



Mapping Courses to be Revised and Developed

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Project Funding

Project Full Title: Refugee Teaching Certification Programme for Egyptian and Refugee Teachers Enabled by Blended Learning

Project Acronym: RefTeCp

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Disclaimer

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EXECUTIVE SUMMARY

This activity reports on the mapping of undergraduate courses in the for Faculties of Education that are going to be revised and infused with refugee education. Each partner has been worked with its own team in cooperation with the Project Coordinator and the administrative bodies within the Faculties of Education. A common template has been developed and used for that purpose. In fact, from the beginning, the Faculties of Education suggested an extensive number of potential courses and after discussion within and among partner institutions, each Faculty of Education finalized its own course to be revised. The final list of courses was assessed and approved by the Quality Assurance Group in terms of compliance with the standards and criteria set, such as 1) the relevance of the suggested courses with the needs identified (D2.1); 2) the inputs elicited from the stakeholders' surveys (D2.2) and the framework of refugee teaching standards and competences (D2.3). In total, 83 courses were listed.

It is worth pointing out that, Egyptian partner Universities organized a colloquium at Heliopolis University under the coordination of Prof. Omar Ramzy and his supportive team, including the instructors of the courses listed by each partner University, curriculum experts as well as experts in the field of refugee pedagogy, refugee teachers and experts from local NGOs and organizations dealing with refugee issues. ETIJAH helped to bring refugee teachers and other community experts on refugee issues in the colloquium. Before coming to the colloquium, each partner University listed the undergraduate courses for revision in the template. During the colloquium the group participants discussed the key concepts that are essential to be integrated into each course and relate the course with SDGs. After submitting the report by each Faculty of Education, the Quality Assurance Task Group under the leadership of Prof. Dr. Vassilis Makrakis, (Project Coordinator) Frederick University reviewed and approved the final list included here.

Name of partner university: **University Al-Azhar**

No.	Courses	Learning Needs	Social & Cultural Needs	Psychological Needs	Trauma & Other Needs	Related SDGs
1	History of Education and Education System in Egypt	Historical research approach procedures and uses. Different educational experiences across different eras in the history.	The effects of the social and cultural conditions in the education systems across the history.	Adapt the education systems with the refugees' needs.	Suggestions and recommendation that can help develop their own education systems in the future.	4
2	Islamic educational thought	The basic concepts of Islamic Education. The related concepts to Islamic Education.	The moral character in Islamic education in the light of the Holy Qur'an and Sunnah.	The role of teacher in dealing with reargues special needs in the light of the basic elements of Islamic Education.		4
3	Philosophy of Education	Knowledge regarding the various philosophies of education. The philosophical bases of good, true, and aesthetic.	The classical and contemporary philosophical perspectives on refugee's education across cultures and social communities	Adapt students with different educational philosophies and psychologically prepare students for life in systems with different philosophical perspective.	Help students be more tolerant and forgivable with similar circumstances	4
4	Teaching methods	The basic concepts of differentiated instruction methods. The different organizations of lesson plans according to differentiated instruction methods	The cultural and social aspects that affect refugee teaching methods	Support psychological security and tolerance while administering the different teaching methods	Support flexibility of the teaching methods to identify ways of satisfaction that bring happiness and compatibility with the requirements of the next stage of refugee students	4

No.	Courses	Learning Needs	Social & Cultural Needs	Psychological Needs	Trauma & Other Needs	Related SDGs
5	Education and problems of society	The relationship between education and social problem, identifying some social problems and the role of education in solving them, and training the student to use the scientific method in discussing the issues and problems of society.	Problems of cultural, social and educational nature and the role of education in confronting them and studying the mutual relations between problems and the educational system and its cultural and social roles and functions.	The ability to adapt with and face social problems, to have psychological conviction based on the religious constants of the importance of coexistence in educational institutions between the citizens and refugees, and recognize the psychological Effects of Social and Cultural problem regarding refugee students.		4
6	Computer in Education	The use of computer applications un refugee teaching. The technological skills needed for 21 st century classrooms.	Social networking via the web in education.	Connect computer applications to education in the light of teaching and learning psychological theories.	Computers in alleviating tension, anxiety and psychological distress among teachers.	4
7	Social foundation of education	Knowledge regarding the various foundations of education (social, cultural, economic historical and political foundations of education). The role of education in confronting cultural backwardness.	The bases of educational variety regarding different societies and identify Basic Trends in Sociology of Education.	Process of formation or normalization and have the individuals to adapt.	Examples of refugee's education around the world.	4
8	Practical Education (Practicum)	The basic procedures of teaching to refugees in the classroom.	The cultural and social aspects that affect refugee teaching practices in the classroom.	Support psychological security and tolerance while teaching in the classroom	Support flexibility of the teaching methods to identify ways of satisfaction that bring happiness and	4

No.	Courses	Learning Needs	Social & Cultural Needs	Psychological Needs	Trauma & Other Needs	Related SDGs
		The basic roles of supervision in the practicum program. With the basic classroom management techniques while teaching for refugees.			compatibility with the requirements of the next stage of refugee students	
9	Educational psychology	The theoretical concepts that maximize using educational Psychology in the class.	Dealing efficiently with diverse needs in classroom.	Strategies for managing a safe, orderly and equitable classroom environment that fosters positive self-esteem, social interaction, active learning and self-motivation of children.	Teaching to diverse students from different cultures.	3,4
10	Education Administration and Comparative Education	International educational system. Hands-on experience in evaluating educational policies and practices around the world and other regions of interest. Compare between educational systems.	The different cultures and systems of education globally and internationally and joining students' educational experiences in their home countries with that of other societies.	Adapt within any educational system and psychologically prepare students for future careers in different societies and participation from a global perspective.	Help students be more tolerant and forgivable with explaining.	4
11	Health Education	The basic concepts of health, education & health education in order to provide health teaching for people in different setting.	Role of health educator in dealing with refugees' special needs	The role of health educator in dealing with refugees' special needs		4.6.10
12	Micro Teaching	The cycle of microteaching according to different teaching methods. The micro-teaching skills and sub-skills.	The social and cultural aspects of refugees while doing micro-teaching sessions.	Self-confidence and self-esteem of refugee students while micro-teaching sessions	Micro-teach sessions around the political and sectarian conflicts	4

