

**Bachelor in: Sciences of Education**  
**Speciality: Counseling & Guidance**

**Summary :**

**Counseling and Guidance is a speciality in the University of Khemis Miliana . It stems from the branch of Sciences of Education. In their training pathway that lasts six semesters ,where two are in the common core ,students are provided with an educational curriculum that focuses on a full range of necessary skills that enable them to master the tasks of the school Counselor.And in order to horn their competencies in research,Students are required to submit a thesis by the end of the last semester.**

Field	Branch	Speciality
Social Sciences	Sciences of Education	<b><i>Counseling &amp; Guidance</i></b>



## 1/ First Semester

Type of Assessment		Credits	Coefficient	Instructional Time per Week				Instructional Time per Semester 14-16 per Week	Teaching Unit
Test	Continuous			Other works	Practical Work	G W	Lecture		
								Basic Teaching Units	
		<b>20</b>	<b>08</b>			<b>06 Hours</b>	<b>06 Hours</b>		
X	X	5	2			1h – 30 m	1h – 30 m	Introduction to Anthropology <b>Subject1</b>	
X	X	5	2			1h – 30 m	1h – 30 m	Introduction to Psychology <b>Subjec2</b>	
X	X	5	2			1h – 30 m	1h – 30 m	Introduction to Sociology <b>Subject3</b>	
X	X	5	2			1h – 30 m	1h – 30 m	Introduction to philosophy <b>Subject4</b>	
								Methodological Teaching Units	
		<b>05</b>	<b>04</b>			4h – 30 m	1h – 30 m		
X	X	2	2			1h – 30 m	1h – 30 m	<b>Schools &amp; Methods1</b> <b>Subject1</b>	
	X	2	1			1h – 30 m		<b>Descriptive Statistics</b> <b>Subjec2</b>	
	X	1	1			1h – 30 m		<b>Computer Science1</b> <b>Subject3</b>	
								Exploratory teaching Units	
		<b>04</b>	<b>03</b>			1h – 30 m	<b>03 Hours</b>		
X		2	1				1h – 30 m	<b>Introduction to Economics</b> <b>Subject1</b>	
X	X	2	2			1h – 30 m	1h – 30 m	<b>Individual &amp; Culture</b> <b>Subjec2</b>	
						1h – 30 m		Horizontal teaching Units	
		<b>01</b>	<b>01</b>			1h – 30 m			
	X	1	1			1h – 30 m		Foreign Language1 <b>Subject1</b>	
		<b>30</b>	<b>16</b>			13h – 30 m	10h – 30 m	<b>Total for Semester1</b>	

## 2/ Second Semester :

Type of Assessment		Credits	Coefficient	Instructional Time per week				Instructional Time per Semester <b>14-16 weeks</b>	Teaching Unit
Test	Continuous			Other works	Practical work	G W	Lecture		
									<b>Basic Teaching Units</b>
		<b>20</b>	<b>08</b>			<b>06 Heurs</b>	<b>06 Heurs</b>	<b>180</b>	
X	X	5	2			1h – 30 m	1h – 30 m	45	Introduction to Sciences of Education
X	X	5	2			1h – 30 m	1h – 30 m	45	Introduction to Demography
X	X	5	2			1h – 30 m	1h – 30 m	45	Introduction to Orthophony (Speech Therapy)
X	X	5	2			1h – 30 m	1h – 30 m	45	Fields of Social Sciences
									<b>Methodological Teaching Units</b>
		<b>05</b>	<b>04</b>			04h – 30 m	1h – 30 m	<b>90</b>	
X	X	2	2			1h – 30 m	1h – 30 m	45	Schools & Methods 2
	X	2	1			1h – 30 m		22.30	Inferential Statistics
	X	1	1			1h – 30 m		22.30	Computer Science 2
									<b>Exploratory Teaching Units</b>
		<b>04</b>	<b>03</b>			1h – 30 m	<b>03 Heurs</b>	<b>67.30</b>	
X		2	1				1h – 30 m	22.30	The Cultural History of Algeria
X	X	2	2			1h – 30 m	1h – 30 m	45	Introduction to Information Society
									<b>Horizontal Teaching Units</b>
		<b>01</b>	<b>01</b>			1h – 30 m		<b>22.30</b>	
	X	1	1			1h – 30 m		22.30	Foreign Language 2
		<b>30</b>	<b>16</b>			13h – 30 m	10h – 30 m	<b>360.00</b>	<b>Sum of Semester2</b>

