



Student Handbook

Master of Education in Educational Leadership (M. Ed.)

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1. Welcome and introduction

a. The Arab Open University- A Brief History

In 1996 the chairman of the Arab Gulf Programme for United Nations Development Organisations (AGFUND), HRH Prince Talal Bin Abel Aziz, laid the foundations of the Arab Open University by adopting and promoting the concept as a pan-Arab project. Soon afterwards, a working group was established under the chairmanship of HRH Prince Talal to create a development plan; and thereafter, a leading international consulting firm (Arthur Andersen) was contracted to produce a comprehensive Feasibility Study.

Subsequently, the concept of an Arab Open University (AOU) was formally presented to a UNESCO regional conference in March 1998 in Beirut, and at a UNESCO international conference in Paris in October 1998. Five Arab states – Bahrain, Egypt, Jordan, Kuwait and Lebanon – offered to host the AOU Headquarters. The decision was then made in December 2000, for the AOU Headquarters and a branch to be located in Kuwait. Soon, five other branches were opened, in Bahrain, Egypt, Jordan, Lebanon and Saudi Arabia. A seventh branch opened in the Sultanate of Oman in 2008. An eight branch was opened in the Sudan in 2013. A ninth branch was opened in Palestine in 2018. The University commenced teaching in October 2002 and the University graduated its first 536 students at a ceremony on March 5th, 2007.

b. University Mission, Vision & Values

Vision

A pioneer in the quality of education for all and the development of a knowledge society.

Mission

Providing high-quality education for all segments of society and providing them with labour market skills. Through an attractive advanced technical educational environment and a flexible educational model that transcends temporal and spatial obstacles; in addition to working on developing the science and knowledge society by providing a stimulating environment for scientific research and an incubator for innovation which contribute to achieving sustainable development in Arab societies.

University Values

- Cooperation
- Transparency
- Integrity
- Mastery
- Justice

c. Objectives

The Arab Open University uses a particular model of open learning and aims through this medium to serve local and regional communities by providing high quality, flexible educational opportunities which meet the needs of individual students such as you and satisfy local market requirements.

The AOU's objectives are congruent with its mission. These include the following:

- offering opportunities for quality higher education to a large and diverse population of students
- developing as a centre of excellence for open and distance education
- providing a forum for continuing education across the region to meet the needs of individuals and society
- providing opportunities for professional training in response to market demands
- providing special opportunities in higher education to disadvantaged groups of potential students (for example, females and those residing in remote areas)
- promoting research and scholarly activities areas of special concern to Arab society.
- promoting humanistic and Islamic values and ethics.

d. Reasons to study at the AOU:

The Arab Open University is a unique university, in partnership with UK Open University, it offers:

- a well-designed blend of all forms of learning: through distance, E-learning and traditional classroom lectures / tutorials
- an internationally recognised degree through validation by the UK Open University
- high quality programmes of study carefully selected and designed to meet needs of the local and international market
- only 67% attendance requirement compared with traditional modes of education, which helps students with work and family commitments and those with disabilities.
- programmes designed to accommodate working students and those commuting from remote areas
- high quality interactive educational materials
- mobility: all AOU branches (Bahrain, Egypt, Jordan, Kuwait, Lebanon, Saudi Arabia, Oman, Sudan and Palestine) offer mobility through opportunities for credit transfer
- instruction in the medium of the English language enhances your English language skills and ensures better employment opportunities upon graduation

e. The AOU and the UK Open University

The Arab Open University is affiliated with UK Open University, The following are provided by the UK Open University:

- supervision of materials, programmes and degrees
- quality assurance
- final degree certificate from UK Open University and Arab Open University.

The AOU received institutional accreditation and validation of programmes in English Language and Literature, Business Studies, and Computing and Information Technology, from the UK Open University in December 2003. Since then, master's programmes in English Literature, MBA and in Computing have been validated.

f. The Faculty of Education Studies (FES)

FES is one of the AOU four faculties, the other faculties being Business Studies, Computer and IT Studies and Language Studies. According to the mission and objectives of AOU in serving local and regional communities by providing flexible high quality education opportunity which meet the needs of the Arab society, FES aims at preparing and training high quality teachers, administrators and supporting staff for different stages of the education profession. Moreover, FES participates in promoting research and scholarly activities in areas of special concern to education in the Arab society.

g. A System of Coordinated Open Learning

The AOU's open learning and teaching model is based on high quality learning materials. Below is a brief description of the model:

- Blended learning combining self-study and a compulsory face –to-face tuition component comprising 67% of student study hours.
- Students are allocated to an individual subject tutor in the ratio of 25:1.
- Learning is facilitated through a university wide electronic Learning Management System (LMS) based on the open-source software Moodle.
- All Branches are equipped with multimedia and computing laboratories to support students who do not have access to personal computer.
- Assessment of students is via continuous assessment and contributing to class activities, preparation of TMAs and presentation of essays and term papers (60%) as well as a formal end –of–semester examination (40%). However, the allocation of marks may be changed according to the nature and component of certain courses.
- Tutors provide comprehensive teaching comments on students TMAs and working papers to assist you in developing your understanding of the subject content and to develop your written communication skills.

h. Tutorial Sessions

Tutorial sessions are designed to provide a forum of interaction between the tutors and students on one hand, and between the students themselves, on the other.

Tutorial sessions are held on average, for two hours a week for course carrying the weight of 15 credit points. They are run by qualified and well –trained tutors. The sessions

are intended to be run as discussion forums covering the main topics for the study week identified in course calendar. Tutors utilize these sessions in innovative ways that help you interact and learn more efficiently and effectively.

As a student you are expected to take responsibility for your own learning by studying the course materials to the schedule provided in the course calendar. Attendance of scheduled tutorial sessions is viewed to be mandatory by the AOU.

i. Office Hours

Tutors teaching credit courses maintain scheduled weekly office hours which are intended to provide a more informal environment for academic support. Please take advantage of these sessions to get assistance with your study problems as and when necessary.

2. Academic calendar (including term and assessment dates)

Arab Open University Academic Calendar – Approved
Twenty Second Academic Year 2023–2024

First/Fall Semester 2023–2024			
Weeks	Week Start	Event Date	Events
Induction & Training (2 weeks)		02 Sep -> 14 Sep	Beginning of (22 nd) Academic Year 2023–2024
			Faculty on duty
			Continuing and new students' registration
			Faculty Training / Induction
			Students Orientation
Week 1	16-Sep-23	16 -> 21 Sep	Start of tutorial sessions Add / drop period (1 week) Transfer between Branches
Week 2	23-Sep-23		TMA available for students Detailed TMA Submission dates are available on LMS
Week 3	30-Sep-23	4-Oct-2023	University Council
Week 4	7-Oct-23		
Week 5	14-Oct-23		
Week 6	21-Oct-23		
Week 7	28-Oct-23	30-Oct-2023	Central Quality Assurance Committee
Week 8	4-Nov-23	4 -> 9 Nov	MTA (5 days [4-6-7-8-9])
Week 9	11-Nov-23		
Week 10	18-Nov-23		
Week 11	25-Nov-23	27 Nov-> 2 Dec	* MTA Makeup (3 days [27-28 Nov- 2 Dec])
		29-Nov-2023	BOT (Board of Trustees)
		30 Nov-(02-04 Dec)	TMA Cut-off Submission Date (3 days)
Week 12	2-Dec-23		
Week 13	9-Dec-23	14-Dec-2023	Last date to submit CA grades in SIS
Week 14	16-Dec-23	19-Dec-2023	Last Date to Submit Samples of TMA and MTA to HQ
Week 15	23-Dec-23	27 Dec -> 13 Jan	Week (15) End of Semester

week 16	30-Dec- 23		Final Exams period (10 days [27-28-30-2-3-4-9-10-11-13])
		15-Jan-2024	Last Date to Submit Final Grades in SIS
		21-Jan-2024	Online + NEE Modules Exam Board/ Posting Grades
		23-Jan-2024	EDU Exam Board/ Posting Grades
		23-Jan-2024	AOU Local Program Exam Board/ Posting Grades
		29-Jan-2024	OU Branch's visit
		(30-31) Jan-1 Feb	OU Modules Exam Board / Posting Grades

Second/Spring Semester 2023-2024			
Weeks	Week Start	Event Date	Events
Week 1	10-Feb-24		Start of tutorial sessions
		10 -> 15 Feb	Add/drop period (1 week)
			Transfer between Branches
Week 2	17-Feb-24		TMA available for students Detailed TMA Submission dates are available on LMS
Week 3	24-Feb-24		
Week 4	2-Mar-24	6-Mar-2024	University Council
Week 5	9-Mar-24	11-Mar-2024	Holy Month of Rmadan/ Start
Week 6	16-Mar-24		
Week 7	23-Mar-24	23 -> 28 March	MTA (5 days [23-25-26-27-28]) 25March is a vacation in Leb branch so it will include courses which not offered in Lebanon branch.
Week 8	30-Mar-24	30 March -> 04 Apr	
Week 9	6-Apr-24		
Holiday		10-Apr-2024	Eid Al Fitr
Week 10	13-Apr-24	(16 -> 18) Apr	MTA Makeup (3 days [16-17-18])
Week 11	20-Apr-24	(25-27-29)) Apr	TMA Cut-off Submission Date (3 days)
Week 12	27-Apr-24		
Week 13	4-May-24	9-May-2024	Last date to submit CA grades in SIS

Week 14	11-May-24	13-May-2024 15-May-2024	Last Date to Submit Samples of TMA and MTA to HQ University Council
Week 15	18-May-24	23 May -> 06 Jun	Week (15) End of Semester
Week 16	25-May-24		Final Exams period (10 days [23-27-28-29-30-01-03-04-05-06])
		10-Jun-2024	Last Date to Submit Final Grades in SIS
		12-Jun-2024	Online + NEE Modules Exam Board/ Posting OU Grades
		13-Jun-2024	EDU Exam Board/ Posting EDU Grades
		13-Jun-2024	AOU Local Program Exam Board/ Posting OU Grades
Holiday		15-Jun-2024	Eid Al Adha
		24-Jun-2024	OU Branch's visit
		(25-26-27) Jun	OU Modules Exam Board/ Posting OU Grades

Summer sessions 2023-2024		
Week Start	Event Date	Event(s)
29-Jun-24		Beginning of Summer sessions
		Week (1) Start of tutorial sessions
	29 -> 01 Jul	Add/drop period (3 days)
6-Jul-24		TMA available for students Detailed TMA Submission dates are available on LMS
13-Jul-24		
20-Jul-24	20 -> 25 Jul	MTA (4 days [20-22-24-25])
27-Jul-24	(30-31) Jul-1 Aug	MTA Makeup (3 days)
3-Aug-24	(06-07-08) Aug	TMA Cut-off Submission Date (3 days)
10-Aug-24	12-Aug-2024	Last date to submit CA grades in SIS
	15-Aug-2024	Last Date to submit Samples of TMA and MTA to HQ
		Week (7) end of Summer Semester
17-Aug-24	17 -> 22 Aug	Final Exams period (17-19-20-21-22)
	26-Aug-2024	Last Date to Submit Final Grades to SIS
	28-Aug-2024	Online+NEE Exam Board/Posting Grades
	29-Aug-2024	EDU+Local Courses- Exam Board/Posting Grades
	9-Sep-2024	OU Branch's visit
	(10-11-12) Sep	OU Modules Exam Board/ Posting OU Grades

3. List of programme director and academic staff, their contact details and availability

Staff List		
Staff Name	Brief description of role (e.g. programme leader, module tutor)	FT/PT
Prof. Mohammed Tawalbeh	Programme Leader/ Dean (Kuwait and Jordan)	FT
Dr. Hamed Alyahmadi	Module Tutor (Oman) Local Dean	FT
Dr. Balquies Alsharee	Module Tutor (Oman)	FT
Dr. Walid Aboraya	Module Tutor (Oman)	FT
Dr. Sami Al-Mazrouei	Module Tutor (Oman)	FT
Dr. Hamed Al Ghafrie	Module Tutor (Oman)	PT

4. List of support staff (technical and administrative)

- Muntasar Al Zakwani muntasar.z@aou.edu.om (Technical Support)
- Zaki Ahmed Siddiqui zaki@aou.edu.om (Technical Support)
- Assad Hamood Mubarak Al Ghafri assad.h@aou.edu.om (Admission & Registration)
- Rahma Mohammed Nabhan al Kharusi rahma.k@aou.edu.om (LRC)

5. Introduction to the programme

The M.Ed. Programme in Educational Leadership is a full-time postgraduate programme of study comprising either taught courses only, or taught courses and a dissertation. The M.Ed. in Educational Leadership aims to:

- Contribute towards the achievement of the missions and objectives of the Arab Open University of dissemination of knowledge and contribution to human development in the Arab countries and the development of their educational systems through teacher professional development and training.
- Meet the high demand in many of the Arab States for qualified well-trained leaders who employ effective strategies in the educational situations.
- Enhance the quality of leader preparation and leader training in general, thereby contributing to the socio-economic development and improvement of education in Arab States.
- Respond to employment market demands for personnel with skills and qualifications in educational leadership. For example, decision-making, Technology integration, and Collaborative leadership.
- Meet the relatively high demand for educational leaders in the Arab States who can deal with rapid societal changes and diverse student populations.
- Contribute towards the development of the educational process in the elementary, intermediate, and secondary schools in Arab countries.
- Contribute towards the development of scientific research in the field of educational leadership.

The programme is distinctive in several respects:

- To provide students with high-quality instruction and training in educational studies
- To offer a programme of educational leadership that addresses the academic and professional needs of students and the community as teaching profession implies.
- To provide an optimal learning environment for students to develop robust theoretical, practical, and analytical competencies and strategies that will benefit them in their future professions and personal lives.
- To develop creative and critical thinking skills in students as well as appropriate communication skills.
- To prepare students for further and more advanced studies.
- To prepare and equip students with scientific research competencies, enabling them to pursue careers as researchers or to apply practical wisdom in educational institutions within regional and global contexts.
- To build upon and develop students' educational leadership knowledge and interest in the leading profession.
- To provide students with opportunity to work independently and utilise various learning strategies.

The Programme is in high demand in all Arab countries, particularly in view of the following facts:

- professionals engaged in teaching, especially school directors and leaders need to be qualified to masters level in education for promotion and enhanced career prospects.
- more and more faculties of education and teacher training institutions are being established in Arab countries, and thus there is a great demand for qualified master's holders to lead these institutions effectively.
- national and regional businesses, the mass media, international organisations and publishing houses also require Arab personnel who are trained in Educational Leadership.

The Programme will be delivered through the open learning system, which –according to the AOU regulations – is delivered through two complementary modes:

- face-to-face interactive tutorials, constituting 67% of course credit hours
- interactive distance learning delivered through specially designed teaching and support materials that are conducive for self-learning, constituting 33% of course credit hours.

6. Programme specification

Teaching Institution	Arab Open university, Faculty of Education Studies
Awarding Institution	Arab Open University
Credit points for the award	180 Credit Points (36 Credit Hours)
Programme start date	[15 th September 2011]
Underpinning QAA subject benchmark(s)	Master's level
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	FT/PT Blended Learning
Duration of the programme for each mode of study	FT 2 years PT 4 years
Date of production/revision of this specification	March 2024

Program aims and objectives

Rationale:

The Faculty of Education Studies (FES) is launching the Master of Education in Educational Leadership (M.Ed. Educational Leadership) for teachers, educational principals and educational supervisors to:

- Contribute towards the achievement of the missions and objectives of the Arab Open University of dissemination of knowledge and contribution to human development in the Arab countries and the development of their educational systems through teacher professional development and training.
- Meet the high demand in many of the Arab States for qualified well-trained leaders who employ effective strategies in the educational situations.
- Enhance the quality of leader preparation and leader training in general, thereby contributing to the socio-economic development and improvement of education in Arab States.
- Respond to employment market demands for personnel with skills and qualifications in educational leadership. For example, decision-making, Technology integration, and Collaborative leadership.
- Meet the relatively high demand for educational leaders in the Arab States who can deal with rapid societal changes and diverse student populations.
- Contribute towards the development of the educational process in the elementary, intermediate, and secondary schools in Arab countries.

- Contribute towards the development of scientific research in the field of educational leadership.

Aims and Objectives:

- To provide students with high-quality instruction and training in educational studies
- To offer a programme of educational leadership that addresses the academic and professional needs of students and the community as teaching profession implies.
- To provide an optimal learning environment for students to develop robust theoretical, practical, and analytical competencies and strategies that will benefit them in their future professions and personal lives.
- To develop creative and critical thinking skills in students as well as appropriate communication skills.
- To prepare students for further and more advanced studies.
- To prepare and equip students with scientific research competencies, enabling them to pursue careers as researchers or to apply practical wisdom in educational institutions within regional and global contexts.
- To build upon and develop students' educational leadership knowledge and interest in the leading profession.
- To provide students with opportunity to work independently and utilise various learning strategies.

This M. Ed. Programme in Educational Leadership will qualify students to be able to:

- Understand the fundamental concepts and skills for professional use of leadership strategies in the school as well as the community.
- Understand how well educational leadership solutions could help solving instructional problems.
- Equip students with the knowledge, skills, and dispositions necessary to lead schools effectively.
- Use various media to communicate and collaborate effectively with students, colleagues and others.
- Prepare leaders who can create and sustain conditions that promote high levels of student learning and achievement.
- Develop leaders who understand and address the diverse needs of all learners and create inclusive learning environments.
- Supply leaders with the knowledge and skills to lead positive change in the education sector.
- Improve the understanding of the impact of educational leadership on the organisation of teaching and learning.
- Bring to the classroom all the content, motivational and management expertise to capture students' imaginations and connect learning in the students.
- Practice technology to foster students' curiosity and creativity, as well as engage students in meaningful problem-solving activities.

- Implement information communication technology effectively, as well as using student data to assess and modify instruction.
- develop individuals into effective leaders who can improve educational outcomes for students and schools.
- Gain deep understanding of educational theory, research, and policy.
- Develop effective leadership skills in areas like communication, collaboration, data analysis, decision-making, and conflict resolution.
- Assess the pedagogical and organisational impact of educational leadership on learning processes and environments.
- Enhance the involvement of teachers in the conceptualization of educational resources and services for E-learning.

AOU's electronic facilities include video conferencing, the internet, the electronic library, and the Learning Management System (LMS).

7. Programme structure and learning outcomes

a. Programme structure and learning outcomes

Option 1: Taught courses

Programme Structure					
Compulsory modules		Credit points	Optional modules (Only two courses from the below list)		Credit points
ED 613	Educational Leadership	45 (9 credit hours)	ED621	Educational Policies in the Arab Region	30 (6 credit hours)
ED 632	Research Methodology				
ED 633	Technology and Internet Applications in Education		ED622	Contemporary Issues in Educational Leadership	
			ED627	Educational Communication	
			ED641	Computer Applications in Statistical Analysis	
Compulsory Specialisation Courses			Credit points		
ED 614	Educational Supervision	105			
ED 617	Educational Planning				

ED 624	Institutional Educational Development	(21 credit hours)	
ED 626	Economics of Education		
ED 637	Seminar in Educational Leadership		
ED 644	Knowledge Management		
ED 645	Organizational Behaviour in Educational Institutions		
ED 698	Comprehensive Exam	Passing the Comprehensive Exam (ED 698- 0 credit hour for registration purposes) according to the in-use regulations and instructions.	

Option 2: Taught courses and Dissertation

Programme Structure					
Compulsory modules		Credit points	Optional modules (Only two courses from the below list)		Credit points
ED 613	Educational Leadership	45 (9 credit hours)	ED621	Educational Policies in the Arab Region	30 (6 credit hours)
ED 632	Research Methodology		ED622	Contemporary Issues in Educational Leadership	
ED 633	Technology and Internet Applications in Education		ED624	Institutional Educational Development	
			ED627	Educational Communication	

		ED637	Seminar in Educational Leadership									
		ED641	Computer Applications in Statistical Analy									
Compulsory Specialisation Courses		Credit points										
ED614	Educational Supervision	75 (15 credit hours)										
ED617	Educational Planning											
ED626	Economics of Education											
ED644	Knowledge Management											
ED645	Organizational behaviour in Educational Institutions											
Credit points 30 (6 credit hours)												
ED 699	Dissertation	<p>Writing and successfully defending a Masters' dissertation, which amounts to 6 credit hours (30 Credit points) distributed as follows for registration purposes:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Course No.</th> <th>Credit hours</th> </tr> </thead> <tbody> <tr> <td>ED699 A</td> <td style="text-align: center;">6</td> </tr> <tr> <td>ED699 B</td> <td style="text-align: center;">3</td> </tr> <tr> <td>ED699 C</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>			Course No.	Credit hours	ED699 A	6	ED699 B	3	ED699 C	0
Course No.	Credit hours											
ED699 A	6											
ED699 B	3											
ED699 C	0											

8- Module specifications

Factual information			
Module title	ED613 Educational leadership	Level	Master s
Module tutor	Dr. Hamed Alyahmadi (Module/Course Chair))	Credit value	3 CH (15 CP)
Module type	Compulsory	Notional learning hours	3 Hrs

2. Rationale for the module and its links with other modules

- This course deals with the theoretical background of educational leadership within a systematic framework with its multifaceted dimension. It discusses the various societal and institutional applications and dimensions which are the basis for the study of educational leadership and its components.
- This module provides students with the appropriate knowledge and training about concepts, theories, and implementation of educational leadership in the educational institutions. It acquires students needed skills for leading, guiding, and motivating individuals.
- In general, the module is important is enhancing students' scientific skills, knowledge, and values that are used to create a positive and productive learning environment for them and others.
- The module provides a flexible open learning opportunity to students and combines both face-to-face instruction (67%) and interactive distance learning (33%).
- Students admitted to the module will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning. Successful candidates will qualify not only for the AOU Master's degree but for the UK OU Master's degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries. It creates for graduates, good job opportunities in education as well as in the public and private sectors.

3. Aims of the module

The general aims of the module are to:

- Equip students with the necessary knowledge, skills, and dispositions to effectively lead schools, organizations, or educational communities.

2. Rationale for the module and its links with other modules

- This course deals with the theoretical background of educational leadership within a systematic framework with its multifaceted dimension. It discusses the various societal and institutional applications and dimensions which are the basis for the study of educational leadership and its components.
- This module provides students with the appropriate knowledge and training about concepts, theories, and implementation of educational leadership in the educational institutions. It acquires students needed skills for leading, guiding, and motivating individuals.
- In general, the module is important in enhancing students' scientific skills, knowledge, and values that are used to create a positive and productive learning environment for them and others.
- The module provides a flexible open learning opportunity to students and combines both face-to-face instruction (67%) and interactive distance learning (33%).
- Students admitted to the module will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning. Successful candidates will qualify not only for the AOU Master's degree but for the UK OU Master's degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries. It creates for graduates, good job opportunities in education as well as in the public and private sectors.

3. Aims of the module

- Foster strategic thinking, decision-making, problem-solving, and communication skills relevant to educational leadership roles.
- Hone collaborative and relationship-building skills to engage stakeholders, build consensus, and create positive school environments.
- Cultivate self-awareness and a critical lens for examining educational practices and leadership approaches.
- Encourage continuous learning and professional development throughout a leader's career.
- Equip students with tools for data-driven decision-making and evidence-based practices.

4. Pre-requisite modules or specified entry requirements

None

Intended learning outcomes at Level 7 are listed below:

5. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1. Demonstrate understanding of key theories, concepts, and frameworks in educational leadership.</p> <p>A2. Analyze the historical, philosophical, and social context of education and its impact on leadership practices.</p> <p>A3. Grasp the legal and ethical implications of educational leadership decisions.</p> <p>A4. Understand the diverse needs and perspectives within the educational community.</p> <p>A5. Articulate current educational policies, trends, and challenges facing the education system.</p>	<p>A1,A2,A4</p>	<p>Knowledge and understanding are gained and developed through study of course materials in a postgraduate foundation module, and in a subject module.</p> <p>Supporting teaching materials include published teaching text, internet materials, study, and assignment guides, and may include off prints, illustrations.</p> <p>Learning outcomes are assessed primarily by means of tutor-marked assignments (TMAs). Foundation modules also have examinations, which provide tutor with the opportunity to demonstrate students understanding of the module material. The assessment may include a final, a long assignment, or a 'project'.</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1. Analyse complex educational problems from multiple perspectives.</p> <p>B2. Generate creative and innovative solutions to educational challenges.</p> <p>B3. Evaluate the effectiveness of different leadership strategies based on evidence.</p> <p>B4. Make sound decisions considering the needs of all stakeholders.</p> <p>B5. Adapt leadership approaches to fit different contexts and situations.</p>	<p>B1, B2, B3, B4, B5</p>	<p>Cognitive skills: at foundation level you will learn to understand the methodologies and approaches taken by others to literary studies, and you will be asked to evaluate some of these in assignments and the examination.</p> <p>In the subject module you will learn to apply these skills in a more clearly defined area of study,</p> <p>In all activities, students depend on using AOU electronic library to access to updated information.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1. Demonstrate effective leadership behaviours, such as vision setting, motivation, and delegation.</p> <p>C2. Manage educational resources effectively and efficiently.</p> <p>C3. Create and maintain a positive and productive school culture.</p> <p>C4. Build and lead high-performing teams of educators.</p> <p>C5. Conduct performance evaluations and provide constructive feedback.</p>	<p>C1, C3,C5</p>	<p>Practical and professional skills: the formation of arguments and the employment of critical and evaluative skills are taught and assessed in both the foundation and subject modules.</p> <p>The use of research libraries is taught in each foundation module and developed at each stage of the programme. These skills are assessed throughout the programme.</p> <p>Professional and practical skills are developed through discussions, practical sub-assignments to students, and through the final project of the course.</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1. Articulate complex ideas clearly and concisely to students, parents, staff, and the wider community.</p> <p>D2. Acquire listening and communication skills.</p> <p>D3. Write concise proposals, reports, and emails persuasively and professionally.</p> <p>D4. Adapt students' communication style to different mediums, like digital platforms, public presentations, and one-on-one interactions.</p> <p>D5. work collaboratively to lead change.</p> <p>D6. Think critically.</p>	<p>D1, D2, D4,D5,D6</p>	<p>The learning and teaching strategy for transferable skills underscores ways of enhancing learners' self-study skills in the AOU environment where traditional learning is combined with open learning.</p> <p>It also shows students how to use ICT resources for postgraduate research through tutorials, in tutors' office hours and through library induction.</p>

6. Indicative content.

Unit 1: Nature of Educational leadership: What is leadership? the characteristics of educational leadership, the values in educational leadership, distinguishing educational leadership and management, elements, processes and functions of leadership, educational leadership in local context, educational leadership in international perspectives.