No.	Courses	Learning Needs	Social & Cultural Needs	Psychological Needs	Trauma & Other Needs	Related SDGs
13	Developmental psychology	Applications of the basic theories of developmental psychology.	The roles of parenting in childhood development.	The ability to engage effectively in regional, national and global communities.	Appreciating parenting practices to trauma and refugees circumstances.	3,4
14	Mental health and psychological counseling.	Principles, forms and goals of psychological counseling.	Interventions and prevention in psychological counseling.	Ethical guidelines in counseling practice.	Intervention and counselling for children from refugees families.	3,4

NAME OF PARTNER UNIVERSITY: ASWAN UNIVERSITY

No	LIST THE ALREADY EXISTING UNDERGRADUATE COURSES IN EACH PARTNER FACULTY OF EDUCATION TO BE REVISED FOR RefTeCp PROGRAM AND STATE THE NAME OF THE INSTRUCTOR AS WELL AS WHETHER THE COURSE IS OBLIGATORY OR OPTIONAL	FOR EACH COURSE LIST THE KEY CONCEPTS ACCORDING TO THE FOLLOWING RefTeCp CURRICULAR DIMENSIONS AND RELATED SDGs THAT CAN BE INTEGRATED				
		Learning Needs	Social & Cultural Needs	Psychological Needs	Trauma & Other Needs	Related SDGs
1	Human Rights, prof Dr. Hssan Allam + Dr. Ahmed Abbady, OBLIGATORY	<ul style="list-style-type: none"> - The positive environment materially, morally and socially - Active participation among learners 	<ul style="list-style-type: none"> - Convergence of cultures and different environments and attempts to remove disparities - Encouraging cooperative action 	<ul style="list-style-type: none"> - Need for Love - Need for safety 	It include (trauma After Wars and conflicts and Refugee between suffering and survival conflict *)	<p>Goal 5:- Enforce Gender Equality</p> <p>Goal 1:- Eliminate Poverty</p> <p>Goal 4:- Provide Quality Education</p>
2	Curricula (Planning), Dr Saied Seddik + Saied Mahrous. OBLIGATORY	<ul style="list-style-type: none"> - Cooperation between learners - Active participation among learners 	<ul style="list-style-type: none"> - Convergence of cultures and different environments and attempts to remove disparities - Encouraging cooperative action 	<ul style="list-style-type: none"> - Need for attention - Need for appreciation 	The reality of literacy and adult education in Egypt. (Refugee child between resettlement	<p>Goal 3:</p> <p>Good health and well-being for people</p>

					and containment*)	
3	Curricula (Bases of structure), Prof Dr. Nady Kamal Aziz + Dr. Abdel Nasser Fayeز OBLIGATORY.	<ul style="list-style-type: none"> - Cooperation between learners - Active participation among learners 	<ul style="list-style-type: none"> - Convergence of cultures and different environments and attempts to remove disparities - Encouraging cooperative action 	<ul style="list-style-type: none"> - Need for attention - Need for appreciation 	(Art therapy and its role in supporting of refugee children*)	Goal 5:- Enforce Gender Equality
4	Technology of Education., Prof Dr. Nady Kamal Aziz + Dr. Abdel Nasser Fayeز, OBLIGATORY.	<ul style="list-style-type: none"> - Cooperation between learners - Active participation among learners 	<ul style="list-style-type: none"> - Knowledge of the cultural characteristics of different societies - Convergence of cultures and different environments and attempts to remove disparities - Encouraging cooperative action 	<ul style="list-style-type: none"> Psychological preparation of learning Need for appreciation 	Problems facing talented refugee person in school, home and environment.	Goal 5:- Enforce Gender Equality
5	Curricula to primary stage, Dr.SouadGaber+Dr.YasmenMahran, OBLIGATORY.	<ul style="list-style-type: none"> - Cooperation between learners - Active participation among learners 	<ul style="list-style-type: none"> - Knowledge of the cultural characteristics of different societies - Convergence of cultures and different environments and attempts to remove disparities 	<ul style="list-style-type: none"> - The need for success - Psychological preparation of learning 	(Rehabilitation and empowerment of refugee children with special needs.*)	Goal 5:- Enforce Gender Equality
6	Theatre for child, Dr.SouadGaber. OBLIGATORY.	<ul style="list-style-type: none"> - Cooperation between learners - Active participation among learners 	<ul style="list-style-type: none"> - Knowledge of the cultural characteristics of different societies - Convergence of cultures and different environments 	<ul style="list-style-type: none"> - Need for attention - Need for appreciation 	Introduction to visual disability, auditory disability and	Goal 5:- Enforce Gender Equality

