Course Descriptions

EDUC 110 Introduction to Educational Technology   (3 credits)
This course includes the concepts of educational technology, its theoretical and philosophical foundations, the components of the field of educational technology, and the roles and function of each component. In addition, this course covers the historical development of the field of educational technology, the elements that contributed to its application; and highlight the professional ethics of the practice of educational technology.

EDUC 120 Learning and Child Development   (3 credits)
Introduction to theories of instruction, intelligence, child development, learning and behavior management. Implications of these theories for classroom teaching.

EDUC 150 Introduction to Foundations of Education   (3 credits)
Brief history of major factors that influenced the development of modern education. The philosophical, psychological, and social backgrounds of education with focus on the Arabic culture and the goals of the educational systems in the Sultanate of Oman and the GCC countries.

EDUC 160 Introduction to Instructional Design   (3 credits)
This course aims to familiarize students with the methods of educational programs. The course provides an overview about the concept and importance of educational programs and their relationship to the educational theories. It also gives an introduction to system approach and it compares a range of educational methods for educational program design by analyzing their main components such as needs analysis, leaner need analysis, concept and task analysis and by selecting the teaching strategies and the summative evaluation of the educational materials.

EDUC 180 Instructional Computer   (3 credits)
The course introduces students to the various applications of computers in education; and reviews the historical developments of the process of using educational computer applications in a variety of settings. The course also discusses the role of computers as a tool for the development of critical and creative thinking; collaborative computer work and the study of computer learning environments are emphasized in detail.

EDUC 185 Learning Resources & Technology Centers   (3 credits)
The course aims at preparing students to manage, enhance, and improve the quality of the services in Learning Resources & Technology Centers. It also explains in detail the different types of management of these centers. The course also discusses different ways to encourage teachers to adopt modern technology in teaching and student learning.

EDUC 200 Introduction to Guidance and Counseling   (3 credits)
An introduction to school guidance and counseling. Emphasis is on the role of guidance counselors in school and community settings. *Prerequisite: EDUC 120.*

EDUC 205 Introduction to Special Education   (3 credits)
An introduction to the various types of exceptionality. Educational characteristics of children with learning disabilities, emotional disturbance, mental retardation, speech, visual, and hearing impairment, and giftedness. *Prerequisite: EDUC 120.*

EDUC 210 Children's Literature   (3 credits)
Survey of the classics and contemporary children's literature of various genres. Topics include child development in relation to children's literature, poetry, fairy tales, epics, myths and legends, fantasy, fiction, nursery rhymes,

ABC/counting and picture books. Using children's literature as an effective means to encourage reading enjoyment and self-expression is particularly stressed.

EDUC 215 Designing and Producing Multimedia   (3 credits)
The course reviews the characteristics of the software, and emphasizes the principles of design, production, selection, applications and assessment. Also, it discusses multimedia learning projects, and examines authoring programs such as Author ware, Hyper card, Tool box. It also compares and analyzes some of the multimedia educational software systems where students design and produce interactive programs as course requirements. Prerequisite: EDUC 160

EDUC 220 Individualized Instruction   (3 credits)
The course covers the definition of individual Instruction, its importance and types, with emphasis on programed learning, personal systems of education, games and educational simulation, personal programed tutoring, audio learning systems, collaborative learning, self-study programs and their applications in the learning process.

EDUC 250 Education in Islam   (3 credits)
This course examines the approach of Islam to education and the history of educational systems in Islamic societies.

EDUC 260 Environmental Education   (3 credits)
The basic concepts of the environment from economic, cultural, and religious point of views. The need to preserve the environment locally and internationally to secure continuity of the human race. The local environmental problems and suggested solutions. The role of schools and educational systems to spread environmental awareness and improve environment friendly behaviors.

EDUC 290: Math for Teachers   (3 credits)
The course aims to provide the students with basic skills of school mathematics. The course includes the following topics: Mathematical logic principles, methods of proof, groups and relationships, groupings, loops, fields, applications and binary operations, geometric transformations, coordinates, vectors: circle, ellipse, parabola, etc., space geometry.

EDUC 300 Curriculum Development and analysis   (3 credits)
Principles of curriculum development and techniques to analyze and select curricula that is appropriate to stated goals and objectives. Focus is on the Omani curriculum at its various stages. *Prerequisite: EDUC 320.*

EDUC 303 School Visit and Classroom Observation   (3 credits)
Visiting schools and getting acquainted with various aspects of school organization, structure, administration, teachers' duties, and the relationship between teachers and administrators. Students will be distributed in groups according to their area of specialization. *Prerequisite: One Methods Course.*

EDUC 305 Approaches to Integration in Education   (3 credits)
Approaches to the integrated curriculum and construction of integrated thematic units. Building, analyzing, and critiquing models of integration are emphasized. Developing interdisciplinary units of learning; involving parents and community; communicating effectively with children within their unique stages of development.