Unit 2: leadership Theories: The nature of theory, theories in leadership: behavioural theories , contingency theories, transformation leadership theory, participative leadership theory, distributed leadership theory, and situational leadership theory. Implementation of leadership theories.

Unit 3: leadership styles: Ohio state university styles, university of Michigan studies, leadership grid, factors affecting leadership style, educational leadership styles existing in Oman.

Unit 4: Islamic Concept of Leadership: The core principles and values of Islamic leadership, the characteristics of Islamic leadership, schools of thought and cultural contexts in Islamic leadership, consultation and consensus building in Islamic leadership, the role of Justice and Equity in Islamic leadership, empowerment in Islamic leadership, accountability and transparency in Islamic leadership, knowledge, and competence in Islamic leadership.

Unit 5: Social Change Management and Leadership: Change Management, Ethics and Code of Ethics of Leadership, Managing Innovation in Educational Leadership, Changing Role of Educational Leader.

Unit 6: Conflict Management in Educational Organizations: Definition of conflict and conflict management, types of conflict in educational organizations, sources of conflict in educational organizations, role of conflict in educational organizations, and techniques/strategies of handling conflict educational organizations.

Unit 7: Management Of Educational Resources: Nature and types of educational resources, concept and need of management of educational resources, strategies for managing educational resources, challenges, and opportunities in managing educational resources, and time management.

Unit 8: Evaluating Leadership System: Nature and need of evaluation in leadership. steps to performance evaluation system, Criteria and Performance Evaluation Tools.

7. Assessment strategy, assessment methods and their relative weightings

Allocation of Marks

For ED613 module, students are required to do the following tasks:

7. Assessment strategy, assessment methods and their relative weightings

(i) Prepare the required TMAs (2 TMAs)

(ii) Oral Presentations

(iii) Sit for one final exam

The following table shows the distribution of marks for the various types of of course assessment in the Masters modules.

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA1 (Term Paper)	30%
	TMA2 (Project)	30%
FINAL ASSESSMENT	FINAL EXAM	40%
GRAND TOTAL		100%

Notes on TMAs & Final Exams

Tutor-Marked Assignments (TMAs)

TMA-1 (Term Paper). In average 3000 words Criticism and evaluation of master's theses specialized in the field of educational leadership, according to the principles and standards that were taken in the units of study.

TMA-2 (Project). In average 3000 words Each student is required to develop a proposed research project, linked to the educational leadership, including chapters I, II, and III, in accordance with the principles learned in the course.

Final Exams (FEs)

The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																		
	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4
TMAs	✓	✓		✓		✓	✓	✓	✓	✓	✓		✓		✓	✓			
Final		✓	✓	✓			✓		✓	✓		✓			✓		✓	✓	✓

Factual information			
Module title	ED614 Educational Supervision	Level	Master s
Module tutor	Dr. Hamed Alyahmadi (Module/Course Chair))	Credit value	3 CH (15 CP)
Module type	compulsory	Notional learning hours	3 Hrs

2. Rationale for the module and its links with other modules

- This course deals with the multi facts of educational supervision in its modern concept through theoretical frames and varied applications. It also deals with the most important obstacles that hinder the realisation of the objectives of educational supervision in the Arab Region. It presents and studies effective strategies which help improve work in the educational environment in the region.
- This module provides students with the appropriate knowledge and training about concepts, theories, and implementation of educational leadership in the educational institutions. It acquires students needed skills for supervising, leading, guiding, and motivating individuals.
- In general, the module is important is enhancing students' scientific skills, knowledge, and values that are used to create a positive and productive learning environment for them and others.
- The module provides a flexible open learning opportunity to students and combines both face-to-face instruction (67%) and interactive distance learning (33%).
- Students admitted to the module will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning. Successful candidates will qualify not only for the AOU Master's degree but for the UK OU Master's degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries. It creates for graduates, good job opportunities in education as well as in the public and private sectors.

3. Aims of the module

The general aims of the module are to:

- Equip students with the necessary knowledge, skills, and dispositions to effectively supervise teachers, lead schools, organizations, or educational communities.
- Foster strategic thinking, decision-making, problem-solving, and communication skills relevant to educational supervision roles.
- Hone collaborative and relationship-building skills to engage stakeholders, build consensus, and create positive school environments.
- Cultivate self-awareness and a critical lens for examining educational practices and supervision approaches.
- Encourage continuous learning and professional development throughout a leader's career.
- Equip students with tools for data-driven decision-making and evidence-based practices.

4. Pre-requisite modules or specified entry requirements

None

Intended learning outcomes at Level 7 are listed below:

5. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1. Demonstrate understanding of key theories, concepts, and frameworks in educational supervision.</p> <p>A2. Analyze the historical, philosophical, and social context of education and its impact on supervision practices.</p> <p>A3. Grasp the legal and ethical implications of educational supervision decisions.</p> <p>A4. Understand the diverse needs and perspectives within the educational community.</p> <p>A5. Articulate current educational policies, trends, and challenges facing the supervision system.</p>	<p>A1, A2, A4</p>	<p>Knowledge and understanding are gained and developed through study of course materials in a postgraduate foundation module, and in a subject module.</p> <p>Supporting teaching materials include published teaching text, internet materials, study, and assignment guides, and may include off prints, illustrations.</p> <p>Learning outcomes are assessed primarily by means of tutor-marked assignments (TMAs). Foundation modules also have examinations, which provide tutors with the opportunity to demonstrate students understanding of the module material. The assessment may include a final, a long assignment, or a 'project'.</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1. Analyze complex supervision problems from multiple perspectives.</p> <p>B2. Generate creative and innovative solutions to supervision challenges.</p> <p>B3. Evaluate the effectiveness of different leadership strategies based on evidence.</p> <p>B4. Make sound decisions considering the needs of all stakeholders.</p> <p>B5. Adapt leadership approaches to fit different contexts and situations.</p>	<p>B1, B2,B3, B4, B5</p>	<p>Cognitive skills: at foundation level you will learn to understand the methodologies and approaches taken by others to literary studies, and you will be asked to evaluate some of these in assignments and the examination.</p> <p>In the subject module you will learn to apply these skills in a more clearly defined area of study,</p> <p>In all activities, students depend on using AOU electronic library to access to updated information.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1. Demonstrate effective supervision behaviours, such as vision setting, motivation, and delegation.</p> <p>C2. Manage supervision resources effectively and efficiently.</p> <p>C3. Create and maintain a positive and productive school culture.</p> <p>C4. Build and lead high-performing teams of educators.</p> <p>C5. Conduct performance evaluations and provide constructive feedback regarding teacher performance.</p>	<p>C1, C3, C5</p>	<p>Practical and professional skills: the formation of arguments and the employment of critical and evaluative skills are taught and assessed in both the foundation and subject modules.</p> <p>The use of research libraries is taught in each foundation module and developed at each stage of the programme. These skills are assessed throughout the programme.</p> <p>Professional and practical skills are developed through discussions, practical sub-assignments to students, and through the final project of the course.</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1. Articulate complex ideas clearly and concisely to students, parents, staff, and the wider community.</p> <p>D2. Acquire listening and communication skills.</p> <p>D3. Write concise proposals, reports, and emails persuasively and professionally.</p> <p>D4. Adapt students' communication style to different mediums, like digital platforms, public presentations, and one-on-one interactions.</p>	<p>D2, D4,D5,D6</p>	<p>The learning and teaching strategy for transferable skills underscores ways of enhancing learners' self-study skills in the AOU environment where traditional learning is combined with open learning.</p> <p>It also shows students how to use ICT resources for postgraduate research through tutorials, in tutors' office hours and through library induction.</p>

6. Indicative content.

Unit 1: Nature of Educational supervision: What is supervision? the characteristics of educational supervision, the values in educational supervision, distinguishing educational supervision and inspection, elements, processes and functions of supervision, educational supervision in local context, educational supervision in international perspectives.

Unit 2: supervision Theories: The nature of theory, theories in supervision: Developmental Theories, Psychoanalytic Theories, Systems Theory, Humanistic Theories, And Other Relevant Theories.

Unit 3: Supervision styles: Directive Approach, Supportive Approach, Delegative Approach, Collaborative Approach, and educational supervision styles existing in Oman.

Unit 4 The principles of effective supervision: Supportive and collaborative, Clear and consistent expectations, Regular feedback, Opportunities for professional development, and focus on continuous improvement.

Unit 5: The roles and responsibilities of a supervisor: Provide guidance and support, observe the supervisee in action, help the supervisee to set goals, monitor the supervisee's progress, and advocate for the supervisee and their needs.

Unit 6: Communication skills for supervision: Active listening skills, clear and concise communication, empathy and understanding, and ability to give and receive feedback.

Unit 7: Dealing with difficult situations: Supervisors may need to deal with difficult situations such as poor performance, disciplinary issues, or conflict, It is important for supervisors to have clear policies and procedures in place for dealing with difficult situations/, and Supervisors should also seek support from colleagues or other professionals when needed.

Unit 8: Ethical considerations in supervision: Supervisors have a responsibility to uphold ethical standards in their practice, this includes maintaining confidentiality, avoiding conflicts of interest, and treating all supervisees with respect.

7. Assessment strategy, assessment methods and their relative weightings

Allocation of Marks

For ED614 module, students are required to do the following tasks:

- (i) Prepare the required TMAs (2 TMAs)
- (ii) Oral Presentations

7. Assessment strategy, assessment methods and their relative weightings

(iii) Sit for one final exam

The following table shows the distribution of marks for the various types of course assessment in the Masters modules.

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA1 (Term Paper)	30%
	TMA2 (Project)	30%
FINAL ASSESSMENT	FINAL EXAM	40%
GRAND TOTAL		100%

Notes on TMAs & Final Exams

Tutor-Marked Assignments (TMAs)

TMA-1 (Term Paper). In average 3000 words Criticism and evaluation of master's theses specialized in the field of educational supervision, according to the principles and standards that were taken in the units of study.

TMA-2 (Project). In average 3000 words Each student is required to develop a proposed research project, linked to the educational leadership, including chapters I, II, and III, in accordance with the principles learned in the course.

Final Exams (FEs)

The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

Assessment tasks	8. Mapping of assessment tasks to learning outcomes																		
	Learning outcomes																		
	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4
TMA's	✓				✓	✓	✓	✓			✓		✓	✓		✓			
Final		✓	✓	✓			✓		✓	✓		✓			✓		✓	✓	✓

9. Teaching staff associated with the module
Name and contact details
Dr. Hamed Alyahmadi (Module/Course Chair) hamed.y@aou.edu.om



10. Key reading list

أولاً: المراجع العربية:

- الحبيب، عبد الرحمن (2006): أساليب الإشراف التربوي في تنمية المعلم، دورة الإشراف التربوي - جامعة الملك سعود.
البايطين، عبد العزيز بن عبد الوهاب (2004): واقع المهارات الإشرافية الفنية الممارسة في المدارس الثانوية بمدينة الرياض و سبل تطويره في ضوء الاتجاهات العالمية المعاصرة، مركز البحوث التربوية، كلية التربية، جامعة الملك سعود، الرياض.
الطعاني، حسن أحمد (2007): الإشراف التربوي (مفاهيمه، أهدافه، أسسه، أساليبه)، دار الشروق للنشر والتوزيع
الخطيب، إبراهيم، والخطيب أمل (2003): الإشراف التربوي .. فلسفته، أساليبه، تطبيقاته، عمان، دار قنديل للنشر والتوزيع.
م. د. صلاح هادي شروم. (2020). اتجاهات حديثة في الإشراف التربوي. *مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع*. (57)، 75-86.
القططاني، سعيد بن محمد بن جفشر، & مشرف-عثمان أحمد محمد عبد الوهاب. (2005). *دور الإشراف التربوي في تحسين البيئة التربوية (Doctoral dissertation)*, جامعة السودان للعلوم والتكنولوجيا).
قيطة، ن. ع. ا.، نهلة عبدالقادر ابراهيم، الزيان، & أ. داليا بشير اسحق. (2018). درجة ممارسة المشرفين التربويين لأساليب الإشراف التربوي في غزة من وجهة نظر المعلمين والمعلمات.
شاه بور حماد، وحيد، عبد النبي محمد، عزام، فتحى المهدي، & راشد الكيومي. (2022). تصورات المشرفين التربويين عن مظاهر تطوير الإشراف التربوي وتحدياته في سلطنة عمان: دراسة نوعية.
Al-Kiyumi, A. R & „Hammad, W. S., Mohammed, A. A., Al-Mahdy, Y. F (2022). تصورات المشرفين التربويين عن مظاهر تطوير الإشراف التربوي وتحدياته في سلطنة عمان: دراسة نوعية. *Journal of Educational Sciences*, 19(19), 28-56.
القططاني، سعيد بن محمد بن جفشر، & مشرف-عثمان أحمد محمد عبد الوهاب. (2005). *دور الإشراف التربوي في تحسين البيئة التربوية (Doctoral dissertation)*, جامعة السودان للعلوم والتكنولوجيا).
م. د. صلاح هادي شروم. (2020). اتجاهات حديثة في الإشراف التربوي. *مجلة الفنون والأدب وعلوم الإنسانيات والاجتماع*. (57)، 75-86.

ثانياً: المراجع الأجنبية:

- Stokes, A. (Ed.). (2023). *Online Supervision: A handbook for practitioners*. Taylor & Francis.
Milne, D. L., & Reiser, R. P. (2023). *Resolving Critical Issues in Clinical Supervision: A Practical, Evidence-based Approach*. John Wiley & Sons.
Bachkirova, T., Jackson, P., & Clutterbuck, D. (2021). *EBOOK: Coaching and Mentoring Supervision: Theory and Practice, 2e*. McGraw-Hill Education (UK).
Pettes, D. E. (2021). *Staff and student supervision: A task-centred approach*. Routledge.
Tanner, D., & Tanner, L. (1987). *Supervision in Education: Problems and Practices*. Macmillan Publishing Company, 866 Third Avenue, New York, NY 10022..
Glickman, C. D. (1985). *Supervision of instruction: A developmental approach*. Publication Sales, Allyn and Bacon, Longwood Division, 7 Wells Avenue, Newton, MA 02159 (Order No. H84684, \$33.95; quantity discounts)..
Jahanian, R., & Ebrahimi, M. (2013). Principles for educational supervision and guidance. *Journal of Sociological Research*, 4(2), 380-390.

Zepeda, S. J. (2013). *Instructional supervision: Applying tools and concepts*. Routledge.

Hoque, K., Subramaniam, M. V., Kamaluddin, M. A., & Othman, A. J. (2016). *Educational supervision and development*. GRIN Verlag.

Lane, D., Watts, M., & Corrie, S. (2016). *EBOOK: Supervision in the Psychological Professions: Building your own Personalised Model*. McGraw-Hill Education (UK).

II. Other indicative text (e.g. websites)

- 1- Up to date related websites.
- 2- Articles, Master Thesis, and PhD dissertations
- 3- Journals for Education
- 4- AOU e-Library Online materials

Factual information			
Module title	ED617 Educational Planning	Level	Master s
Module tutor	Dr. Hamed Alyahmadi (Module/Course Chair)	Credit value	3 CH (15 CP)
Module type	Compulsory	Notional learning hours	3 Hrs

2. Rationale for the module and its links with other modules

- This module deals with the study of educational planning, its objectives, importance, and basic constituents. This course also deals with the types of educational plans and major approaches to educational planning.
- The module discusses the stages of general development plans for selected countries. It participates in developing the planning abilities of students in the areas of curriculum, in-service training, and school buildings. It also studies the most important obstacles that face educational planning in the Arab countries.
- The module delves into the complex and multifaceted process of designing, implementing, and evaluating educational systems at various levels.
- In general, the module deals with educational planning where it is not addressed in other modules. It has no pre-requisite modules or specified entry requirements.
- The module provides a flexible open learning opportunity to students and combines both face-to-face instruction (67%) and interactive distance learning (33%).

2. Rationale for the module and its links with other modules

- Students admitted to the module will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning. Successful candidates will qualify not only for the AOU master's degree but for the UK OU Masters degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries. It creates for graduate's good job opportunities in education as well as in the public and private sectors.

3. Aims of the module

The general aims of the module are to:

1. Explore different philosophies of education and their influence on educational planning processes.
2. Identify educational needs at individual, community, national, and regional levels.
3. Understand the policy landscape and developing effective educational policies.
4. Plan and manage financial, human, and other resources for educational systems.
5. Design and implement curriculum frameworks that align with educational goals and needs.
6. Monitor and evaluate the effectiveness of educational programs and interventions.
7. Involve diverse stakeholders in the planning process and ensuring their voices are heard.

4. Pre-requisite modules or specified entry requirements

None

Intended learning outcomes at Level 7 are listed below:

5. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>By the end of the module, learners will be expected to:</i></p> <p>A1: Gain understanding of the philosophical underpinnings, policy landscape, resource management strategies, curriculum development processes, and monitoring & evaluation techniques within educational planning.</p> <p>A2: Know how planning occurs at individual, community, national, and regional levels, and appreciating the interconnectedness between them.</p> <p>A3: Acquire knowledge of various educational systems around the world, including early childhood, K-12, higher education, vocational, and distance learning, along with their unique planning needs.</p> <p>A4: Acquire knowledge of diverse stakeholders involved in educational planning</p>	<p>A1, A2,A3, A4</p>	<p>Knowledge and understanding are gained and developed through study of course materials.</p> <p>Supporting teaching materials include published teaching text, internet materials, study, and assignment guides.</p> <p>Learning outcomes are assessed primarily by means of tutor-marked assignments (TMAs).</p>



5. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>(e.g., students, parents, educators, administrators, communities) and their varying perspectives and needs.</p> <p>A5: Gain understanding of different planning models, learning theories, and effective instructional strategies relevant to planning curriculum for diverse contexts.</p> <p>A6: Understand the challenges and opportunities in implementing educational plans, considering resource constraints, teacher training, and cultural factors.</p> <p>A7: Enhance understanding of current trends and challenges in educational planning, such as globalization, technology integration, and inclusive education.</p> <p>A8: Gain knowledge of international frameworks and best practices in educational planning from a global perspective.</p>		

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1: Develop skills to critically assess existing policies, identify their strengths and weaknesses, and propose evidence-based recommendations for improvement.</p> <p>B2: Develop a critical stance towards educational planning, questioning assumptions and recognizing the ethical implications of different approaches.</p> <p>B3: Evaluate educational planning in Oman via quantitative and qualitative research methods used in educational evaluation, data collection techniques, and analysis tools.</p> <p>B4: Develop the ability to critically assess educational challenges, identify root causes, and formulate effective solutions based on evidence and diverse perspectives.</p> <p>B5: Hone the students' skills in analyzing the complexities of educational policies, weighing potential consequences, and making informed decisions aligned with specific goals and contexts.</p>	<p>B1, B2, B3, B4, B5</p>	<p>Practical and professional skills: the formation of arguments and the employment of critical and evaluative skills are taught and assessed in subject modules.</p> <p>The use of research libraries and OER.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Develop skills to assess the impact of curriculum on student learning and make data-driven decisions for improvement.</p> <p>C2: Gain proficiency in measuring different learning outcomes aligned with educational goals and educational needs.</p> <p>C3: Develop skills to interpret evaluation data, draw conclusions, and use findings to inform future planning and decision-making.</p> <p>C4: Cultivate expertise in interpreting quantitative and qualitative evaluation data, drawing insightful conclusions, and using findings to inform planning and decision-making.</p> <p>C5: Develop strategic planning skills to assess educational needs at various levels, allocate resources effectively, and prioritize interventions based on impact and feasibility.</p>	<p>C1, C3, C5</p>	<p>Practical and professional skills: the formation of arguments and the employment of critical and evaluative skills are taught and assessed in subject modules.</p> <p>The use of research libraries and OER.</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1. Sharpen students' skills in crafting strategic monitoring and evaluation plans, selecting appropriate methods, and drawing actionable insights from the data collected.</p> <p>D2. Develop skills in analyzing quantitative and qualitative data using appropriate tools and techniques, drawing meaningful conclusions, and communicating findings effectively.</p> <p>D3. Develop strategies for effectively engaging diverse stakeholders in the planning process, ensuring their voices are heard and their needs are considered.</p> <p>D4. Enhance students' ability to work effectively in teams, share ideas constructively, and collaborate with others to reach optimal solutions for educational challenges.</p> <p>D5. Enhance students' skills in communicating complex planning concepts clearly and persuasively to diverse audiences, mobilizing support and ensuring clarity of purpose.</p> <p>D6. Think critically.</p>	<p>D4, D5, D6</p>	<p>The learning and teaching strategy for transferable skills underscores ways of enhancing learners' self-study skills in the AOU environment where traditional learning is combined with open learning (Blended Learning).</p> <p>It also shows students how to use OER resources for postgraduate research through tutorials, in tutors' office hours.</p> <p>Key skills are developed progressively throughout the programme, initially in relatively brief, structured assignments, in tutorials, in LMS communication with tutors, and in the examination, but more fully and independently in the project.</p>

6. Indicative content.

Unit 1: Philosophical Foundations of Education: Exploring different philosophies of education and their influence on educational planning processes in the context of Oman.

Unit 2: Advanced Educational Planning Theories: Diving deeper into theoretical frameworks for educational planning, exploring critical thinkers, and examining contemporary trends and debates.

Unit 3: Comparative Educational Planning: Analysing and comparing educational planning approaches across different countries and regions, especially with GCC countries, with a focus on relevant international best practices and lessons learned.

Unit 4: Needs Assessment and Resource Management: Identifying educational needs at various levels (individual, community, national) and strategies for effectively managing resources (financial, human, etc.) within budgetary constraints.

Unit 5: School Plan: The role of school principal in creating school plan, the main pillar in school plan in Oman.

Unit 6: Monitoring and Evaluation Educational Planning: Understanding techniques for measuring the effectiveness of educational programs and interventions within the Omani education system.

Unit 7: National Educational Planning: Understanding the educational goals and priorities outlined in Oman's Vision 2040 and other national development plans.

Unit 8: Planning Techniques: SWOT Analysis, Scenario Planning, Balanced Scorecard

7. Assessment strategy, assessment methods and their relative weightings

Allocation of Marks

For ED617 module, students are required to do the following tasks:

- (i) Prepare the required TMAs (2 TMAs)
- (ii) Oral Presentations
- (iii) Sit for one final exam

The following table shows the distribution of marks for the various types of course assessment in the Masters modules.

7. Assessment strategy, assessment methods and their relative weightings

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA (Term Paper)	30%
	Project	30%
FINAL ASSESSMENT	FINAL EXAM	40%
GRAND TOTAL		100%

Notes on TMAs & Final Exams

Tutor-Marked Assignments (TMAs)

TMA-1 (Term Paper). In average 3000 words Criticism and evaluation of master's theses specialized in the field of educational planning, according to the principles and standards that were taken in the units of study.

TMA-2 (Project). In average 3000 words Each student is required to develop a proposed research project, linked to the educational planning, including chapters I, II, and III, in accordance with the principles learned in the course.

Final Exams (FEs)

The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes																							
Assessment tasks	Learning outcomes																						
	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
TMA's	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Final	✓	✓	✓	✓				✓	✓	✓				✓	✓	✓	✓	✓	✓			✓	✓

9. Teaching staff associated with the module
Name and contact details
Dr. Hamed Alyahmadi (Module/Course Chair) hamed.y@aou.edu.om

10. Key reading list

اليجمدي، ح، حمد، & المعمرى. (2023). مهارات التخطيط الاستراتيجي المدرسي لدى مديري مدارس التعليم الأساسي بمحافظة مسقط في سلطنة عمان. مجلة كلية التربية (أسيوط)، (4.2)39، 154-196.
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Romiszowski, A. J. (2024). Producing instructional systems: Lesson planning for individualized and group learning activities. Taylor & Francis.

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Hawkrigde, D., & Robinson, J. (2023). Organizing educational broadcasting. Taylor & Francis.