			and attempts to remove disparities		mental disability.	
7	Principles of teaching, Dr. Mouhy Al Sherbiny. OBLIGATORY	- Cooperation between learners - Active participation among learners	- Knowledge of the cultural characteristics of different societies - Convergence of cultures and different environments and attempts to remove disparities	- Need for attention - Need for appreciation	Difficulties and challenges of teaching as a job.	Goal 3: Good health and well-being for people
8	Teaching methods of mathematics, Dr. Nady Kamal Aziz + Dr. Abdel Nasser Fayez, OBLIGATORY	Follow up on recent developments in teaching methods See the latest research in the specialization	- Knowledge of the cultural characteristics of different societies - Convergence of cultures and different environments and attempts to remove disparities	- Need for attention - Need for appreciation Need for love	Difficulties and challenges of teaching as a job.	Goal 3: Good health and well-being for people
9	Teaching methods of Social Studies in Primary School.,Dr. Walla Goumaa., OBLIGATORY	Follow up on recent developments in teaching methods See the latest research in the specialization	- Knowledge of the cultural characteristics of different societies - Convergence of cultures and different environments and attempts to remove disparities	- Need to belong - Need for appreciation	Difficulties and challenges of teaching as a job.	Goal 1:- Eliminate Poverty

10	Teaching methods of Physics.Dr. mouhammed Ali Shahaat, OBLIGATORY	Follow up on recent developments in teaching methods See the latest research in the specialization	- Knowledge of the cultural characteristics of different societies - Convergence of cultures and different environments and attempts to remove disparities	- Need for self-affirmation - The need for excellence - Sense of harmony with others	Difficulties and challenges of teaching as a job	Goal 6:- Improve Clean Water and Sanitation
11	Teaching methods of Chemistry, Dr.Zamzm Abdel Hakim. OBLIGATORY	Follow up on recent developments in teaching methods See the latest research in the specialization	- Knowledge of the cultural characteristics of different societies - Convergence of cultures and different environments and attempts to remove disparities	- The need for excellence - Sense of harmony with others	Difficulties and challenges of teaching as a job.	Goal 3: Good health and well-being for people
12	Teaching methods of History, Dr. Alla Abdel Rady+ Dr. Fatma Abdel Fattah, OBLIGATORY	The use of teaching technology in teaching	- Knowledge of the cultural characteristics of different societies - Convergence of cultures and different environments and attempts to remove disparities	- The need for excellence - Sense of harmony with others	Difficulties and challenges of teaching as a job.	Goal 5:- Enforce Gender Equality
13	Teaching methods of Geography Dr. Alla Abdel Rady+ Dr. Mahmoud Moustafa OBLIGATORY	The use of teaching technology in teaching	Effective participation Positive outlook towards others	The need for freedom The need friendship	Difficulties and challenges of teaching as a job.	Goal 6:- Improve Clean Water and Sanitation

14	Teaching methods of Arabic Language, Dr.Zakaria Abdel Ghany, OBLIGATORY.	employment of technology in teaching Apply the best strategies that correspond to each branch of the Arabic language	Effective participation Positive outlook towards others	- The need for excellence - Sense of harmony with others	Difficulties and challenges of teaching as a job.	Goal 5:- Enforce Gender Equality Goal 6:- Improve Clean Water and Sanitation
15	Teaching methods of English Language,Dr. YasmenMahran OBLIGATORY.	.Employment of technology in teaching Apply the best strategies that correspond to each branch of English.	Convergence of cultures and different environments and attempts to remove disparities Positive outlook towards others	- The need for excellence - Sense of harmony with others	Difficulties and challenges of teaching as a job.	Goal 1:- Eliminate Poverty
16	Teaching methods of Biology, Dr.Zamzm Abdel Hakim. OBLIGATORY	Internet access in communication between teacher and students Working in groups	Effective participation Positive outlook towards others	- The need for excellence - Sense of harmony with others	Difficulties and challenges of teaching as a job.	Goal 3: Good health and well-being for people
17	Teaching methods of French Language, Dr.Hussein, OBLIGATORY	Employment of technology in teaching Apply the best strategies that correspond to each branch of the French language ..	Effective participation Positive outlook towards others	Positive motivation and reinforcement The need for romance	Difficulties and challenges of teaching as a job.	Goal 5:- Enforce Gender Equality

18	Teaching methods of Psychology ,Dr. HebaaTawfeq, OBLIGATORY	Taking into account the psychological preparation of learners.	- Knowledge of the cultural characteristics of different societies - Convergence of cultures and different environments and attempts to remove disparities	Positive motivation and reinforcement Need for safety	Difficulties and challenges of teaching as a job.	Goal 3: Good health and well-being for people Goal 13:- Organize Climate Action
19	Teaching methods of mathematics in Primary School, Dr.Abdel Nasser Fayez OBLIGATORY	See the latest research in the specialization Realize the importance of mathematics in life	- Knowledge of the cultural characteristics of different societies - Convergence of cultures and different environments and attempts to remove disparities	Positive motivation and reinforcement Need for safety	Difficulties and challenges of teaching as a job.	Goal 4:- Provide Quality Education
20	Teaching methods of Sciences in Primary School, Dr.Zamzm Abdel Hakim, OBLIGATORY	Recognizing the importance of science in life Employment of technology in teaching science.	- Knowledge of the cultural characteristics of different societies - Convergence of cultures and different environments and attempts to remove disparities	Positive motivation and reinforcement Emotional Satisfaction.	Difficulties and challenges of teaching as a job.	Goal 3: Good health and well-being for people Goal 13:- Organize Climate Action

NAME OF PARTNER: ZAGAZIG UNIVERSITY

- Statements with (black font) are the already existing in the undergraduate course, It may be modified by addition few words (Blue fonts) to be Consistent with RefteCp program.
- Statements with (Red Font) are a new Concept and Need which we suggest for the RefteCp program.
- Related SDGs colored with (Green font)

