



College of Educational and Psychological Sciences
Educational Psychology and Psychological and Educational
Counseling Department

M.A Study Plan

Educational Psychology -Track: Thesis

Academic Year 2024 /2025

Type of Program :**Blended**

Study Plan Credit hours (33)

Teaching Type	Percentage of study plan hours/number	Actual Ratio
Complete Online E-Learning	20% - 10% Maximum	18 %
Blended learning (for humanities)	60% - 40% Maximum	46%
Blended learning (for scientific majors)	50% - 30% Maximum	
Face-to-face learning (for humanities)	20% Minimum	36%
Face-to-face learning (for scientific majors)	30% Minimum	

Note: The learning types of the courses are disseminated at all academic levels in the program



Department Vision

Entrepreneurship and excellence in the quality of teaching and learning, scientific research, and community service locally and internationally.

Department Mission

The preparation of qualified, specialized, and knowledgeable, professionally, and ethically capable human cadres in the field of educational psychology and psychological and educational counseling, to meet the needs of society efficiently and effectively.

Program Mission

Preparing qualified and distinguished graduates to meet local and regional community needs, by a qualified cadre capable to cope with local and international criteria of e. learning inclusion.

Educational Program Objectives

1. Developing theoretical and practical experiences to understand and interpret human behavior.
2. Upgrading research skills to conduct studies in the fields of educational psychology.
3. Updating the means, equipment and resources used in the educational process.
4. Contributing in solving the issues of the society, related to psychological nature.

Educational Program Outcomes

1. Recognize educational and psychological theories in the educational process.
2. Clarify individual differences between learners in educational institutions.
3. Apply qualitative and quantitative research skills through the use of statistical programs in the psychological and educational field.
4. Employ higher-order thinking skills in solving educational and psychological problems.
5. Evaluate educational and psychological tests and standards in the psychological and educational field.
6. Build educational and psychological measurement tests in the educational process.



Plan Contents

First: The study plan for a master's degree consists of a major in educational psychology Of (33) credit hours disseminated as follows:

Track	Requisite Type	Credit Hours	Percent %
Thesis	Compulsory Major Requisite	18	
	Elective Major Requisite	6	
	Thesis	9	
Total		33	100%

Coding system approved by the University

X	X	0	7	X	X	03	1
Sequence		Course Level		Knowledge domain		Major Code	College Code

Second: the Thesis Track

A. Compulsory Requisites (18) credit hours:

Teaching type			Course Number	Course Title	Credited Hours	Pre-Requisite
Online E-Learning	Blended	Face-to-Face				
		✓	10310703	Research and statistical methods	3	
		✓	10330701	Educational Psychology - Advanced	3	
		✓	10330702	Learning theories and their applications	3	
		✓	10320701	Developmental psychology - advanced	3	
✓			10340701	Constructing tests and Scales	3	
✓			10340702	Measuring abilities and tendencies	3	
Total					18	



B. Elective Requisites (6) credit hours chosen by the student from the following courses:

Teaching type			Course Number	Course Title	Credited Hours	Pre-Requisite
Online E-Learning	Blended	Face-to-Face				
	✓		10320706	Developmental problems	3	
	✓		10320702	Emotional and social development	3	
	✓		10320703	Childhood and adolescence	3	
	✓		10320705	Development theories and their applications	3	
	✓		10330703	Motivation theories	3	
	✓		10330704	Thinking Learning	3	
	✓		10320704	Cognitive and linguistic development	3	
	✓		10310702	Statistics in scientific research	3	
	✓		10340707	Criterion reference tests	3	
	✓		10340706	Uses of computers in data analysis	3	
	✓		10340705	An applied project in constructing tests	3	
	✓		10420703	Personality and adaptation	3	
	✓		10340704	Educational evaluation	3	
	✓		10330705	School Psychology	3	
			Total		42	

C. Thesis:

Prerequisite	Credit Hours	Course Title	Course No.
	9	Thesis (blended)	10350701

Course Description



10310703 Research and Statistical Methods, (3) credit hours, prerequisite -, type of learning (Face to face)

This course deals with introducing different research methods in the psychological and educational sciences, preparing a research plan, sampling methods, data collection tools, and employing statistical methods in testing hypotheses about: (arithmetic mean, variance, correlation coefficient, and ratio), in addition to using the statistical package for the social sciences. (SPSS) in data analysis, scientific writing of the research report, and documentation principles according to the American Psychological Association (APA) system.