### 3/ third Semester :

Type of Assessment		Credits week	Coefficient	Instructional Time per week				Instructional Time per Semester 14-16 weeks	Teaching Unit
Test	Continuous			Other works	Practical work	G W	Lecture		
		<b>20</b>	<b>10</b>			<b>6.00</b>	<b>6.00</b>	<b>180</b>	<b>Basic Teaching Units</b>
X	X	5	3	/	/	1.30	1.30	45	Modern Educational theories &
X	X	5	3	/	/	1.30	1.30	45	Educational Psychology1
X	X	5	2	/	/	1.30	1.30	45	Modern Teaching Strategies & Methods
X	X	5	2	/	/	1.30	1.30	45	Epistemology of Education
/	/	<b>6</b>	<b>4</b>	/	/	<b>3</b>	<b>3</b>	<b>90</b>	<b>Methodological Teaching Units</b>
X	X	3	2			1.30	1.30	45	Educational Research Methodology1
X	X	3	2			1.30	1.30	45	Educational Measurement & School Tests Development1
/	/	<b>2</b>	<b>1</b>	/	/	<b>1.30</b>	<b>1,30</b>	<b>45</b>	<b>Exploratory Teaching Units</b>
X	X	2	1	/	/	1.30	1.30	45	Optional Subject : School Social Psychology -1 Development Psychology -2 Modern History of Algeria -3
		<b>2</b>	<b>1</b>			<b>1.30</b>		<b>.30</b>	<b>Horizontal Teaching Units</b>
	X	2	1	/	/	1.30		2.30	Foreign Language
/	/	<b>30</b>	<b>16</b>	/	/	<b>12.00</b>	<b>10.30</b>	<b>337.30</b>	<b>Total for Semester 3</b>

#### 4/ fourth Semester

Type of Assessment		Credits	Coefficient	Instructional Time per week				Instructional Time per Semester 14-16 week	Teaching Unit
Test	Continuous			Other works	Practical work	G W	Lecture		
		<b>20</b>	<b>10</b>			<b>6.00</b>	<b>6.00</b>	<b>180</b>	Basic Teaching Units
X	X	5	3	/	/	1.30	1.30	45	Educational Counselling & Guidance
X	X	5	3	/	/	1.30	1.30	45	Educational Psychology 2
X	X	5	2	/	/	1.30	1.30	45	Comparative Education
X	X	5	2	/	/	1.30	1.30	45	Therapeutic Education & Adapted Teaching
/	/	<b>6</b>	<b>4</b>	/	/	<b>3</b>	<b>3</b>	<b>90</b>	Methodological Teaching Units
X	X	3	2			1.30	1.30	45	Educational Research Methodology2
X	X	3	2			1.30	1.30	45	Educational Measurement & School Tests Development2
/	/	<b>2</b>	<b>1</b>	/	/	<b>1.30</b>	<b>1,30</b>	<b>45</b>	Exploratory Teaching Units
X	X	2	1	/	/	.30	1.30	45	Optional Subject : Educational Planning & Management -1 Subject Didactics -2 The Khaldunic Thought -3
		<b>2</b>	<b>1</b>			<b>1.30</b>		<b>22.30</b>	Horizontal Teaching Units
	X	2	1	/	/	1.30		22.30	Foreign Language
/	/	<b>30</b>	<b>16</b>	/	/	<b>12.00</b>	<b>10.30</b>	<b>337.30</b>	<b>Total for Semester 4</b>