No	LIST THE ALREADY EXISTING UNDERGRADUATE COURSES IN EACH PARTNER FACULTY OF EDUCATION TO BE REVISED FOR RefTeCp PROGRAM AND STATE THE NAME OF THE INSTRUCTOR AS WELL AS WHETHER THE COURSE IS OBLIGATORY OR OPTIONAL	FOR EACH COURSE LIST THE KEY CONCEPTS ACCORDING TO THE FOLLOWING RefTeCp CURICULAR DIMENSIONS AND RELATED SDGs THAT CAN BE INTEGRATED				
		Learning Needs	Social & Cultural Needs	Psychological Needs	Trauma & Other Needs	Related SDGs
1	<p><u>Education and contemporary issues.</u></p> <p>Obligatory</p> <p>Dr. Talaat Hoseny</p> <p>Prof .Dr. Abdel Monaam Nafaa</p>	<p>Key concepts are related to the education and citizenship especially for refugee students and the correlation of education with politics. (Refugee: definition and meaning*) and (Refugee Status Agreements*.)</p>	<p>It includes The role of education in confronting terrorism and violence. And the correlation of the education with social changes. (Promoting a culture of citizenship, tolerance and acceptance of the other*) and (Role of countries in the education of refugee children*)</p>	<p>(Education under stress for the refugee student*)</p>	<p>It include (trauma After Wars and conflicts and Refugee between suffering and survival conflict *)</p>	<p>Goal 16: Peace, justice and strong institutions.</p>

2	<p><u>Adult education and its applications.</u></p> <p>Obligatory</p> <p>Dr. Mohammed Abdel Allah</p> <p>Dr. Shimaa Attiaa</p>	<p>It includes Adult Education: - Concept- Characteristics- Philosophy- Functions. (The concept of educational containment in general and for refugee students.*)</p>	<p>Key concepts include the causes of interest in adult education and the different fields of adult education.</p>	<p>Psychological and physiological characteristics of adult. (Refugee problems between theory and practice*)</p>	<p>The reality of literacy and adult education in Egypt. (Refugee child between resettlement and containment*)</p>	<p>Goal 4: Quality education</p>
3	<p><u>Individual variations, Psychological and educational measurement.</u></p> <p>Obligatory</p> <p>Asst. Prof . Shery Mosad</p> <p>Prof. Dr. Faten Farouk</p>	<p>The concept of measurement in education and its fields, the scientific bases of measurement, its characteristics, importance and objectives. Individual variations in personality and correlation to refugee students.</p>	<p>(Arts and cultural openness of refugee children -artistic diversity in different countries*)</p>	<p>Measurement of Individual variations in emotional aspect. (Arts and its role in diagnosis of the psychological state of the refugee child*)</p>	<p>(Art therapy and its role in supporting of refugee children*)</p>	<p>Goal 4: Quality education.</p>
4	<p><u>The psychology of talent and excellence</u></p> <p>Obligatory</p> <p>Prof. Dr. Eman El-Kasheef</p> <p>Dr. Amira El hady</p>	<p>Concepts of talent and excellence for resident and refugee students.</p>	<p>Different factors affecting talented resident and refugee students(personal, and social)</p>	<p>Psychological needs of talented refugee students</p>	<p>Problems facing talented refugee person in school, home and environment.</p>	<p>Goal 4: Quality education.</p>
5	<p><u>Teaching methods for people with special needs</u></p> <p>Obligatory</p>	<p>Concerned with different teaching methods and preparing curricula for people with special needs</p>	<p>(International Day of Persons with Disabilities (IDPD)* (Disabled and</p>	<p>Characters of refugee students with special needs.</p>	<p>(Rehabilitation and empowerment of</p>	<p>Goal 10 : Reducing inequalities</p>

	Dr. Nareman Gomaa Dr. Sayed Bayoumi	for different subjects as: English, Arabic, science, etc.	special-needs children in IDP camps.*)		refugee children with special needs.*)	
6	<u>Psychology of people with special needs</u> Obligatory Dr. Mohammed Morad Dr. Mohammed Saafan	Introduction to special education ,Learning difficulties and Language and communication disturbances (Difficulties and Challenges of merging Refugee Children with special needs into Schools *)	Family counseling for people with special needs. (Convention on the Rights of Persons with Special Needs (WIPO*))	(How to deal with refugee children with learning difficulties - Family meetings school activities and refugee children*)	Introduction to visual disability, auditory disability and mental disability.	Goal 10 : Reducing inequalities
7	<u>Teaching Job and the role of teacher</u> Obligatory Prof Dr. Soaad Nasr Dr. Amany Mohsen	Teaching meaning and teaching as a job among other jobs. Preparation and training of teacher. (New trends in Teaching for refugees*)	Future of teaching as a job. Competences of teacher for refugee students (introduction)*	Personality of the teacher and standards of preparing refugee teacher for working.	Difficulties and challenges of teaching as a job.	Goal 4: Quality education.
8	<u>Social psychology</u> Obligatory Prof. Dr. Eman El-Kasheef Dr. Amira El hady	Concept of Social psychology for refugees and the research strategies for Social psychology.(The concept of pluralism and cultural diversity*)	Social norms in the era of globalization. (Countries and the management of Multiculturalism*)	Human relationships. (Promoting and building a culture of dialogue*)		Goal 16: Peace, justice and strong institutions.

