

مصطلحات في علم التربية

Terms in Pedagogy

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كلية التربية – دبلوم علم التربية

المحاور

- المخرجات المتوقعة من الدرس

- مصطلحات في علم التربية

- كويات

- تقييم 2+1

المخرجات المتوقعة من الدرس

- التعرف إلى مصطلحات في علم التربية.
- التعرف إلى معاني بعض المصطلحات في علم التربية.

General Educational Concepts

1- Active Learning (التعلم النشط)

Active learning is an instructional approach that directly engages students in the learning process. Instead of passively receiving information, students participate in discussions, problem-solving tasks, and hands-on activities. By involving students in their own education, active learning promotes a deeper understanding of concepts and real-world applications.



General Educational Concepts

2- Assessment (التقييم)

Assessment refers to the systematic evaluation of student learning using various methods, such as tests, quizzes, projects, and observations. The goal is to measure how well students have achieved learning objectives and provide educators with data to inform instructional decisions. Effective assessment practices help identify areas where students excel and areas needing improvement, ensuring a more tailored and effective educational experience.



General Educational Concepts

3- Bloom's Taxonomy (تصنيف بلوم)

Bloom's Taxonomy is a hierarchical model used to classify cognitive skills in learning. It consists of six levels: remembering, understanding, applying, analyzing, evaluating, and creating. This framework helps educators design curricula, structure lesson plans, and assess student progress. By moving from lower-order thinking skills (such as memorization) to higher-order thinking (such as critical analysis and creativity), Bloom's Taxonomy supports deeper learning and mastery of concepts.



4- Classroom Management (إدارة الصف)

Classroom management encompasses the strategies and techniques teachers use to create a structured and effective learning environment. It includes setting clear rules, maintaining discipline, fostering positive student behavior, and encouraging engagement. Effective classroom management enhances student participation, minimizes disruptions, and ensures that learning objectives are met in an organized and respectful atmosphere.



5- Collaborative Learning (التعلم التعاوني)

Collaborative learning is an instructional strategy where students work together in groups to achieve a shared academic goal. Through teamwork, they develop communication skills, problem-solving abilities, and a deeper understanding of the subject matter. This approach fosters peer learning, increases engagement, and prepares students for collaborative work environments in their future careers.



General Educational Concepts

6- Competency-Based Education (CBE) (التعليم القائم على الكفاءة)

Competency-based education focuses on students' mastery of skills and knowledge rather than the amount of time spent in class. In this model, students' progress at their own pace based on demonstrated competencies. This method ensures that learners fully grasp concepts before moving on, leading to better retention and application of knowledge in real-world scenarios.



7- Critical Thinking (التفكير النقدي)

Critical thinking is the ability to analyze information, evaluate arguments, and make reasoned decisions based on logical evidence. It involves questioning assumptions, identifying biases, and considering multiple perspectives. This skill is essential in academic settings and everyday life, as it enables individuals to make informed judgments and solve complex problems effectively.



8- Curriculum (المنهاج الدراسي)

A curriculum is a structured plan that outlines the learning objectives, instructional methods, and assessment strategies used in an educational program. It includes the subjects, topics, and materials that guide teaching and learning. A well-designed curriculum ensures that students acquire the necessary knowledge and skills to meet academic and professional standards.



9- Differentiated Instruction (التعليم المتميز)

Differentiated instruction is a teaching approach that tailors learning experiences to accommodate diverse student needs. It involves adjusting content, process, and assessment methods to match individual learning styles, abilities, and interests. By providing multiple pathways to learning, differentiated instruction ensures that all students can achieve success, regardless of their unique strengths and challenges.



10- Direct Instruction (التدريس المباشر)

Direct instruction is a teacher-centered approach where the instructor provides clear and structured lessons, often through lectures or demonstrations. This method ensures that students receive explicit guidance, making it particularly effective for teaching foundational knowledge and skills. It emphasizes clarity, repetition, and immediate feedback to support student understanding and retention.



11- Experiential Learning (التعلم التجريبي)

Experiential learning involves gaining knowledge through direct experiences, such as hands-on activities, simulations, and real-world problem-solving. This approach helps students connect theory with practice, making learning more engaging and meaningful. It fosters critical thinking, creativity, and adaptability, as students actively participate in their educational journey.