## 5/ fifth Semester: Counselling & Guidance

Type of Assessment		Credits	Coefficient	Instructional Time per week				Instructional Time per Semester 14-16 week	Teaching Unit
Tutorial	Lecture			Other works	Practical work	G W	Lecture		
		<b>16</b>	<b>8</b>			<b>6.00</b>	<b>6.00</b>	<b>180</b>	Basic Teaching Units
X	X	4	2	45	/	1.30	1.30	45	Principles & Theories of Counselling and Guidance 1
X	X	4	2	45	/	1.30	1.30	45	Counselling and psychological health
X	X	4	2	45	/	1.30	1.30	45	School & Professional Guidance
X	X	4	2	45	/	1.30	1.30	45	Counselling Curriculum Development
									Educational Measurement & Psychological Testing
									Special needs Psychology
/	/	<b>6</b>	<b>4</b>	/	/	<b>3.00</b>	<b>1.30</b>	<b>67.30</b>	<b>Methodological Teaching Units</b>
X	X	3	2	45	/	1.30	1.30	45	Research Methods and Techniques
	X	3	2	45		1.30	/	22.30	Applied Statistics
/	/	<b>4</b>	<b>2</b>	/	/	/	<b>3.00</b>	<b>45</b>	<b>Exploratory Teaching Units</b>
X	/	2	1	45	/	/	1.30	22.30	Optional Subjects : School Legislation
X	/	2	1	45	/	/	1.30	22.30	Education Technology Quality of Life
/	/	<b>4</b>	<b>2</b>	/	/	<b>1.30</b>	<b>1.30</b>	<b>45</b>	<b>Horizontal Teaching Units</b>
X	/	2	1	45	/		1.30	22.30	
/	X	2	1	45	/	1.30		22.30	Foreign Language
/	/	<b>30</b>	<b>16</b>	450	/	<b>10.30</b>	<b>12.00</b>	<b>337.30</b>	<b>Total for Semester 5</b>

## 6/ Sixth Semester : Counselling & Guidance

Type of Evaluation		Credits 14-16 week 14-16 week	Coefficient	Instructional Time per week				Instructional Time per Semester 14-16 week	Teaching Unit
Tutorial	Lecture			Other works		G W	Lecture		
		<b>16</b>	<b>8</b>			<b>6.00</b>	<b>6.00</b>	<b>180</b>	*
X	X	4	2	45	/	1.30	1.30	45	Principles and Theories of Counselling & Guidance
X	X	4	2	45	/	1.30	1.30	45	Educational Evaluation
X	X	4	2	45	/	1.30	1.30	45	Learning Difficulties
X	X	4	2	45	/	1.30	1.30	45	Individual Differences and Choices Education
X	X	4	2	45	/	1.30	1.30	45	Professional & School Adaptation
X	X	4	2	45	/	1.30	1.30	45	Counselling and Guidance in the international systems
/	/	<b>6</b>	<b>4</b>	/	/	<b>3.00</b>		<b>67.30</b>	<b>Methodological Teaching Units</b>
/	X	3	2	45	/	1.30		22.30	Field Trainig
/	X	3	2	45	/	1.30		45.00	GraduationThesis
/	/	<b>4</b>	<b>2</b>	/	/	/	<b>3.00</b>	<b>45</b>	<b>Exploratory Teaching Units</b>
X	/	2	1	45		/	1.30	22.30	Optional Subjects :
X	/	2	1	45		/	1.30	22.30	1- Enviromental Education
									2- The Algerian Educational System
									3- Adapted Physical Education and Sport
/	/	<b>4</b>	<b>2</b>	/	/	<b>1.30</b>	<b>1.30</b>	<b>45</b>	<b>Horizontal Teaching Units</b>
X	/	2	1	45	/	/	1.30	22.30	Risks of Drug Abuse
/	X	2	1	45	/	1.30	/	22.30	Foreign Language
/	/	<b>30</b>	<b>16</b>	450	/	<b>10.30</b>	<b>10.30</b>	<b>337.30</b>	<b>Total for Semester 6</b>





## Semester 5

Bachelor title:

Subject: Principles and Theories of Counseling and Guidance (1)

Semester: Fifth

Education goals:

Providing students with sufficient information about the theories of counseling and guidance, and training them through guidance work on how to apply them in the field.