9	<p><u>School administration</u></p> <p>Obligatory</p> <p>Prof . Mohammed Awad El-barbari</p> <p>DR. Mohammed Eid Atrees</p>	<p>Introduction to school administration and Duties of the administration.</p> <p>(Admission and Registration of refugee students - Planning and coordinating for merging of refugee children *)</p>	<p>Humanities relationship.</p> <p>(The relationship between school administration and community organizations in the care of refugee children*)</p>	<p>Classroom management.</p> <p>(The role of school psychologists and social specialists in the integration of refugee students*)</p>	<p>(Violence, bullying, refugee children and the role of school administration*)</p>	<p>Goal 4: Quality education.</p>
10	<p><u>learning psychology</u></p> <p>Obligatory</p> <p>Dr. Amira Badr</p> <p>Dr. Nasr Mahmoud</p>	<p>Meaning of learning, Learning conditions and Theories of learning.</p>	<p>Social learning.</p> <p>(Social learning of refugee student in new community *)</p>	<p>learning psychology, Motivations and their relationship to learning , Achievement motivation.</p> <p>(Motivation of refugee student.*)</p>		<p>Goal 4: Quality education</p>
11	<p><u>Mental health and psychological counseling</u></p> <p>Obligatory</p> <p>Dr. Mohammed Morad</p> <p>Dr. Mohammed Saafan</p>	<p>Psychological counseling : definition – development-characters) and Tools of data collection for psychological counseling (observation- interview – case study- psychological test –CV)</p>	<p>Psychological health and the school.</p>	<p>Psychological advisor and role of him .Factors affecting psychological health.</p> <p>(Psychological compatibility of refugee children*)</p>	<p>Anxiety disorders and some other emotional disorders. Psychotherapy and its most important theories.</p> <p>(Psychiatric diseases and refugee children -</p>	<p>Goal 3: Good health and well-being for people</p>

		(Introduction to the psychological care of refugees*)			The emotional problems of the refugee child.*)	
12	<u>Comparative educational systems</u> Obligatory Prof . Mohammed Awad Dr. Eman Wasfy	Comparative education and its development, Local and international factors affecting the formation of educational system.	Educational system in Malaysia – china and Educational system in developing countries. (European and international programs for the education of refugee children*)	Monitoring the world experiences in refugee education. (The role of education in helping refugee children to adapt and integrate.*)		Goal 4: Quality education
13	<u>Thinking skills</u> Obligatory Dr. Rania mohammed Dr. Ahmed Abdel Rahman	Introduction to thinking, classification of thinking , Factors affecting success of thinking, Critical thinking and Creative thinking , factors affecting thinking of refugee students	(Biodiversity and cultural activities for the merging of refugee children*) depending on thinking	(School activities and its role in the formation of the refugee child personality.*)		Goal 4: Quality education
14	<u>Technology in Education</u> Obligatory Dr. Lyla Goma Dr. Aly Abdel Monem	Definition of educational technology, Communication in education and sources of learning, types of software, networking, security and protection.	Games, simulation and educational plays for both resident and refugee students			Goal 4: Quality education

		(LMS and its role on education. - MOOCS - Recent Technological Tools for Education- on line exams*) for RefteCp program				
15	<u>Micro teaching</u> Obligatory Dr. Heba Farouk Dr. Rania mohammed Ali	Microteaching (definition, origin, skills). Tools used by teacher in the classroom. Planning and implementation of lesson. Educational activities and educational technology.	Classroom management of merged refugee student* Microteaching for refugee students*			Goal 4: Quality education
16	<u>Curricula</u> Obligatory Dr. Nareman Gomaa Dr. Rania mohammed	The concept of the curriculum and its models- Curriculum models: their importance and elements And Curriculum organizations and their characteristics for refugee students.	Curriculum for different schools, materials and students. (How to design activities for refugee students.*)			Goal 4: Quality education
17	<u>Educational thought and its applications</u> Obligatory	Concept of educational thought. What is the philosophy and features of	What human values and their relationship to education? Educational applications in some			Goal 4: Quality education

	Dr. Mohammed Abdel Allah Asst. lecturer . Asmaa Bakr	modern educational thought?	ancient and contemporary philosophies.			
18	Field Training Obligatory Dr Mohammed El sagher	The concept of teaching process and its importance, The pillars of the teaching process and its aspects, Planning the lesson.	Practical teaching skills. (Field visits to schools merging refugee children*)	Reflect of visit on refugee students.		Goal 4: Quality education
19	Introduction to Educational Sciences Obligatory Dr. Soad Nasr Dr. Fatma Abdelghany	The concept of education and its types and The most important educational institutions. (The Universal declaration of Human Rights- Convention on the Rights of the Child (CRC *))	The most important social, cultural, economic and political roots of education. Education and its relation to society. Social functions of educational institutions. (United Nations and refugee care.*)		(Mechanisms of International protection of Refugee and its credibility.*)	Goal 4: Quality education
20	Psychological sciences Obligatory Dr. Shery Mosad Dr. Faten Farouk	What is Psychology - Behavior - Types - Characteristics - Objectives of psychology? Areas of theoretical and applied psychology. Psychology of refugee students.	(Leisure activities for the refugee child.*) (Sport activities for the refugee child.*)	Personality - its determinants - its components. Long-term memory - educational applications of memory strategies. Motivation functions	(Security disturbance and its impact on the psychology of refugee children.*)	Goal 3: Good health and well-being for people

				<p>in the learning process - motivations and their relation to school learning.</p> <p>(Behavioral health of the refugee child. -The psychological happiness of the refugee child*)</p>		
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NAME OF PARTNER UNIVERSITY: OCTOBER 6 UNIVERSITY