Teaching Strategies & Approaches

12- Flipped Classroom (الفصل المقلوب)

The flipped classroom model reverses traditional teaching methods by allowing students to review instructional content at home through videos or readings, while in-class time is dedicated to discussions, collaborative activities, and problem-solving. This strategy maximizes student engagement and promotes active learning by transforming the classroom into a space for deeper exploration of topics.



13- Formative Assessment (التقييم التكويني)

Formative assessment is an ongoing evaluation process used to monitor student progress and guide instructional adjustments. It includes informal assessments like quizzes, peer reviews, and classroom discussions. This method helps teachers identify learning gaps early, allowing them to modify their teaching strategies to better support student growth and achievement.



14- Gamification (التلعيب)

Gamification integrates game elements such as points, rewards, and challenges into the learning process to increase motivation and engagement. By making educational experiences interactive and enjoyable, gamification encourages student participation and persistence in learning tasks.



Teaching Strategies & Approaches

15- Inquiry-Based Learning (التعلم القائم على الاستقصاء)

Inquiry-based learning is a student-centered approach that encourages curiosity, questioning, and independent investigation. Instead of simply receiving information, students explore topics, conduct research, and develop conclusions based on evidence. This method cultivates analytical thinking, problem-solving, and a deeper understanding of concepts.



16- Metacognition (ما وراء المعرفة)

Metacognition refers to a student's awareness and regulation of their own thinking and learning processes. It involves self-reflection on strategies, monitoring progress, and making adjustments to improve learning outcomes. This skill helps students become more independent and effective learners.



17- Peer Teaching (التعليم بالأقران)

Peer teaching is a collaborative learning strategy where students take turns teaching concepts to their classmates. This method reinforces understanding, boosts confidence, and fosters a deeper grasp of the subject matter through peer interaction and discussion.



18- Project-Based Learning (التعلم القائم على المشروعات)

Project-based learning is an instructional method where students engage in long-term projects that require research, problem-solving, and hands-on application of knowledge. This approach promotes critical thinking, creativity, and real-world learning experiences.



19- Authentic Assessment (التقييم الأصيل)

Authentic assessment evaluates students based on real-world tasks rather than traditional tests. It includes methods such as portfolios, presentations, and project-based assessments, allowing students to demonstrate their skills in meaningful contexts. This type of assessment provides a more comprehensive understanding of student learning and application of knowledge.



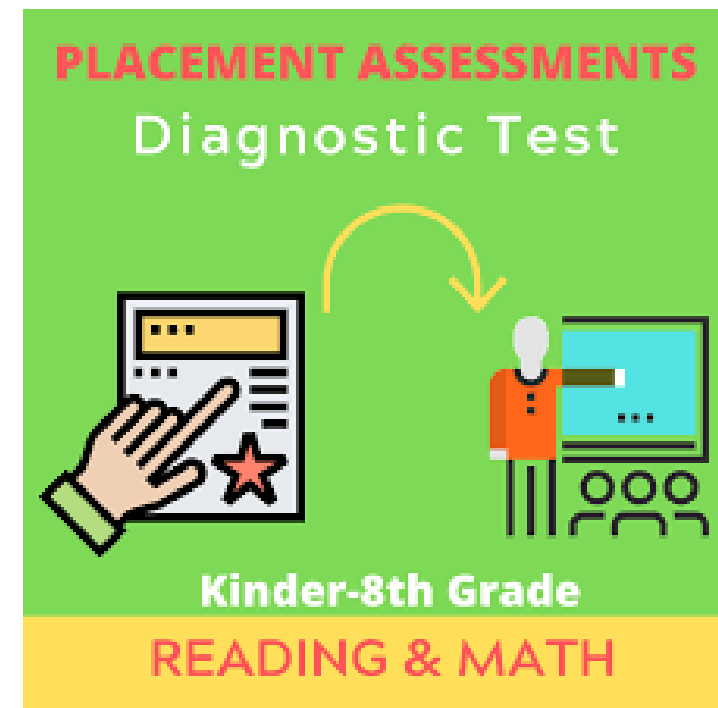
20- Benchmarking (المعايير المرجعية)

Benchmarking is the process of comparing student performance against predefined standards or best practices. It helps educators identify gaps in learning, set performance goals, and implement strategies for continuous improvement. By using benchmarks, schools and institutions can ensure that their educational outcomes align with national or international expectations.