Schnitzler, T. J., & Heise, C. L. (2021). Educational challenges in Jordan and Oman. International Journal of Teaching and Case Studies, 12(1), 63-74.

Al-Issa, A. S. (2020). The language planning situation in the Sultanate of Oman. Current Issues in Language Planning, 21(4), 347-414.

Al-Kiyumi, A., & Hammad, W. (2020). Preparing instructional supervisors for educational change: Empirical evidence from the Sultanate of Oman. SAGE Open, 10(2), 2158244020935905.

11. Other indicative text (e.g. websites)

- 5- Up to date related websites.
- 6- Articles, Master Thesis, and PhD dissertations
- 7- Journals for Education
- 8- AOU e-Library Online materials
- 9- Website:

Website: IIEP UNESCO

Website: World Bank Education

Website: OECD Education

Website: UNDP Education

Website: UNICEF Education

Website: Commonwealth Education Hub.

Factual information			
Module title	ED621 Educational Policies in the Arab Region	Level	Masters
Module tutor	Dr. Hamed Alyahmadi	Credit value	3 CH (15 CP)
Module type	Optional	Notional learning hours	3 Hrs

2. Rationale for the module and its links with other modules

- This course studies educational policies in selected Arab States. It explores and analyses the philosophy behind those policies, as well as historical developments, social factor, political factors, and economic factors causing those developments. Students are allowed access to the “Strategy for the Development of Arab Education” approved by the Arab League for Education, Science and Culture (ALESCO) in 1979. The outcomes of the Strategy, which was published by ALESCO in 1995, is also studied in the course.
- The study of educational policies in the Arab region delves into the intricate landscape of educational systems across diverse countries, exploring the guiding principles, strategies, and challenges that shape the learning experiences of millions of students. This course typically equips learners with a comprehensive understanding of historical foundations, comparative perspectives, and key policy areas.
- The module provides a flexible open learning opportunity to students and combines both face-to-face instruction (67%) and interactive distance learning (33%).
- Students admitted to the module will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning. Successful candidates will qualify not only for the AOU Masters degree but for the UK OU Masters degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries. It creates for graduates good job opportunities in education as well as in the public and private sectors.

3. Aims of the module

The general aims of the module are to:

- Examining the historical evolution of educational policies in the region.
- Analyzing and comparing educational policies across different Arab countries.

3. Aims of the module

- Diving into specific policy domains such as curriculum development, assessment, teacher education, access and equity, and financing.
- Addressing critical issues like globalization, demographic shifts, technological advancements, and the need for education reform.
- Developing skills to critically analyze educational policies, identify areas for improvement, and advocate for effective change.

4. Pre-requisite modules or specified entry requirements

None

Intended learning outcomes at Level 7 are listed below:

5. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Demonstrate understanding of concepts of educational policies in selected regions.</p> <p>A2: Be aware of similarities, differences, and best practices across different Arab countries.</p> <p>A3. Specify common factors that play a role in successful policies in Arab regions.</p> <p>A4: Demonstrate an understanding of the critical issues like globalization, demographic shifts, technological advancements, and the need for education reform in Arab regions.</p> <p>A5: Understand educational methods and strategies applied in in Arab regions.</p>	<p>A1,A2, A4</p>	<p>Knowledge and understanding are gained and developed through studying course materials.</p> <p>Supporting teaching materials includes published texts, internet materials, study and assignment guides, and may include offprints, illustrations.</p> <p>Learning outcomes are assessed primarily by means of tutor-marked assignments (TMAs).</p>

5. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
A6: Demonstrate skills to critically analyse educational policies, identify areas for improvement, and advocate for effective change.		

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1: Acquire knowledge and skills necessary to analysing policy documents and case studies.</p> <p>B2: Be able to participate in group discussions and debates regarding educational policies in Arab countries.</p> <p>B3: Develop the ability to conduct research projects on specific policy areas pertaining to educational policies in Arab countries.</p> <p>B4: Evaluate a developing proposal for policy reform.</p>	B1, B2,B3,B4,B5	<p>Cognitive skills are gained through discussions of different topics whether in face-to-face sessions or asynchronous online learning. Also they are gained through collaborative activities and tutor-marked assignments (TMAs).</p> <p>In all activities, students depend on using AOU electronic library to access to updated information.</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
B5: Compare between policies in Arab countries and policies in other countries.		

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>At the end of the module, learners will be expected to:</p> <p>C1: Analyse and compare educational policies across different selected Arab countries.</p> <p>C2: Address critical issues pertaining to policies in Arab countries like globalization, demographic shifts, technological advancements, and the need for education reform.</p> <p>C3: Develop skills to critically analyse educational policies, identify areas for improvement, and advocate for effective change.</p> <p>C4; Discuss emerging trends and potential future directions for educational policy development.</p> <p>D5. work collaboratively to lead change.</p>	C3, C5	Practical and professional skills are gained through designing and producing complete projects in tutor-marked assignments (TMAs).

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Think critically about issues related to educational policies in Arab countries.</p> <p>D2: Evaluate educational policies in selected Arab countries.</p> <p>D3: Choose appropriate instructional models for developing educational policies take in consideration the society context.</p> <p>D4: Explore the implications of educational policies on learning outcomes.</p> <p>D5: Examine the integration of technology into educational practices in the Arab region.</p>	<p>D1,D2, D4, D5</p>	<p>The learning and teaching strategy for transferable skills underscores ways of enhancing learners' self-study skills in the AOU environment where traditional learning is combined with open learning</p>



6. Indicative content.

This module stresses the following indicative content:

Unit 1. Historical foundations: pre-colonial education systems, evolution of key policy areas, and impact of major historical events.

Unit 2: Comparative perspectives: similarities and differences in educational policies, comparative analysis of key indicators, best practices with educational policies and challenges in different contexts.

Unit 3: Key policy areas: curriculum development, assessment, teacher education, access and equity, and financing.

Unit 4: Contemporary challenges: globalization and international influences, demographic shifts, technological advancements, and education reform movements.

Unit 5: Policy analysis and advocacy: Identifying policy strengths and weaknesses, analysing data, and evaluating evidence.

Unit 6: Policy actors and stakeholder interests: Government agencies, civil society organizations, international organizations, and communities.

Unit 7: Strategies for effective policy change: lobbying, public awareness campaigns, and community engagement.

Unit 8: Case studies: Examining specific policy decisions and their consequences in different Arab countries, conducting research on local educational policies and their impact, and Drawing insights from international perspectives.

7. Assessment strategy, assessment methods and their relative weightings

Allocation of Marks

For ED621 module, students are required to do the following tasks:

- (i) Prepare the required TMAs (2 TMAs)
- (ii) Oral Presentations
- (iii) Sit for one final exam

The following table shows the distribution of marks for the various types of course assessment in the Masters modules.



7. Assessment strategy, assessment methods and their relative weightings

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA (Term Paper)	30%
	Project	30%
FINAL ASSESSMENT	FINAL EXAM	40%
GRAND TOTAL		100%

Notes on TMAs & Final Exams

Tutor-Marked Assignments (TMAs)

TMA-1 (Term Paper). In average 3000 words Criticism and evaluation of master's theses specialized in the field of educational policies in the Arab region, according to the principles and standards that were taken in the units of study.

TMA-2 (Project). In average 3000 words Each student is required to develop a proposed research project, linked to the educational policies in the Arab region, including chapters I, II, and III, in accordance with the principles learned in the course.

Final Exams (FEs)

The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																			
	A1	A 2	A 3	A 4	A 5	A 6	B1	B2	B3	B 4	B5	C1	C 2	C 3	C 4	D1	D 2	D 3	D 4	D 5
TMA's		✓	✓		✓	✓		✓	✓	✓			✓	✓		✓	✓		✓	✓
Final	✓	✓		✓	✓		✓			✓	✓	✓	✓		✓	✓		✓		

9. Teaching staff associated with the module

Name and contact details

Dr. Hamed Alyahmadi (Module/Course Chair) hamed.y@aou.edu.om



10. Key reading list

العربية والانجليزية

- جويده، ساسوي.(2018). القيم المدنية في ظل السياسات التربوية. رسالة ماجستير غير منشورة، كلية الحقوق والعلوم السياسية، جامعة محمد بوضياف المسيلة.
- السهيلى، محمد.(2018). تطوير السياسات التربوية في الجامعات السعودية في ضوء متطلبات القدرة التنافسية "استراتيجية مقترحة". رسالة دكتوراه غير منشورة، كلية التربية، جامعة الملك سعود.
- العمرى، بسام.(2021). السياسات التربوية. وائل للنشر. عمان.
- الفارسي، عبدالله (2023) آليات صنع السياسة التعليمية: دراسة مقارنة بين سلطنة عمان وماليزيا. المجلة العربية للعلوم التربوية والنفسية، المؤسسة العربية للتربية والعلوم والآداب، مصر، 7(34) ص: 401-432.
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- غاوى، & جمال.(1995). أثر السياسة التربوية على الإدارة المدرسية (Doctoral dissertation، الجزائر).
- الهادي، ب. ب. ر، & بدرية بنت راشد.(2021). سياسات التعليم قبل الجامعي في سلطنة عمان بين الواقع والمأمول (دراسة تحليلية). مجلة التربية المقارنة والدولية، 15(15)، 149-193.
- Boutieri, C. (2016). Public Cultures of the Middle East and North Africa. Bloomington: Indiana University Press.
 - Chaaban, J. (2013). Expanding Youth Opportunities in the Arab Region. United Nations Development Programme, Regional Bureau for Arab States.
 - Harber, C. (2014). Education and International Development: Theory, Practice and Issues. Symposium Books Ltd. [15] International Lab.
 - International Labour Office. (2020). Global Employment Trends for Youth 2020: Technology and the Future of Job. Geneva: ILO.



- Mazawi, A. E. (Ed.). (2006). Globalization, development, and policies of knowledge and learning in the Arab states. In Concepts of Knowledge and Learning: The Learning Society in Europe and Beyond (pp. 335–383). New York. Peter Lang.
-] Rowell, C. (2020). Education Policies and Issues in Developing Countries. Literature Review. Glasgow: Center for Sustainable, Healthy and Learning Cities and Neighbourhoods (SHLC).
- UNESCO. (2014). EFA Global Monitoring Report Teaching and Learning: Achieving Quality for All. Paris: UNESCO.
- UNESCO. (2018). Global Education Monitoring Report, 2019: Migration, Displacement and Education: Building Bridges, Not Walls. Paris: UNESCO.

World Bank. (2008). The Road Not Travelled. Education Reform in the Middle East and North Africa. Washington DC: The World Bank.

11. Other indicative text (e.g. websites)

- 10- Up to date related websites.
- 11- Articles, Master Thesis, and PhD dissertations
- 12- Journals for Education
- 13- AOU e-Library Online materials

Factual information			
Module title	ED 622 Contemporary Issues in Educational Leadership	Level	Master s
Module tutor	Dr. Bilquis Alsharie (Module/Course Chair))	Credit value	3 CH (15 CP)
Module type	Optional	Notional learning hours	3 Hrs



2. Rationale for the module and its links with other modules

- The central aim of this course is to enable students to view the process of education through an Contemporary Issues in Educational Leadership
- Several tools of are used to address and clarify the links between education as input-operation-output, and Contemporary Issues in Educational Leadership, accountability & equality in education, parent- teacher relationships & the possibility of parent's contribution in solving student problems (dress codes, drugs, school violence), school reform, multiculturalism, and total quality management.
- The course possibly enables students to examine selected issues related to the Contemporary Issues in Educational Leadership to make them more knowledgeable about such issues and learn how to apply the tools of analysis to such issues.
- The module provides a flexible open learning opportunity to students and combines both face-to-face instruction (67%) and interactive distance learning (33%).
- Students admitted to the module will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning. Successful candidates will qualify not only for the AOU Master's degree but for the UK OU Master's degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries. It creates for graduates, good job opportunities in education as well as in the public and private sectors.

3. Aims of the module

The general aims of the module are to:

- Acquiring skills and abilities to explore new models in educational leadership.
- Developing and enhancing knowledge, skills, and abilities to address contemporary issues in educational leadership.
- Cultivate and expand knowledge, skills, and abilities essential for tackling modern challenges in educational leadership. It covers the latest trends, emerging issues, and effective strategies for addressing them.
- Building and developing skills and capabilities for analyzing policies influencing school leadership in the Arab region.
- Enhancing skills and capabilities to explore the nature of educational problems in general and those related to the student's specialized field, seeking practical solutions to these problems**



4. Pre-requisite modules or specified entry requirements
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None

Intended learning outcomes at Level 7 are listed below:

5. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <ul style="list-style-type: none"> A1 Analyse knowledge base of organisational behaviour. A2 Evaluate the dynamics of organisational change A3 Create models of change management in educational institutions. A4 Build advanced communication strategies. A5 Conduct performance evaluations the complexities and ambiguities in the educational environment. A6 Adapt processes of educational and business planning A7 Understand teaching and learning pedagogies and processes. A8 Create advanced research methodologies. 	<p>A1,A2, A4, A5</p>	<p>Knowledge and understanding are acquired at all levels through specially prepared course manuals, handouts, resource books, videos, self-assessment exercises, group tutorials, individual tutor support, specially prepared research exercises, optional library study days and internet-based educational research activities.</p> <p>Knowledge and understanding are assessed by means of tutor-marked assignments (TMAs) and written final examinations, if any. In addition, students are encouraged to assess themselves informally through reflection on the comments received by their tutors on TMAs and through direct individual an group feedback from tutors.</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <ol style="list-style-type: none"> 1. Explore critically contemporary issues in education. 2. Evaluate critically models of educational leadership. 3. Evaluate alternative strategies for effective teaching and learning. 4. Evaluate knowledge management strategies for the learning organisation.\. 5. Analyse institutional, national and regional educational policy and its impact on academic leadership. 6. Reflect critically on the dynamics of the administrative and academic interface in an educational institution. 7. Evaluate research methodologies in education in general and educational leadership in particular. 	<p>B1, B2, B3, B4, B5</p>	<p>Cognitive skills are developed through the learning and teaching methods and resources identified above. Each of the programme courses provides the student with the opportunity to identify her/his strengths and weaknesses in respect of each of the cognitive skills, to reflect on her/his own progress in addressing points of weaknesses and improving and consolidating points of strengths.</p> <p>These skills are assessed by the formal and informal means identified above. Particular emphasis is placed in the courses on enabling students to assess their own progress by means of structured activities and exercises, and through self-assessment of progress at the end-of-course units.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <ul style="list-style-type: none"> C1 Implement strategies for effective allocation of resources C2 Provide effective leadership initiate and deliver change for educational development. C3 Employ effective organisational and technological processes for knowledge management. C4 Undertake research to inform effective educational leadership. C5. work collaboratively to lead change. 	<p>C1, C3, C5</p>	<p>Practical skills are developed through the learning and teaching methods and resources identified in relation to knowledge and understanding. Throughout each course emphasis is placed on developing a reflective and coherent approach to contentious doctrinal educational issues, through the use of both “problem-type” and “essay-type” questions. Research skills are addressed and developed. Students are required, through directed research tasks, to access information both in hard copy and electronic formats, and to use that information.</p> <p>They are also provided with necessary briefings and practical sessions on how to access electronic libraries. These practical skills are assessed by the formal and informal means identified in relation to knowledge and understanding. Research skills are also assessed in independent activities and TMAs.</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <ul style="list-style-type: none"> D1 Apply advanced problem-solving and decision-making models. D2 Develop strategies for effective communications D3 Apply effective ICT strategies. D4 Work independently and apply effective time management skills. D5 Work collaboratively to lead change D6 Think critically. 	<p>D1, D2, D4,D5,D6</p>	<p>This is supported by the quality of assignments given to students and the tutors' feedback as well as evaluation and reports provided by senior school administrators during field visits. Students learn more from their participation in tutorials and practical activities in groups. Students are assessed continuously and followed up by tutors.</p>

6. Indicative content.

1. Unit 1: General Concepts of Contemporary Educational Leadership

- Content: This module introduces fundamental concepts related to modern educational leadership. It covers theories, models, and key principles that characterize effective leadership in today's educational context.

2. Unit 2: Educational Leadership and Social Institutions

- Content: Explores the relationship between educational leadership and broader social institutions. This includes an analysis of how leadership in education interacts with and influences social structures, policies, and cultural norms.

3. Unit 3 : Accountability and Its Levels in the Educational Context

- Content: Examines the concept of accountability in education, exploring the different levels and dimensions within the educational context. This may include accountability for student outcomes, financial management, and adherence to educational policies.

4. Unit 4: School Leadership

- Content: Addresses various aspects of school leadership, including dealing with student issues, managing the relationship between the school and families, fostering collaboration between teachers and parents, and addressing concerns related to school violence.

5. Unit 5: Educational Reform

- Content: Focuses on educational reform efforts, delving into strategies and initiatives aimed at improving the educational system. This may include discussions on curriculum changes, teaching methodologies, and organizational restructuring.

6. Unit 6: Leadership in the Digital Age

- Content: Explores the role of leadership in the context of the digital age. It covers the impact of technology on educational leadership, including the integration of digital tools in teaching and learning, and the challenges associated with digital transformation.

7. Unit 7: Educational Leadership and Global Experiences

- Content: Examines educational leadership through a global lens, drawing insights from international experiences. This may include case studies, best practices, and lessons learned from different educational systems worldwide.

8. Unit 8: Educational Leadership and Schools of the Future

- Content: Investigates how educational leadership shapes the vision and development of future schools. It may cover topics such as innovative educational models, emerging technologies, and the evolving role of educators in preparing students for the future.



6. Indicative content.

9. Unit 9: Leadership and Entrepreneurship

- Content: Explores the relationship between leadership and entrepreneurship in the educational context. It may include discussions on fostering an entrepreneurial mindset, creating innovative learning environments, and preparing students for the challenges of the modern workforce.

10. Unit 10: Strategic Leadership

- Content: Examines the principles and practices of strategic leadership within educational settings. This includes developing and implementing strategic plans, aligning organizational goals with educational outcomes, and navigating challenges in a dynamic educational landscape.

7. Assessment strategy, assessment methods and their relative weightings

Allocation of Marks

For ED622 module, students are required to do the following tasks:

- (i) Prepare the required TMAs (2 TMAs)
- (ii) Oral Presentations
- (iii) Sit for one final exam

The following table shows the distribution of marks for the various types of course assessment in the Masters modules.

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA1 (Term Paper)	30%
	TMA2 (Project)	30%
FINAL ASSESSMENT	FINAL EXAM	40%
GRAND TOTAL		100%

Notes on TMAs & Final Exams

Tutor-Marked Assignments (TMAs)

TMA- (Term Paper). In average 3000 words Scientific Report: By selecting one of the experiences implemented in educational and educational institutions in different communities at the local, regional, or global levels in the following fields:



7. Assessment strategy, assessment methods and their relative weightings

"1. Educational Reform

2. Leadership and Digital Education

3. Administrative Accountability

4. Cultural Diversity

5. Future Schools

6. Student Issues, School-Family Relationship, Teacher-Parent Relationship, School Violence

7. Notable Experience in the Contemporary Educational Context and the Role of Educational Leadership

TMA-2 (Term Paper). In average 3000 words Each student is required to develop a proposed research project, linked to the **Title: Contemporary Educational Leadership Issues and Modern Trends**

Final Exams (FEs)

The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																									
	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6
TMA's	✓				✓	✓			✓	✓	✓				✓	✓		✓	✓		✓				✓	
Final	✓	✓	✓					✓		✓		✓	✓	✓			✓			✓		✓	✓	✓		✓

9. Teaching staff associated with the module

Name and contact details

Dr. Hamed Alyahmadi (Module/Course Chair) hamed.y@aou.edu.om

Dr. Bilquis Alsharie (Module/Course Chair) bilquis.s@aou.edu.om

10. Key reading list

المراجع العربية والانجليزية

المراجع العربية :

1. العياصرة ، معن محمود .(2008). الإشراف التربوي والقيادة التربوية وعلاقتها بالاحترق النفسي. دار الحامد للنشر والتوزيع .
2. الفريجات ، غالب عبد المعطي .(2015) .الإصلاح والتطوير التربوي. دار دجلة .
3. بطاح ، احمد .(2006). قضايا معاصرة في الإدارة التربوية . دار الشروق.
4. الجسار ، علي محمد . (2014) . قضايا معاصرة في الإدارة التربوية . مؤسسة حمادة للدراسات الجامعية .
5. حسان ، حسان .(2013) .إدارة التربية . دار المسيرة .
6. سليمان، حنان حسن .(2015) .إلى القيادة التربوية . دار أسامة للنشر .
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13. أوينز، روبيرت جي. فالسكي، توماس سي .(2018) . السلوك التنظيمي في التعليم والقيادة والإصلاح المدرسي. مكتب التربية العربي لدول الرياض .
14. الغامدي، شيماء عبد الله سرحان .(2020) درجة توافر مقومات مدرسة المستقبل في مدارس منطقة الباحة وعلاقتها بالأداء المدرسي. رسالة ماجستير. جامعة الباحة . المملكة العربية السعودية .
15. المطيري، صفاء .(2019) .التعليم الريادي ،المعهد العربي للتخطيط .ع(149) .
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1. Almansour. A, Kempner. K. (2015). *Princess Nourah Bint Abudulrhman University's challenge. transition from a local to a global institution, High Education, 70, (22), 519–533.*
2. Bandur, A. (2008). *A study of Implementation of School Based Management In Flores Primary .School In Indonesia.* PhD dissertation, the university of Newcastle, Australia.
3. Bounfour, A. (2016). *Digital futures, digital transformation from learn production to acceluction,* Springer International Publishing, Cham, <https://doi.org/10.1007/978-3-319-23279-9>.
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5. Olaf, J. (2006). Going Private Insights for Public School Leaders Considering the move to .Independent Schools. A Journal of Educational Strategies,79(6), 265-270.
6. Vonderwell, S., Liang, X., & Alderman, K. (2007). Asynchronous discussions and assessment in online learning. *Journal of Research on Technology in Education, 39(3), 309- 328.*

Vernez, G. Karam, R. and Marsha, P. (2012). *Implementation of School Based*

11. Other indicative text (e.g. websites)

- 14- Up to date related websites.
- 15- Articles, Master Thesis, and PhD dissertations
- 16- Journals for Education
- 17- AOU e-Library online materials

Factual information

Module title	ED 624 Institutional Educational Development	Level	Master s
Module tutor	Dr. Bilquis Alsharie (Module/Course Chair))	Credit value	3 CH (15 CP)
Module type	Compulsory in option 1 (taught courses) Optional in option 2 (taught courses and dissertation)	Notional learning hours	3 Hrs

2. Rationale for the module and its links with other modules

The central aim of this course is to enable students to view the process of education through an Institutional Educational Development. Several tools are used to address and clarify the links between education as input-operation-output, and Institutional Educational Development, consumption and investment.

The course possibly enables students to examine selected issues related to the Institutional Educational Development to make them more knowledgeable about such issues and learn how to apply the tools of Institutional Educational Development to such issues.

- The module provides a flexible open learning opportunity to students and combines both face-to-face instruction (67%) and interactive distance learning (33%). Students admitted to the module will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning. Successful candidates will qualify not only for the AOU Master's degree but for the UK OU Master's degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries.



3. Aims of the module

1. Apply methods and means of systematic support for teaching and learning
2. Lead an educational unit
3. Analyse and judge legitimate contemporary issues
4. Schedule tasks and manage available time effectively
5. Evaluate the dynamics of teams and committees for educational change & development,
6. Introducing students to methodological approaches and tools for enhancing the teaching and learning process.
7. Developing skills and building capacities for leading educational units.
8. Enhancing skills and building capacities for analyzing contemporary issues in organizational/educational development.
9. Cultivating teamwork skills and building capacities for developing and sustaining an effective collaborative work environment.
10. 5. Developing the ability to lead and facilitate educational change and development through effective team and committee dynamics.

