

Course Specification

LEARNING AND SEARCHING SKILLS COURSE

Lrsk-141

(1434 – 1435 H)

Course Specification

For Guidance on the completion of this template, please refer to of Handbook 2 Internal Quality Assurance Arrangements

Institution:	University of Dammam
College/Department :	Deanship of Preparatory year and supported studies

A Course Identification and General Information

1. Course title and code:	Learning and Searching Skills , Course Number and Code (CRN): 141
2. Credit hours : (2) , Contact hours : (2)	
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)	Preparatory year Program
4. Name of faculty member responsible for the course	
Men:	
Dr.Yousry Mohamed Mahmoud Othman	Dr.Ali A I Wardany Ali
Dr.Sadam Rateb Derawsha	Dr.Ismail Mohamed Ali Nabrawy
Dr.Fuoad Abd Elrazek	Dr.Feras Hassan Talafha
Dr.Malek Torky Mostafa .	
Women :	
Dr.Kawther Abd El Megid El Said	Dr.Samah Ramzy Abd El ghany
Dr.Anwar Soud Al shaar	Dr.Amany Omar Abd Rabo
Dr.Rasha Abd El Fatah	
5. Level/year at which this course is offered	Preparatory year
6. Pre-requisites for this course (if any)	None
7. Co-requisites for this course (if any)	Student should have the ability of using Search Engines in getting data and information .
8. Location if not on main campus	University City Campus, and Deanship of Preparatory year Building (500)

B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.

Course aims to help student in :

- **Identifying importance of scientific research, its phases and how to prepare it.**
- **Acquiring the skills of Scientific Research and methods of learning resources.**
- **Identifying the basic concepts and learning strategies and theories.**
- **Acquiring the skills of learning (Thinking, Studying, Reading)**

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

- **We developed the Course Content to improve the student interactions and achievements.**
- **Student book for activities to improve the learning outcomes of the course**
- **An integration Process has been built with Deanship of Library affairs to enrich the Course with Information literacy components to the content.**

C. Course Description

The course of learning and research skills aims at helping the students acknowledge the concepts, the theories and the application skills through the study of learning skills and using effective teaching methods which rely on the students' activity and motive to learn through practice and self-study. The students acquire the skills doing group work and interaction. This course encourages the students to use different learning resources, good reading skills and using libraries to get the information they need. It trains the students to follow scientific research steps to prepare a research project and prepare the students learn dealing with lectures and being ready for them. The course also directs the student to use studying skills and thinking skills successfully.

1 Topics to be Covered

Topic	No of Weeks	Contact hours
Warm up Week	1	2
Unit One : <ul style="list-style-type: none"> • Research Definitions , and its importance . • Scientific Research Attributes . • Information Resources . • Information Collection Tools . • Research types and curriculum . • Research Elements . • Resources Documentation . • Activities and practices on Scientific Research Skill . 	8	16

<p><u>Unit Two :</u></p> <ul style="list-style-type: none"> • Learning Skills . • Teaching Strategies (Active Learning , Cooperative Learning , Electronic Learning) • Information Processing , Mind Maps . • Reading Styles , Quick Reading strategy . • Summarization and writing Skills . • Activities and practices on Learning Skill . 	4	8
<p><u>Unit Three :</u></p> <ul style="list-style-type: none"> • Thinking Skills. • Introduction in Thinking. • Critical Thinking. • Creative Thinking. • Multi Intelligence Theory. • Activities and practices on Thinking Skill. 	3	6

2 Course components (total contact hours per semester):			
Lecture: 16	Tutorial: 24	Practical/Fieldwork/Inte rnship: 8	Other:

<p>2. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)</p> <ul style="list-style-type: none"> • 25 hours for Self discovering of Information Resources, Using Electronic Database that available in Dammam University libraries in collecting Information and navigation.
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<p>4. Development of Learning Outcomes in Domains of Learning</p> <p>For each of the domains of learning shown below indicate:</p> <ul style="list-style-type: none"> • A brief summary of the knowledge or skill the course is intended to develop; • A description of the teaching strategies to be used in the course to develop that knowledge or skill; • The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired

- **Concept and theories of Learning and its role in the success of the individual.**
- **Understand the concept of Thinking and its characteristics and types .**
- **Learn how to choose the research problem.**
- **Learn how to prepare a research plan according to the rules and the scientific basis.**
- **Acquire the skill to use the library and how use Information resources effectively .**
- **Learn how to find information from multiple sources.**

