

Saudi Arabic Kingdom

Supreme Education Council

**National Commission for Academic
Accreditation and Assessment**

Course specification

**Computer applications in the educational
management 536 edit**

Educational Institution: King Saud university

Collage\Department: Education Faculty-Education Department

A. Course Definition

1. Name and course number: computer applications in the educational management. (536 edit).
2. Approved hours: 2hrs.
3. Program or programs in which the course shall be provided: MA of literature in the educational management.
4. Name of the staff member responsible for course:
5. Dr\ Imtithal Ahmad Al Saqqa
6. Level or Year in which the course shall be provided: fourth level
7. Predetermined course requirements (if any): NA
8. Requirements accompanying this course (if any): NA
9. Place of teaching course, if it is not at the headquarter of the educational institution.

B. Course Objectives

It defines tasks of the educational management, role of computer in improving performance of these tasks and developing the educational institution and designing of miniature information technology or a managerial package to serve jobs of the

educational management through computer applications program. It also defines the most modern trends related to the course.

2- Give a brief description of any plans are executed currently in favor of developing and improving the course by depending on the results of revision operations.

Indicators	Strategic followed	Developing approach
Increasing practical application within the course.	Using some applications through internet.	Validity of applications for the educational management field.
Utilizing the field experiments.	Giving the students the task of preparing a report about the reality of using computer in the school administrations.	Level of the submitted report.

C. Course Description

1- Subjects		
Subject	Weeks No.	Contact Hours
Chapter 1: Educational management (components	2	4

and sources of the educational system, the methodical view of the education, setting up a computerized project)		
Chapter 2: Computer and the educational management (computer importance for the educational management, different applications of computer program in the educational management field)	2	4
Chapter 3: Information systems of the educational management (information, systems of administrative information and its value for the educational system and management operations)	4	4
Chapter 4: Computer and the educational development of the institution.	2	2
Chapter 5: Modern educational attitudes of the computer applications in the educational management (technology and the universal society concept, electronic government, electronic management)	3	6

Chapter 6: Project evaluation and the summer works	1	2
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2- Course Structure (Total class contact hours):

lecture	Private Lessons	Practical\ field\ training	other
14	14(computer practical applications related to topics of the theoretical subject+ working in projects as groups)		

3- Extra special study\ envisaged hours of students' learning per week (here what's requested is the anticipated average of term not the determined requirements per week)

(4 hrs. per week)

4- Outputs of course learning Outputs of course learning (by referring to graduate's characteristics and the referential criteria of the program)

A. knowledge

(i) Description of knowledge acquired in course:

K (9:a:1) Define theories and strategies of integrating technology within learning design and other vocational practices.

C2 (2:a:9) Recognizing the proper modern technological techniques in designation of learning and other vocational practices.

C2 (2:a:5) Learning basis of developing and structuring accurate, correlated and comprehensive programs in a way that facilitate deduction of its consequences.

C1 (2:a:2) Recognizing methods of collecting data to determine objectives, evaluate the organizational efficiency and to set the requirements of improvement, development and the systematic learning.

(2:a:12) Learning grounds of collecting data and information related to educational environment and ways of analyzing them.

C2 (2:b:7) Learning to put investigation and evaluation systems in favor of following up student success.

C2 (2:a:4) Learning basis of building an educational environment that stimulate culture of learning, confidence, cooperation and which support the students' character in the educational environment.

C2 (2:a:10) recognizing foundations of adjustment and evaluation of managerial systems and processes of managing time in favor of supporting quality of students teaching\ learning.

C3 (2:a:11) Learning how to obtain human, leading, physical and technological resources and allocating and distributing it for the safety, protection and welfare of students and staff.

C4 (2:a:13) Learning how to encourage and motivate understanding and estimation and using the varied societal cultural, social and intellectual sources.

C4(2:a:14) Recognizing basis of building positive and active relationships with families (parents- supporting authorities) and local society institutions.

K (8:a:1) Defines entries and strategies of vocational growth and methods of evaluating needs and planning of fulfilling it at both of the two individual levels.

(ii) Strategies of education (teaching) needed for developing this knowledge

- Direct teaching through holding lectures, discussions and dialogues
- Assignments and pair and collective works through theoretical and practical lectures.
- Indirect teaching through the story and proverbs from the scientific life and associating it to the course topics.