10330701 Educational Psychology - Advanced, (3) credit hours, prerequisite -, type of learning (Face to face)

This course deals with the concept of educational psychology, its topics, importance, theories, mental processes, attention, perception, memory, forgetting, individual differences in achievement and learning, transmission of the effect of learning and training, learning motivation, thinking and problem solving, and educational applications based on modern studies.

10330702 Learning Theories and Their Applications, (3) credit hours, prerequisite -, type of learning is (Face to face)

This course deals with the concept of learning, the factors influencing learning processes, the conditions for learning, methods of research into them, and the various theoretical orientations that explained the learning process (behavioral, cognitive, social learning, theories with common trends between behavioral and cognitive, neurological theories, and maturation theories). With a focus on the educational applications of these theories in the educational process.

10320701 Developmental Psychology - Advanced, (3) credit hours, prerequisite -, learning type (Face to face)

This course addresses the importance of studying growth, its goals, and laws, controversial issues and basic concepts in growth, contemporary theories explaining growth and research methods, factors affecting growth, aspects of growth across the developmental stages of fertilization, breastfeeding, childhood, adulthood, and old age, and their requirements, standards, and suitability to contemporary changes by following the latest international studies and research.

(10340701)Constructing tests and Scales, (3) credit hours, prerequisite -, learning type is (Distance –electronic).



This course deals with theoretical concepts and assumptions, and practical competencies in constructing psychological and educational tests, applying them, correcting them, and interpreting their results. It also deals with the indications that express the effectiveness of tests estimated by the statistical characteristics of the items, tests, and standards extracted in the codification process. It also deals with the item response theory, its models, and its assumptions.

(10340702) Measuring abilities and tendencies, (3) credit hours, prerequisite -, type of learning is (Distance –electronic)

This course addresses the most prominent theoretical and applied aspects of aptitude and inclination tests that are of interest to educators and those working in the fields of psychology, counseling, and special education, including tests of intelligence, academic aptitude, creativity, achievement tests, and standardized aptitudes.

10320706 Developmental problems, (3) credit hours, prerequisite -, Learning Type Blended

This course covers the criteria of deviation from developmental ways, methods of classifying developmental problems, strategies for assessing individuals suffering from developmental problems, theories explaining growth problems, problems of delayed maturation, lack of a sense of security, mood disorders, language, problems of antisocial behavior, diagnosis, symptoms, and treatment methods.

10320702 Emotional and social development, (3) credit hours, prerequisite -, type of learning (Blended) and prerequisite none.

This course deals with the theoretical foundations that explain emotional and social development, methods of socialization and the factors affecting them, social interaction between the child and others, the development of emotional and social competence in the child, the educational and social practices responsible for its development, and the emotional and social problems that are likely to appear during the stages of development and their importance in growth during the stages. suffix.

10320703 Childhood and Adolescence, (3) credit hours, prerequisite -, type of learning is blended

This course deals with the historical development of interest in childhood, basic issues in the study of child development, childhood theories and their contributions, research methods and ethics, the development of the child's personality in the areas of physical, cognitive, and social development, institutions of socialization, childhood programs, childhood problems and methods of treatment.

10320705 Development theories and their applications, (3) credit hours, prerequisite -, learning type blended





This course deals with the concept of theory of development, its importance, early theories in explaining human development and their philosophical foundations, theories of maturity, ethological evolutionary theories, behavioral approach, psychoanalysis, social cognitive theory, organic theory, ecological theory, humanity, information analysis, and the perspective of lifelong development , future trends.

10330703 Motivation Theories, (3) credit hours, prerequisite -, type of learning (Blended)

This course deals with the theoretical development of the study of motivation from the philosophical point of view to the human and cognitive theories, the biological, educational, and cognitive foundations of motivation, modern research fields and methods for measuring motivation, needs, incentives, and motivational motivations for self-efficacy, justice theory, self-control theory, the three needs theory, and motivation. For achievement, and its applications in the fields of education, psychotherapy, and work, emotions in terms of: their physiological and cognitive manifestations, their functions, development, ways of expressing them, and the relationship between personality, motivation, and emotions.