### **Prior knowledge required:**

This subject requires prior information related to what the student has studied in the Common Core in the second year about counseling and guidance.

Content/

### **Principles of psychological counseling:**

1. Introduction to the emergence of psychological counseling.
2. The relationship of psychological counseling with other sciences
3. Ethics of the psychological counselor
4. Areas of psychological counseling

### **Counseling theories:**

- The concept of theory in guidance and counseling.

Behavioral theory.

Cognitive theory.

Humanistic theory.

Realistic guidance.

Existentialism (Frankl).

The integrative approach in counseling.

**Assessment method:** A written exam at the end of the semester for lectures Continuous evaluation during the semester for applied work

### **Subject: Counseling and mental health**

Semester: Fifth

Learning Objectives: To make the student aware of the importance of mental health for the individual and society, to introduce him to its characteristics and prominent aspects, to develop his skills in using instruments to measure it, to follow up and evaluate its effects, ways of caring for it, and how to improve it.

**Required prior knowledge:** The student needs to have a comprehensive knowledge of the concepts of mental disorder of all kinds, with a special ability to distinguish between a normal and abnormal states

**Subject content:**

1- Mental health and the public health system

2- Mental health indicators:

- Psychological compatibility

- Adaptation

Ambition and self-actualization

Autonomy (individual liberty) and responsibility

Social integration and a sense of belonging

Emotional stability

Self-actualization and social integration

3- Family and mental health:

- Family and stability/satisfaction/psychological security

Family and social cohesion/adaptation.

Family, identity and self-actualization

4- School and mental health:

**School problems.**

School guidance and academic adjustment.

Expectations, demands, anxiety and disorder.

5- Work and mental health:

Vocational guidance and mental health.

- Vocational training in light of an ever-changing environment.

Unemployment and its effects on the individual and society.

6- Mental health care institutions:

Mechanisms for diagnosing and estimating the scope of mental disorders within society

Mental health care services

Prevention and sensibilization programmes

mental health training for healthcare professionals

**Assessment method:** A written exam at the end of the semester for lectures

Continuous evaluation during the semester for applied work

Bachelor title:

Scale: school and vocational guidance in Algeria

Semester: Fifth

Professor responsible for the educational unit:

Professor in charge of the subject:

Learning Objectives:

Providing students with knowledge about the principles of guidance policy in the Algerian educational and training system

**Prior knowledge required:**

Knowledge of the types of guidance adopted in some educational systems in the world and the characteristics of the Algerian educational system.

**Subject content:**

The emergence and development of the practice of guidance and counseling in Algeria.  
Standards of guidance and counseling policy in Algeria.  
School counselor tasks and professional training  
The role of guidance in school choice and school adjustment  
Guidance in professional training centers.  
- Obstacles and problems of guidance and counseling in Algeria.

**Assessment method:** A written exam at the end of the semester for lectures  
Continuous evaluation during the semester for applied work

**Subject: Developing Counseling programmes**

Semester: Fifth

Education goals:

Enable the student to employ theoretical concepts in psychological counseling.  
Training students on how to develop programmes

Prior knowledge required:

Familiarity with the concepts of psychological counseling  
Mastering the principles of psychological counseling  
Ability to use psychological and educational tests and measures.  
Familiarity with personality theories

**Subject content:**

- 1- Concepts and definitions of counseling programmes
- 2- The importance of extension programs
- 3- Objectives of counseling programmes
- 4- Types of counseling programmes
- 5- Principles of counseling programmes
- 6- Stages of developing counseling programmes:
  - A- Selection of counseling methods and design of counseling sessions.
  - b- Choosing the counseling groups.
  - C- Applying counseling programmes.
  - D- Methods of evaluating the counseling programmes

Assessment method: A written exam at the end of the semester for lectures  
Continuous evaluation during the semester for applied work

## **Subject: psychological and educational measurement**

Semester: Fifth

Education goals:

This scale aims to provide the student with concepts and theories related to psychological measurement, as well as providing him with various techniques, methods and means that enable him to develop a test or validate an existing one.