No	LIST THE ALREADY EXISTING UNDERGRADUATE COURSES IN EACH PARTNER FACULTY OF EDUCATION TO BE REVISED FOR RefTeCp PROGRAM AND STATE THE NAME OF THE INSTRUCTOR AS WELL AS WHETHER THE COURSE IS OBLIGATORY OR OPTIONAL	FOR EACH COURSE LIST THE KEY CONCEPTS ACCORDING TO THE FOLLOWING RefTeCp CURRICULAR DIMENSIONS AND RELATED SDGs THAT CAN BE INTEGRATED				
		Learning Needs	Social & Cultural Needs	Psychological Needs	Trauma & Other Needs	Related SDGs
PSYCHOLOGY PACKAGE						
1	Developmental Psychology CREDITS= 2 OBLIGATORY INSTRUCTOR: PROFESSORS OF EDUCATIONAL PSYCHOLOGY DEPARTMENT	<ul style="list-style-type: none"> • Introduction to Developmental Psychology • Importance of Developmental Psychology • Child Development Characteristics • Development Requirements 	<ul style="list-style-type: none"> • Refugee Nutrition Habits & Culture Problems 	<ul style="list-style-type: none"> • Refugee Psychological Development 	<ul style="list-style-type: none"> • Refugee Psychological Development Problems 	2-3-10-16
2	General Psychology CREDITS= 2 OBLIGATORY INSTRUCTOR: PROFESSORS OF EDUCATIONAL PSYCHOLOGY DEPARTMENT	<ul style="list-style-type: none"> • Introduction to General Psychology • Psychological Concepts • Development of Psychology • Psychology Schools • Data Collection • Sensual Recognition • Refugee Motivation and Values 	<ul style="list-style-type: none"> • Refugee Personality 	<ul style="list-style-type: none"> • Refugees & Natives Individual Differences 	<ul style="list-style-type: none"> • Refugee Trauma 	2-3-10-16
3	Individual Differences CREDITS= 2 OBLIGATORY	<ul style="list-style-type: none"> • Introduction to Learning Psychology 	<ul style="list-style-type: none"> • Refugee Learning Preferences • Culture Based Assessment 	<ul style="list-style-type: none"> • Refugee Psychology 	<ul style="list-style-type: none"> • Refugee Individual Differences 	2-3-10-16

	INSTRUCTOR: PROFESSORS OF EDUCATIONAL PSYCHOLOGY DEPARTMENT	<ul style="list-style-type: none"> • Concept of Individual Differences • Intelligence • Mental Faculties • Assessment Theories • Characteristic of good Assessment • Psychological Tests 				
4	Learning/Ed. Psychology CREDITS= 3 OBLIGATORY INSTRUCTOR: PROFESSORS OF EDUCATIONAL PSYCHOLOGY DEPARTMENT	<ul style="list-style-type: none"> • Introduction to Learning Psychology • Learning theories • Conditional Learning • Discovery Learning • Psychological Needs • Constructivism learning Theory • Learning Styles 	<ul style="list-style-type: none"> • Learning theories Related to Refugee • Refugee Discovery Learning • Refugee Learning Theory • Refugee 	<ul style="list-style-type: none"> • Refugee Psychological Needs 	<ul style="list-style-type: none"> • Learning Styles 	2-3-10-16
5	Psychological Counselling CREDITS= 2 OBLIGATORY INSTRUCTOR: PROFESSORS OF EDUCATIONAL PSYCHOLOGY DEPARTMENT	<ul style="list-style-type: none"> • Introduction to Psychological Counselling • Personality Disorder • Psychological Disorders • Psychological Problem • Counselling Theories • Teacher's Role as Psychotherapist 	<ul style="list-style-type: none"> • Refugee Counselling 	<ul style="list-style-type: none"> • Refugee Psychological Problem 	<ul style="list-style-type: none"> • Refugee Truman and Identity Loss • Refugee Personality Disorder 	2-3-10-16
6	Social Psychology CREDITS= 2 OBLIGATORY INSTRUCTOR: PROFESSORS OF EDUCATIONAL PSYCHOLOGY DEPARTMENT	<ul style="list-style-type: none"> • Introduction to Social Psychology • Society & Psychology • Group Psychology • Leadership Psychology 	Refugee Social Counselling	<ul style="list-style-type: none"> • Refugee Group Psychological Therapy 	<ul style="list-style-type: none"> • Refugee Psychology of Social Loss. 	2-3-10-16

		<ul style="list-style-type: none"> • Theories of Social Psychology • Counselling Theories 				
7	Special Needs Psychology CREDITS= 2 OBLIGATORY INSTRUCTOR: PROFESSORS OF EDUCATIONAL PSYCHOLOGY DEPARTMENT	<ul style="list-style-type: none"> • Introduction to Special Needs Psychology • Special Needs Students' Psychological Needs • Special Needs Students' Pedagogical Needs 	Refugee Social Special Needs.	<ul style="list-style-type: none"> • Refugee Pedagogical Special Needs. 	<ul style="list-style-type: none"> • Refugee Psychological Special Needs. 	2-3-10-16
CURRICULUM & INSTRUCTION PAKAGE						
8	Curriculum CREDITS= 2 OBLIGATORY INSTRUCTOR: PROFESSORS OF CURRICULUM & INSTRUCTION DEPARTMENT	<ul style="list-style-type: none"> • Introduction to Curriculum • Traditional Curriculum • Modern Curriculum • Principals of Curriculum Design • Curriculum Components 	<ul style="list-style-type: none"> • Refugee Curriculum Design 	<ul style="list-style-type: none"> • Refugee Curriculum Innovations 	<ul style="list-style-type: none"> • Curriculum & Refugee Values 	10-11
9	Teaching Profession CREDITS= 2 OBLIGATORY INSTRUCTOR: PROFESSORS OF CURRICULUM & INSTRUCTION DEPARTMENT	<ul style="list-style-type: none"> • Introduction to teaching theory • Teaching Profession • Teaching Ethics • Teacher Standers 	<ul style="list-style-type: none"> • Universal Teacher Skills 	<ul style="list-style-type: none"> • Psychology Based Teaching 	<ul style="list-style-type: none"> • Teaching Multi-Culture Class/ Refugee • Teacher & Society 	10-11
10	Teaching Methodology 1 CREDITS= 2 OBLIGATORY INSTRUCTOR: PROFESSORS OF CURRICULUM & INSTRUCTION DEPARTMENT	<ul style="list-style-type: none"> • Introduction to teaching Approaches (2credits) • Introduction to Traditional Teaching Approaches 	<ul style="list-style-type: none"> • Refugee Focused Teaching I 	<ul style="list-style-type: none"> • Practicing Teaching in Real Refugee Classrooms 	<ul style="list-style-type: none"> • Teaching Minority Refugee 	10-11