(ii) Methods of evaluating the acquired knowledge

- 15 weeks for attendance and participation. It constitutes 10% of the total degrees.
- 20 minutes for each activity or practical (individual, reciprocal, collective) assignment in the class. It constitutes 10% of the total degrees.
- 8 weeks of designing a computer project (the educational management bag). It constitutes 25% of the total degrees.
- 60 minutes of an objective final test in the whole subject of course. It constitutes 40% of the total degrees.

Cognitive Skills

1- Cognitive skills in need of development

K (9:b:1) Design situations of learning and vocational practice in his specified field in away that makes the techniques an integral component with the other components.

C2(2:b:9) Ability to functioning technological methods in the educational management.

C2 (2:b:5) Ability to correlate the methodical programs in an integrated shape and extracting outcomes.

C1 (2:b:2) Ability to functioning data in assisting continuous improvement and development.

C2 (2:b:7) Ability to functioning the scientific basis in developing systems of evaluation and investigation.

C4 (2:b:12) Ability to pick out, gather and analyze data and information related to the educational environment.

C2 (2:b:4) Ability to assist building the students' character through the motivating educational environment.

C2 (2:b:10) Ability to evaluate management of educational systems and directing time management processes in favor of supporting quality of students teaching\ learning.

C3 (2:b:11) Ability to invest all human, physical and technological resources in protecting and cultivating safety and welfare of students and staff.

C4 (2:b:13) Ability to utilize diversity of societal sources (cultural, social and intellectual)

C4(2:a:14) Recognizing basis of building positive and active relationships with families (parents- supporting authorities) and local society institutions.

K (8:b:5) To become in contact with his colleagues, members of vocational society in a discussions about problems and vocational orientation for each one of them and to discuss with them opinions about the best orientations and the vocational practices.

2- Learning strategies used in developing cognitive skills:

- formation of work team groups.
- assign female-students to perform analysis of educational systems varying in its compliance degree.
- providing examples of decision making centers and types of information it necessitates.
- laying down specific orientations and assigning students to infer challenges that stand as an obstacle in the way of these orientations.
- displaying opinions of philosophers of educational management about the topics course.
- assigning students to pass programs suitable for tasks provided that the student should be able to defend her won choice.
- assigning female-student to express divisions of a particular concept within the conceptual.
- training of students on choosing the appropriate illustrated shapes

- assigning students to predict the problems that may result in a specific orientation
- assigning students to design introductory presentations to reply specific questions.

3- Methods of evaluating the acquired cognitive skills:

- Questions of critical thinking through discussion and dialogue 10%.
- questions of solving problems by the verbal, written and computerized response in (an individual, reciprocal, collective) form) 15%.
- Questions of analyzing, explanation, interpretation, determining relations and estimation through the research assignments 15%
- designing a project or a bag through the team work 25%.
- testing 40%.

C- Interpersonal relations skills and responsibility

1- A description of skills of interpersonal relationships and ability to endure the responsibility that requires development:

K(9:e:1) To estimate integration of technology in the situations of learning and vocational practice and to pursue and adopt the achieved initiatives and renewals of this integration.

C2 (2:e:5) To believe in the value of technology in developing the educational institutions.

C2 (2:e:9) To investigate accuracy, comprehensive and correlation in the developed curriculum programs and following up its results.

C1 (2:e:2) To investigate accuracy and objectivity in collection and using of data to support the continuous development and improvement.

C2 (2:e:7) To maintain the scientific evaluation and the continuous following up of the progress achieved by the student.

C4(2:e:12) To believe in the magnitude of adhering to what has been collected and analyzed from data related to the educational environment.

C2 (2:e:4) To maintain developing the students' character and supporting through providing a motivating educational environment.

C3(2:e:10) To perceive the importance of estimation, following up and time setting for the good of the educational process.

C3(2:e:11) To possess a positive orientation towards appointment of resources and motivation of the leading spirit in favor of providing safety, protection and welfare for students.

C4(2:e:13) To respect the societal diversity as a positive useful phenomenon for the educational environment.

(2:a:14) Recognizing basis of building positive and active relationships with families (parents- supporting authorities) and local society institutions.

K (8:e:2) To accept and appreciate criticism and observations given by his colleagues and members of the vocational society concerning its orientations and its vocational practices.

2- Learning strategies used in developing these skills and abilities:

- Team-work (bag designation 25%)
- Individual work by excluding internet and library for summarizing and correlating an essay or a foreign survey with the course topics 15%

3- Methods of appraising students' acquiring of interpersonal relationships skills and their ability to bear responsibility:

- Subjective estimation of applicatory tasks during lectures
- Project estimation in a collective form in accordance to a specific standard
- Estimation of individual assignments by the teacher of the subject

D- Communication skills, information technology and mathematical (numeral) skills.