4. Pre-requisite modules or specified entry requirements

None

Intended learning outcomes at Level 7 are listed below:

5. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>When students have completed the programme, they will have knowledge and understanding of:</p> <ul style="list-style-type: none"> A1.the theoretical knowledge base of organisational behaviour. A2.the dynamics of organisational change A3. models of change management in educational institutions. A4. advanced communication strategies. A5.the complexities and ambiguities in the educational environment. A6. processes of educational and business planning A7. teaching and learning pedagogies and processes. A8. advanced research methodologies. 	<p>A1, A2, A4</p>	<p>Knowledge and understanding are acquired at all levels through specially prepared course manuals, handouts, resource books, videos, audiotapes and CD-ROMs, self-assessment exercises, group tutorials, individual tutor support, specially prepared research exercises, optional library study days and internet-based educational research activities.</p> <p>Knowledge and understanding are assessed by means of tutor-marked assignments (TMAs) and written mid-term and final examinations, if any. In addition, students are encouraged to assess themselves informally through reflection on the comments received by their tutors on TMAs and through direct individual an group feedback from tutors.</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<ul style="list-style-type: none"> 8. explore critically contemporary issues in education. 9. evaluate critically models of educational leadership. 10. evaluate alternative strategies for effective teaching and learning. 11. evaluate knowledge management strategies for the learning organisation.\. 12. analyse institutional, national and regional educational policy and its impact on academic leadership. 13. reflect critically on the dynamics of the administrative and academic interface in an educational institution. 14. evaluate research methodologies in education in general and educational leadership in particular. 	<p>B1, B2, B3, B4, B5</p>	<p>Cognitive skills are developed through the learning and teaching methods and resources identified above. Each of the programme courses provides the student with the opportunity to identify her/his strengths and weaknesses in respect of each of the cognitive skills, to reflect on her/his own progress in addressing points of weaknesses and improving and consolidating points of strengths.</p> <p>These skills are assessed by the formal and informal means identified above. Particular emphasis is placed in the courses on enabling students to assess their own progress by means of structured activities and exercises, and through self-assessment of progress at the end-of-course units.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <ul style="list-style-type: none"> C1 implement strategies for effective allocation of resources C2. provide effective leadership C3. initiate and deliver change for educational development. C4. employ effective organisational and technological processes for knowledge management. C5. undertake research to inform effective educational leadership. 	<p>C1, C2,</p>	<p>Practical skills are developed through the learning and teaching methods and resources identified in relation to knowledge and understanding. Throughout each course emphasis is placed on developing a reflective and coherent approach to contentious doctrinal educational issues, through the use of both “problem-type” and “essay-type” questions. Research skills are addressed and developed. Students are required, through directed research tasks, to access information both in hard copy and electronic formats, and to use that information.</p> <p>They are also provided with necessary briefings and practical sessions on how to access electronic libraries. These practical skills are assessed by the formal and informal means identified in relation to knowledge and understanding. Research skills are also assessed in independent activities and TMAs.</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <ul style="list-style-type: none"> D1 apply advanced problem-solving and decision-making models. D2. develop strategies for effective communications D3. apply effective ICT strategies. D4. work independently and apply effective time management skills. D5. work collaboratively to lead change D6. think critically. 	<p>D1, D4, D6</p>	<p>This is supported by the quality of assignments given to students and the tutors' feedback as well as evaluation and reports provided by senior school administrators during field visits. Students learn more from their participation in tutorials and practical activities in groups. Students are assessed continuously and followed up by tutors.</p>



6. Indicative content.

This course explains & elaborates the concept of organisational development and enables students to translate it into approaches for leading changes in the educational institutions. The course also explains & analyses contemporary issues involved in the process of change such as information overload, population increase, leisure time, improvement in communication means, multiculturalism and swift change.

1. Unit 1:

- Organizational Development Concept
- Rationales for Organizational Development
- Objectives of Organizational Development

2. Unit 2:

- Historical Evolution of Organizations
- Characteristics of Organizational Development
- Significance of Organizational Development

3. Unit 3

- Characteristics of Organizational Development
- Significance of Organizational Development
- Stages of Organizational Development

4. Unit 4: Administrative Thought in Change and Organizational Development and its Terms:

- Concept of Change and Organizational Development
- Areas of Change and its Stages
- Introduction to Change Management

5. Unit 5 Creative Institutions and Organizational Development

6. Unit 6: Conflict Management in the Educational System

7. Unit 7: Governance and Institutional Development

8. Unit 8: Leadership for Excellence and Institutional Development

9. Unit 9 Technology and Institutional Development

10. Unit 10

- The Learning Organization and Institutional Development
or
- Organizational (Corporate) Culture and Administrative Development



7. Assessment strategy, assessment methods and their relative weightings

AOU's assessment strategy incorporates general principles and procedures aiming to regulate and monitor examinations of the same course across all its branches. AOU regulations include anonymous and group marking, validation (pre-assessment moderation) of examination questions and answer keys by external examiners, monitoring tutors' marking, post-assessment moderation, and formation of different examination committees.

Allocation of Marks

For ED624 module, students are required to do the following tasks:

- (i) Prepare the required TMAs (2 TMAs)
- (ii) Oral Presentations
- (iii) Sit for one final exam

The following table shows the distribution of marks for the various types of of course assessment in the Masters modules.

The intended learning outcomes of this course are assessed by (MTAs), tutor-marked assignments (TMAs) as well as final examinations (F). The distribution of marks will be as follows :

- a- 60% Preparation and presentation of essays and term papers.
- b- 40% Final examination.

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA1 (Term Paper)	30%
	TMA2 (Project)	30%
FINAL ASSESSMENT	FINAL EXAM	40%
GRAND TOTAL		100%

Notes on TMAs & Final Exams

Tutor-Marked Assignments (TMAs)

TMA-1 (Term Paper). In average 3000 words Scientific Report: By selecting one of the experiences implemented in educational and educational institutions in different communities at the local, regional, or global levels in the following fields:"

1. Educational Reform
2. Leadership and Digital Education



7. Assessment strategy, assessment methods and their relative weightings

3. Administrative Accountability

4. Cultural Diversity

5. Future Schools

6. Student Issues, School-Family Relationship, Teacher-Parent Relationship, School Violence

7. Notable Experience in the Contemporary Educational Context and the Role of Educational Leadership

TMA-2 (Term Paper). In average 3000 words Each student is required to develop a proposed research project, linked to the **Title: Contemporary Educational Leadership Issues and Modern Trends**

Final Exams (FEs)

The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes																			
Assessment tasks	Learning outcomes																		
	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4
TMA's	✓				✓	✓	✓	✓			✓		✓	✓		✓			
Final	✓	✓	✓				✓		✓	✓		✓			✓		✓	✓	✓

9. Teaching staff associated with the module
Name and contact details
Dr. Hamed Alyahmadi Module/Course Chair hamed.y@aou2023
Dr. Bilquis Alsharie (Module/Course Chair) bilquis.s@aou.edu.om

10. Key reading list

المراجع العربية والانجليزية

المراجع العربية :

17. العياصرة ، معن محمود .(2008). الإشراف التربوي والقيادة التربوية وعلاقتها بالاحترق النفسي. دار الحامد للنشر والتوزيع .
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19. بطاح ، احمد .(2006). قضايا معاصرة في الإدارة التربوية . دار الشروق.
20. الجسار ، علي محمد .(2014) . قضايا معاصرة في الإدارة التربوية . مؤسسة حمادة للدراسات الجامعية .
21. حسان ، حسان .(2013) .الإدارة التربوية. دار المسيرة.
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23. طرخان ، محمد عبد القادر .(2014). القيادة التربوية العربية وتحديات التعليم في عصر العولمة . الشروق .
24. عبد القادر ، محمد طلبية .(2012). القيادة التربوية مدخل قائم على حل المشكلات . دار الفكر.
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28. مدني، نزار عبدي. (2017). المستقبل: تأملات استشرافية في التطورات والتغيرات العلمية والتقنية والأوضاع السياسية المتوقعة في القرن الـ والعشرين .العبيكان.
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1. Almansour. A, Kempner. K. (2015). *Princess Nourah Bint Abudulrhman University's challenge. transition from a local to a global institution, High Education, 70, (22), 519–533.*
2. Bandur, A. (2008). *A study of Implementation of School Based Management In Flores Primary .School In Indonesia.* PhD dissertation, the university of Newcastle, Australia.
3. Bounfour, A. (2016). *Digital futures, digital transformation from learn production to acceluction,* Springer International Publishing, Cham, <https://doi.org/10.1007/978-3-319-23279-9>.
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5. Olaf, J. (2006). Going Private Insights for Public School Leaders Considering the move to .Independent Schools. A Journal of Educational Strategies,79(6), 265-270.
6. Vonderwell, S., Liang, X., & Alderman, K. (2007). Asynchronous discussions and assessment in online learning. *Journal of Research on Technology in Education, 39(3), 309- 328.*

Vernez, G. Karam, R. and Marsha, P. (2012). *Implementation of School Based*



11. Other indicative text (e.g. websites)
<ol style="list-style-type: none"> 1- Up to date related websites. 2- Articles, Master Thesis, and PhD dissertations 3- Journals for Education 4- Online materials

Factual information			
Module title	ED 626 - Economics of Education	Level	Master s
Module tutor	Dr. Bilquis Alsharie (Module/Course Chair))	Credit value	3 CH (15 CP)
Module type	Compulsory	Notional learning hours	3 Hrs

2. Rationale for the module and its links with other modules
<ul style="list-style-type: none"> • The central aim of this course is to enable students to view the process of education through an economic perspective. • Several tools of economic analysis are used to address and clarify the links between education as input-operation-output, and economic growth, consumption and investment. • The course possibly enables students to examine selected issues related to the economics of education (employment, unemployment, equity,..) to make them more knowledgeable about such issues and learn how to apply the tools of economic analysis to such issues. • The module provides a flexible open learning opportunity to students and combines both face-to-face instruction (67%) and interactive distance learning (33%). • Students admitted to the module will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning. Successful candidates will qualify not only for the AOU Master's degree but for the UK OU Master's degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of



2. Rationale for the module and its links with other modules

course in Arabic-speaking countries. It creates for graduates, good job opportunities in education as well as in the public and private sectors.

3. Aims of the module

The general aims of the module are to:

- Understanding the social, economic, and political context of education.
- Applying economic perspectives to specific issues in education and developing educational practices.
- Analysing the social and economic context of education and its impact on teaching and learning.
- Evaluating alternative strategies for the efficient allocation of economic resources.
- Provide students with a modern and scientific framework for the study of educational administration in general, and educational economic in particular.
- Introduce students to the main theories and types of educational leadership.
- Enable students to recognise, classify, discuss, and find solutions to the problems related to educational economic.
- Enable students to deal systematically and creatively with complex issues in their fields and show originality in tackling them.
- Enable students to develop creative and critical thinking as well as appropriate communication skills.
- Enable graduates from AOU as well as other recognised universities to obtain a postgraduate qualification.
- Enable individuals who are nominated by their institutions/employers for future employment or promotion as school administrators to obtain a postgraduate qualification in educational leadership as general.

4. Pre-requisite modules or specified entry requirements

None

Intended learning outcomes at Level 7 are listed below:

5. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <ol style="list-style-type: none"> 1. Analyse the theoretical knowledge base of economic perspective. 2. Understand the dynamics of organisational change 3. Create models of change management in economic growth 4. Evaluate advanced communication strategies. 5. Understand the complexities and ambiguities in the educational environment. 6. Evaluate processes of educational and business planning 7. Analyse the social, economic and political contexts of education. 8. advanced research methodologies. 	<p>A1, A2, A4</p>	<p>The student's participation in preparation with the course professor lies in the following:</p> <ol style="list-style-type: none"> 1. A review of the most important and recent conferences, seminars and training workshops that dealt with the topic in Arabic or English (at the local, regional and global levels). 2. A review of the most important recent scientific studies and research on the topic in Arabic or English (at the local, regional and global levels). 3. A review of the most important modern scientific books and references on the subject in Arabic or English. <p>In seeking to ensure that students are prepared adequately to meet the programme intended learning outcomes and those of constituent courses, the Faculty of education Studies (FES) employs the</p>

5. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		<p>AOU teaching and learning strategy of blended learning which comprises two complementary modes of teaching and learning:</p> <ul style="list-style-type: none"> • Compulsory face to face interactive tutorials, And • Interactive distance learning delivered through high quality teaching and support materials especially designed for self-learning. <p>Learning is facilitated through a university-wide electronic Arab Campus Learning Management System(LMS) based on the open-source software 'Moodle'. All Branches are equipped with multimedia and computing laboratories to support students who do not have</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <ol style="list-style-type: none"> 1. Explore critically contemporary issues in education. 2. Evaluate critically models of educational leadership. 3. Evaluate alternative strategies for effective teaching and learning. 4. Evaluate knowledge management strategies for the learning organisation. 5. Analyse the socio-economic context of education and its impact on teaching and learning. 6. Analyse institutional, national and regional educational policy and its impact on academic leadership. 7. reflect critically on the dynamics of the administrative and academic interface in an educational institution. 8. evaluate research methodologies in education in general and educational leadership in particular. 	<p>B1, B2, B3, B4, B5</p>	<p>Cognitive skills are developed through the learning and teaching methods and resources identified above. Each of the programme courses provides the student with the opportunity to identify her/his strengths and weaknesses in respect of each of the cognitive skills, to reflect on her/his own progress in addressing points of weaknesses and improving and consolidating points of strengths.</p> <p>These skills are assessed by the formal and informal means identified above. Particular emphasis is placed in the courses on enabling students to assess their own progress by means of structured activities and exercises, and through self-assessment of progress at the end-of-course units.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <ol style="list-style-type: none"> 1. implement strategies for effective allocation of resources 2. provide effective leadership 3. initiate and deliver change for educational development. 4. employ effective organisational and technological processes for knowledge management. 5. undertake research to inform effective educational leadership. 	<p>C1, C3, C4,C5</p>	<p>Practical skills are developed through the learning and teaching methods and resources identified in relation to knowledge and understanding. Throughout each course emphasis is placed on developing a reflective and coherent approach to contentious doctrinal educational issues, through the use of both “problem-type” and “essay-type” questions. Research skills are addressed and developed. Students are required, through directed research tasks, to access information both in hard copy and electronic formats, and to use that information.</p> <p>They are also provided with necessary briefings and practical sessions on how to access electronic libraries. These practical skills are assessed by the formal and informal means identified in relation to knowledge and understanding. Research skills are also assessed in independent activities and TMAs.</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <ol style="list-style-type: none"> 1. Apply advanced problem-solving and decision-making models. 2. Develop strategies for effective communications 3. Apply effective ICT strategies. 4. Work independently and apply effective time management skills. 5. Work collaboratively to lead change 6. Think critically. 	<p>D4, D5, D6</p>	<p>This is supported by the quality of assignments given to students and the tutors' feedback as well as evaluation and reports provided by senior school administrators during field visits. Students learn more from their participation in tutorials and practical activities in groups. Students are assessed continuously and followed up by tutors.</p>

6. Indicative content.

1. Unit 1: General Overview of the Course : This unit provides a preliminary introduction to the course, outlining its objectives and structure. Students will gain an understanding of the overall context and expectations.

2. Unit 2: Introduction to the Economics of Education, Its Origins, and Development : - Explore the foundational concepts of educational economics, tracing its origins and evolution. Understand the key economic principles that underpin the field of education.

3. Unit 3: Education and Economic Development :

- Investigate the intricate relationship between education and economic development. Examine how educational policies and practices impact economic growth and prosperity.

4. Unit 4: Education and Social Development (Knowledge Society) : - Delve into the role of education in fostering social development, particularly in the context of the knowledge society. Analyze the societal implications of educational systems.

5. Unit 5: Expenditure and Cost in Education : Study the financial aspects of education, focusing on expenditure and costs involved. Evaluate different financial models and their implications for educational institutions.

6. Unit 6: Education Financing and School Economics :- Explore the various mechanisms of financing education and the economic dynamics within schools. Analyze budgeting, resource allocation, and financial sustainability in educational settings.

7. Unit 7: Brain Drain / Migration of Minds

- Examine the phenomenon of brain drain and its impact on both the source and destination countries. Analyze the economic implications of the migration of skilled individuals.

8. Unit 8: Investment in Human Capital

- Understand the concept of human capital and its significance in economic development. Explore the economic rationale behind investing in education and skills development.

9. Unit 9: Distance Learning and its Economics, or Contemporary Challenges Facing Educational Economics :- Investigate the economic aspects of distance learning and address contemporary challenges facing educational economics, including technological advancements and changing learning models.

6. Indicative content.

10 Unit 10: Returns on Education :- Explore the various returns on educational investments, including economic, social, and individual benefits. Analyze the factors influencing the returns on education.

11 Unit 11: Productivity Efficiency in Education and the Concept of Educational Waste :- Assess the efficiency and productivity of educational systems. Discuss the concept of educational waste and explore strategies for improving efficiency in education.

12. Unit 12: Economics of Education in the Sultanate of Oman and in the Gulf Arab States :

Focus on the specific economic aspects of education in Oman and the Gulf Arab States. Analyze regional policies, challenges, and innovations in educational economics.

7. Assessment strategy, assessment methods and their relative weightings

Allocation of Marks

For ED626 module, students are required to do the following tasks

- (i) Prepare the required TMAs (2 TMAs)
- (ii) Oral Presentations
- (iii) Sit for one final exam

The following table shows the distribution of marks for the various types of course assessment in the Masters modules.

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA1 (Term Paper)	30%
	TMA2 (Project)	30%
FINAL ASSESSMENT	FINAL EXAM	40%
GRAND TOTAL		100%

Notes on TMAs & Final Exams

Tutor-Marked Assignments (TMAs)

TMA-1 (Term Paper). In average 3000 words Scientific Report: Summary of a Modern Book or Research on the Economics of Education

TMA-2 (Term Paper). In average 3000 words Each student is required to develop a proposed research project, linked to the Economics of Education, including Choosing one of the



7. Assessment strategy, assessment methods and their relative weightings

contemporary economic issues related to the topics of the "Economics of Education"

Final Exams (FEs)

The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																										
	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6
TMA's	✓				✓	✓	✓		✓	✓	✓			✓	✓		✓		✓	✓		✓					✓
Final	✓	✓	✓	✓		✓	✓	✓		✓		✓	✓	✓		✓		✓			✓		✓	✓	✓	✓	

9. Teaching staff associated with the module
Name and contact details
Dr. Bilquis Alsharie (Module/Course Chair) bilquis.s@aou.edu.om

10. Key Reading List

المراجع والمصادر المختلفة:

أولاً : المراجع العربية:

1. العريمي ، محمد بن فايل . (2018) . التحول نحو الاستثمار في راس المال البشري . معهد الإدارة العامة .
- الإغا ، صهيبي كمال . (2013) . متطلبات التحول نحو الاقتصاد المعرفي من وجهة نظر القيادات الجامعية في فلسطين . مجلة جامعة فلسطين للأبحاث والدراسات .
2. الشعراني، ربي ناصر. (2016) . معالم في الاقتصاد التربوي دراسة منهجية في اقتصاديات التعليم، المؤسسة الحديثة للكتاب.
3. عابدين، محمود. (2003). قضايا تخطيط التعليم واقتصادياته بين العالمية والمحلية . الدار المرية اللبنانية.
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5. الرشيدان، عبدالله زاهي . (2001). في اقتصاديات التعليم . دار وائل للطباعة.
6. عابدين، محمود عباس . (2004). علم اقتصاديات التعليم الحديث . الدار المصرية اللبنانية.
7. فُلَيْه، فاروق عبده (2003). اقتصاديات التعليم . دار المسيرة للنشر والتوزيع والطباعة.
8. أحمد، عزت السيد. (2016). (نزيف العقول العربية قراءة في الهجرات العربية). العالم العربي للنشر والتوزيع، عمان، الأردن.
9. عبد الله، س. (2020). تأثير التعلم الرقمي على الاقتصاد العربي: دراسة تحليلية. مجلة الاقتصاد العربي، 10(2)، 45-58.
10. الحريري، رافدة. (2013). اقتصاديات وتخطيط التعليم في ضوء الجودة الشاملة دار المناهج للنشر والتوزيع.
11. بوطيبة، فيصل احمد. (2013). العائد من الاستثمار في التعليم. دار اليوزري للنشر.
12. السند، إبراهيم. (2020). تمويل التعليم وتطوير الموارد البشرية. الرياض: دار النشر.
13. 2- المالكي، عادل. (2018). تمويل التعليم في الدول العربية: التحديات والفرص. بيروت: دار النشر.
14. 3- أبو شنب، منى. (2019). تمويل التعليم في الوطن العربي: بين الواقع والطموح. القاهرة: دار النشر.
15. 4- حسن، حسن محمد. (2021). مالية التعليم وجودة الأداء الجامعي. بيروت: دار النشر.
16. 5- الشماخ، أحمد. (2017). تمويل التعليم العالي في العالم العربي: التحديات والاستدامة. الرياض: دار النشر.

ثانياً : المراجع الأجنبية :

1. Daulay, N. K., Siahaan, A., Siregar, I. A., Ritonga, L. A., & Maidiana, M. (2022). Sources of School Income at The Jam'iyah Mahmudiyah Foundation. Nazhruna: Jurnal Pendidikan Islam, 501-510
2. Federation of Indian Chambers of Commerce & Industry. (2018). Model Self-Financed Independent Schools Code Version 2.0. New Delhi.
3. Khan, R, & Chaudhry, I. S. (2019). Impact of human capital on employment and economic growth in developing countries. Review of Economics and Development Studies, 5(3), 487-496.
4. Bouhajeb, M., Meftah, H., & Ben Ammar, R. (2018). Higher education and economic growth: the importance of innovation. Atlantic Review of Economics (ARoEc), 1(2).
5. Hakimian H. The political economy of transition in the middle east and north Africa. L., 2001.p.44-45. IMF. World economic outlook. Wash.,2003. p.66.
6. International financial statistics. UN. N-Y. , 2002. p.50,53.
7. Kaufman D; Governance Materia: governance indicators for 1996- 2002. w-b., Wash., 2003.p.p.75, 98-III.
8. Chumachenko, I., Melnyk V., & Sychova, V. (2019) A Comparative Analysis of School Finance Management in Ukraine. Asia Life .Sciences, 21(2) 279.294.

11. Other indicative text (e.g. websites)

- 5- Up to date related websites.
- 6- Articles, Master Thesis, and PhD dissertations
- 7- Journals for Education
- 8- AOU e-Library Online materials

Factual information

Module title	ED627 Educational communication	Level	Master s
Module tutor	Dr. Hamed Alyahmadi (Module/Course Chair))	Credit value	3 CH (15 CP)
Module type	Optional	Notional learning hours	3 Hrs

2. Rationale for the module and its links with other modules

- This course deals with the theoretical background of educational communication within a systematic framework with its multifaceted dimension. It discusses the various societal and institutional applications and dimensions which are the basis for the study of educational leadership and its components.
- This module provides students with the appropriate knowledge and training about concepts, theories, and implementation of educational communication in the educational institutions. It acquires students needed skills for leading, guiding, and motivating individuals.
- In general, the module is important is enhancing students' scientific skills, knowledge, and values that are used to create a positive and productive learning environment for them and others.
- The module provides a flexible open learning opportunity to students and combines both face-to-face instruction (67%) and interactive distance learning (33%).
- Students admitted to the module will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning. Successful candidates will qualify not only for the AOU Master's degree but for the UK OU Master's degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries. It creates for graduates, good job opportunities in education as well as in the public and private sectors.



3. Aims of the module

The general aims of the module are to:

Equip students with the necessary knowledge, skills, and dispositions to effectively lead schools, organizations, or educational communities.

Foster strategic thinking, decision-making, problem-solving, and communication skills relevant to educational communication roles.

Hone collaborative and relationship-building skills to engage stakeholders, build consensus, and create positive school environments.

Cultivate self-awareness and a critical lens for examining educational communication practices and leadership approaches.

Encourage continuous learning and professional development throughout a leader's career.

Equip students with tools for data-driven decision-making and evidence-based practices.

4. Pre-requisite modules or specified entry requirements

None

Intended learning outcomes at Level 7 are listed below:

5. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1. Demonstrate understanding of key theories, concepts, and frameworks in educational communication.</p> <p>A2. Analyze the historical, philosophical, and social context of education and its impact on communication practices.</p> <p>A3. Grasp the legal and ethical implications of educational communication decisions.</p> <p>A4. Understand the diverse needs and perspectives within the educational community.</p> <p>A5. Articulate current educational policies, trends, and challenges facing the education system pertaining to educational communication.</p>	<p>A1, A2, A4</p>	<p>Knowledge and understanding are gained and developed through study of course materials in a postgraduate foundation module, and in a subject module.</p> <p>Supporting teaching materials include published teaching text, internet materials, study, and assignment guides, and may include off prints, illustrations.</p> <p>Learning outcomes are assessed primarily by means of tutor-marked assignments (TMAs). Foundation modules also have examinations, which provide tutor with the opportunity to demonstrate students understanding of the module material. The assessment may include a final, a long assignment, or a 'project'.</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1. Analyse complex educational problems from multiple perspectives.</p> <p>B2. Generate creative and innovative solutions to educational challenges pertaining to educational communication.</p> <p>B3. Evaluate the effectiveness of different communication strategies based on evidence.</p> <p>B4. Make sound decisions considering the needs of all stakeholders.</p> <p>B5. Adapt leadership approaches to fit different contexts and situations.</p>	<p>B1, B2, B3,B4,B5</p>	<p>Cognitive skills: at foundation level you will learn to understand the methodologies and approaches taken by others to literary studies, and you will be asked to evaluate some of these in assignments and the examination.</p> <p>In the subject module you will learn to apply these skills in a more clearly defined area of study,</p> <p>In all activities, students depend on using AOU electronic library to access to updated information.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1. Demonstrate effective communication behaviors, such as vision setting, motivation, and delegation.</p> <p>C2. Manage educational resources relating to communication effectively and efficiently.</p> <p>C3. Create and maintain a positive and productive school culture.</p> <p>C4. Build and lead high-performing teams of educators using good communication behaviors.</p> <p>C5. Conduct performance evaluations and provide constructive feedback.</p>	<p>C1,</p>	<p>Practical and professional skills: the formation of arguments and the employment of critical and evaluative skills are taught and assessed in both the foundation and subject modules.</p> <p>The use of research libraries is taught in each foundation module and developed at each stage of the programme. These skills are assessed throughout the programme.</p> <p>Professional and practical skills are developed through discussions, practical sub-assignments to students, and through the final project of the course.</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1. Articulate complex ideas clearly and concisely to students, parents, staff, and the wider community.</p> <p>D2. Acquire listening and communication skills.</p> <p>D3. Write concise proposals, reports, and emails persuasively and professionally.</p> <p>D4. Adapt students' communication style to different mediums, like digital platforms, public presentations, and one-on-one interactions.</p>	<p>D1, D2, D4,D5,D6</p>	<p>The learning and teaching strategy for transferable skills underscores ways of enhancing learners' self-study skills in the AOU environment where traditional learning is combined with open learning.</p> <p>It also shows students how to use ICT resources for postgraduate research through tutorials, in tutors' office hours and through library induction.</p>

6. Indicative content.

Unit 1: Nature of Educational communication: What is communication? the characteristics of educational communication, the values in educational communication, distinguishing educational communication and management, elements, processes and functions of communication, educational communication in local context, educational communication in international perspectives.