10330704 Thinking Learning, (3) credit hours, prerequisite -, learning type Blended.

This course deals with the concept of thinking, its processes, skills, levels, and classifications, global standards and different thinking methods, their development and teaching. Different thinking teaching programs and strategies and their success factors, metacognitive thinking, problem-solving thinking, and creative thinking with a focus on ways to develop and improve each of them, and the training on them.

10320704 Cognitive and linguistic development, (3) credit hours, prerequisite -, type of learning (Blended)

This course deals with language analysis and cognitive development, contemporary theoretical trends explaining linguistic and cognitive development in language and thinking, the basic characteristics of each stage of cognitive and linguistic development and the factors affecting them, as well as ways to help accelerate cognitive and linguistic development in light of recent studies.

(10310702) Statistics in Scientific Research, (3) credit hours, prerequisite -, type of learning is Blended

This course deals with the nature of statistics, including its descriptive and inferential types, types of samples, and various sampling methods. The course deals with the basic concepts in statistics, the characteristics of sampling distributions, correlation coefficients and their use, regression analysis, testing hypotheses about arithmetic means, and analysis of variance: one-way, two-way, and dimensional comparisons. Skills in using the Statistical Package for the Social Sciences (SPSS) to analyze actual data through appropriate



statistical methods, such as: (χ^2 , t, ANOVA, ANCOVA), reading and interpreting the outputs and results of statistical analysis, and the ability to write a scientific comment on them in sound statistical language.

(10340707) Criterion -reference tests, (3) credit hours, prerequisite -, learning type is blended.

This course deals with theoretical concepts, assumptions, and practical competencies in preparing critical-referenced tests, applying them, correcting them, and interpreting their results. It also deals with the indications that express the effectiveness of these tests, represented by the statistical characteristics of the test and its items.

(10340706) Uses of Computers in Data Analysis, (3) credit hours, prerequisite -, type of learning is blended.

This course deals with the use of well-known statistical software in analyzing educational data, such as SPSS and SAS. This course focuses on entering data into the computer and analyzing it using descriptive, inferential, and correlational statistical methods. It also includes interpreting the results of the analysis for each statistical method and writing the reports.

10340705. An applied project in constructing tests, (3) credit hours, prerequisite -, type of learning is blended.

This course deals with how the student prepares a research plan in which a measurement scale is used, in the areas of cognitive abilities, personal traits, inclinations and trends, or motivational characteristics, and does not include areas of academic achievement. It defines a problem whose research requires collecting data in the available sample, and defines the other research steps from a presentation. The justifications for researching the problem and the theoretical framework from which it starts, and some previous studies and the research methodology, then he applies the research plan and analyzes the resulting data as two hypotheses: the first to arrive to solutions to the research problem or answers of the research questions and here to verify the psychometric properties and the student writes the research report according to the rules adopted in writing reports. Scientific research that can be referred to in special evidence.

10420703 Personality and Adaptation, (3) credit hours, prerequisite -, Learning Type Blended

This course deals with personality, its traits and its constituent elements, normal and abnormal personality, personality determinants, theories of personality interpretation and mental health and methods of measuring them. Individual differences in personality, adaptation and its areas and mechanisms, adaptation theories, and the relationship between different aspects of personality and adaptation and mental health.



(10340704) Educational Evaluation (3) credit hours, prerequisite -, type of learning is (Face to face).

This course deals with basic concepts and skills in educational evaluation, including the goals of educational evaluation, its foundations, components, theoretical models, types, fields, and educational applications in learning, teaching, and the curriculum, and the school program in all its elements. It also includes the stages of the evaluation process, and plans for evaluation studies in terms of their purposes, standards, designs, and methods, and interpretation of its results.

10330705 School Psychology (3) credit hours, prerequisite -, Learning Type Blended

This Course deals With the nature of the educational Learning Process for all stages of growth from kindergarten to the primary and secondary stages with Concepts related to the appropriate school environment, the philosophy of education and its impact on students within the classrooms and the appropriateness between the styles of education and learning , styles of students and the evaluation of theoretical , practical knowledge related to appropriate classroom management, effective teacher, identify the causes of educational problems among students , appropriate ways to confront these problems through practical applications directed to parents and teachers to help the student grow to the maximum extent possible .