. **Daily activities** 4. **Student attendance and commitment to school** |
| **C- Emotional and value-based objectives**  **1- Student participation in the lecture.**  **2- Student participation in college activities.**  **3- Student listens to the teacher's explanation.**  **4- Student's interest in the lecture and his interaction.** |

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| 1. **Course structure** | | | | | |
| **The week** | **Watches** | **Required learning outcomes** | **Unit name/topic** | **Teaching method** | **Evaluation method** |
| **the first** | **2** | **Student understanding of the lesson** | **Science, goals of science, assumptions of the scientific method, general nature, human axioms** | **Theoretical lectures**  **Case Study**  **discussion** | **Oral exams**  **Daily Questions** |
| **the second** | **2** | **Student understanding of the lesson** | **Research methodology, benefits of education, scientific research methods, scientific research conditions** | **Theoretical lectures**  **Case Study**  **discussion** | **Oral exams**  **Daily Questions** |
| **the third** | **2** | **Student understanding of the lesson** | **Principle of scientific thinking, characteristics of scientific thinking, obstacles to scientific thinking** | **Theoretical lectures**  **Case Study**  **discussion** | **Oral exams**  **Daily Questions** |
| **Fourth** | **2** | **Student understanding of the lesson** | **researcher readiness, researcher preparation** | **Theoretical lectures**  **Case Study**  **discussion** | **Oral exams**  **Daily Questions** |
| **Fifth** | **2** | **Student understanding of the lesson** | **Steps of the scientific method, research problem, sources of obtaining the problem, defining the problem** | **Theoretical lectures**  **Case Study**  **discussion** | **Oral exams**  **Daily Questions** |
| **Sixth** | **2** | **Student understanding of the lesson** | **Problem formulation, problem formulation criteria, research problem evaluation criteria** | **Theoretical lectures**  **Case Study**  **discussion** | **Oral exams**  **Daily Questions** |
| **Seventh** | **2** | **Student understanding of the lesson** | **Previous studies and research, collecting information, formulating hypotheses, how to formulate hypotheses, when to accept hypotheses** | **Theoretical lectures**  **Case Study**  **discussion** | **Oral exams**  **Daily Questions** |
| **The eighth** | **2** | **Student understanding of the lesson** | **Characteristics of new hypotheses, importance of using hypotheses, choosing the validity of hypotheses** | **Theoretical lectures**  **Case Study**  **discussion** | **Oral exams**  **Daily Questions** |
| **Ninth** | **2** | **Student understanding of the lesson** | **Access and dissemination of results, scientific research tools, questionnaire samples, interviews, observations** | **Theoretical lectures**  **Case Study**  **discussion** | **Oral exams**  **Daily Questions** |
| **tenth** | **2** | **Student understanding of the lesson** | **Search display style** | **Theoretical lectures**  **Case Study**  **discussion** | **Oral exams**  **Daily Questions** |
| **eleventh** | **2** | **Student understanding of the lesson** | **Research writing style** | **Theoretical lectures**  **Case Study**  **discussion** | **Oral exams**  **Daily Questions** |
| **twelfth** | **2** | **Student understanding of the lesson** | **Documenting scientific research, writing references style** | **Theoretical lectures**  **Case Study**  **discussion** | **Oral exams**  **Daily Questions** |
| **thirteenth** | **2** | **Student understanding of the lesson** | **Statistical methods, use of calculations** | **Theoretical lectures**  **Case Study**  **discussion** | **Oral exams**  **Daily Questions** |
| **fourteenth** | **2** | **Student understanding of the lesson** | **Basic concepts of research writing** | **Theoretical lectures**  **Case Study**  **discussion** | **Oral exams**  **Daily Questions** |
| **fifteenth** | **2** | **Student understanding of the lesson** | **exam** |  |  |

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| 1. **Infrastructure** | |
| 1. **Required Textbooks** | **Scientific research methodology by Dr. Kamal Al-Dashli** |
| 1. **Main References (Sources)** | **Scientific Research Methodology, Concepts and Components by Dr. Muhammad Shafiq** |
| **A) Recommended books and references (scientific journals, reports, etc.)** | **Scientific research methodology by Dr. Abdul Karim Bakkar, scientific research ethics by Dr. Anwar Al-Haraki** |
| **B) Electronic references, websites, etc.** | * **Al Manara Library** * **I want platform** * **Your Library / Arab Information Network** * **Scholarship for academic studies and consultations** |