Unit 2: Communication Theories: The nature of theory, theories in communication: Transmission Model theories, Social Learning Theory, Symbolic Interactionism theory, Communication Accommodation Theory, and Cultivation Theory.

Unit 3: Communication styles: Behavioural Styles, DISC Model, NLP Communication Styles, Communication styles existing in Oman.

Unit 4: Effective Communication Strategies: Self-awareness, Active listening, Clear and concise communication, and Adaptability.

Unit 5: Specific Communication Skills: Instructional writing, Oral communication skills, Interpersonal communication, Nonverbal communication

Unit 6: Facilitating effective classroom communication: Exploring techniques for active listening, leading discussions, and providing constructive feedback.

Unit 7: Using technology for communication: Learning how to integrate technology tools like educational platforms, video conferencing, and social media for communication and learning.

Unit 8: Evaluating Communication System: Nature and need of evaluation in communication. steps to performance evaluation system, Criteria and Performance Evaluation Tools.

7. Assessment strategy, assessment methods and their relative weightings

Allocation of Marks

For ED627 module, students are required to do the following tasks:

- (i) Prepare the required TMAs (2 TMAs)
- (ii) Oral Presentations
- (iii) Sit for one final exam

The following table shows the distribution of marks for the various types of course assessment in the Masters modules.

7. Assessment strategy, assessment methods and their relative weightings

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA1 (Term Paper)	30%
	TMA2 (Project)	30%
FINAL ASSESSMENT	FINAL EXAM	40%
GRAND TOTAL		100%

Notes on TMAs & Final Exams

Tutor-Marked Assignments (TMAs)

TMA-1 (Term Paper). In average 3000 words Criticism and evaluation of master's theses specialized in the field of educational communication, according to the principles and standards that were taken in the units of study.

TMA-2 (Project). In average 3000 words. Each student is required to develop a proposed research project, linked to the educational communication, including chapters I, II, and III, in accordance with the principles learned in the course.

Final Exams (FEs)

The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																		
	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4
TMA's		✓		✓	✓	✓	✓		✓		✓		✓	✓	✓	✓	✓		✓
Final	✓		✓				✓	✓		✓		✓						✓	

9. Teaching staff associated with the module

Name and contact details

Dr. Hamed Alyahmadi (Module/Course Chair) hamed.y@aou.edu.om

10. Key Reading List

أولاً: المراجع العربية:

- أسامة، محمد & عباس، الجمل. (2016). الاتصال التربوي رؤية معاصرة. دار العلم والإيمان.
الناشر: دار العلم والإيمان - دمشق أحمد، حافظ، حافظ، محمد (2003) إدارة المؤسسات التربوية . عالم الكتب
نصر الله ، أحمد (2001) مبادئ الاتصال التربوي والانساني ، دار وائل للنشر والتوزيع.
أبو زيد، أحمد محرمهارات الاتصال التربوي - (2022)د أبو زيد
مالك، & محمد. (2023). الاتصال التربوي وفعالية العملية التعليمية في المؤسسة التربوية. مجلة الرسالة للدراسات والبحوث الإنسانية، 8(1)،
148-133.
عطية سالم محمد الحداد. (2023). دور الاتصال التربوي في العملية التعليمية في المدرسة. مجلة كلية التربية، 7(3)، 153-138.
طالح، كريمة، طاشت، & ليزا. (2021). الاتصال التربوي بين المعلم والمتعلم وأثره على التحصيل الدراسي (Doctoral dissertation،
جامعة مولود معمري تيزي وزو كلية العلوم الإنسانية و الاجتماعية).
محمد سلمان الخزاعلة. (2016). دور مشرفي التربية العملية في تحقيق مهارات الاتصال التربوي للطلبة المعلمين في كليتي تربية جامعة الزرقاء
الخاصة وآل البيت. مجلة الجامعة الإسلامية للبحوث الإنسانية، 19(1).
عبد الجواد، د. إباد إبراهيم خليل، قنديل، & د. أنيسة عطية. (2018). مهارات الاتصال والتواصل التربوي لدى مشرفي التربية العملية في كلية التربية
بجامعة الأقصى.

ثانياً: المراجع الأجنبية :

- Romiszowski, A. J. (2024). *Producing instructional systems: Lesson planning for individualized and group learning activities*. Taylor & Francis.
Bećirović, S. (2023). *Digital pedagogy: The use of digital technologies in contemporary education*. Springer Nature.
Allen, B. J. (2023). *Difference matters: Communicating social identity*. Waveland Press.
Holliday, A. (2021). *Intercultural communication: An advanced resource book for students*. Routledge.
Bucchi, M., & Trench, B. (Eds.). (2021). *Routledge handbook of public communication of science and technology*. Routledge.
Reimers, F. M. (2020). *Educating students to improve the world* (p. 131). Springer Nature.
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Jagatheesaperumal, S. K., Ahmad, K., Al-Fuqaha, A., & Qadir, J. (2024). Advancing education through extended reality and internet of everything enabled metaverses: applications, challenges, and open issues. *IEEE Transactions on Learning Technologies*.
Ilhomovna, N. F. (2023). The Role of Information And Communication Technologies In Education And Professional Training Of Students. *Open Access Repository*, 4(3), 680-686.

Syakur, A., Susilo, T. A. B., Wike, W., & Ahmadi, R. (2020). Sustainability of communication, organizational culture, cooperation, trust and leadership style for lecturer commitments in higher education. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(2), 1325-1335

11. Other indicative text (e.g. websites)

- 9- Up to date related websites.
- 10- Articles, Master Thesis, and PhD dissertations
- 11- Journals for Education
- 12- AOU e-Library Online materials

Factual information			
Module title	ED632 Research Methodology	Level	Master s
Module tutor	Dr. Bilquis Alsharie (Module/Course Chair))	Credit value	3 CH (15 CP)
Module type	Compulsory	Notional learning hours	3 Hrs

2. Rationale for the module and its links with other modules

- This module provides students with the appropriate knowledge and training about concepts and fundamentals of scientific research as well as various educational research methodologies. It acquires students needed skills for planning research projects and writing their report.
- In general, the module is important in enhancing students' scientific writing including referring to references, citing their writing and plan for research projects across other modules. Also, it is considered to be a fundamental module for students who choose to write a thesis.
- The module provides a flexible open learning opportunity to students and combines both face-to-face instruction (67%) and interactive distance learning (33%).
- Students admitted to the module will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning. Successful candidates will qualify not only for the AOU Masters degree but for the UK OU Masters degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries. It creates for graduates good job opportunities in education as well as in the public and private sectors.

3. Aims of the module

This course deals with the nature of research and various educational research methodologies, defining research problem, reviewing the literature, research questions, characteristics of good research questions, variables and hypotheses, sampling, instrumentation, validity and reliability, and internal validity. This course also focuses on quantitative, qualitative and mixed research methodologies, and writing research proposals and reports.

4. Pre-requisite modules or specified entry requirements

None

Intended learning outcomes at Level 7 are listed below:

5. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1. Understand the basic concepts in research in general and the fundamentals of scientific research in education.</p> <p>A2. Specify the specifications and steps of conducting scientific research in education.</p> <p>A3. Understand the relationship between different research types and their statistical designs.</p> <p>A4. Be acquainted with the mixed method research</p>	<p>A1,A2 A3, A4</p>	<p>Knowledge and understanding are gained and developed through study of course materials in a postgraduate foundation module, and in a subject module.</p> <p>Supporting teaching materials include published teaching text, internet materials, study and assignment guides, and may include off prints, illustrations and CDs.</p> <p>Learning outcomes are assessed primarily by means of tutor-marked assignments (TMAs). Foundation modules also have examinations, which provide you with the opportunity to demonstrate your understanding of the module material. The assessment may include a final, a long assignment, or a 'project'.</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1. Differentiate between the different types of scientific research used in the field of education.</p> <p>B2. Analyze educational literature related to specialization and devising research problems.</p> <p>B3. Analyze scientific studies and judgment on their conformity with the requirements of scientific research.</p>	<p>B1, B2, B3,</p>	<p>Cognitive skills: at foundation level you will learn to understand the methodologies and approaches taken by others to literary studies, and you will be asked to evaluate some of these in assignments and the examination.</p> <p>In the subject module you will learn to apply these skills in a more clearly defined area of study,</p> <p>In all activities, students depend on using AOU electronic library to access to updated information.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1. Identify a research problem within the educational framework and in the field of specialization of students studying.</p> <p>C2. Review previous literature relevant to the research problem.</p>	<p>C1, C2, C4</p>	<p>Practical and professional skills: the formation of arguments and the employment of critical and evaluative skills are taught and assessed in both the foundation and subject modules.</p> <p>The use of research libraries is taught in each foundation module and developed at each stage of the</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>C3. Evaluate scientific research and governance to the extent of conformity to the method of good scientific research.</p> <p>C4. Prepare a scientific study in one of the educational subjects related to the specialization of the students according to the correct scientific specifications.</p> <p>C5. Employ qualitative research method</p>		<p>programme. These skills are assessed throughout the programme.</p> <p>Professional and practical skills are developed through discussions, practical sub-assignments to students, and through the final project of the course.</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1. Review scientific research papers based on the international guidelines of writing papers.</p> <p>D2. Write a scientific research paper that could be published.</p>	<p>D1, D2, D5,D6</p>	<p>The learning and teaching strategy for transferable skills underscores ways of enhancing learners' self-study skills in the AOU environment where traditional learning is combined with open learning.</p> <p>It also shows students how to use ICT resources for postgraduate research through tutorials, in tutors' office hours and through library induction.</p>

6. Indicative content.

Unit 1: Concepts and fundamentals of scientific research:

The importance of scientific research and its applications, the types of research, the ethics of scientific research, the problem of study, variables and hypotheses, samples, measuring tools, validation and stability, use of statistics in education, internal honesty.

Unit 2: Experimental Research:

Basic characteristics of experimental research, randomization and control of extraneous variables, different experimental designs, control of internal truths in experimental designs, applied examples.

Unit 3: Associated Research:

The nature of associative research and its objectives, the steps of the implementation of associative research, the meaning of correlation coefficients, the risks of internal validity in associative research, applied examples.

Unit 4: Comparative Higher Research:

The nature and objectives of comparative research, the uses of comparative meta-research, the steps of implementation of comparative higher research and the conditions for its implementation, applied examples.

Unit 5: Survey Research:

The nature of survey research and its objectives, the uses of survey research, the steps of implementing survey research, practical examples.

Unit 6: Qualitative Research Method:

Approaches to qualitative research, triangulation of different data sources, analysing data and coding, moving from data analysis to theoretical development. Presenting results, ethnographic, grounded theory and mixed- method research.

Unit 7: Preparation of the research project (planned) and writing the report

7. Assessment strategy, assessment methods and their relative weightings

AOU's assessment strategy incorporates general principles and procedures aiming to regulate and monitor examinations of the same course across all its branches. AOU regulations include anonymous and group marking, validation (pre-assessment moderation)



7. Assessment strategy, assessment methods and their relative weightings

of examination questions and answer keys by external examiners, monitoring tutors' marking, post-assessment moderation, and formation of different examination committees.

Allocation of Marks

For ED_632 module, students are required to do the following tasks:

- (i) Prepare the required TMAs (2 TMAs)
- (ii) Oral Presentations
- (iii) Sit for one final exam

The following table shows the distribution of marks for the various types of course assessment in the Masters modules.

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA (Term Paper)	30%
	Project	30%
FINAL ASSESSMENT	FINAL EXAM	40%
GRAND TOTAL		100%

Notes on TMAs & Final Exams

Tutor-Marked Assignments (TMAs)

TMA-1 (Term Paper). In average 3000 words Criticism and evaluation of Master's theses specialized in the field of education Leadership, according to the principles and standards that were taken in the units of study.

TMA-2 (Project). Each student is required to develop a proposed research project, linked to the education Leadership, including chapters I, II, and III, in accordance with the principles learned in the course.

Final Exams (FEs)

The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes														
Assessment tasks	Learning outcomes													
	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	C4	C5	D1	D2
TMA's					✓	✓	✓	✓	✓	✓	✓		✓	✓
Final	✓	✓	✓	✓										

9. Teaching staff associated with the module
Name and contact details
Dr. Bilquis Alsharie (Module/Course Chair) bilquis.s@aou.edu.om

10. Key reading list

- أبو علام، رجاء. (2007). *مناهج البحث في العلوم النفسية والتربوية*. مصر: دار النشر للجامعات.
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- McMillan, J. H., & Schumacher, S. (2001). *Research in Education*. New-York: Logman.
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- Slavin, R. E. (2007). *Educational Research*. Pearson .Boston
- Wiersma W. (2005). *Research Methods in Education*. Boston: Pearson

11. Other indicative text (e.g. websites)

13- Up to date related websites. 14- Master Thesis, and PhD dissertations 15- Journals for Education 16- On line materials

Factual information			
Module title	ED633 Technology and Internet Applications in Education	Level	Master's
Module tutor	Dr. Walid Aboraya (Module/Course Chair)	Credit value	3 CH (15 CP)
Module type	Compulsory	Notional learning hours	3 Hrs

2. Rationale for the module and its links with other modules

This module caters to students in educational leadership roles by providing them with a theoretical foundation in e-learning and educational web, encompassing various theories and pedagogical applications. It also equips them with a fundamental understanding of contemporary web-related terminology, diverse web applications, and their pedagogical utility in optimizing teaching and learning experiences. Throughout the module, students cultivate the skill of crafting web-based tools for teaching and learning. They are expected to develop educational web applications to facilitate teaching in both traditional classroom settings and distance learning environments, while integrating relevant theories into practice.

In essence, this module enhances students' technological leadership skills and furnishes them with the essentials of utilizing web-based technologies to optimize teaching and learning, particularly in the realm of distance education. This proficiency will aid them in collaborating with other modules focusing on technology and its design, while also contributing to the advancement of leadership abilities and the enhancement of educational services across various learning environments.

- The module provides a flexible open learning opportunity to students and combines both face-to-face instruction (67%) and interactive distance learning (33%).

2. Rationale for the module and its links with other modules

- Students admitted to the module will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning. Successful candidates will qualify not only for the AOU Masters degree but for the UK OU Masters degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries. It creates for graduates good job opportunities in education as well as in the public and private sectors.

3. Aims of the module

The general aims of the module are to:

Provide students with appropriate knowledge and training about different internet applications in education and their pedagogical use for optimizing learning. Especially dealing with LMS systems and taking the role of a teacher in such virtual environments.

Link between related theories and practice

Develop students' skills in developing educational web-based applications to deliver teaching. Especially dealing with MOODLE as an LMS or Google Classroom.

Critically evaluate current practice, problems and research in Instructional technological leadership

Apply effective ICT strategies to foster curiosity and creativity

Develop strategies for effective communications and conflict resolution

Explore Integrating Educational Technology into the Curriculum

Plan and implement Communications, Networks, the Internet, and the World Wide Web for use in teaching

Explore the Changing Face of Education – Teaching Online

Evaluation Educational Technology and Integration Strategies

Critically explore ethics, trends and issues in the application of technology to education.

The module also aims to teach students about

Integrating Educational Technology into the Curriculum

Communications Networks, the Internet, and the World Wide Web

Software and Hardware for Educators

Technology, Digital Media and Curriculum Integration

3. Aims of the module

The Changing Face of Education – Teaching Online

Evaluation Educational Technology and Integration Strategies

Security Issues, Ethics, and Emerging Technologies in Education

Concept of (CAI) computer assisted instruction, and (CMI) computer managed instruction

Concept Mapping such as Inspiration software

Concept and main domains of Instructional Technology

Augmented reality and Gamification applications in education

4. Pre-requisite modules or specified entry requirements

None

Intended learning outcomes at Level 7 are listed below:

5. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1: Understand e-learning and ICT-related concepts, whether on equipment or software. as an emerging force in education.</p> <p>A2: Recognize the evolution of the web.</p> <p>A3: Understand the pedagogical value of the web.</p> <p>A4: Select and evaluate some appropriate internet application.</p>	<p>A1, A2, A3, A4,</p>	<p>Knowledge and understanding are gained and developed through study of course materials.</p> <p>Supporting teaching materials include published teaching text, internet materials, electronic library, study and assignment guides.</p> <p>Learning outcomes are assessed primarily by means of tutor-marked assignments (TMAs). Foundation modules also have examinations, which provide you with the opportunity to demonstrate your understanding of the module material. The assessment may include a final, TMAs, a long assignment, or a 'project'.</p>
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p>		<p>Cognitive skills are gained through discussions of different topics whether in face-to-face sessions or</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>B1: Critically explore connections exist between web technologies and epistemological theories</p> <p>B2: Critically explore pedagogical designs for optimizing e-learning</p> <p>B3: Reflect critically on the classification of internet applications from an educational perspective</p>		<p>asynchronous online learning. Also they are gained through collaborative activities and tutor-marked assignments (TMAs).</p> <p>In all activities, students depend on using AOU electronic library to access to updated information.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Use Web applications to develop educational web content</p> <p>C2: Employ appropriate web based technology to deliver teaching</p> <p>C3: Plan and design instructional situations based on web technologies.</p> <p>C4: Plan and develop educational positions to make them sources of learning and in collaboration with students.</p>	<p>C1,C2</p>	<p>Practical and professional skills are gained through designing and producing complete projects in tutor-marked assignments (TMAs).</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1: Collaboratively communicate thoughts using web-based tools.</p> <p>D2: Pedagogically evaluate the appropriateness of web based educational materials.</p> <p>D3: Think critically on how to develop strategies for effective use of web-based applications to optimize learning experience.</p> <p>D4: Use appropriate technology to develop appropriate strategies to solve life problems.</p> <p>D5: Design and production of educational materials using internet applications that suits students at all levels of study and for any subject.</p>	<p>D1, D2, D3, D4,D5, D6</p>	<p>The learning and teaching strategy for transferable skills underscores ways of enhancing learners' self-study skills in the AOU environment where traditional learning is combined with open learning.</p>



6. Indicative content.

This course includes the following Units:

Unit 1:

- Hardware & Software for internet operation.
- Communications Networks, the Internet, and the World Wide Web.

Unit 2:

- Global information Resources: Information retrieval and search engines.
- Educational Web Site evaluation.

Unit 3:

- Augmented reality gamification applications in education

Unit 4:

- Evolution of the Web.
- Pedagogical value of the web.

Unit 5:

- Web-based learning and emerging tools for teaching and learning.
- Creation of Web Tools for teaching & Learning.

Unit 6:

- Contemporary concepts like cloud computing in education and mobile learning...etc.

Unit 7:

- Benchmarks for success in Internet Based Education.

Unit 8:

- Instructional strategies and pedagogical designs for web applications & Integration of web applications into the curriculum.

Unit 9:

- ISD Models for integrating technology into the teaching and Planning Lessons with technology.

Unit 10:

- Concept Mapping
- Inspiration Software

7. Assessment strategy, assessment methods and their relative weightings

Allocation of Marks

For ED_636 module, students are required to do the following tasks:

- (i) Prepare the required TMAs (2 TMAs)
- (ii) Oral Presentations
- (iii) Sit for one final exam



7. Assessment strategy, assessment methods and their relative weightings

The following table shows the distribution of marks for the various types of course assessment in the Masters modules.

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA (Term Paper)	30%
	Project	30%
FINAL ASSESSMENT	FINAL EXAM	40%
GRAND TOTAL		100%

Notes on TMAs & Final Exams

Tutor-Marked Assignments (TMAs)

These assignments are spread out over the duration of course delivery. They target both theory and practice. In addition to gauging student progress of study, they serve to invoke and develop investigative and research skills. TMAs carry 60% of the overall grade of the course.

In TMA-1 (Term Paper), In average 3000 words students are asked to critically analyse literature review related to web-based applications and write a term paper criticising it and express what they have learnt.

In TMA-2 (Project), Students are asked to apply what they have learnt into practice in local educational institutions in the form of web-based project, then reflect on the outcomes and interpret it in light of related theories.

Final Exams (FEs)

The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes																
Assessment tasks	Learning outcomes															
	A1	A2	A3	A4	B1	B2	B3	C1	C2	C3	C4	D1	D2	D3	D4	D5
TMA's	✓	✓	✓	✓			✓	✓			✓	✓			✓	✓
Final	✓			✓	✓	✓			✓	✓			✓	✓		

9. Teaching staff associated with the module
Name and contact details
Dr. Walid Aboraya Module/Course Chair valid.aboraya@aou.edu.om Dr. Sami Al mazrouie sami.m@aou.edu.om



10. Key Reading List

BOOKS

- شيلي، وكاشمان، و جانتز. (2014). *تقنيات تربوية حديثة (ط 3)*. مصباح الحاج عيسى، وآخرون، مترجمون). فلسطين: دار الكتاب الجامعي.
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- Alrasheedi, M., & Capretz, L. F. (2018). *Determination of critical success factors affecting mobile learning: a meta-analysis approach*. *arXiv preprint arXiv:1801.04288*.
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- Gunter, G., and Gunter, R. (2015). *Teachers Discovering Computers: Integrating Technology in the Classroom* (8th Edition). Shelly Cashman Series, Course Technology, Boston, MA. USA. ISBN: 9781285845432
- Hockenbary, L. ; Vradenburg,N.; Piltz, T. ; Bass,B. (2021) *A Teacher's Guide to Online Learning: Practical Strategies to Improve K-12 Student Engagement in Virtual Learning*. <https://www.amazon.com/Teachers-Guide-Online-Learning-Strategies/>
- Moore, M., & Kearsley, G. (2012). *Distance education: A systems view of online learning (3rd Ed.)*. Belmont: Wadsworth, Cengage Learning.
- Parkes, S., & Morrow, D. (2010). Web 2.0 tools do have important roles in high school learning: A position paper. *Computer in New Zealand, 24(1)*, 53-69.
- Sabi, H. M., Uzoka, F. M. E., Langmia, K., & Njeh, F. N. (2016). Conceptualizing a model for adoption of cloud computing in education. *International Journal of Information Management, 36(2)*, 183-191.



Seman, L. O., Hausmann, R., & Bezerra, E. A. (2018). On the students' perceptions of the knowledge formation when submitted to a Project-Based Learning environment using web applications. *Computers & Education, 117*, 16-30.

Shelly, G., Gunter, G., & Gunter, R. (2012). *Teachers Discovering Computers: Integrating technology and digital media in the classroom* (7th Ed.). Shelly Cashman Series, Course Technology, Boston, MA. USA. ISBN-13: 978-1-133-52657-5.

Shelly, G., Gunter, G., and Gunter, R. (2012). *Teachers Discovering Computers: Integrating Technology in the Classroom*. (7th Edition). Shelly Cashman Series, Course Technology, Boston, MA. USA. ISBN-13: 978-1-133-52657-5.

Simonson, M., Smaldino, S., & Zvacek, S. (2015). *Teaching and learning at a distance: Foundations of distance education* (6th Ed.). North Carolina: Information age publishing.

JOURNALS

<http://www.ajde.com/index.htm>

<http://www.blackwellpublishers.co.uk/asp/comments.asp>

<http://www.bookstoread.com/etp/>

AOU Electronic Library

WEB SITES

<https://moodle.com/login/>

https://www.youtube.com/watch?v=3K_JoBkxVIO

www.youtube.com/watch?v=bsNcjya56v8

<http://www.distancelearningportal.com/articles/243/test-exams-and-assignment-in-distance-education.html>

http://www.eden-online.org/nap_elgg/mod/file/download.php?file_guid=9950

<https://www.youtube.com/watch?v=9hIQjrMHTv4>

https://www.youtube.com/watch?v=7_LPdttKXPc

<https://www.youtube.com/watch?v=uEsKZGOxNKw>

<https://www.youtube.com/watch?v=QSIPNhOiMoE>

<https://www.youtube.com/watch?v=-NvcIN6EB-o>

<https://www.youtube.com/watch?v=ACowHxGEAUg>

<https://www.youtube.com/watch?v=cFCYjm6nf40&t=1s>



Factual information			
Module title	ED 637 - Seminar in Educational Leadership	Level	Master s
Module tutor	Dr. Bilquis Alsharie (Module/Course Chair))	Credit value	3 CH (15 CP)
Module type	Compulsory for Comprehensive Exam Track Optional for Dissertation Track	Notional learning hours	3 Hrs

2. Rationale for the module and its links with other modules

- The central aim of this course is to enable students to view the process of education through an Seminar in Educational Leadership.
- Several tools Seminar in Educational Leadership analysis are used to address and clarify the links between education as input-operation-output, and Seminar in Educational Leadership This course deals with the theoretical background of educational leadership within a systematic framework with its multifaceted dimension. It discusses the various societal and institutional applications and dimensions which are the basis for the study of educational leadership and its components.
- The course possibly enables students to examine selected issues related to the Seminar in Educational Leadership of education (employment, unemployment, equity,.) to make them more knowledgeable about such issues .
- The module provides a flexible open learning opportunity to students and combines both face-to-face instruction (67%) and interactive distance learning (33%).
- Students admitted to the module will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning. Successful candidates will qualify not only for the AOU Master's degree but for the UK OU Master's degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries. It creates for graduates, good job opportunities in education as well as in the public and private sectors.