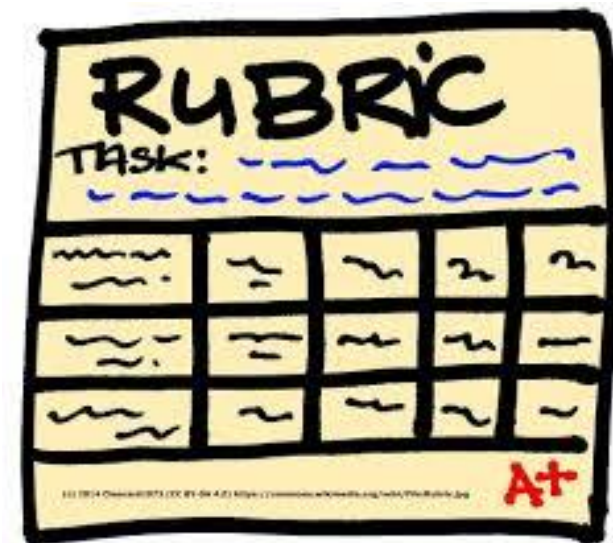
21- Diagnostic Assessment (التقييم التشخيصي)

Diagnostic assessment is conducted before instruction begins to determine students' prior knowledge, strengths, and areas needing support. This helps educators tailor their teaching approaches to address individual learning needs effectively, ensuring that instruction is relevant and targeted.



22- Rubric (التثقيل التفصيلي)

A rubric is a scoring guide that outlines specific criteria for evaluating student work. It provides clear expectations for assignments and assessments, allowing both students and teachers to understand performance levels. Rubrics promote transparency, consistency, and fairness in grading.



23- Summative Assessment (التقييم الختامي)

Summative assessment takes place at the end of an instructional period, such as a unit, semester, or academic year. It measures overall student achievement and mastery of learning objectives. Common examples include final exams, standardized tests, and cumulative projects.



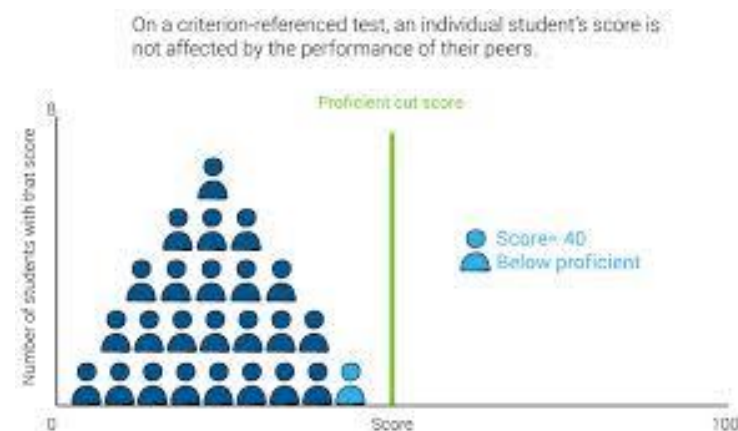
24- Standardized Test (الاختبار المعياري)

A standardized test is a structured assessment administered uniformly to all students to measure academic performance against a set standard. These tests help compare student achievement across different schools, districts, or nations and are often used for policy-making and accountability purposes.



25- Norm-Referenced Assessment (التقييم المرجعي المعياري)

This type of assessment compares a student's performance to that of a larger group. It ranks students relative to their peers rather than assessing mastery of specific content. Examples include IQ tests and college entrance exams.



26- Criterion-Referenced Assessment (التقييم المرجعي المحكي)

Unlike norm-referenced assessment, criterion-referenced assessment measures a student's performance against predetermined learning standards. It determines whether students have mastered specific skills or concepts rather than comparing them to others.



27- Portfolio Assessment (التقييم بملف الانجاز)

Portfolio assessment involves collecting a student's work over time to showcase growth, progress, and mastery of skills. It allows for a more in-depth evaluation of a student's abilities and provides a holistic picture of learning achievements.