This subject also aims to identify the most important areas of measurement and to identify the most important means used in each field.

Prior knowledge required:

That the student have some information about the principles of statistics

The student should have some information about some psychological and educational tests and measures.

## **Content**

introduction

Concepts associated with the concept of testing

Statistical study of psychological and educational tests

Types of tests and standards

The most important areas of psychological and educational measurement

Measure capabilities and readiness

Measurement of intelligence

- Measurement of special abilities

Achievement testing

Individual testing

- Measuring attitudes

Assessment method: A written exam at the end of the semester for lectures

Continuous evaluation during the semester for applied work

## **Subject: Psychology of people with special needs**

Semester: Fifth

Education goals:

- To familiarize the student with the various disabilities and disorders of people with special needs, identify their needs, methods of education, and how to integrate them into society

Prior knowledge required:

The student should have previously acquired basic knowledge in developmental psychology and child psychopathology

## **Content**

The concept of people with special needs and their classification - some related terms.

Mental disability (concept - causes - classification - characteristics).  
Visual impairment (concept - classification - characteristics).  
Hearing disability (concept - causes - characteristics).  
Motor disability (concept - classification - characteristics).  
Mental superiority (concept - classification - characteristics).  
Autism disorder (concept - causes - diagnosis).  
Educational and social integration for people with special needs.

## **Subject: research methodology and techniques**

Semester: Fifth

Education goals:

- Preparing the student for academic studies and professional competitions.  
The student's mastery of basic methodological skills.  
Enable the student to employ theoretical concepts in conducting field research and preparing a graduation note.
- Preparing the student to contribute to solving the problems of his social and professional reality using systematic scientific techniques.  
Contribute to the preparation of the scientific personality of the student.

Prior knowledge required:

Familiarity with the concepts of scientific research  
Familiarity with the definitions of scientific research  
Familiarity with the types of research  
Familiarity with the types of approaches and how to use them in research  
Familiarity with the types of samples

## **Content**

- 1- Types of scientific research and their classifications
- 2- Elaborate the research (thesis) title (conditions and specifications to be followed)
- 3- Determine the research problem and related questions
- 4- Methods of defining the research problem
  - A - Reporting method
  - B - the interrogative method
- 4 search hypotheses:  
Definition of the scientific hypothesis and how to formulate it  
Characteristics of a good hypothesis  
Research hypotheses and assumptions  
  
The role and importance of the Scientific hypothesis  
Types of scientific hypotheses
- 5 research literature ; what to employ and how to employ it.
- 6- The difference between the significance of the aims of a research

- 7- How to select the research method
  - 8- How to select research instruments
  - 9- How to display and analyze the search results
  - 10- Methods of documenting references in the thesis
  - 11- How to organize and edit the thesis
  - 12- Documentary and electronic research
- Assessment method: A written exam at the end of the semester for lectures  
 Continuous evaluation during the semester for applied work

Subject: Applied Statistics  
 semester: Fifth

## **Content**

- 1/- The statistical method in scientific research:
  - A- Data collection procedures (\* data sources \* data collection method \* data collection procedures)
  - B- The concept of data analysis:
  - C- data analysis steps (\* data classification \* data sorting \* data tabulation)
- 2/- Correlation coefficients:
  - \* Concept of Correlation \* Types of Correlation \* Pearson Correlation Coefficient \* Spearman Correlation Coefficient
- 3/- Difference tests:
  - \* t-test
  - \* chi-square test
- 4/- General concepts about the SPSS statistical package for social sciences

## **Subject: school legislation**

### **Subject content:**

This unit contains the principles that rule education in its various stages, types and components (pre-primary, primary, intermediate, secondary, university, professional training...) and the professionals of education.

## **Education technology**

### **Content**

- 1- Defining educational technology
- 2- Objectives of educational technology
- 3- The importance of educational technology in the teaching-learning process
- 4- The basics of using educational technology
- 5- Types of educational media
- 6- Teaching and learning through modern technological means of communication
- 7- New trends in communication and educational technology.