**3. Aims of the module**

The general aims of the module are to:

1. Acquiring new skills in the field of education, especially for those undertaking administrative responsibilities in educational institutions.
2. Developing and enhancing information, knowledge, and training skills related to educational and administrative issues.
3. Building skills and gaining knowledge in data collection and analysis.
4. Strengthening skills in using scientific research methods and tools to address leadership challenges in educational institutions.
5. Identify potential areas for research in educational leadership
6. Use appropriate statistical methods for research design
7. Independently design a comprehensive research proposal
8. Collect, organize and analyse data and information
9. Write and present a scholarly appropriate research paper

4. Pre-requisite modules or specified entry requirements

None

Intended learning outcomes at Level 7 are listed below:

5. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <ol style="list-style-type: none"> 1. Analyse the theoretical knowledge base of organisational behaviour. 2. the dynamics of organisational change 3. Evaluate models of change management in educational institutions. 4. advanced communication strategies. 5. the complexities and ambiguities in the educational environment. 6. processes of educational and business planning 7. Evaluate the social, economic and political contexts of education. 8. Analyse teaching and learning pedagogies and processes. 9. advanced research methodologies. 	<p>A1, A2, A3,A4,</p>	<p>In seeking to ensure that students are prepared adequately to meet the programme intended learning outcomes and those of constituent courses, the Faculty of education Studies (FES) employs the AOU teaching and learning strategy of blended learning which comprises two complementary modes of teaching and learning:</p> <ul style="list-style-type: none"> • Compulsory face to face interactive tutorials, And • Interactive distance learning delivered through high quality teaching and support materials especially designed for self-learning.

5. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		<p>Learning is facilitated through a university-wide electronic Arab Campus Learning Management System(LMS) based on the open-source software 'Moodle'. All Branches are equipped with multimedia and computing laboratories to support students who do not have access to a personal computer.</p> <p>The learning and teaching strategy for graduate studies in education (M.Ed.) essentially follows a blended model with more emphasis on self learning and students' contribution through specialised seminars, assignments, presentations, and working in syndicate or buzz groups where students tackle defined tasks, debate, discuss.</p> <p>Students are required to assign more time for Independent Study (at least one hour per course per week) . In this way students are encouraged to become active learners</p> <p>Knowledge and understanding are assessed by means of tutor-marked assignments (TMAs) and written final</p>

5. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		examinations, if any. In addition, students are encouraged to assess themselves informally through reflection on the comments received by their tutors on TMAs and through direct individual and group feedback from tutors.

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<ol style="list-style-type: none"> 1. Explore critically contemporary issues in education. 2. Evaluate critically models of educational leadership. 3. Evaluate alternative strategies for effective teaching and learning. 4. Evaluate knowledge management strategies for the learning organisation. 5. Analyse the socio-economic context of education and its impact on teaching and learning. 6. Analyse institutional, national and regional educational policy and its impact on academic leadership. 7. Reflect critically on the dynamics of the administrative and academic interface in an educational institution. 	B1, B2, B3, B4, B5	<p>Cognitive skills are developed through the learning and teaching methods and resources identified above.</p> <p>Each of the programme courses provides the student with the opportunity to identify her/his strengths and weaknesses in respect of each of the cognitive skills, to reflect on her/his own progress in addressing points of weaknesses and improving and consolidating points of strengths.</p> <p>These skills are assessed by the formal and informal means identified above. Particular emphasis is placed</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
8. Evaluate research methodologies in education in general and educational leadership in particular.		in the courses on enabling students to assess their own progress by means of structured activities and exercises, and through self-assessment of progress at the end-of-course units.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <ul style="list-style-type: none"> C5 Implement strategies for effective allocation of resources C6 Provide effective leadership. C7 Initiate and deliver change for educational development. C8 Employ effective organisational and technological processes for knowledge management. C9 Undertake research to inform effective educational leadership. 	C1, C2, C3,C5	Practical skills are developed through the learning and teaching methods and resources identified in relation to knowledge and understanding. Throughout each course emphasis is placed on developing a reflective and coherent approach to contentious doctrinal educational issues, through the use of both “problem-type” and “essay-type” questions. Research skills are addressed and developed. Students are required, through directed research tasks, to access information both in hard copy and electronic formats, and to use that information.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		They are also provided with necessary briefings and practical sessions on how to access electronic libraries. These practical skills are assessed by the formal and informal means identified in relation to knowledge and understanding. Research skills are also assessed in independent activities and TMAs.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <ol style="list-style-type: none"> 1. Apply advanced problem-solving and decision-making models. 2. Develop strategies for effective communications 3. Apply effective ICT strategies. 4. Work independently and apply effective time management skills. 5. Work collaboratively to lead change 6. Think critically. 	D1, D2, D4,D5,D6	This is supported by the quality of assignments given to students and the tutors' feedback as well as evaluation and reports provided by senior school administrators during field visits. Students learn more from their participation in tutorials and practical activities in groups. Students are assessed continuously and followed up by tutors.

6. Indicative content.

This course deals with a major part of the preparation of graduate studies students in general and students of educational leadership in particular. It emphasizes the research side of the preparation of the students. The course requires students to select, present and discuss related issues in classroom in order to explore different aspects/factors affecting those issues. Students are required to apply and develop the scientific methods in introducing and discussing such issues.

1. Unit 1: General Overview of the Course . :Discussion on the Application of Scientific Research Procedures and Steps.
2. Unit 2 Qualification and Training of Educational Leadership.
3. Unit 3: Educational Leadership and Strategic Planning
4. Unit .4Educational Leadership and Artificial Intelligence.
5. Unit 5: .Educational Leadership and Knowledge Economies.
6. Unit 6: Educational Leadership and Social Media Communication.
7. Unit 7 Scientific Research and the Development of Educational Leadership.
8. Unit 8Educational Leadership and Cultural Diversity
9. Unit 9: or Intellectual Security
- 10 Unit 10 Educational Leadership and Distance Learning

7. Assessment strategy, assessment methods and their relative weightings

Allocation of Marks

For ED637 module, students are required to do the following tasks:

- (i) Prepare the required TMAs (2 TMAs)
- (ii) Oral Presentations
- (iii) Sit for one final exam

The following table shows the distribution of marks for the various types of of course assessment in the Masters modules.



7. Assessment strategy, assessment methods and their relative weightings

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA1 (Term Paper)	30%
	TMA2 (Project)	30%
FINAL ASSESSMENT	FINAL EXAM	40%
GRAND TOTAL		100%

Notes on TMAs & Final Exams

Tutor-Marked Assignments (TMAs)

TMA-1 (Term Paper). In average 3000 words Scientific Report: Summary of a Modern Book or Research on the Economics of Education

TMA-2 (Term Paper). In average 3000 words Each student is required to develop a proposed research project, linked to the Economics of Education, including Choosing one of the contemporary economic issues related to the topics of the "Economics of Education"

Final Exams (FEs)

The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																											
	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6
TMA's	✓				✓	✓	✓		✓	✓	✓	✓			✓	✓		✓		✓	✓		✓		✓		✓	✓
Final	✓	✓	✓	✓		✓	✓	✓	✓		✓		✓	✓	✓		✓		✓			✓		✓	✓	✓		✓

9. Teaching staff associated with the module

Name and contact details

Dr. Bilquis Alsharie (Module/Course Chair) bilquis.s@aou.edu.om

Dr. Hamed Alyahmadi Module/Course Chair hamed.y@aou.edu.om

10. Key Reading List

أولاً : المراجع العربية:

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- الحريري رافدة. (2007). *مهارات القيادة التربوية في اتخاذ القرارات الإدارية* ، دار المناهج .
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- الفواز، نجوى بنت مفوز مفيذ. (2008). *التفكير الإستراتيجي (الأنماط- الممارسات- المعوقات) لدى مديرات مدارس التعليم العام الحكومية* . امعة أم القرى . [رسالة ماجستير] بمدينة جدة
- الاغا، صهيب كمال . (2013) *متطلبات التحول نحو الاقتصاد المعرفي من وجهة نظر القيادات الجامعية في فلسطين* . مجلة جامعة فلسطين للأبحاث والدراسات .
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- شنن، علي محمد. (2017) *درجة ملاءمة أداء القيادات التربوية في مؤسسات التعليم قبل الجامعي لمتطلبات التنمية المستدامة في فلسطين* . المجلة الدولية التربوية المتخصصة، 6(7).
- طيب ، عزيزة عبد الله و ناصر أسماء ،الوشمي ابراهيم . (2017) *ممارسة المهارات القيادية لدى مديرات المدارس المطبقة للبرنامج الوطني لتطوير المدارس في مدينة بريدة . العلوم التربوية ، 2 (2) .*
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- عبد الفتاح، فيصل . (2011). *قواعد كتابة البحوث التربوية والنفسية وتوثيقها* جامعة الملك سعود.
- خليلي، يوسف الخليلي . (2012). *اساسيات البحث العلمي التربوي*. دار القلم .
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مرسي، شيماء، والبنا، أحمد، وعبدالغواب، عبدالغواب. (2020). دور القيادة التربوية في إدارة الأزمات في التعليم الفني. *المجلة التربوية لتعليم الكبار*, 2(2), 9-69.

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Badu-Nyarko,S. & Amponsah, S. (2016). Assessment of Challenges in Distance Education at University of Ghana. *Indian Journal of Open Learning*, 25(2), 87-104.

Chang, D.,Chen,S.,& Chou,W.(2017).Investigating the Major Effect of Principal's Change Leadership on School Teacher's Professional Development. *IAFOR Journal of Education*, 5(3),154-139.

Reston, V.A. (2015). "Professional Standards for Educational Leaders".National Policy Board for Educational Administration.

Wisemen, Alexander W. & Silova, I. (2009). *Educational Leadership: Global Contexts and International Companions*. Emerald Books.

II. Other indicative text (e.g. websites)

- 17- Up to date related websites.
- 18- Articles, Master Thesis, and PhD dissertations
- 19- Journals for Education
- 20- Online materials

Factual information			
Module title	ED 641 Computer Applications in Statistical Analysis	Level	Master s
Module tutor	Dr. Sami Almazroui (Module/Course Chair)	Credit value	3 CH (15 CP)
Module type	Optional	Notional learning hours	3 Hrs



2. Rationale for the module and its links with other modules

- This module provides students with the necessary knowledge and skills to perform statistical analysis procedures for different types of data and statistical designs using the SPSS package. Students will be able to deal with data gathered from statistical tests in entering, modifying values, sorting, selecting and describing it.
- In general, the module enhances students' skills in dealing with research data and performing statistical analysis for it. Thus, module ED632 (Research Methodology) is required for that module. Also, it is considered to be a fundamental module for students who choose to write a thesis.
- The module provides a flexible open learning opportunity to students and combines both face-to-face instruction (67%) and interactive distance learning (33%).
- Students admitted to the module will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning. Successful candidates will qualify not only for the AOU Masters degree but for the UK OU Masters degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries. It creates for graduates good job opportunities in education as well as in the public and private sectors.

3. Aims of the module

The general aims of the module are to:

This course aims to provide students with the necessary knowledge and skills to perform statistical analysis procedures for different types of data and statistical designs using the SPSS package. Specifically, this course aims to:

Provide students with basic concepts related to the statistical package SPSS.

Introducing the students to different statistical procedures suitable for each type of data.

Enabling students mental and mathematical processing of data analysis results using the SPSS package

Enable students problem-solving skills to address new problems and situations that arise when dealing with SPSS

Identification of basic concepts related to the statistical package in the social sciences SPSS.

Differentiate statistical procedures appropriate for each type of data.

Reading the results of using the SPSS package in data analysis.

Writing the reports of the results according to the SPSS package

The module also aims to teach students about:

- Introduction

- Introduction to SPSS

- Data analysis with SPSS: general aspects, workflow, critical issues



3. Aims of the module

- SPSS: general description, functions, menus, commands
- SPSS file management
- **Input and data cleaning**
 - Defining variables
 - Manual input of data
 - Automated input of data and file import
 - Data Transformation
 - Syntax files and scripts
 - Output management Exercise

Modifying Data Values

- Creating a Categorical Variable from a Scale Variable
- Computing New Variables
 - Using Functions in Expressions
 - Using Conditional Expressions
- Working with Dates and Times
- Calculating the Length of Time between Two Dates

Sorting and Selecting Data

- Sorting Data
- Split-File Processing
 - Sorting Cases for Split-File Processing
 - Turning Split-File Processing On and Off
- Selecting Subsets of Cases
 - Selecting Cases Based on Conditional Expressions
 - Selecting a Random Sample
 - Selecting a Time Range or Case Range
 - Treatment of Unselected Cases
- Case Selection Status

- Descriptive analysis of data

- Frequencies
- Descriptives
- Explore
- Crosstabs
- Charts

- Statistical tests

- Means
- T-test
- One-way ANOVA
- Non-parametric tests
- Normality tests
- Correlation and regression
- Linear correlation and regression



3. Aims of the module
<ul style="list-style-type: none">- Multiple regression (linear)- Multivariate analysis- Factor analysis

4. Pre-requisite modules or specified entry requirements
ED632 is required

Intended learning outcomes at Level 7 are listed below:

5. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1 Know statistics concepts, descriptive, inferential and advance level.</p> <p>A2 : Demonstrate the importance of using SPSS Package in the statistical analysis. .</p> <p>A3 : Understand appropriate statistical procedures for analysing research data.</p> <p>A4 : Explain the nature and structure of quantitative data including concepts such as variables, levels of measurement, and unit of analysis</p> <p>A5: Understand basic concepts of probability, data distributions, sampling, inferences, and statistical significance.</p>	<p>A2,A4,A5</p>	<p>Knowledge and understanding are gained and developed through study of course materials.</p> <p>Supporting teaching materials include published teaching text, internet materials, study and assignment guides.</p> <p>Learning outcomes are assessed primarily by means of tutor-marked assignments (TMAs). Foundation modules also have examinations, which provide you with the opportunity to demonstrate your understanding of the module material. The assessment may include a final, TMAs, a long assignment, or a 'project'.</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1: Gain the ability to Manipulate data. B2: Analyse the ethics of data analysis. B3: Acquire the skill of selecting and using the appropriate statistic for different educational researches.</p>	<p>B1 – B2 – B3</p>	<p>Cognitive skills are gained through discussions of different topics whether in face-to-face sessions or asynchronous online learning. Also they are gained through collaborative activities and tutor-marked assignments (TMAs).</p> <p>In all activities, students depend on using AOU electronic library to access to updated information.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1: Conduct significance tests, including, but not limited to:</p> <ul style="list-style-type: none"> a. Descriptive statistics b. Frequencies c. T-test d. ANOVA e. Chi-Square f. Correlation g. Regression and more. 	<p>C1</p>	<p>Practical and professional skills are gained through conducting and developing statistical analyses using SPSS package, producing projects in tutor-marked assignments (TMAs).</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>C2: Manipulate statistical findings accurately and meaningfully</p> <p>C3: Develop the statistical analysis skill in analyzing educational research projects.</p>		

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1 : Use problem-solving skills to address new problems and situations that arise when dealing with SPSS</p> <p>D2 : Employ the SPSS program in analyzing different data types.</p> <p>D3 : Differentiate statistical procedures appropriate for each type of data.</p> <p>D4 : Read the results of using the SPSS package in data analysis</p>	<p>D1 – D2 – D3 – D4</p>	<p>The learning and teaching strategy for transferable skills underscores ways of enhancing learners' self-study skills in the AOU environment where traditional learning is combined with open learning.</p>

6. Indicative content.

This course focus on the following topics: Introduction to SPSS; Input and data cleaning; Modifying Data Values; Sorting and Selecting Data; Descriptive analysis of data; Descriptive statistical tests; Inferential statistical tests; Advance statistical tests; Reading output files;

It covers:

- Introduction

- Introduction to SPSS
- Data analysis with SPSS: general aspects, workflow, critical issues
- SPSS: general description, functions, menus, commands
- SPSS file management

- Input and data cleaning

- Defining variables
- Manual input of data
- Automated input of data and file import
- Data Transformation
- Syntax files and scripts
- Output management Exercise

- Modifying Data Values

- Creating a Categorical Variable from a Scale Variable
- Computing New Variables
 - Using Functions in Expressions
 - Using Conditional Expressions
- Working with Dates and Times
- Calculating the Length of Time between Two Dates

- Sorting and Selecting Data

- Sorting Data
- Split-File Processing
 - Sorting Cases for Split-File Processing
 - Turning Split-File Processing On and Off
- Selecting Subsets of Cases

**6. Indicative content.**

- Selecting Cases Based on Conditional Expressions
- Selecting a Random Sample
- Selecting a Time Range or Case Range
- Treatment of Unselected Cases
 - Case Selection Status
- **Descriptive analysis of data**
- Frequencies
- Descriptives
- Explore
- Crosstabs
- Charts
- **Statistical tests**
- Means
- T-test
- One-way ANOVA
- Non-parametric tests
- Normality tests
- Correlation and regression
- Linear correlation and regression
- Multiple regression (linear)
- Multivariate analysis
- Factor analysis

7. Assessment strategy, assessment methods and their relative weightings**Allocation of Marks**

For ED_641 module, students are required to do the following tasks:

- (i) Prepare the required TMAs (2 TMAs)
- (ii) Oral Presentations
- (iii) Sit for one final exam



7. Assessment strategy, assessment methods and their relative weightings

The following table shows the distribution of marks for the various types of course assessment in the Masters modules.

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA (Term Paper)	30%
	Project	30%
FINAL ASSESSMENT	FINAL EXAM	40%
GRAND TOTAL		100%

Notes on TMAs & Final Exams

Tutor-Marked Assignments (TMAs)

TMA-1 (Term Paper). In average 3000 words Conducting some statistical analysis using SPSS package on virtual data, covering the main topics of this course. Use SPSS to perform or assist with tasks such as (Descriptive statistics, Frequencies, T-test, ANOVA, Chi-Square, Correlation, Regression, and more).

TMA-2 (Project). An analytical and critical presentation of a real research experience in the field of data analyses using SPSS package. Develop the statistical analysis skills in analyzing educational research projects using SPSS. Students are allowed to work in groups.

Final Exams (FEs)

The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes														
	A1	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4
TMA's		✓	✓	✓	✓	✓		✓	✓		✓	✓	✓		
Final	✓		✓	✓	✓		✓	✓		✓	✓			✓	✓

9. Teaching staff associated with the module

Name and contact details

Dr. Sami Almazroui Module/Course Chair sami.m@aou.edu.om

10. Key reading list

SPSS، جبريل، رامي. (2020). *تحليل البيانات خطوة بخطوة في* <https://www.noor-book.com/>

الزعيبي، محمد بلال؛ طلافحة، عباس. (2012). *النظام الاحصائي SPSS فهم وتحليل البيانات الاحصائية (ط 3)*. الأردن: دار وائل للنشر.

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Everitt, B., and Dunn, G. (2001). *Applied Multivariate Data Analysis*. (2nd ed.). London: Arnold.

Field, A. (2009). *Discovering Statistics using SPSS (Introducing Statistical Method)*. Oriental Press, Chennai, India.

Field, A., & Hole, G. (2020). *How to Design and Report Experiments* (2nd ed.). Sage Publications.

George, D. (2011). *SPSS for Windows Step-by-Step: A Simple Guide and Reference 18.0 Update* (11th ed.). Allyn and Bacon; Boston, MA, USA.

Green, B., and Neil, J. (2010). *Using SPSS for Windows and Macintosh: Analysing and Understanding Data* (6th ed.). Prentice Hall, New Yoik, USA

Green, S. (2005). *Using SPSS for Windows and Macintosh: analysing and understanding data*. Pearson/Prentice Hall, Upper Saddle River, NJ.

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Jarrett, Caroline. (2021). *Surveys That Work: A Practical Guide for Designing and Running Better Surveys*. Rosenfeld Media.

Kerr, W., Howard, K., and Stephen, A. (2002). *Doing Statistics with SPSS*.

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Landau, S. (2004). *A handbook of statistical analyses using SPSS / SPSS (Computer file)*. Chapman & Hall/CRC, Boca Raton.

Leech, N., Karen C., and George, A. (2005). *SPSS for Intermediate Statistics: Use and Interpretation*. Second Edition. Lawrence Erlbaum Associates, Publishers. London, UK.

Llaudet. Elenap; Imai. Kosuke. (2022). *Data Analysis for Social Science: A Friendly and Practical Introduction*. Princeton University Press.

Miles, J., and Shevlin, M. (2001). *Applying Regression and Correlation*. London: Sage Publications.

Miller, R. (2002). *SPSS for social scientists / SPSS for Windows. SPSS (Computer file)*. Palgrave Macmillan: New York.

Pallant, J. (2010). *SPSS Survival Manual*. McGraw Hill, Berkshire, England

Pallant. (2020). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using IBM SPSS 7th ed. Edition*. Open University Press.

Ramsey, F., and Schaefer D. (2013). *The Statistical Sleuth: A Course in Methods of Data Analysis*. (3rd ed.). Brooks/Cole, Cengage Learning, USA.

Stevens, J. P., & Stevens, M. L. (2020). *Applied Multivariate Statistics for the Social Sciences (7th ed.)*. Routledge.

11. Other indicative text (e.g. websites)

1. Resources to help you learn SPSS <http://www.ats.ucla.edu/stat/spss/dae/>
2. Statistics Help <http://www.statistics-help-online.com/>
3. Purdue Owl APA format <http://owl.english.purdue.edu/owl/resource/560/01>
4. Online materials

Factual information			
Module title	ED644 knowledge Management	Level	Masters
Module tutor	Dr. Hamed Alyahmadi (Module/Course Chair)	Credit value	3 CH (15 CP)
Module type	Compulsory	Notional learning hours	3 Hrs

2. Rationale for the module and its links with other modules

- This course introduces students to the key aspects related to knowledge management such as history, aims, etc. It also provides students with considerable information about different types and levels of knowledge; how knowledge management supports & improves decision making process in education, basic information skills as well as dealing with different sources of information.
- In general, the module can play a paramount importance in developing the competencies of students in knowledge Management.
- The module provides a flexible open learning opportunity to students and combines both face-to-face instruction (67%) and interactive distance learning (33%).
- Students admitted to the module will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning. Successful candidates will qualify not only for the AOU Masters degree but for the UK OU Master's degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries. It creates for graduates, good job opportunities in education as well as in the public and private sectors.

3. Aims of the module

The general aims of the module are to:

1. Demonstrates emerging developments in knowledge Management definition.
2. Provide students with a thorough understanding of the principles, theories, and concepts related to knowledge Management.
3. Recognise the key frameworks and models for of the local and international knowledge Management best practices.
4. Enhance students 'analytical skills by equipping them with tools and techniques to critically analyse knowledge Management in the educational institutions.
5. Design curricula that engage and empower students, fostering active and meaningful learning experiences using instructional technology.
6. Encourage continuous learning and professional development throughout a leader's career through knowledge Management.
7. Equip students with tools for data-driven decision-making and evidence-based practices related to knowledge Management.