11	Teaching Methodology 2 CREDITS= 2 OBLIGATORY INSTRUCTOR: PROFESSORS OF CURRICULUM & INSTRUCTION DEPARTMENT	<ul style="list-style-type: none"> Advanced teaching Approaches 	<ul style="list-style-type: none"> Practicing Teaching in Real Refugee Classrooms 	<ul style="list-style-type: none"> Refugee & Individualized Learning 	<ul style="list-style-type: none"> Teaching Refugee Refugee Focused Teaching II 	10-11
12	Micro Teaching CREDITS= 1 OBLIGATORY INSTRUCTOR: PROFESSORS OF CURRICULUM & INSTRUCTION DEPARTMENT	<ul style="list-style-type: none"> Practicing Teaching Skills Teaching Training Teaching Skills Performance Evaluation Classroom Management 	<ul style="list-style-type: none"> Refugee Classroom Management 	Refugee Classroom Participation	-	10-11
13	Curriculum Development CREDITS= 2 OPTIONAL INSTRUCTOR: PROFESSORS OF CURRICULUM & INSTRUCTION DEPARTMENT	<ul style="list-style-type: none"> Introduction to curriculum development Development Factors Steps of Curriculum Development Validating Curriculum Development 	Refugee as a Curriculum Evaluator	<ul style="list-style-type: none"> Refugee as a partner in Curriculum Development 	<ul style="list-style-type: none"> Refugee as a Content in Curriculum Development 	10-11
14	Curriculum Planning CREDITS= 2 OPTIONAL INSTRUCTOR: PROFESSORS OF CURRICULUM & INSTRUCTION DEPARTMENT	<ul style="list-style-type: none"> Introduction to curriculum planning Identifying Curriculum Objectives Planning Curriculum Content Exploring Stakeholders' needs and wants Refugee as a partner in Curriculum Planning 	<ul style="list-style-type: none"> Curriculum Planning and Refugees as Stakeholders 	<ul style="list-style-type: none"> Refugee's need as Curriculum Objectives 	<ul style="list-style-type: none"> Refugee Needs 	10-11

15	Evaluation & Assessment CREDITS= 2 OPTIONAL INSTRUCTOR: PROFESSORS OF CURRICULUM & INSTRUCTION DEPARTMENT	<ul style="list-style-type: none"> • Introduction to test making • Evaluation , Assessment and Tests • Learning Items • ILOs • Test Types • Test Making • Test Scoring 	<ul style="list-style-type: none"> • Refugee's Culture and Testing 	<ul style="list-style-type: none"> • Refugee and Test Fairness • Refugee and Test Taking Skills 	Flexible Universal Refugee ILOs	10-11
16	Teaching Practicum I <u>Elementary Schools</u> CREDITS= 4 OBLIGATORY INSTRUCTOR: PROFESSORS OF CURRICULUM & INSTRUCTION DEPARTMENT	<ul style="list-style-type: none"> • Practicing teaching and evaluation Skills 	<ul style="list-style-type: none"> • Caring about Refugee in Classroom 	<ul style="list-style-type: none"> • Refugee Participation in Classroom 	<ul style="list-style-type: none"> • Refugee Rights in Class.in Classroom. 	10-11
17	Teaching Practicum II <u>Preparatory Schools</u> CREDITS= 4 OBLIGATORY INSTRUCTOR: PROFESSORS OF CURRICULUM & INSTRUCTION DEPARTMENT	<ul style="list-style-type: none"> • Practicing teaching and evaluation Skills 	<ul style="list-style-type: none"> • Caring about Refugee in Classroom 	<ul style="list-style-type: none"> • Refugee Participation in Classroom 	<ul style="list-style-type: none"> • Refugee Rights in Class.in Classroom. 	10-11
18	Teaching Practicum III <u>Secondary Schools</u> CREDITS= 4 OBLIGATORY INSTRUCTOR: PROFESSORS OF CURRICULUM & INSTRUCTION DEPARTMENT	<ul style="list-style-type: none"> • Practicing teaching and evaluation Skills 	<ul style="list-style-type: none"> • Caring about Refugee in Classroom 	<ul style="list-style-type: none"> • Refugee Participation in Classroom 	<ul style="list-style-type: none"> • Refugee Rights in Class.in Classroom. 	10-11
19	Special Needs Learning Program	<ul style="list-style-type: none"> • Introduction to special needs study programs 	<ul style="list-style-type: none"> • Preparing Learning Programs for SN Refugee 	<ul style="list-style-type: none"> • Short Term Programs for SN Refugee 	<ul style="list-style-type: none"> • Long Term programs for SN Refugee 	10-11