## **quality of life**

### **content:**

What is quality of life?

Quality of life and its dimensions

Methods of measuring quality of life

Factors affecting quality of life

Forms of quality of life (psychological, physical, school, family...)

- Quality of work life: what are the factors affecting it and methods of measurement

Health and social care

Positive psychology: what it is, how it appears, and its fields

Positive personality: its concept, foundations, measurement, components...)

Thought patterns and motivation

Giftedness and Creativity: What it is, its diagnosis, methods of nurturing and developing it

- Future anxiety: what it is, its diagnosis, and methods of dealing with it

Self-confidence and achievement

## **Good governance and profession ethics**

### **content:**

First: good governance

1- Good governance: definition of the concept

2- The main components of good governance

establishing democracy

electoral systems

decentralization

Constitutional system of government and legal rights

3- Principles and rules of good governance

Separation of powers

Judicial independence

Civil society

Media independence

Strengthening transparency, monitoring and accountability mechanisms

Community participation in civil oversight, human rights and citizenship

Second: countering the phenomenon of corruption

1- The essence of corruption:

Corruption is a language

Corruption, by definition

Religion and corruption

2 types of corruption:

Financial corruption

Administrative corruption

Moral corruption.

Political corruption.....etc

3- Manifestations of administrative and financial corruption:

Bribery

- Favoritism

#### Mediation

- Extortion and forgery.
- The looting of public money and its illegal spending.
- Slowness in completing transactions.
- Administrative, functional or organizational deviations by the employee and the official.
- Violations issued by the public employee while performing his job duties.
- Failure to respect work times and dates in coming and going, or spending time reading newspapers and receiving visitors, and refraining from performing work, or laziness, laziness, and not taking responsibility.
- Revealing job secrets, deviating from teamwork, and favoritism in appointment to positions of responsibility...

#### Causes of administrative and financial corruption:

##### 1- The causes of corruption from the point of view of theorists:

Theorists and researchers of management science and organizational behavior emphasized the existence of three categories that identified these reasons, which are:

According to the first category:

urban reasons.

Political reasons.

According to the second category:

Structural reasons.

Value reasons.

Economic reasons.

According to the third category:

Biological and physiological reasons.

Social reasons.

Compound causes.

2- The general causes of corruption (weakness of institutions, conflict of interests, the pursuit of quick profit, the weak role of raising awareness in educational institutions, the media, etc....not applying the law strictly,...etc.)

#### Effects of administrative and financial corruption:

- The impact of administrative and financial corruption on social aspects
- The impact of administrative and financial corruption on economic development
- The impact of administrative and financial corruption on the political system and stability

#### 6\_ Fighting corruption by international and local bodies and organizations:

Transparency International:

The United Nations Convention against Administrative Corruption

The World Bank program to assist developing countries in combating administrative corruption

- International Monetary Fund

- Algerian efforts to combat corruption (Anti-Corruption Law 06-01, Anti-Corruption Commission, the role of the judicial police in combating corruption, etc.)

#### Methods of treatment and means of combating the phenomenon of corruption:

(The religious aspect, the educational aspect and raising awareness of the dangers of corruption. The political aspect.



The economic aspect, the legislative aspect, the judicial aspect, the administrative aspect, the human aspect, the regulatory aspect, the participation aspect, the belongingness and loyalty aspect).

8- Examples of some countries' experiences in combating corruption:

- Indian experience, Singaporean experience, USA experience, Hong Kong experience  
The Malaysian experience, the Turkish experience.

Third: professional ethics

The nature of professional ethics and objectives

The importance of professional ethics

Principles of professional ethics

straightforwardness

objectivity

confidentiality

efficiency.

### **Foreign language: French**

#### **content:**

- 1- Texts in the French language related to education sciences
- 2- Texts in the French language related to the figures and pioneers of education
- 3- Texts in the French language related to modern educational theories

### **Foreign language: English**

#### **content:**

**Adler, Alfred** : creative self, striving for superiority , inferiority feelings, social interest

**Piaget , Jean** :Equilibration process , accommodation , assimilation , adaptation, schema , structure, egocentrism , irreversibility, concrete and formal operations .

