**Curriculum Vitae**

**University: Wasit College: Education for Pure Sciences Department: Life Sciences**

**Triple name and surname: Dr. Muhammad Jassim Abdul-Amir Abdul-Khaleq Al-Zubaidi**

**Gender: Male Nationality: Iraqi Birthplace: Baghdad / Kadhimiya**

 **Date of Birth: 9/11/1975**

**Full address and phone number: Wasit / Azizia / limited income / 07804435841**

**Marital status: married, number of children: 4**

**Email: Malzbedi@uowasit.edu.iq**

**General specialization: Curricula and methods of teaching sciences, and precise specialization: Curricula and methods of teaching life sciences**

**Title of the master and doctoral thesis: The effect of using the two methods of picture puzzles and presentations in the development of reflective thinking and achievement for fifth-grade students in science. Masters (2000)**

**Instructional design according to Merle's theory and its impact on developing laboratory skills and cognitive preference in practical plant physiology for students of the College of Education, Department of Life Sciences (PhD) (2006).**

**Certificate, awarding body, and date of obtaining Master’s: 10/26/2000 PhD 13/3/2006 Mosul University College of Education/Department of Life Sciences**

**Appointment date/ at Mosul University/ College of Basic Education on 10/24/2001**

**Published and unpublished scientific research:**

**1- The effect of using two cognitive models in developing cognitive thinking and achievement for fifth grade students in science.**

**2- Evaluating the educational competencies of the applied students at the Teachers College, University of Mosul.**

**3 4- The effect of using two cooperative learning strategies on developing reflective thinking and achievement for fifth grade students in science.**

**5- The effect of using educational games on the achievement of the primary stage.**

**6- The effect of using two strategies in developing scientific tendencies in science teaching.**

**7- The effectiveness of instructional-learning design for applied students in the College of Education and its impact on their achievement and attitudes towards teaching design.**

**8- The effect of the Hawkins method on the achievement of middle school students in biology.**

**9- Evaluating the classroom practices of applied students in the colleges of education, University of Mosul.**

**10- Analyzing the content of science books for the primary stage in the light of the dimensions of scientific culture 11- The effect of using concept maps in teaching general psychology on the collection and retention of information among students of the Teachers Training Institute.**

**12- The effectiveness of Driver's model in the achievement of fifth graders in the subject of principles of science and self-realization.**

**13- Analyzing the content of primary school science series books in the light of the project to develop science curricula in Iraq.**

**14- The effectiveness of the thinking hand strategy in the achievement of the fifth graders in science and their information retention.**

**15- The effect of mind mapping strategy on developing critical thinking and inclination towards biology for second-grade intermediate students.**

**16- The effect of the contextual vocabulary strategy on the acquisition of vocabulary and reading comprehension among fourth-grade students in the subject of reading.. - Analyzing the science books questions for the preparatory stage 17 - Evaluation of Islamic education books for the primary stage according to textbook quality standards.**

**18- The effect of the knowledge gardens strategy on cognitive thinking and scientific skills for first graders in science**

**19- The effect of teaching using blended learning strategies on the teaching skills of the students of the Department of Life Sciences in the Practical Education course.**

**20- The effect of teaching using three teaching models in the alternative assessment of curriculum and teaching methods for students of the Department of Life Sciences.**

**21- The degree to which biology teachers in the middle school have the skills of productive thinking**

**22- Teaching the curriculum and methods of teaching life sciences course for third year students with the cognitive acceleration model and its impact on mental processes and complex thinking in the College of Education for Pure Sciences**

 **23- The effect of using the virtual laboratory in developing the experimental thinking of the students of the Department of Life Sciences in the Plant Physiology Laboratory.**

**24- The effect of the contextual group strategy on the self-realization of the third graders of science subject**

**25- The effect of the cooperative learning strategy with electronic groups in teaching university curricula and methods.**

**26- The effectiveness of virtual classrooms in developing the cognitive abilities of students of the Department of Science and their self-concept.**

**27- The effect of listening, discussion and dialogue strategy in developing the pivotal thinking of fifth grade students in science subject.**

**28 - The relationship of productive thinking skills with the self-efficacy of biology teachers in the preparatory stage.- 29**

**30- The effect of teaching the practical education course / observation and application of the fourth year students in the College of Education for Pure Sciences by electronic micro-teaching on their attitudes to teaching and teaching behavior.**

**31- The effect of the scientific evidence strategy on developing positive thinking for fifth grade students in science.**

**32- The effect of the plan strategy on developing predictive thinking and mind operations for students of the Department of Life Sciences.**

**33- The effect of using a hot chair and a scamper in teaching curricula and university teaching methods.**

**34- The effect of a training program for applied students in the Department of Educational and Psychological Sciences, College of Education, University of Wasit. - The degree to which biology teachers in the middle school have self-efficacy**

**35- Teaching science for the primary stage according to the educational context group strategy and its impact on the absorption and retention of information for students**

**36- The effect of the one minute paper strategy in developing high rank thinking among first intermediate class students in science.**

**37- The effect of the scientific evidence strategy on developing positive thinking for fifth grade students in science**

**38- The effect of the brain-based learning strategy on the achievement of fifth-grade students in science**

**39- The effect of two teaching strategies on developing scientific inclinations and academic achievement for seventh grade students in science and learning content analysis**

 **40- The effect of using two teaching strategies, the Hot Chair and the Scamper, in developing the scientific inclinations and academic achievement of the third year students of the College of Education for Pure Sciences in the Teaching Methods course.**

**41- Instructional-learning design according to the cognitive load and its impact on student achievement applied in the college and educational application in schools**

**42- The effect of the educational memory stick strategy on developing circular thinking for students of the Department of Life Sciences Administrative positions:**

**Job title, the entity he worked for, from to**

**Lecturer, University of Mosul, College of Basic Education, Department of Science 24/10/2001 28/4/2009**

**Registrar of Mosul University College of Basic Education 13/3/2006 11/1/2007**

**Instructor, University of Wasit, College of Education, Department of Educational and Psychological Sciences 04/28/2009 18/8/2018**

**Decision of the Department of Wasit University, College of Education, Department of Educational and Psychological Sciences, for the morning study 28/4/2009 31/8/2010**

**Department Rapporteur, University of Wasit, College of Education, Department of Educational and Psychological Sciences, for the evening study 4/28/2009 12/4/2014**

**Director of the Department of Quality Assurance and University Performance, Presidency of Wasit University 10/8/2010 11/12/2011**

**Director of Research and Development Department, Presidency of Wasit University 11/18/2011 12/12/2012 then**

**Director of the Department of Quality Assurance and University Performance, Presidency of Wasit University 20/8/2014 8/5/2017**

**Instructor, University of Wasit / College of Education for Pure Sciences / Department of Life Sciences**..