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4. Pre-requisite modules or specified entry requirements
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None

Intended learning outcomes at Level 7 are listed below:

5. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>By the end of the module, learners will be expected to:</i></p> <p>A1. Demonstrate understanding of key theories, concepts, and frameworks in knowledge Management.</p> <p>A2. Analyze the historical, philosophical, and social context of education and its impact on knowledge Management.</p> <p>A3. Grasp the legal and ethical implications of educational leadership decisions.</p> <p>A4. Understand the diverse needs and perspectives within the educational community related to knowledge Management.</p> <p>A5. Articulate current educational policies, trends, and challenges facing the knowledge Management system.</p>	<p>A1, A2,A4,A5</p>	<p>Knowledge and understanding are gained and developed through study of course materials in a postgraduate foundation module, and in a subject module.</p> <p>Supporting teaching materials include published teaching text, internet materials, study and assignment guides, and may include off prints, illustrations.</p> <p>Learning outcomes are assessed primarily by means of tutor-marked assignments (TMAs). Foundation modules also have examinations, which provide you with the opportunity to demonstrate your understanding of the module material. The assessment may include a final, a long assignment, or a 'project'.</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1. Analyze complex educational problems related to knowledge Management from multiple perspectives.</p> <p>B2. Generate creative and innovative solutions to educational challenges related to knowledge Management.</p> <p>B3. Evaluate the effectiveness of different knowledge Management strategies based on evidence.</p> <p>B4. Make sound decisions considering the needs of all stakeholders for implementing knowledge Management in educational institutions.</p> <p>B5. Adapt knowledge Management approaches to fit different contexts and situations in Oman.</p>	<p>B3, B4,B1,B2,B5</p>	<p>In the subject module you will learn to analyze these topics in a more clearly defined area of study,</p> <p>In all activities, students depend on using AOU electronic library to access to updated information.</p> <p>In the subject module you will learn to apply these skills in a more clearly defined area of study,</p> <p>In all activities, students depend on using AOU electronic library to access to updated information.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1. Demonstrate successful leadership behaviors, such as vision setting, motivation, and delegation to implement knowledge Management in educational institutions.</p> <p>C2. Manage resources for knowledge Management implementation effectively and efficiently.</p> <p>C3. Create and maintain a positive and productive school culture with a positive attitude regarding knowledge Management.</p> <p>C4. Build and lead high-performing teams of educators to manage knowledge in Oman educational institutions.</p> <p>C5. Conduct performance evaluations and provide constructive feedback related to knowledge Management in educational institutions in Oman.</p>	<p>C1,C3,C5</p>	<p>Practical and professional skills: the formation of arguments and the employment of critical and evaluative skills are taught and assessed in both the foundation and subject modules.</p> <p>The use of research libraries is taught in each foundation module and developed at each stage of the programme. These skills are assessed throughout the programme.</p> <p>Professional and practical skills are developed through discussions, practical sub-assignments to students, and through the final project of the course, which is to develop a full study module (science, mathematics, languages, social studies, art, gymnastics... etc.) Associated with the student's specialization in the bachelor's degree.</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1. Articulate complex ideas clearly and concisely to students, parents, staff, and the wider community related to knowledge Management.</p> <p>D2. Acquire listening and communication skills pertaining to knowledge Management.</p> <p>D3. Write concise proposals, reports, and emails persuasively and professionally in knowledge Management context.</p> <p>D4. Adapt students' communication style to different mediums, like digital platforms, public presentations, and one-on-one interactions related to knowledge Management.</p> <p>D5. Adopt and defend an approach of executing knowledge Management.</p> <p>D6. Demonstrate adaptability and flexibility in responding to evolving educational needs and contexts, adapting models to address emerging challenges and opportunities.</p>	<p>D1, D2, D4</p>	<p>The learning and teaching strategy for transferable skills underscores ways of enhancing learners' self-study skills in the AOU environment where traditional learning is combined with open learning.</p> <p>It also shows students how to use ICT resources for postgraduate research through tutorials, in tutors' office hours and through library induction.</p>



6. Indicative content.

This course includes eight topics, as follows:

Unit 1: introduction to Knowledge Management

- The definition of KM.
- The two major types of knowledge
- History of KM
- Organizational Perspectives on KM
- The importance of KM

Unit 2: The knowledge management cycle

- Major Approaches to the KM Cycle
- An Integrated KM Cycle
- Strategic Implications of the KM Cycle
- Practical Considerations for Managing Knowledge

Unit 3: Knowledge Management Models

- Major Theoretical KM Models
- Complex Adaptive System Models of KM
- Strategic Implications of KM Models
- Practical Implications of KM Models

Unit 4: KNOWLEDGE CAPTURE AND CODIFICATION

- Tacit Knowledge Capture
- Tacit Knowledge Capture at Individual and Group Levels
- Tacit Knowledge Capture at the Organizational Level
- Explicit Knowledge Codification
- Cognitive Maps
- Decision Trees
- Knowledge Taxonomies
- Strategic Implications of Knowledge Capture and Codification
- Practical Implications of Knowledge Capture and Codification

Unit 5: Knowledge Sharing and Communities of Practice

- The Social Nature of Knowledge
- Sociograms and Social Network Analysis
- Knowledge-Sharing Communities
- Types of Communities
- Roles and Responsibilities in CoPs
- Knowledge Sharing in Virtual CoPs
- Obstacles to Knowledge Sharing
- Measuring the Value of Social Capital



6. Indicative content.

- Practical Implications of Knowledge Sharing

Unit 6: Knowledge Application

- Knowledge Application at the Individual Level
- Bloom's Taxonomy of Learning Objectives
- Knowledge Application at Group and Organizational Levels
- Knowledge Reuse
- Knowledge Repositories
- Strategic Implications of Knowledge Application
- Practical Implications of Knowledge Application

Unit 7: Km Strategy and Metrics

- Knowledge Audit
- Gap Analysis
- The KM Strategy Road Map
- The Management of Organizational Memory
- Balancing Innovation and Organizational Structure
- KM Metrics
- The Benchmarking Method
- The Balanced Scorecard Method
- The House of Quality Method

Unit 8: Future Challenges for Km

- Political Issues Regarding Access
- The Politics of Organizational Context and Culture
- How to Provide Incentives for Knowledge Sharing
- Shift to Knowledge-Based Assets
- Future Challenges for KM
- KM Research Issues

7. Assessment strategy, assessment methods and their relative weightings

Allocation of Marks

For ED644 module, students are required to do the following tasks:

- (i) Prepare the required TMAs (2 TMAs)
- (ii) Oral Presentations
- (iii) Sit for one final exam



7. Assessment strategy, assessment methods and their relative weightings

The following table shows the distribution of marks for the various types of course assessment in the Masters modules.

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA (Term Paper)	30%
	Project	30%
FINAL ASSESSMENT	FINAL EXAM	40%
GRAND TOTAL		100%

Notes on TMAs & Final Exams

Tutor-Marked Assignments (TMAs)

TMA-1 (Term Paper). In average 3000 words. Criticism and evaluation of master's theses specialized in the field of knowledge Management, according to the principles and standards that were taken in the units of study.

TMA-2 (Project). In average 3000 words. Each student is required to develop a proposed research project, linked to knowledge Management, including chapters I, II, and III, in accordance with the principles learned in the course.

Final Exams (FEs)

The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																				
	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6
TMA's	✓				✓		✓			✓		✓	✓	✓		✓		✓	✓		
Final	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓				✓		✓			✓	✓

9. Teaching staff associated with the module

Name and contact details

Dr. Hamed Alyahmadi (Module/Course Chair) hamed.y@aou.edu.om



10. Key reading list

المراجع العربية والانجليزية

- شارد، هاني علي. (2018). دور إدارة المعرفة في تطوير الأداء المؤسسي لجامعة شقراء. *المجلة العلمية للاقتصاد و التجارة*، 48 (2)، 223-257.
- شارد، هاني علي. (2017). إدارة المعرفة. القاهرة. المجمع الثقافي المصري.
- الطاهر، اسمهان. (2015). *إدارة المعرفة*. عمان: دار وائل للنشر والتوزيع.
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- أبو النصر، م. م. (2021). إدارة المعرفة والإدارة بالمعرفة. *المجلة العربية للمعلوماتية وأمن المعلومات*، 2 (4)، 75-94.
- الجبلي، دهام بن هجرس، الكبيسي، عامر خضير (مشرف)، القحطاني، سالم بن سعيد (مناقش)، ... & محمد سيد (مناقش). (2015). *إدارة المعرفة ودورها في تعزيز الإبداع* (Doctoral dissertation).
- Jirjees, J. M & „Abdullah, K. A. (2014). إدارة المعرفة: مفهومها، وأهميتها، وواقع تطبيقها في المكتبات العامة في دولة الإمارات العربية المتحدة من وجهة نظر مديريها. *QScience Proceedings 2014*, (1)، 7.
- إسماعيل مخلوف، ب.، & بدر. (2014). إدارة المعرفة: آفاق وتحديات. *المجلة المصرية للتنمية والتخطيط*، 22 (2).
- الشمري، أ. ح.، & أميرة حاشم. (2023). واقع تطبيق عمليات إدارة المعرفة في جامعة حائل. *المجلة العربية للعلوم التربوية والنفسية*، 7 (33)، 65-92.
- Alee, Verna. (1997). *The Knowledge evolution: expanding organizational intelligence*. USA: Butterworth-Heinemann.
- Garey, B. & Williamson, B. (2002). *Beyond Knowledge Management*. U K: Pearson.
- Argyris, C. (1994). Good communication that blocks learning. In *Harvard Business Review on Organizational Learning*. Boston, MA: Harvard Business School Press.
- Senge, P. (2006). *The Fifth Discipline*. USA: Currency.

11. Other indicative text (e.g. websites)

- 1- Up to date related websites.
- 2- curriculum studies
- 3- Journal of curricula
- 4- AOU e-Library Online materials
- 5- Official papers from the Ministry of Education related to the curriculum.



Factual information			
Module title	ED645 Organizational behaviour in educational institutions	Level	Masters
Module tutor	Dr. Hamed Alyahmadi (Module/Course Chair)	Credit value	3 CH (15 CP)
Module type	Compulsory in Comprehensive Exam	Notional learning hours	3 Hrs

2. Rationale for the module and its links with other modules

- This module provides students with the theoretical background about emerging topics in instructional technology, where they can examine the consequences of employing new trends in the field on the various sectors of society, in general, and the educational sector in particular. It allows them to research new topics and report them in a scientific way.
- In general, the module enhances students' technological skills, critical thinking and research methodology using knowledge and skills acquired in other modules. Thus, it is preferred to be taught in a late stage of the program.
- This course explains the characteristics of organizations and the "culture" created & adapted by them. The relation between organizational culture and the culture of the community/ society where schools are found; School as a societal organization and its impact on the society; The role of educational leadership in developing & improving required behaviour among those who are working in the field of education.
- The module provides a flexible open learning opportunity to students and combines both face-to-face instruction (67%) and interactive distance learning (33%). Students admitted to the module will avail themselves of excellent up-to-date teaching and support materials conducive for self-learning. Successful candidates will qualify not only for the AOU Master's degree but for the UK OU Master's degree as well, which will provide graduates with ample opportunity to continue their PhD study abroad, particularly in international universities in English-speaking countries and of course in Arabic-speaking countries. It creates for graduates, good job opportunities in education as well as in the public and private sectors.

3. Aims of the module

The general aims of the module are to:

- Equip students with the knowledge and skills needed to understand and effectively navigate the unique dynamics of educational organizations.



3. Aims of the module

- Explore various frameworks and theories of organizational behavior relevant to educational settings.
- Analyse the impact of individual characteristics, group dynamics, and organizational structures on behaviour and performance within schools and universities.
- Evaluate the effectiveness of different leadership styles and communication strategies in educational contexts.
- Develop skills for conflict resolution, collaboration, and team building within educational institutions.
- Apply organizational behaviour principles to address real-world challenges faced by educators and administrators.

4. Pre-requisite modules or specified entry requirements

None

Intended learning outcomes at Level 7 are listed below:

5. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1. Grasp various theories and frameworks explaining individual behavior such as motivation, personality, decision-making, and leadership within educational contexts.</p> <p>A2. Recognize how individual differences impact various aspects like student learning, teacher performance, and staff engagement.</p> <p>A3. Develop knowledge of theories and models explaining group dynamics, including team development, communication, conflict, and power dynamics in schools and classrooms.</p> <p>A4. Recognize how team processes impact productivity, collaboration, and decision-making in educational settings.</p> <p>A5. evaluate the influence of group dynamics on various aspects like classroom climate, student engagement, and organizational culture.</p>	<p>A1, A2, A4</p>	<p>Knowledge and understanding are gained and developed through study of course materials.</p> <p>Supporting teaching materials include published teaching text, internet materials, study and assignment guides.</p> <p>Learning outcomes are assessed primarily by means of tutor-marked assignments (TMAs).</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>B1. enhance students' cognitive skills, equipping them to effectively navigate and contribute to the complex dynamics of educational settings.</p> <p>B2. Apply organizational behavior theories and frameworks to critically evaluate real-world scenarios, such as classroom dynamics, school culture, and leadership styles.</p> <p>B3. Conduct objective assessments of individual, group, and organizational behavior within educational contexts, identifying strengths, weaknesses, and potential areas for improvement.</p> <p>B4. analyse data and research findings related to organizational behaviour in education, drawing meaningful conclusions and implications for practice.</p> <p>B5. Apply critical thinking and organizational behavior principles to identify and implement effective solutions to various challenges faced by schools and educational institutions.</p>	<p>B1, B2, B3, B4, B5</p>	<p>Cognitive skills: you will learn to understand the methodologies and approaches taken by others to organizational behavior and you will be asked to evaluate some of these and researches in assignments.</p> <p>In the subject module you will learn to apply these skills in a more clearly defined area of study, and in the research project you will begin to apply some of these approaches.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1. Equips students with valuable practical and professional skills to thrive in educational environments.</p> <p>C2. Apply diverse motivational techniques to inspire and engage students, teachers, and other stakeholders within the educational setting.</p> <p>C3. Lead and manage teams within schools and educational institutions, fostering collaboration, accountability, and achieving shared goals.</p> <p>C4. Navigate conflict situations within the educational context productively, using active listening, negotiation, and mediation skills to find mutually beneficial solutions.</p> <p>C5 Facilitate positive and effective change initiatives within schools and institutions, managing resistance, ensuring stakeholder buy-in, and maximizing adoption of new practices.</p>	<p>C1,C2,</p>	<p>Practical and professional skills: the formation of arguments and the employment of critical and evaluative skills are taught and assessed in both the foundation and subject modules.</p> <p>The use of research libraries and OER.</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1. equips students with valuable transferable skills that benefit them across various domains and throughout their future career.</p> <p>D2. articulate ideas, both verbally and in writing, adapting their communication to different audiences and contexts.</p> <p>D3. listen to understand perspectives, build trust, and facilitate productive interactions.</p> <p>D4. Work effectively within teams, fostering positive relationships, managing disagreements constructively, and achieving shared goals.</p> <p>D5. Analyze complex situations, identify root causes of problems, and develop effective solutions based on evidence and diverse perspectives.</p> <p>D6. communicate research findings and complex information to different audiences through captivating presentations and storytelling.</p>	<p>D1, D3, D4, D5, D6</p>	<p>The learning and teaching strategy for transferable skills underscores ways of enhancing learners' self-study skills in the AOU environment where traditional learning is combined with open learning (Blended Learning).</p> <p>It also shows students how to use OER resources for postgraduate research through tutorials, in tutors' office hours.</p> <p>Key skills are developed progressively throughout the programme, initially in relatively brief, structured assignments, in tutorials, in LMS communication with tutors, and in the examination, but more fully and independently in the research project.</p>



6. Indicative content.

This module deals with emerging topics in Organizational behavior, and all topics selected by consultation with students.

Unit 1: Individual behavior: Understanding motivation, personality, decision-making, and leadership within educational contexts.

Unit 2: Group Dynamics: Examining team development, communication, conflict, and power dynamics in schools and classrooms.

Unit 3: Organizational Culture: Analyzing the values, norms, and beliefs that shape behavior and performance in educational institutions.

Unit 4: Communication in Educational Institutions: Building effective communication skills for educators, administrators, and stakeholders.

Unit 5: Leadership in Educational Institutions: Exploring different leadership styles, theories, and their application in educational contexts.

Unit 6: Motivation in Educational Institutions: Understanding and supporting the motivation of students, teachers, and staff.

Unit 7: Change Management in Educational Institutions: Navigating effectively through organizational change in educational institutions.

Unit 8: Group dynamic: Formation of groups, group roles and leadership, communication and interaction, decision-making, power and influence, and intergroup relations.

7. Assessment strategy, assessment methods and their relative weightings

Allocation of Marks

For ED645 module, students are required to do the following tasks:

- (i) Prepare the required TMAs (2 TMAs)
- (ii) Oral Presentations
- (iii) Sit for one final exam

The following table shows the distribution of marks for the various types of course assessment in the Masters modules.

Components		Total Mark
CONTINUOUS ASSESSMENT	TMA (Term Paper)	30%
	Project	30%
FINAL ASSESSMENT	FINAL EXAM	40%
GRAND TOTAL		100%



7. Assessment strategy, assessment methods and their relative weightings

Notes on TMAs & Final Exams

Tutor-Marked Assignments (TMAs)

TMA-1 (Term Paper). In average 3000 words the preparation of a scientific content related to one of the emerging topics in the field of organizational behaviour. The topics are agreed upon with students based on their needs, and they are dealt with through the framework of research methodology; semi-empirical/descriptive analysis based on a real problem of the education community.

TMA-2 (Project). An analytical and critical presentation of a pioneering international experience in the field of organizational behaviour. Students are allowed to work in groups. The presentation must be through a modern and interactive application.

Final Exams (FEs)

The final test consists of three or four essay questions designed to measure the student's ability to link his or her theoretical concepts and frameworks to solving real problems or developing future developmental scenarios. Students will be required to answer the questions in only 2 hours.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																			
	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
TMA's	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Final	✓	✓	✓	✓	✓	✓	✓	✓	✓							✓	✓	✓	✓	✓

9. Teaching staff associated with the module

Name and contact details

Dr. Hamed Alyahmadi (Module/Course Chair) hamed.y@aou.edu.om

10. Key reading list

المراجع العربية والانجليزية

فليه، فاروق وعبد المجيد، محمد. (2014). السلوك التنظيمي في إدارة المؤسسات التعليمية. الأردن: دار المسيرة للنشر والتوزيع والطباعة.

الطجم، عبدالله والسواط، طلق. (2003). السلوك التنظيمي: المفاهيم - النظرية - التطبيق. جدة: دار حافظ.

العنزي، سعد علي. (2017). السلوك التنظيمي، دار ومكتبة عدنان للنشر.

-القرينوتي، محمد قاسم (2012). السلوك التنظيمي دراسة السلوك الانساني الفردي والجماعي في منظمات الاعمال.

لمين، حورية، عثمانى، الشيلي، & محمد/مؤطر. (2019). تغيير السلوك التنظيمي وأثره على الأداء الوظيفي للعاملين (Doctoral dissertation, جامعة أحمد دراية-ادرا).
احمد دراية-ادرا).

علالي، الزهراء، ساوس، & الشيخ/مؤطر. (2021). دور القيادة التحويلية في توجيه السلوك التنظيمي (Doctoral dissertation, جامعة احمد دراية-ادرا).

عبد الرحمن، نهلة عبد القيوم، & أحمد إبراهيم أبو سن. (2012). القيادة المشاركة ودورها في تغيير السلوك التنظيمي (Doctoral dissertation, جامعة السودان للعلوم والتكنولوجيا).

Gelfand, M. J., & Erez, M. (Eds.). (2024). *The Oxford Handbook of Cross-Cultural Organizational Behavior*. Oxford University Press.

Božena, F. (2024). Challenges for Inclusive Organizational Behavior (IOB) in Terms of Supporting the Employment of People with Disabilities by Enhancing Remote Working. *Social Indicators Research*, 1-23.

Griffin, R. W., Phillips, J. M., & Gully, S. M. (2020). *Organizational behavior: Managing people and organizations*. CENGAGE learni

Wagner III, J. A., & Hollenbeck, J. R. (2020). *Organizational behavior: Securing competitive advantage*. Routledge.

Covey, S. R. (2009). *The 7 Habits of Highly Effective People: Restoring the Character Ethic*. USA: Frankin Covey Company.

Robins S. B. & Judy T. A. (2008). *Organizational Behavior*, 13th ed. USA.

II. Other indicative text (e.g. websites)

- 1- Up to date related websites.
- 2- Articles, Master Thesis, and PhD dissertations
- 3- Journals for Education
- 4- AOU-E-Library Online Material

Module Code and Title	ED698 Comprehensive Exam
Credit Hours	0
Module Description	This module provides students with an opportunity to sit for the comprehensive exam. The exam shall be of a comprehensive nature and seeks to assess the student's ability to synthesise the different basic and developed concepts she/he had acquired from the different modules in a manner that reflects the application of acquired knowledge in resolving scientific and applied problems.
Intended (Programme) Learning outcomes	<p>When students have completed the programme (i.e. finishing 36 credit hours, 180 credit points), they will have knowledge and understanding of:</p> <p>A1 Demonstrate understanding of key theories, concepts, and frameworks in educational leadership.</p> <p>A2 Analyse the historical, philosophical, and social context of education and its impact on educational leadership practices.</p> <p>A3 Know how educational planning occurs at individual, community, national, and regional levels, and appreciate the interconnectedness between them.</p> <p>A4 Articulate current educational policies, trends, and challenges facing the education system pertaining to educational communication.</p> <p>A5 Familiarizing leaders with modern technology relevant to leadership skills.</p> <p>When students have completed the programme, they will be able to:</p> <p>B1 Analyse complex educational problems from multiple perspectives.</p> <p>B2 Generate creative and innovative solutions to educational challenges.</p> <p>B3 Evaluate educational planning in Oman via quantitative and qualitative research methods used in educational evaluation, data collection techniques, and analysis tools.</p> <p>B4 evaluate research methodologies in education in general and educational leadership approaches in particular.</p> <p>B5 reflect critically on educational policies in Arab countries and policies other countries.</p> <p>When students have completed the programme, they will be able to:</p> <p>C1 employ appropriate strategies to support student learning effectively.</p>

	<p>C2 take part in an interactive learning environment.</p> <p>C3 Build and lead high-performing teams of educators using good communication behaviours.</p> <p>C4 draw ethically upon educational research to inform practice.</p> <p>C5 Enhance educational leadership skills through the effective integration of technology in the workplace environment.</p> <p>When students have completed the programme, they will be able to:</p> <p>D1 apply advanced problem-solving and decision-making models.</p> <p>D2 develop strategies for effective communications and conflict resolution.</p> <p>D3 Creating a work environment that supports the use of technology for leadership.</p> <p>D4 work independently and apply effective time management skills.</p> <p>D5 work collaboratively to lead change. Think critically.</p>
Learning Materials	List of references: books, journals and web resources relevant to all modules in the programme representing the four domains of the comprehensive exam.
Assessments	<p>According to specific guidelines approved by the University Council, the competent Deanship shall undertake the task of forming a three-member comprehensive exam committee, in minimum, from faculty members in the programme. The said committee shall prepare the comprehensive exam, set the exam date and turn in the results. Should a student fail the comprehensive exam, she/he may have only one more re-sit session to be held in the next immediate scheduled date according to the approved University calendar, provided that the new date falls within the maximum period allowed for obtaining the Masters degree. If the student fails the exam, she/he may apply for an exit award (PG Diploma) which would be granted in accordance with programme regulations and AOU Postgraduate Studies Bylaws. The student's result in the comprehensive exam shall be entered in her/his transcript as either (Pass) or (Fail).</p>

Module Code and Title	ED 699 Dissertation
Credits	30 credit points (6 credit hours)
Module Description	<p>This module provides students with an opportunity to complete an extended in-depth study in a topic area of interest within the field of instructional technology. The student will identify a sharply focused issue related to instructional technology for which they have not previously submitted work for assessment within this programme. The module allows students to identify a topic area which has relevance to their own professional development, to draw extensively on their own experience and to include a strong comparative dimension to the study.</p> <p>Students are required to submit a dissertation of no more than 12,000 words (excluding the end reference list and appendices), which is referenced using the APA version-7 style, and an abstract (approximately 100 words) that summarises the dissertation (excluded from the 12,000 word count).</p>
Intended Learning outcomes	<p>Upon successful completion of 30 credit hours (150 credit points), the student will write a dissertation in which s/he:</p> <ul style="list-style-type: none"> • Demonstrates a critical understanding and knowledge of the literature relevant to her/his research topic. • Provides evidence of analytical and critical thought • Shows evidence of appropriate knowledge and understanding of secondary and other available resources relevant to their chosen topic • Implements strategies for the use of appropriate resources. • Examines and evaluates conceptual and theoretical perspectives relevant to hi/her research topic. • Studies, analyses, and synthesises the relevance of indicated perspectives to the development of policy and practice in his/her field of specialisation. • Organises a piece of research/report in a scientific way which enables others to make use of his/her effort and/or build on his/her findings. • Manages time effectively
Learning Materials	List of updated references: books, journals and web resources relevant to the topic of the dissertation
Assessments	<p>Assessment will be through a dissertation which is assessed by the student's advisor in accordance with the following criteria:</p> <ul style="list-style-type: none"> - Ability of the student to articulate and explain the topic.

	<ul style="list-style-type: none">- Quality of scholarship and research- Ability to use appropriate theoretical and/or methodological concepts.- Quality of argument- Quality of structure and organisation.- Standard of presentation <p>Students are required to submit a dissertation of no more than 12,000 words (excluding the end reference list and appendices), which is referenced using the APA version-7 style, and an abstract (approximately 100 words) that summarises the dissertation (excluded from the 12,000-word count).</p> <p>The success/fail in a dissertation depends on the decision of the viva committee upon the satisfaction of the required criteria and according to the Masters Award Requirements Bylaws at the AOU (for more details see Appendix 1, Programme Handbook, which is modified from AOU Document submitted for validation of MA Literature, being adapted from The Criteria of Honours Dissertations, University of Queensland, Australia).</p>
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9. Student support, guidance and advice

Student Support

The aim of student support within the AOU is to enable students to make satisfactory progress in their studies. There are three components: Tutors, Personal Tutors and the Student Affairs Department.

a. Tutors:

- monitor progress
- provide oral and written feedback
- offer general academic support

b. Personal tutors

One of your tutors will also be your Personal Tutor. Your personal tutor is there to help you:

- bridge the gap from your previous educational experience
- get the most out of your time at the AOU

This will include:

c. Counselling

Personal Tutors are expected to undertake educational counselling with their students. Educational counselling is seen as a way of relating and responding to the student so that he/she can deal more effectively with his/her studies.

d. Study Skills

Personal Tutors are also expected to support you in developing your study skills, especially in the areas of listening, responding, questioning, challenging as well as action skills.

e. Student Welfare

The Student Affairs Department is one of the University's most important departments. It acts as a link between students and the departments of the university, and with the local community.