**Rogers ,Carl** : phenomenal field ,congruence , incongruence , positive regard , self-regard

**Skinner , B, F** : operant conditioning and operant behavior , reinforcement , shaping behavior

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**Maslow, Abraham** : basic needs , meta-needs , biological need , security need , belonging need , self – actualization need .

**Pavlov,I.P** : conditioned reflex , conditioned and unconditioned stimulus , conditioned and unconditioned response , reinforcement , generalization .

**Erikson, Erik** :life cycle , identity confusion , identity crisis .

**Freud , Sigmund** : Unconscious , preconscious , libido , ego , ego-ideal, Id , superego.Instincts : life instincts , death instincts. - Principles : pleasure principle, reality principle , moral principle .

- Anxiety : reality anxiety, neurotic anxiety , moral anxiety .

- Defense mechanisms : repression , projection ,reaction formation .

**Bandura , Albert :** behavior modification ,imitation (modeling) ,vicarious learning .

## Semester Six

### Principles and theories of counseling and guidance 2

Content:

The psychological counseling theories (cont):

1. The solution-focused counseling approach (Steve de Shazer)

2. Gestalt counseling (Fritz Perls).

3- The philosophical and ideological problem regarding theories of psychological counseling

4 The reality of psychological counseling in the Algerian school.

5- Individualized and group counseling.

6- The counseling interview.

7- Methods of collecting information (observation, case study...).

### Educational Evaluat

#### content:

Introduction: Educational Evaluation Theories

Types of Educational Evaluation (Diagnostic - Formative - summative)

- Achievement Tests – observation-based evaluation (Performance Evaluation)

- Observation guide

Modern Trends in Evaluation:

Evaluation technology

Computer– adaptive evaluation

Online assessment

Question banks

Problems of the educational evaluation process:

pedagogical problems

Psychological problems

Social problems

Technical and organizational problems

## learning difficulties (disabilities)

### content:

- A general introduction to learning difficulties: the basic concepts
- The historical review of learning difficulties
- Causes of learning difficulties
- Theoretical approaches to explain learning difficulties.
- Characteristics of people with learning disabilities
- Classifying learning difficulties and differentiating between difficulty and disorder
- Identifying different learning difficulties:
  - Attention - memory - thinking - conceptual learning - planning - organization - processing speed - communication - reading - writing - spelling - arithmetic - adaptation.
- Techniques for diagnosing learning disabilities
- Coping with learning difficulties among learners.
- The role of the family in learning difficulties.
- Preventive and teaching strategies for people with learning difficulties
- Therapeutic programs for people with learning difficulties

## **Individual differences and education choice**

### **content:**

- definition the individual differences
- factors affecting individual differences
- Methods of studying individual differences
- Educational, training and professional applications for individual differences
- Individual differences and excellence
- Behavior management and modification
  - choice: its nature and stages of development
- Education choice
- Theories and trends of professional development
- Decision making: definition and principles
- Factors influencing decision making
- The school and vocational project: what it is and its foundations

## School and professional adaptation

content:

1 The concept of adaptation (adaptation in terms of Biology, Sociology, Psychology, and Education)

2 Adaptation characteristics (dynamic, normative, relative, functional)

3 factors affecting adaptation

4 Adaptation and maladjustment

5- The most important theories of adaptation (biological theory, behavioral theory, social theory.....)

6- Adaptation standards (statistical standard, ideal standard, civilized or cultural standard, pathological standard, and natural standard)

7 dimensions and domains of adaptation (personal dimension, social dimension, school dimension, professional dimension, mental dimension, human dimension)

8 methods of adaptation

9 Academic adaptation and its aspects:

10 Some academic problems related to adaptation:

A- Problems related to the general development of the child (language and speech disorders)

B - Problems related to mental functions (mental superiority, mental weakness)

C - Problems related to emotional development (fear of school, tantrums)

11- How does the school cope with the problem of maladaptation?