1- Describing the numeral and communication skills in need of development:.

The course contributes in developing communication skills in scope of the branch and the local society. The course helps student in functioning information technology in research and providing reports as well as it contributes in developing the mathematical

skills through dealing with statistics, and assignment of school programs and shares. It also makes student obtain skill of dealing with graphs and the illustration shapes.

2- Learning strategies used in developing these skills:

- Practical computer assignments.
- Designing conceptual maps and illustration drawings.
- Designing introductory presentations to answer questions of problem solving

3- Methods of estimation students' acquiring of communication skills, information technology and the mathematical (numeral) skills:

- estimation of theoretical assignments 5% for using computer and information technology.
- estimation of project or bag 10% for using of tables, statistics, graphs and illustration shapes

E. Motor skills (if necessary)

1. Description of motor skills (muscular skills has a psychological origin) which in need of development within this field:

- using computer accessories with proficiency (mouse, printer, scanner, CDs)

2- Learning strategies used in developing these skills:

- relaxation exercises

- assigning students to open, fill, keep, transport and classify it, making correlations and modernizing it then restoring it in more than one way and sending it by e-mail.
- pair work on computer

3- Methods of evaluating students' acquirement of motor skills:

- evaluation of individual and collective work of students on computer.
- evaluation of speed of performing the practical assignments on computer.

Methods of estimating unit performance	Learning methods followed in the unit	Components of conceptual framework achieved by the unit	Learning outputs achieved by the units	Title of educational unit
Objective acquiring test Work paper for classifying challenges of functioning	- Direct teaching through lectures, discussion and dialogue	Preparation based on a cognitive basis	<u>Knowledge:</u> K (9:a:1) Define theories and strategies of integrating technology within learning design and other vocational practices. <u>Vocational skills:</u> K (9:b:1) Design situations of learning and vocational practice in his specified field in away that makes the techniques an integral component with the other components.	Educational management (components and sources of the educational system, the methodical view of the education, setting up a computerize

computer in the school management			<u>Vocational orientations:</u> K(9:e:1) To estimate integration of technology in the situations of learning and vocational practice and to pursue and adopt the achieved initiatives and renewals of this integration.	d project)
Methods of estimating unit performance	Learning methods followed in the unit	Components of conceptual framework achieved by the unit	Learning outputs achieved by the units	Title of educational unit
Objective acquiring test Observing by using	Discussion and dialogue	Preparation based on a cognitive basis	<u>Knowledge:</u> ت2(2:أ:9) معرفة الأساليب التكنولوجية الحديثة الملائمة لعملية التعليم والتعلم . ت2 (2:أ:5) معرفة أسس تطوير وبناء برامج منهجية شاملة ودقيقة ومتراصة بطريقة تسهل استنتاج الآثار المترتبة عليها .	Computer and the educational management

computer through the electronic projects	Role-playing and providing practical proverbs	Actual active learning Partnership	<p>C2 (2:a:9) Recognizing the proper modern technological techniques in designation of learning and other vocational practices.</p> <p>C2 (2:a:5) Learning basis of developing and structuring accurate, correlated and comprehensive programs in a way that facilitate deduction of its consequences.</p> <p><u>Vocational skills:</u></p> <p>_(9:b:2) Collect and analyze data and communicate with learners, parents, colleagues and members of the vocational society through means of technology.</p> <p>C2(2:b:9) Ability to functioning technological methods in the educational management.</p> <p>C2 (2:b:5) Ability to correlate the methodical programs in an integrated shape and extracting outcomes.</p> <p>C1 (2:b:2) Ability to functioning data in assisting</p>	(computer importance for the educational management , different applications of computer program in the educational management field)
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			<p>continuous improvement and development.</p> <p><u>Vocational orientation:</u></p> <p>C2 (2:e:5) To believe in the value of technology in developing the educational institutions.</p> <p>C2 (2:e:9) To investigate accuracy, comprehensive and correlation in the developed curriculum programs and following up its results</p>	
Objective acquiring test	Lecture, discussion and dialogue	<p>Preparation based on a cognitive basis</p> <p>Supporting learning and critical learning</p>	<p><u>Knowledge:</u></p> <p>C1 (2:a:2) Recognizing methods of collecting data to determine objectives, evaluate the organizational efficiency and to set the requirements of improvement, development and the systematic learning.</p> <p>(2:a:12) Learning grounds of collecting data and information related to educational environment and ways of analyzing them.</p>	<p>Information systems of the educational management (information, systems of administrative information and its value for the</p>