EDUC 310 Visual Arts Education   (3 credits)
Teaching visual art in the elementary school with focus on the techniques of teaching painting, drawing, paste modeling, and constructing visual products out of various media. Focus is on leading children to develop their creative thinking. The course includes observation and practice in actual classrooms.

EDUC 320 Instructional Methods and Strategies　　　　(3 credits)
Exploration of known strategies and techniques of teaching, and learning. Essential teaching skills with focus on developing thinking abilities. Discussing the most commonly known theories and models such as Social Interaction Model, the Inductive Model, the Problem based Learning, Cooperative Learning, and Direct- Instruction Model. *Prerequisite: EDUC 150.*

EDUC 350E Methods of Teaching EFL & ESL I　　　　(3 credits)
Theoretical background and supervised teaching of English as a foreign language at the elementary and intermediate levels. Focus is on developing competencies in material development, instructional planning, classroom management, and methodology of teaching English as a foreign language in the elementary school. The course includes observation and application of these competencies in field settings. Micro teaching is an integral component. *Prerequisite or co-requisite: EDUC 320.*

EDUC 350M Methods of Teaching Mathematics I　　　　(3 credits)
Theoretical background and supervised teaching of mathematics in the elementary school. Focus is on developing competencies in instructional material development, instructional planning, classroom management, and methodology of teaching mathematics. The course includes observation and application of these competencies in field settings. Microteaching is an integral component. *Prerequisite or co-requisite: EDUC 320.*

EDUC 350S Methods of Teaching Science I　　　　(3 credits)
Theoretical background and supervised teaching of science at the intermediate level. Focus is on developing competencies in material development, instructional planning, classroom management, and methodology of teaching science. The course includes observation and application of these competencies in field settings. Microteaching is an integral component. *Prerequisite or corequisite: EDUC 320.*

EDUC 350C Methods of Teaching Information Technology I　　　　(3 credits)
Theoretical background and supervised teaching of Information Technologyat the intermediate level. Focus is on developing competencies in material development, instructional planning, classroom management, and methodology of teaching science. The course includes observation and application of these competencies in field settings. Microteaching is an integral component. *Prerequisite or co-requisite: EDUC 320.*

EDUC 355 Behavior Modification　　　　(3 credits)
The meaning and psychological concepts that are associated with behavior. The distinction between normal and abnormal behaviors. The theoretical framework of behavior modifications in light of analytical and cognitive models with focus on the most common behavioral problems such as shyness, aggression, drug abuse, adolescent delinquency, and the role of family and school in this regard.

EDUC 360 Educational Systems in Oman and the GCC Countries　　　　(3 credits)
An in-depth analysis of the educational systems in Oman and the GCC, its components and philosophy with special emphasis on input quality standards and the process of output transmission to the markets equipped with the necessary skills to complete at regional and international levels. Case studies and applied examples are used. *The course may be offered in Arabic.*

EDUC 365 Information and Communication Technologies (ICT) in Education　　　　(3credits)
An of how to use technology in the classroom. Focuses on teaching and managing classroom activities using Information and Communication Technologies (ICT), evaluating the effectiveness of educational software, integrating the Internet in teaching, and developing basic educational applications such as digital presentations and educational websites.

EDUC 370 Learning Difficulties   **(3 credits)**

The basic concept and the foundations of classifying learning difficulties from biological and cognitive points of views. Focus is on the most common learning difficulties in the classroom such as speech irregularities and difficulties in writing and self-expression.

EDUC 400 Professional Development in Education   **(3 credits)**

Models of professional development in educational settings. Topics include theories of professional development in education, continuous improvement in teaching, expanded leadership roles for all teachers, providing peer assistance, and supervision for professional growth. Designing and evaluating a professional development plan.

EDUC 410E Methods of Teaching EFL& ESL II   **(3 credits)**

A further development of the methods of teaching English as a second language at the elementary and intermediate levels that were studied in EDUC 350A. Focus is on curriculum analysis and the selection and evaluation of relevant textbooks and other support materials including computer software, and audio-visual materials. *Prerequisite: EDUC 350E.*

EDUC 410M Methods of Teaching Mathematics II   **(3 credits)**

A further development of the methods of teaching mathematics at the elementary and intermediate levels that were studied in EDUC 350B. Focus is on curriculum analysis and the selection and evaluation of relevant textbooks and other support materials including computer software, and audio-visual materials. *Prerequisite: EDUC 350M.*

EDUC 410S Methods of Teaching Science II   (3 **credits**)

A further development of the methods of teaching science at the elementary and intermediate levels that were studied in EDUC 350C. Focus is on curriculum analysis and the selection and evaluation of relevant textbooks and other support materials including computer software, and audio-visual materials. *Prerequisite: EDUC 350S.*

EDUC 410C Methods of Teaching Information Technology II   (3 **credits**)

A further development of the methods of teaching Information Technology at the elementary and intermediate levels that were studied in EDUC 350C. Focus is on curriculum analysis and the selection and evaluation of relevant textbooks and other support materials including computer software, and audio-visual materials. *Prerequisite: EDUC 350C.*

EDUC 420 Introduction to Research Methodology in Education   **(3 credits)**

The importance of research in education. The basic qualitative and quantitative research methods that are suitable to education. Classroom-based research (Action Research) and its importance in improving classroom practices. The basic data collection techniques. Data types and basic data analysis techniques including frequency distributions, cross-tabulations, correlation, and hypothesis testing.