### **Professional adaptation:**

Worker and work

Factors affecting the worker's maladaptation (work conditions, the worker's personal composition, social relations)

How does the administration cope with the worker's maladaptation (preventive measures, support and reinforcement measures, scientific procedures, therapeutic measures....)

## **Counseling and guidance in global systems**

content:

- The emergence and development of the practice of guidance and counseling.

Examples of guidance and counseling in some diversified educational systems.

Examples of guidance and counseling in some typical educational systems.

- Guidance and guidance problems in the two systems.

Guidance and guidance ethics.

## **Practical (field) Training**

content:

The student participate in Practical Training in the centers or institutions related to his specialization in order to get acquainted with the nature of the work practiced in the field, and to test his capabilities and scientific capabilities in the field of his specialization, as well as

training in the natural environment and trying to deal with phenomena by applying what he studied and learned theoretically.

Graduation thesis

Article content:

The preparation of the graduation thesis aims to provide the student with the opportunity to have a closer look the sources and references, and to delve in research literature related to the student's subject which contributes to enriching his scientific, knowledge and educational background. The student completes a field study under the supervision of an adviser, and the completed thesis is evaluated by a committee of a subject matter professors.

## **Environmental education content:**

The concept of environmental education

Environment and ecosystem

Environmental systems theory

- The development of environmental education and its concepts

Environmental education curricula

Examples of environmental education programmes

Environmental citizenship

Population education

Environmental problems and current challenges

## **Algerian educational system content:**

A historical overview of Algerian education and the development of the Algerian educational system.

General principles and objectives of education in Algeria.

- Pedagogical approaches in the Algerian educational system (contents, objectives, competencies).

Educational curricula at the primary stage.

Educational curricula in the intermediate stage.

Educational curricula at the secondary level.

The reality and challenges of education in Algeria.

- A comparison between the Algerian educational system and the international educational systems.

## **Adapted physical education and sports**

**content:**

An introduction to the theory and methodology of adapted sports activity  
Goals and principles of adapted sports activity  
- General characteristics of adapted sports physical activity  
Methods and tools for teaching and training adapted sports activity (design, organization, leadership, and evaluation).

**drug abuse risks****content:**

Historical background  
- Drug abuse definition.  
The phenomenon of drug abuse in society:  
Drugs from the perspective of law and Islamic law  
A- Its causes: (individual, family, and societal).  
B - Damages and dangers resulting from drug abuse:  
1 - Organic effects and dangers.  
2 Psychological effects and dangers.  
3- Social impacts and dangers.  
4- Economic impacts and risks.  
Methods of prevention and treatment

**Foreign language: French****content:**

1- Texts in the French language related to education sciences  
2- Texts in the French language related to the figures and pioneers of education  
3- Texts in the French language related to modern educational theories

**Foreign language: English****content:**

**Adler, Alfred** : creative self, striving for superiority , inferiority feelings, social interest

**Piaget , Jean** :Equilibration process , accommodation , assimilation , adaptation, schema , structure, egocentrism , irreversibility, concrete and formal operations .

**Rogers ,Carl** : phenomenal field ,congruence , incongruence , positive regard , self-regard

**Skinner , B, F** : operant conditioning and operant behavior , reinforcement , shaping behavior ,

**Maslow, Abraham** : basic needs , meta-needs , biological need , security need , belonging need , self – actualization need .

**Pavlov,I.P** : conditioned reflex , conditioned and unconditioned stimulus , conditioned and unconditioned response , reinforcement , generalization .

**Erikson, Erik** :life cycle , identity confusion , identity crisis .

**Freud , Sigmund** : Unconscious , preconscious , libido , ego , ego-ideal, Id , superego. Instincts : life instincts , death instincts. - Principles : pleasure principle, reality principle , moral principle .

- Anxiety : reality anxiety, neurotic anxiety , moral anxiety .

- Defense mechanisms : repression , projection ,reaction formation .

**Bandura , Albert** : behavior modification ,imitation (modeling) ,vicarious learning .