(ii) Teaching strategies to be used to develop that knowledge

- **Active Learning strategy.**
- **Cooperative Learning strategy.**
- **Problem based strategy .**
- **Lecture .**
- **Brain Storming sessions .**
- **Discussion Strategy .**
- **Group Projects Strategy.**

(iii) Methods of assessment of knowledge acquired

- **Quiz , activities and Practices , Final Exams .**

b. Cognitive Skills

(i) Cognitive skills to be developed

- **Acquire the skills of Planning.**
- **Acquire the skills of Information classification.**
- **Acquire the skills of Searching.**
- **Acquire the skills of compressing .**
- **Acquire the skills of interpretation .**
- **Acquire the skills of Scientific thinking in research and study .**
- **Acquire the skills of evaluate issues .**

(iii) Teaching strategies to be used to develop these cognitive skills

- **Open Workshops and Seminars - Group discussion**
- **Cooperative learning.**
- **Active learning.**
- **Brainstorming.**

(iii) Methods of assessment of students cognitive skills

- **Participate in the activities and projects undertaken by the group.**

- **Interacts positively within the group during activities.**
- **present creative ideas , and thinking based questions .**

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

- **Ability of Team Management .**
- **Ability to use ethical standards in evaluate people and situations .**
- **Ability of Self learning responsibility .**
- **Ability to participate in the activities during the lecture.**
- **Ability of positive interaction during the activities within the group.**
- **Ability to practice the roles well within the group.**
- **Ability to participate in activities and projects conducted by the group.**

(ii) Teaching strategies to be used to develop these skills and abilities

- **Open Workshops and Seminars .**
- **Cooperative learning.**
- **Active learning .**

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

- **Group Projects .**
- **Cooperative Learning .**

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.

- **Students need to acquire the ability to put innovative ideas and thought-provoking questions.**
- **Students need to acquire the skill to explain validity or accuracy of a certain idea.**

(ii) Teaching strategies to be used to develop these skills

- **Students presentations**
- **Workshops.**
- **Cooperative Learning.**
- **Active learning.**

(iii) Methods of assessment of students numerical and communication skills

- **Group Projects .**
- **Cooperative Learning .**

e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required Not applicable
(ii) Teaching strategies to be used to develop these skills Not applicable
(iii) Methods of assessment of students psychomotor skills Not applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Attendance and follow-up		5%
2	Participation and Activity		5%
3	Tasks and Activities		25%
4	Research Project		25%
5	Tests		40%
6	Total		100%

D. Student Support

<p>1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)</p> <p>8 office hours per week assigned for academic support for all students .</p>
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E Learning Resources

<p>1. Required Text(s)</p> <ul style="list-style-type: none"> • Learning and research Skills Book , Dammam University . • Learning and research skills activity guide.
<p>2. Essential References</p> <ul style="list-style-type: none"> • Usama Hussien Bahy : Educational Research (How to prepare and write Research) , Cairo:Egyption Anglo Library , 2002 . • Kamal Abd Hamid Zytoon: Design Summative Research and electronic processing data , cairo , Alam al- kotob , 2006.

<p>3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)</p> <ul style="list-style-type: none"> • Searching Skills Toolkit by Caroline De Brun et.al . • Finding Information in Science, Technology and Medicine by Jill Lambert. • Researching & Writing a Dissertation, An Essential Guide for Business Students, by Colin Fisher.
<p>4- Electronic Materials, Web Sites etc</p> <ul style="list-style-type: none"> • http://ud.edu.sa • http://ezp.ud.edu.sa/menu • http://www.oclc.org/worldcat.en.html • http://www.classzone.com/books/research_guide/
<p>5- Other learning material such as computer-based programs/CD, professional standards/regulations</p> <p style="text-align: center;">NA</p>

F. Facilities Required

<p>Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)</p>
<p>1. Accommodation (Lecture rooms, laboratories, etc.)</p> <ul style="list-style-type: none"> • Classrooms with interactive smart board , and connected with internet
<p>2. Computing resources</p> <p style="text-align: center;">NA</p>
<p>3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)</p> <p style="text-align: center;">NA</p>

G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <p style="text-align: center;">Course Evaluating Form</p>
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <p style="text-align: center;">Staff Evaluating Form</p>
<p>3 Processes for Improvement of Teaching</p> <p style="text-align: center;">Continuous revision of course and receive feedbacks from teaching staff .</p>

4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)

Through Periodic self-development department meeting , and its weekly seminars

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

Through Quality Unit and Academic Developing Unit in Preparatory Year Deanship.