	CREDITS= 3 OBLIGATORY INSTRUCTOR: PROFESSORS OF CURRICULUM & INSTRUCTION DEPARTMENT	<ul style="list-style-type: none"> • Preparing Learning Program for SN students • Short Term Program • Long Term programs 				
20	Special Needs Teaching Methodology CREDITS= 3 OBLIGATORY INSTRUCTOR: PROFESSORS OF CURRICULUM & INSTRUCTION DEPARTMENT	<ul style="list-style-type: none"> • Introduction to special needs study programs • Methods of Teaching SN students • SN Learning Styles and strategies • SN students' Evaluation 	<ul style="list-style-type: none"> • Methods of Teaching SN Refugee 	<ul style="list-style-type: none"> • SN Learning Styles and strategies of Refugee 	<ul style="list-style-type: none"> • SN Refugees' Evaluation 	10-11
PRINCIPALS OF EDUCATION						
21	School Administration CREDITS= 2 OBLIGATORY INSTRUCTOR: PROFESSORS OF EDUCATION DEPARTMENT	<ul style="list-style-type: none"> • Introduction to School Administration • School administration • Types of School administration • New trends in School administration • Teacher's Roles in School 	<ul style="list-style-type: none"> • Refugee School Administration • Multi-Culture School administration 	Teacher's Roles in Refugee & Mixed School	<ul style="list-style-type: none"> • New trends in Refugee School administration 	4-5
22	Educational Thought Heritage CREDITS= 2 OBLIGATORY INSTRUCTOR: PROFESSORS OF EDUCATION DEPARTMENT	<ul style="list-style-type: none"> • Introduction to Educational Heritage • Importance of studying Educational Thoughts • History of Educational Thoughts: Pharaohs • History of Educational Thoughts: Greek 	<ul style="list-style-type: none"> • Prominent Refugee Educational Figures 	-	<ul style="list-style-type: none"> • History of Refugee Education 	4-5

		<ul style="list-style-type: none"> • History of Educational Thoughts: Coptic • History of Educational Thoughts: Islamic • History of Educational Thoughts: Modern Egypt • History of Educational Thoughts: Mohamed Ali 				
23	Educational Problems CREDITS= 2 OBLIGATORY INSTRUCTOR: PROFESSORS OF EDUCATION DEPARTMENT	<ul style="list-style-type: none"> • Introduction to Educational problems (2credits) • Universal Issues in Education • Educational Problems • New Trends in Education 	<ul style="list-style-type: none"> • Multi-Culture Education 	<ul style="list-style-type: none"> • Refugee Educational Problems 	<ul style="list-style-type: none"> • New Trends in Refugee Education/Equity 	4-5
24	Educational System CREDITS= 2 OBLIGATORY INSTRUCTOR: PROFESSORS OF EDUCATION DEPARTMENT	<ul style="list-style-type: none"> • Introduction to Educational system • Education System in Egypt • Educational Administration Types • Teacher Making • School Administration in Aboard • Teacher Preparation in Abroad 	<ul style="list-style-type: none"> • Refugee Education System 	<ul style="list-style-type: none"> • Refugee Teacher Making 	Refugee World Best Practices	4-5
25	School & Society CREDITS= 2 OBLIGATORY INSTRUCTOR: PROFESSORS OF EDUCATION DEPARTMENT	<ul style="list-style-type: none"> • Introduction to School & Society • Society Nature • Education as a Social System • School Community • School as a Social Institution 	<ul style="list-style-type: none"> • School & Refugee 	<ul style="list-style-type: none"> • Refugee as a Community 	<ul style="list-style-type: none"> • Refugee & School containment 	4-5

DRAMA & ARTISTIC ACTIVITIES

26	<p>Child Story & Tales CREDITS= 2 OBLIGATORY INSTRUCTOR: PROFESSORS OF KINDERGARTEN DEPARTMENT</p>	<ul style="list-style-type: none"> • Introduction to using stories in teaching children • Children Learning • Using Stories in teaching Children • Child learning Psychology 	<ul style="list-style-type: none"> • Refugee Learning Theatre 	-	<ul style="list-style-type: none"> • Refugee Stories 	16-17
27	<p>Activities in Kindergarten CREDITS= 2 OBLIGATORY INSTRUCTOR: PROFESSORS OF KINDERGARTEN DEPARTMENT</p>	<ul style="list-style-type: none"> • Introduction to Activities in Kindergarten • Developing Life Skills Via Activities • Types of Activities • Teacher in Kindergarten 	<ul style="list-style-type: none"> • Types of Refugee Activities 	<ul style="list-style-type: none"> • Kindergarten Refugee Teacher 	<ul style="list-style-type: none"> • Refugee Arts 	16-17
28	<p>Drama and Theatre CREDITS= 2 OBLIGATORY INSTRUCTOR: PROFESSORS OF Cur. & Instruction DEPARTMENT</p>	<ul style="list-style-type: none"> • Introduction to theatre in education • The drama & Theatre in teaching • Basics of curriculum Theatre • The drama & Theatre in teaching Refugee 	<ul style="list-style-type: none"> • Introduction to Refugee theatre in education 	<ul style="list-style-type: none"> • Drama & Refugee Motivation 	<ul style="list-style-type: none"> • Drama & Motivation 	16-17
29	<p>Folklore Education CREDITS= 2 OBLIGATORY INSTRUCTOR: PROFESSORS OF Cur. & Instruction DEPARTMENT</p>	<ul style="list-style-type: none"> • Introduction to Folklore Education • Folklore in Education • Folklore and Culture • Folklore in Classroom 	<ul style="list-style-type: none"> • Refugee Folklore and Culture 	<ul style="list-style-type: none"> • Folklore in Refugee Education 	<ul style="list-style-type: none"> • Folklore in Refugee Classroom 	16-17

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