Observing students' performance in designing the conceptual patterns on computer	brainstorming	Society of knowledge	<p>C2 (2:b:7) Learning to put investigation and evaluation systems in favor of following up student success.</p> <p><u>Vocational skills:</u></p> <p>C1 (2:b:2) Ability to functioning data in assisting continuous improvement and development.</p> <p>C2 (2:b:7) Ability to functioning the scientific basis in developing systems of evaluation and investigation.</p> <p>C4 (2:b:12) Ability to pick out, gather and analyze data and information related to the educational environment.</p> <p><u>Vocational orientations:</u></p> <p>C1 (2:e:2) To investigate accuracy and objectivity in collection and using of data to support the continuous development and improvement.</p> <p>C2 (2:e12) To maintain the scientific evaluation</p>	educational system and management operations)
Estimating work papers		Thinking in practice		

			<p>and the continuous following up of the progress achieved by the student.</p> <p>C4(2:e:12) To believe in the magnitude of adhering to what has been collected and analyzed from data related to the educational environment.</p>	
Field visit and preparing a report about rate of functioning of computer in the management of the	<p>Role-palying</p> <p>brainstor ming (individua l and collective)</p>	<p>Thinking in practice</p> <p>Supporting learning and critical thinking</p> <p>mastery</p>	<p><u>Knowledge:</u></p> <p>C2 (2:b:4) Ability to assist building the students' character through the motivating educational environment.</p> <p>C2 (2:b:10) Ability to evaluate management of educational systems and directing time management processes in favor of supporting quality of students teaching\ learning.</p> <p>C3 (2:b:11) Ability to invest all human, physical and technological resources in protecting and cultivating safety and welfare of students and</p>	computer and institution development

educational institutions			<p>staff.</p> <p><u>Vocational skills:</u></p> <p>C2 (2:e:4) To maintain developing the students' character and supporting through providing a motivating educational environment.</p> <p>C3(2:e:10) To perceive the importance of estimation, following up and time setting for the good of the educational process.</p> <p>C3(2:e:11) To possess a positive orientation towards appointment of resources and motivation of the leading spirit in favor of providing safety, protection and welfare for students.</p>	
Observing students' performance in displaying	Directed reading	Vocational development	<p><u>Knowledge:</u></p> <p>C4 (2:a:13) Learning how to encourage and motivate understanding and estimation and using the varied societal cultural, social and intellectual</p>	Modern educational attitudes of the computer applications in the

the reached orientations through reading the modern Arabic and English articles	Showing readings and discussing it	Thinking in practicing the research to enrich knowledge and improve practice diversity	<p>sources.</p> <p>C4(2:a:14) Recognizing basis of building positive and active relationships with families (parents-supporting authorities) and local society institutions.</p> <p>K (8:a:1) Defines entries and strategies of vocational growth and methods of evaluating needs and planning of fulfilling it at both of the two individual levels.</p> <p><u>Vocational skills:</u></p> <p>C4 (2:b:13) Ability to utilize diversity of societal sources (cultural, social and intellectual)</p> <p>C4(2:a:14) Recognizing basis of building positive and active relationships with families (parents-supporting authorities) and local society institutions.</p> <p>K (8:b:5) To become in contact with his colleagues, members of vocational society in a</p>	educational management
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			<p>discussions about problems and vocational orientation for each one of them and to discuss with them opinions about the best orientations and the vocational practices.</p> <p><u>Vocational orientations:</u></p> <p>C4(2:e:13) To respect the societal diversity as a positive useful phenomenon for the educational environment.</p> <p>(2:a:14) Recognizing basis of building positive and active relationships with families (parents-supporting authorities) and local society institutions.</p> <p>K (8:e:2) To accept and appreciate criticism and observations given by his colleagues and members of the vocational society concerning its orientations and its vocational practices.</p>	
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5- Determine schedule for assessment tasks through which students should be estimated during the term.