EDUC 425 Foundations of Health Education   **(3 credits)**

The foundation for improving health through modification of daily habits. Analysis of nutrition, exercise, and environmental health is emphasized. The characteristics of a healthy environment and health curriculum in schools.

EDUC 430 Educational Administration and Classroom Management   **(3 credits)**

The school structure and its relationship with central educational administration. Educational supervision and leadership with focus on the Omani environment in light of some international experiences. Classroom management and teacher relationship with the school administration.

EDUC 440E Assessment and Evaluation in Teaching EFL& ESL   **(3 credits)**
Principles and procedures of assessment of learning English as a second language at the elementary and intermediate levels. Focus is on types of test items such as multiple choice, fill-in the blank, true and false, short answers, and essays in norm- and criterion referenced assessment; standardized tests and how to construct and administer tests. In addition, the course covers observation techniques, performance measures and alignment of assessment and instruction along with related current issues and controversies. Prerequisite: EDUC 320.

EDUC 440M Assessment and Evaluation in Teaching Mathematics   **(3 credits)**
Principles and procedures of assessment of learning mathematics at the intermediate level. Focus is on types of test items such as multiple choice, fill-in the blank, true and false, short answers, and essays in norm- and criterion referenced assessment; standardized tests and how to construct and administer tests. In addition, the course covers observation techniques, performance measures and alignment of assessment and instruction along with related current issues and controversies. *Prerequisite: EDUC 320.*

EDUC 440S Assessment and Evaluation in Teaching Science   **(3 credits)**
Principles and procedures of assessment of learning science at the intermediate level. Focus is on types of test items such as multiple choice, fill-in the blank, true Dhofar University Catalogue (AY 2019-20) 84 and false, short answers, and essays in norm- and criterion-referenced assessment; standardized tests and how to construct and administer tests. In addition, the course covers observation techniques, performance measures and alignment of assessment and instruction along with related current issues and controversies. *Prerequisite: EDUC 320.*

EDUC 440C Assessment and Evaluation in Teaching Information Technology   **(**3 **credits)**
Principles and procedures of assessment of learning Information Technology at the elementary and intermediate levels. Focus is on types of test items such as multiple choice, fill-in the blank, true and false, short answers, and essays in norm- and criterion-referenced assessment; standardized tests and how to construct and administer tests. In addition, the course covers observation techniques, performance measures and alignment of assessment and instruction along with related current issues and controversies. *Prerequisite: EDUC 320.*

EDUC 450 Distance Learning and Use of Internet   **(3 credits)**
The course aims to introduce students to the basics of distance learning. Also, it focuses on the importance, objectives and requirements that are conceded as important aspects in this course. In addition, this course reviews the design process of distance learning materials, as well as the introduction of teleconferencing technology. The course also covers the objectives, principles, and structure of the network applications and historical development of teaching/learning process. The course also explains other issues, such as: the principles of web page design, and the various approaches to shaping, managing, and evaluating web-based learning materials.

EDUC 460 Senior Seminar: Issues in Education   **(3 credits)**
A seminar intended for majors in elementary education focusing on one or more current issues in elementary education. *Senior Standing.*

EDUC 485E Practicum in Teaching EFL& ESL   **(6 credits)**
Experience in classroom settings under the supervision of university instructors and cooperating school teachers. *Prerequisite: EDUC 410E*

EDUC 485M Practicum in Teaching Mathematics   **(6 credits)**
Experience in classroom settings under the supervision of university instructors and cooperating school teachers. *Prerequisite: EDUC 410M*

EDUC 485S Practicum in Teaching Science   **(6 credits)**

Experience in classroom settings under the supervision of university instructors and cooperating school teachers. *Prerequisite: EDUC 410S*

EDUC 485C Practicum in Teaching Information Technology   **(6 credits)**

Experience in classroom settings under the supervision of university instructors and cooperating school teachers. *Prerequisite: EDUC 410C*

EDUC 490 Senior Project   **(3 credits)**

Methods and concepts of action research. Action research is presented as a reflective process used by practicing classroom teachers to identify and solve problems of importance in the classroom. The course includes an action research project. The course should be taken only in the spring semester of the fourth year.