The Student Affairs Department contributes greatly and distinctively in fulfilling the University's goals and objectives. The Department focuses on the whole of the students' experience and offers support for physical and mental health, and issues whether they be social, educational or financial. Personal matters can be discussed in complete confidence.

The Student Affairs Department offers the following services:

- Student Help Desk
- Orientation services
- Academic advisory services
- Non-academic advisory services

- Answering of general inquiries
- Responding to all student inquiries and interacting via the AOUFORUM.
- Support for students with disabilities.
- Student Careers Guidance.
- Supplying Guide Booklets and Flyers.
- Production and distribution of student Identification Cards.
- Receiving of, and follow-up on, students' complaints.
- Student Fund
- Participation in various extra-curricular activities, such as conventions, exhibitions, symposia, conferences, competitions, field trips, camps, competitions, etc.
- Assisting students in obtaining free training at organisations related to their specialisations.

f. Support for students with special needs

- Students with special needs who need support should present their requirements to their tutor who will raise the matter with the appropriate authority.
- Students with special needs who feel that certain circumstances have impacted negatively on their performance when completing their assignments should submit proof of this to their tutor who will raise the matter with the appropriate authority.
- Such students requiring an extension to the examination time must submit their needs not less than three weeks before the date of the examination, or the due date of submitting the assignment or research/project.

10 Opportunities for personal development planning

a. What is PDP?

PDP is described as a 'a structured and supported process undertaken by an individual to reflect upon his/her own learning, performance and/or achievement and to plan for their personal, educational, and career development.'

The PDP package developed by the AOU is based entirely on the UKOU approach, where it is intended to help students:

- become more effective, independent and confident self-directed learners
- understand how they are learning and relate their learning to a wider context
- improve their general skills for study and career management
- improve their capacity to communicate their learning to others for example, academic staff and employers
- articulate their personal goals and evaluate progress towards their achievement; and
- adopt a positive attitude to learning throughout life.

b. How does PDP work?

It is:

- a structured process that is integral to higher level learning
- concerned with learning in a holistic sense (both academic and non-academic);
- something that an individual does with guidance and support: the latter perhaps decreasing as personal capability is developed so that it becomes self-sustaining.
- a process that involves self-reflection, the creation of personal records, planning and monitoring progress towards the achievement of personal objectives

c. What does it lead to?

- enhanced self-awareness of strengths and weaknesses and directions for change, intended to individuals understand the value added through learning that is above and beyond attainment in the subjects they have studied. Crucially, it relates to the development of the whole person.
- a record of learning experiences and achievement, personal reflections and plans for self-improvement that provide a unique resource to each individual.

(Reference: PDP, Open University, 2007)

AOU first offered PDP to its students, in all branches, in 2008. As in the case of the OU, PDP is optional, it does not carry any academic credit.

12. Facilities and Services

a. Learning Resources Centre

Each Branch has a dedicated Learning Resources Centre which has a range of books and other resources available to support the University's programmes. Access to the internet and a small language laboratory facility assist in the development of English language skills.

All students have access to an electronic library facility through Arab Campus.

b. Computing Laboratories

- some courses have mandatory online components
- some courses have websites to facilitate learning
- Electronic support for all courses is provided through the University's Learning Management System (LMS) which also includes a conferencing facility. The University is moving towards a position where all assignments will be submitted electronically through the LMS. It is important therefore that all students possess the necessary computing skills. Help to improve your computing skills is available.

c. Electronic Library

You will be provided with a username and a password to the electronic library. You are advised to consult the electronic library for references and more support material for your courses. In the course of your studies, you are expected to consult references in the electronic library, especially for your TMAs.

d. LMS Learning Management System

A learning management system (LMS) allows students to communicate with each other and with their tutors, to access learning materials and to submit TMAs, on-line examinations and quizzes.

LMS Features to support your learning:

Assignments

This allows the tutor to specify a task that requires students to submit by uploading it to the server. Typical assignments include essays, projects, and reports.

Chats

The Chat module allows participants to have a real-time synchronous discussion via the web. This is a useful way to exchange ideas with fellow students.

Dialogues

This module provides a simple communication method between pairs of users. The teacher can open a dialogue with a student, a student can open a dialogue with a tutor, and (optionally) a student can open a dialogue with another student. A teacher or a student can be involved in several dialogues at any time.

Forums

It is here that most discussion takes place. Forums can be structured in different ways and can include peer rating of each posting. The postings can be viewed in a variety of formats and can include attachments. By subscribing to a forum, participants will receive copies of each new posting in their email.

Questionnaires

The questionnaire module allows the teacher to construct questionnaires (surveys) using a variety of question types. It is based on an open-source survey tool (see: <http://phpesp.sourceforge.net>).

Quizzes

This module allows the teacher to design and set quizzes that consist of multiple-choice, true-false, and short answer questions.

Resources

These are documents that the teacher wishes to bring to students' attention. These can be prepared files that are uploaded to the course server; pages that are edited directly in Moodle; or external web

NET Support System. This is a networked classroom that helps staff develop students' computing skills.

Other Electronic Equipment: Video Conference Terminal

Videoconferencing is considered one of the most useful communication technologies. It is used for inter-branch meetings and lectures delivered remotely.

Other Facilities

- Cafeteria
- Entertainment Rooms
- Prayer Rooms
- Parking spaces

12. Assessment and progression regulations

Knowledge and understanding are gained and developed through study of the course materials in all courses other than dissertation course Ed 699. Intended learning outcomes are assessed primarily by means of written tutor-marked assignments (TMAs) and final examinations. Some courses may include a long assignment or a project which acts as a preparation for the dissertation module. For the dissertation you will choose a topic within an area studied earlier in the programme, Tutors provide ungraded feedback on draft chapters, but the dissertation itself forms the examined component of this final module.

Cognitive skills are developed and practiced through study of the course materials, and you will also learn and practise these through group or individual tutorial work. They are assessed in TMAs throughout the programme and in the different courses' final examinations. Some course includes practical components or activities, which will constitute part of the assessment. Assessment will also include your ability to recognize a potential area for research in Education which will be specifically assessed in the dissertation which forms the final component of the degree.

Practical and professional skills are taught cumulatively throughout the programme. Some courses introduce basic postgraduate research skills and methods, including the use of libraries and the internet. Others require longer pieces of writing, all designed to prepare you to undertake a final dissertation. You are assessed on these skills through a practice research proposal in core courses, extended TMAs, and the final dissertation.

Key skills are taught by a combination of published teaching materials, textbooks, detailed tutor feedback on written work, and participation in tutorials. This happens throughout the programme, although there is increasing emphasis on independent work towards the end. Essay-type TMAs, assess your ability to communicate effectively your knowledge and

understanding of the subject matter of the course. The full range of key skills are assessed in the dissertation module.

Assessment

1. The main principles underlying the process of assessment are:
2. all forms of assessment should aim to test a set of well-defined intended learning outcomes (ILOs). This applies to TMAs and FEs.
3. the creation and administration of all types of assessment is the work of teams, not individuals (for example, staff tutors, branch course coordinators, course chairs, programme coordinators, faculty dean and external examiners).
4. the same measures are also applied to the marking of students' work in all branches.

Course Assessment

Course assessment is based on all forms of work mentioned in section 11.1 above.

- In all assessment components, you will be assessed according to criteria which are based on intended learning outcomes.
- For the M.Ed. dissertation course, students are required to present a dissertation acceptable to a board of examiners.
- Students should pass all examined courses with an accumulative average of not less than 3.0 points.

Regarding the M.Ed. dissertation course, the AOU Graduate Studies Bylaws state that students are required to present a dissertation acceptable to a board of examiners (viva). This board of examiners will consist of the student's supervisor (head of committee), one faculty member and an external examiner.

Students should pass all examined courses with an accumulative average of not less than 3.0 points.

In the case of the M.Ed. dissertation module, the AOU graduate studies bylaws state that students are required to present a dissertation acceptable to a board of examiners. This board of examiners will consist of the student's supervisor (head of committee), one faculty member and an external examiner.

Allocation of Marks

The following table shows the distribution of marks for assessment of M.Ed. modules.

- a) Preparation and presentation of essays and term papers (60% of the final mark)
- b) The final examination (40% of the final mark). The allocation of marks may be changed according to the nature and the content of the related course.
- c) In the case of the dissertation module its result will be determined by a board of examiners comprising:

1. The student's supervisor (chair),

2. One staff member of pertinent specialisation,
3. An external assessor (a PhD holder whose specialisation is closely linked to the topic of the dissertation).

Notes on TMAs and Final Examinations

1- Tutor-Marked Assignments (TMAs)

These assignments are spread out over the duration of course delivery. In addition to gauging student progress of study, they serve to invoke and develop investigative and research skills. TMAs carry 60% of the overall grade of the course.

2- Final Examinations (FEs)

Final examinations are typically of the essay type and are divided into sections/parts, each of which may cover one or two blocks/themes of the course.

Requirements for a Pass

In order to pass the course/module, a student must obtain:

- An average of at least 70% across the different components of assessment (that is, Continuous Assessment and Final Assessment),
- A minimum average of 60% on the Final Assessment.
- A minimum average of 60 on Continuous Assessment: TMAs.
- In all these assessment components, students will be assessed according to criteria which are based on intended learning outcomes.
- For the M.Ed. dissertation module, students are required to present a dissertation acceptable to a board of examiners.

Monitoring

The Idea behind monitoring is to ensure that the same measures are used in teaching and assessment throughout the branches. This is manifested in:

- 1- Course Coordinator (CC) checking and reporting on the marking of sample TMAs assignments and term papers,
- 2- Course Assessment Committee (CAC) members supervising the development of assessment and implementation of assessment procedures,
- 3- External Examiners reviewing TMAs and Final Examinations,
- 4- The viva committee for Dissertation, and
- 5- Faculty Examination Committee (FEC) reviewing course results.

Documentation

All acts of supervision, review and standardisation are properly documented in both Arabic and English. Examples of such activities are:

- 6- BCC checking and reporting on sample TMAs
- 7- CAC meetings
- 8- FEC meetings

9- To become final, all results must be approved by AOU Central Examination Committee (CEC).

Dissertations and projects

- Based on the AOU Bylaws, Students must complete 30 credit hours and their GPA 3.00 or higher before they submit a transfer request from the comprehensive exam path to the dissertation path (This request is submitted to the Program Coordinator). The transfer request is accompanied by a proposed research plan in the field of specialization.
- The Graduate Studies Committee of the Branch discusses the students in their research proposal and then the Deanship is informed of the Committee's recommendations about students.
- Transfer request and proposed research plan is submitted to the Deanship Council for approval to transfer the students, and agree on the title of the thesis, and identify the supervisors from within the branch.
- After approval, each student begins preparing his/ her dissertation under the supervision of supervisors identified by the Deanship.
- When each student finishes his/ her thesis, the Graduate Studies Committee meets in the branch to ensure that all research requirements are completed. After that, the discussion committee is identified (the supervisors, a professor from outside the university and a professor from within the university). The Deanship is informed about this committee to get approval.
- After that, a request is sent to the Deanship to determine the date of the student's discussion.
- After discussion, The Deanship is informed of the required modifications.
- The students make the required modifications, and the Deanship agree to grant the students the master's degree.

Determination of results

Assessment weightings for the overall scheme and within specific modules:

Assessment weightings for modules:

Grade	Points
A	4
B+	3.5
B	3
C+	2.5
C	2.0
D	1.5
F	0

Students are informed of the assessment results for all courses through the student electronic services system.

Rules for determining degree classification, and for the award of honours, distinction, and merit, as applicable:

Degree	GPA
Excellent	3.67 : 4.00
Very good	3.00 : 3.66
Good	2:50 : 2:99
Fail	Less than 2:50

Brief explanation on the role of assessment boards and external examiners and MRAQCP:

The AOU and the FES implement effective, clear and consistent policies for forming assessment/examination committees/councils and for defining their roles and responsibilities. The structure, roles and powers of the following AOU assessment committees are clearly spelled out in the FES Assessment Booklet:

1. Course Assessment Committee (CAC)
2. Faculty Examination Committee (FEC)
3. Central Examination Committee (CEC)
4. Branch Examination Committees (BEC)

The preparation and administration of examinations

AOU ensures that assessment is conducted with rigour and fairness and with due regard for security:

- a. To guarantee the security of examinations and safeguard against possible leakage, the FES Dean takes full responsibility for receiving and delivering examination questions through the various stages of production
- b. Branch directors and branch programme coordinators supervise the administration of the examinations
- c. All stages of test administration, the marking of scripts, and the recording of marks are regulated by explicit written instructions and monitored by concerned bodies (programme coordinators, course coordinators, examination committees)
- d. To guarantee objectivity in marking, students' names and registration numbers do not appear on final examination scripts. Furthermore, in courses taught by more

than one tutor, the principle of 'group marking' is applied in the marking of all scripts

- e. Tutors' marking of TMAs is monitored by Branch Course Coordinators and reports, together with samples, are sent to the FES Dean every semester
- f. All final examination scripts are reviewed by external examiners
- g. The final results for each course are reviewed by the course assessment committee (CAC), then by the faculty examinations committee (FEC), and finally by the central examination committee (CEC).

All awards recommended by The Arab Open University Examination Boards are ratified by the Open University's Module Results Approval and Qualifications Classification Panel (MRAQCP). This panel has the authority of the OU Senate to ratify the recommendations of all Examination Award Boards (EAB) after satisfying itself that the recommendations have been determined with due regard to the approved regulations, that the correct procedures have been followed, and that the appropriate academic standards have been upheld.

Once the Examination Board has taken place, The Arab Open University sends documentation to the OUVF via secure electronic transfer. Once documentation is complete, it is submitted to the MRAQCP. Once confirmed, The Arab Open University is informed, and if conferred, results can be released to students as final."

13. Other institutional policies and regulations

a. Student Appeals

- Students may appeal against their final grade to the Branch Examination Committee within two weeks from announcement of course results, provided approved fees are paid
- The Branch Committee ensures the compilation of marks have been handled appropriately. It also ensures that all answer scripts have been marked and verified and notifies the student of findings within three days
- Students may then appeal against the Branch Committee's decision to the Faculty Examination Committee within one week after notification by the Branch Committee
- Reasons for appeal together with supporting documents must be provided. The appeal is then forwarded for review by the Faculty Committee
- Students who wish to pursue their appeal beyond this point should do so within one week from the date of notification of The Faculty Committee findings. In such cases, the Committee looks into the appeal once again and this time its decision is considered final and irrevocable. The student shall be notified of the decision through the Branch within one week of taking the decision

- In all cases, if a grade as a result of an appeal is adjusted, then all Examination Committees must be informed.

b. Cheating and Plagiarism

Any student caught cheating or found to have committed an act of plagiarism shall be referred to the competent Branch disciplinary committee, which shall take its decisions as per rules in effect at AOU. Punishment, if warranted, may include dismissal from the University.

The following are considered acts of cheating and plagiarism:

- Copying printed material and submitting it as part of TMAs, or examination scripts without proper acknowledgement and documentation.
- Copying material from the Internet, including tables and pictures without proper acknowledgement.
- Copying other students' work.
- Using material prepared for the student by individuals or institutions i.e. material which is not the student's own work
- Taking unauthorised material into the examination room

c. Inability to take final examination

The following cases shall be observed when the student is unable to take the final examination at the fixed time and place.

- In case of sickness or emergency, the final examination can be given at the time scheduled for the examination in another location, such as a hospital, if the student's situation permits
- A student who cannot take the final examination or submit a report/project which is considered as a main component of the assessment, must submit a medical report or an urgent case to the course tutor who will address it to the appropriate authority. The case must be submitted within one week of the date of the final examination.
- If the branch committee accepts the case, the student is awarded I (Incomplete) and the student may take the examination with all other students studying the course at the end of the next semester or academic year.
- In the case of the branch committee rejecting the excuse, the student is awarded 0 in this examination.
- A student who fails to pass the final examination of any course can take the examination again on the next occasion that the examination for the same course is held.

d. Repeating the Course

- Students are allowed to repeat any of University Requirement Courses to improve their grades and the grade obtained will count towards the Grade Point Average
- Students with grade 'C' in a course are allowed to repeat the course to improve his/her grades to 'B'. i.e. whatever the score obtained in the repeat, the grade is capped at B

- Students with acceptable mitigating circumstances are allowed to repeat the course as if taken for the first time, that is, grades are not capped

14. Tutorial Attendance

- Tutorial attendance is compulsory.
- Student absences with an acceptable excuse should not exceed 25% of the total number of tutorials in a given semester.
- If a student absents him/herself for more than 25% of the tutorial program, he/she will not be allowed to take the final exam and shall be considered to have failed that course.

15. Pre-Requisites

- Pre-requisites are indicated in the study plan.
- It is not permitted for a student to register in any course without taking the pre-requisite for that course.
- However, a student may be allowed in his/her last semester of study to register for a specific course and its pre-requisite at the same time.

16. Postponing, Suspension and Withdrawal

- It is permissible for a student to submit an application within two weeks prior to the beginning of the semester to postpone his/her study – such a postponement period should not exceed two years (four semesters) whether continuous or separate.
- The postponement period shall not be included within the maximum period required for graduation.
- During the adding and dropping period, the student may withdraw from study after the approval of the concerned party in the university.
- A student who does not register in a certain semester is considered suspended. If he/she applies subsequently with an acceptable excuse before the end of the semester, the suspension period is considered as a postponement

17. Study Fees

The Arab Open University is a not-for-profit university and aims to keep its fee levels as low as possible consistent with the need to offer a high-quality learning experience for its students.

The study fees differ depending on the nature of courses and the cost of living in the branch country.

18. Transfer Regulations

Transfer between Academic Programmes

A student shall be eligible to transfer from one programme to another on condition that he/she fulfils the admission requirements of the programme he/she wishes to transfer to and that the transfer takes place at the beginning of the semester following the one to which he/she has been admitted. In this case, all the courses that the student has already completed successfully, and which correspond with the requirements of the new programme will be taken into account. The student should fill in a special form during the period announced in the university calendar.

The transfer is subject to the following:

- The availability of a vacant space on the programme.
- The student's average in the high school certificate should not be less than the average announced and accepted by the programme into which the student wishes to transfer.
- Satisfying any other academic qualifications required by the programme, when submitting the application.
- Pass any examination(s) required by the programme to which the student wishes to transfer.

Transfer between Branches

A candidate who is registered in one branch of the university is eligible to transfer to another Branch, but normally only at the beginning of the semester. In this case, all completed courses are taken into account for the student. The tuition fees of the new courses are calculated according to the fees of the new Branch

Transfer is dependent on the following:

- When applying for transfer from a branch, the student should be registered in that branch without any disciplinary issues outstanding
- The student shall fill in a special form before the end of the semester, stating the reasons for his/her transfer
- In certain circumstances, a student may apply for transfer from one Branch to another during the semester provided that he/she can provide a strong reason for transfer

- The student shall pay the appropriate transfer fee when making the application. If the application is rejected, the student has the right to receive a refund of the money. In case of approval, the transfer fee is divided equally between the original branch and the new one
- Normally, transfer should occur within the same programme in which the student is registered. If not, admission to a different programme should be done simultaneously with the transfer application.
- When necessary, it is the student's responsibility to obtain a residence permit in the branch country to which he/she wants to transfer
- When transfer has been approved by the two branches, the student's file is sent to the new branch
- The student, before joining the new branch, should be informed about any admission conditions or requirements observed in the new branch so that he/she can fulfil these conditions either before, or after joining, the new branch.

19. Student Conduct, By-Laws and Disciplinary Procedure

- First:

These bylaws shall cover all university registered students in respect of any violation of the university's rules, regulations and bylaws

In particular they cover the following violations:

- Any act incompatible with honour and dignity or breaching good conduct inside or outside the university.
- Any act leading to the damage of the university premises and properties.
- Cheating or attempt at cheating in examinations.
- Cheating in carrying out assignments and reports or any other duties required in this regard.
- Organisation of non-academic societies and meetings inside the university without the prior approval of the competent university administration.
- Circulation of publications, newsletters, or posters, or collecting signatures for any purpose, without permission from the competent party in the university.
- Any "sit-in" strike inside the university premises or participation in any demonstration incompatible with the observed University rules and morals.

- Second:

Any student who attempts cheating or cheats in the examination, as described in a report signed by the head invigilator or the examination supervisor, may experience the following punishments separately or collectively following investigation by the Branch Disciplinary Council:

- oral or written notice
- warning
- Final Warning

- Failure in the examination and concerned course
- Exclusion from the university for one semester or more.
 - Total and final expulsion from the university.
- Any punishment imposed will be recorded in the student's file.

- Third:

A student may submit an appeal against the decision taken by the disciplinary committee or the disciplinary council within fifteen days from the date of being informed of the decision. The resolution of the Higher Disciplinary Board is then final and binding.

20. Student Grievance Procedures

A permanent Committee called the Student Grievance Committee exists in all branches to consider student grievance cases. It consists of three members: the head of student affairs as the rapporteur, and another two members of the academic staff, one of them specialised in the academic programme of the student.

The Committee shall review and examine the various complaints and grievances related to examinations and academic courses or those resulting from complaints against a member of the academic or administrative staff.

Procedures to be followed for the grievance and complaints system and for received suggestions:

- Fill-in the special form and submit it to the student affairs department in the branch.
- The head of the student affairs department undertakes to meet the concerned student and registers all the details.
- The head of the student affairs department refers the subject to the branch director or his/her deputy to take the necessary action to examine the grievance or complaint.
- The Student Grievance Committee examines the complaint and the supporting documentation. The Committee has the right to invite the applicant or others to submit evidence to it in person and then take the necessary decision in this regard. The head of the Committee refers the decision to the branch director within (at most) one week from the date of the application for normal cases. However, in urgent cases, such as those related to examinations, review and reply should be done without delay.
- The head of student affairs undertakes to send the final decision by e-mail to the applicant.

21. Student participation and evaluation

Feedback practice

A uniform set of survey feedback questionnaires (FBQs) are used across all branches and programmes for data collection from students and tutors at the end of each semester.

These are similar to the FBQs used by UKOU, (which the current director of Quality Assurance Department (QAD) was instrumental in their initial development).

QAD regularly updates these FBQs, for example they were made available in both English and Arabic in 2007 and were revised in January 2010 on the basis of comments from Branch QA coordinators, students, tutors and faculties.

The students can access these questionnaires on the University's Learning Management System (LMS). The data thus collected at each branch is delivered to QAD for processing where raw data is transformed into statistical analysis and sent to faculties and other stakeholders.

Student-tutor surveys cover courses in all disciplines, including Education. However, since over seventy courses are offered in Education each semester it is not practical at the present to survey them all each semester. Instead, a selection of about fifteen courses is surveyed each semester, chosen by the Education Faculty. This choice depends on the faculty's policy of surveying all new courses in the first year of presentation or other requirements which may change from time to time.

Reflection on the outcomes

The results of student-tutor feedback have been used to improve the curriculum and the relevant administrative services across all branches of the University. Below are some examples of how they have influenced both policy and practices at AOU.

- 1- Updating and extending the curricula: Education Faculty's policy of introducing new academic programmes and updating the existing one is not only based on academic considerations, but also on the analysis of suggestions made by Faculty students.
- 2- Tutor evaluation is a process which should be objective, fair and balanced. Moreover, it should be based on feedback from more than one source. For tutor evaluation in Education Faculty these sources include students' reaction to their tutors collected as part of the students' surveys at end of each semester, and various reports about the performance of each tutor produced in each Branch.
- 3- The student feedback collected at the end of each semester also feeds back into the training programme offered by Education Faculty. One of the focal points of this programme is improving tutor feedback on TMAs. This is likely to ensure that the feedback students receive conforms to certain standards which are the same across all branches of the University.

Student representation

Mainly due to cultural and political restrictions, student representation at AOU is somewhat limited at present when compared with that observed in UK based institutions. However, since student needs and concerns rank highly among the priorities in the AOU agenda, this issue is being pursued, and opportunities sought for augmenting student representation whenever and wherever possible.

At present each AOU Branch is empowered to constitute a Student Academic Society for each of its taught programmes. The main objective of these Societies is to provide a forum for course related issues, meetings of general interest, seminars, lectures, extra- curricular activities related to the course, etc. Membership is open to students registered on the relevant programme. Each society has an elected board comprising a President, Vice-President, Treasurer, Secretary, a number of other board members, and an assigned academic staff member for the purpose of general support and guidance.

Elected board members from all societies come together to comprise the Branch Student Council, and from this group a Student Council President, Vice-President and Secretary are elected. The Student Council President is then, by right, a member of the AOU Branch Council – the senior committee in each Branch.

Elections to the academic societies and Student Council are held regularly in the Bahrain, Egypt, Jordan, Kuwait, Oman, Sudan and Palestine branches of AOU. Board members of the societies and the Branch Student Council in Saudi Arabia are political appointees.

The main purpose of the Branch Student Council is to represent the local student body and to raise with the Branch Director any issues of concern relating to the whole range of student support activities and services to students

22. General reading list (i.e. not module specific), including electronic resource.

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