Serial no.	Nature of appraisal task	Week deserved	%
1	Attendance and participation	Last week	10%
2	Practical picked out assignments	Every two weeks	10%
3	Individual task to summarize an essay and associate it to course	Ninth	15%
4	Group assignment to design a bag	twelfth	25%
5	Final test	End of chapter	40%

D. Support provided for students

Procedures or arrangements effective in ensuring presence of staff for giving advice and academic instruction to students in need of this (together with determine point of time – librarian hours in which staff should be available during the week):

- **supervision of graduation projects (curriculum), each week, Sunday (8:10 am).**
- **academic guidance for female-students each Wednesday (12-2) and Monday (10-12)**

E- learning sources

1- Main required book (books):

- Abood, Harith. (2007), computer in education, wa'el's publication house: Oman-Jordon
- Enidaf, Esam and El Shanty, Ayman, (2006) analyzing and designing information systems, El baladya house: Oman-Jordon
- Mostafa, Farok, (2007), analysis of data and designation of systems, Al Dar Elrateb Algamaia: Beirut-Lebanon.
- Al Qadi, Ziad, (2007), computer skills, Al Safa Advertising & Publishing Establishment : Oman- Jordon
- Al Eriani, Arwa, (2008), basics of analyzing and designing information systems, 1st edition, Shoa'a for publication and science
- Al Mosa, Abdullah bin Abdel Aziz, (2008), using computer in education, 4th edition.
- Zeiton, Hasan (2005), electronic learning, Al Soltya House for publication: Riyadh – Arabic Saudi Kingdom
- Foda, Olfat, (2008), computer and using it in education, 3rd edition, King Saud University: Riyadh – Arabic Saudi Kingdom
- Al Sabagh, Emad (2000), computer applications in the information technology, 1st edition, House of Arts and Culture for Publication and Distribution
- Orifg, Sami, (2001), modern eductational management, 1st edition, El Fikr House for publication and distribution: Oman-Jordon.

- El Kilani, Othman and El Bitani, Hilal and El Salmi, Ala', (2000), entry to managerial information systems, 1st edition, Dar Al-Manahij for Publication and Distribution. Oman-Jordon..

- Abdel Shafi, Hasan, (1992), educational information, its nature, sources, services, utilizing fields, 1st edition, Egypt- Lebanon Library: Beirut – Lebanon.

2- Main references

- Al Sabagh, Emad (2000), computer applications in the information technology, 1st edition, House of Arts and Culture for Publication and Distribution

- Orifg, Sami, (2001), modern eductational management, 1st edition, El Fikr House for publication and distribution: Oman-Jordon.

- El Kilani, Othman and El Bitani, Hilal and El Salmi, Ala', (2000), entry to managerial information systems, 1st edition Dar Al-Manahij for Publication and Distribution. Oman-Jordon.

- Abdel Shafi, Hasan, (1992), educational information, its nature, sources, services, utilizing fields, 1st edition, Egypt- Lebanon Library: Beirut – Lebanon.

- Al moqabala, Mohammed, (2004), managerial information systems, 1st edition, Modern Book World

- Recommended books and references (scientific periodicals, reports....etc.) (a list with it should be attached):

- Magazine of the Arabic Organization for administrative sciences

- Magazine of the administrative development

- Electronic materials and internet websites...etc.

Online websites related to the course topics.

Electronic materials and websites related to computer learning

5- Other learning materials such as programs depend on computer, CD, vocational criteria or systems.

-Microsoft Office programs

- knowledge programs

Several multi-media related to the textbook and the relative websites

knowledge programs

F- Equipments, Utilities and Requirements

Determine course requirements include volume of chapters and laboratories (i.e. numbers of seats in classes and laboratories and availability of computers...etc.):

1- educational utilities (lecture classrooms and laboratory...etc):

Computers)

- Computers (computer for each student)

- Projector

2- Computers:

- printer

- scanner

- -magnetic CDs for the educational programs

- **3- Other resources (specify – for example if there're particular lab equipments is required, specify requirements or attach a list):**

G- Estimation and improvement of course

1- strategies of observing the student results and education effectiveness

- tests

- practical application

- assignments

2- Other strategies followed in assessment of teaching process either by the professor or by the department:

- subjective, individual and collective estimation

- estimation of subject teacher work through questionnaires

- course assessment by students.

- holding meetings for students' faculty.

3- processes of improving teaching

- subjective, individual and collective estimation

- estimation of subject teacher work through questionnaires| students' opinions in the staff member

- estimation of students' work through applications.

4- processes of verifying levels of students' achievements (e.g. examining correction or degrees of a sample of student's works by independent staff member. Course professors should take reciprocal roles with another staff member, in correcting a sample of assignments or tests periodically for the same course in another educational institutions)

5- describe arrangements and plans prepared for periodical revision for the effectiveness of the course and planning for improvement:

- recognizing opinions of students in the acquired knowledge during the course in comparison to their expectations.