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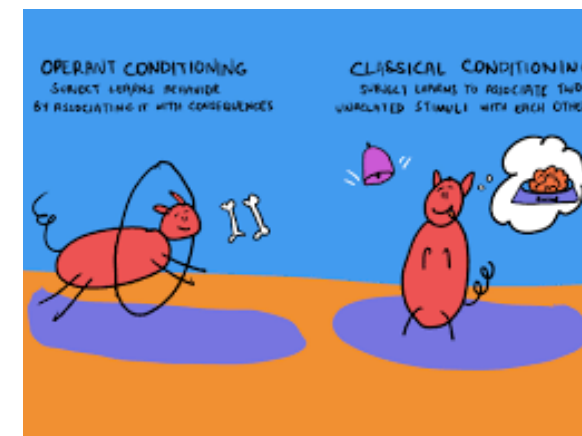
1. Critical Thinking تعني التفكير النقدي.
2. الترجمة العربية لمصطلح Curriculum هي خطة التدريس.
3. Differentiated Instruction تعني التعليم المتميز.
4. Direct Instruction تعني التعلم الذاتي.
5. التعلم التجريبي هو الترجمة الصحيحة لـ Experiential Learning.

إجابات

1. صح
2. خطأ - المنهج
3. صح
4. خطأ - self learning
5. صح

28- Behaviorism (السلوكية)

Behaviorism is a learning theory that focuses on observable behaviors and the role of external stimuli in shaping learning. It posits that behavior can be modified through reinforcement and punishment. This theory is widely used in classroom management, instructional design, and behavior modification programs, emphasizing repetition, rewards, and consequences to influence student behavior.



29- Cognitivism (المعرفية)

Cognitivism explores how learners process, store, and retrieve information. Unlike behaviorism, which focuses on external behaviors, cognitivism emphasizes mental processes such as memory, problem-solving, and reasoning. Educators use this theory to design instructional strategies that enhance comprehension, information retention, and critical thinking skills.



30- Constructivism (البنائية)

Constructivism asserts that learners actively construct their own understanding and knowledge through experiences. Instead of passively absorbing information, students engage in exploration, questioning, and problem-solving. This theory supports student-centered learning, collaborative activities, and hands-on experiences to enhance conceptual understanding.



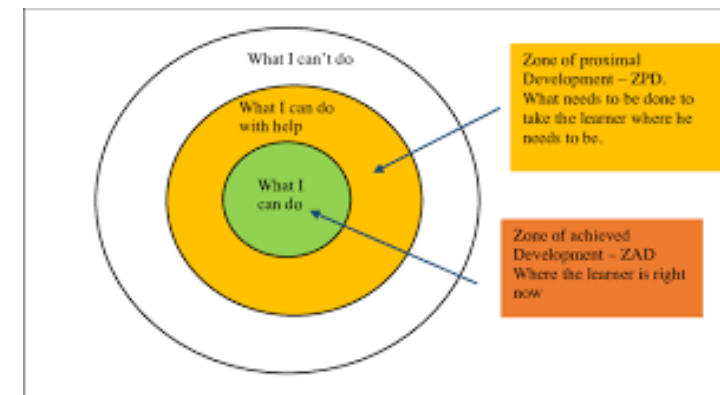
31- Social Learning Theory (نظرية التعلم الاجتماعي)

Developed by Albert Bandura, social learning theory emphasizes the role of observation, imitation, and modeling in learning. It suggests that students learn by watching others and internalizing behaviors, attitudes, and emotional reactions. This theory is applied in cooperative learning, mentorship programs, and classroom role modeling.



32- Zone of Proximal Development (ZPD) (منطقة النمو القريب)

Proposed by Lev Vygotsky, the Zone of Proximal Development refers to the difference between what a learner can do independently and what they can achieve with guidance and support. This concept highlights the importance of scaffolding, where teachers provide structured support to help students gradually develop new skills and knowledge.



33- Scaffolding (الدعم التعليمي)

Scaffolding is an instructional technique that provides temporary support to students as they learn new concepts. As students gain confidence and proficiency, the support is gradually removed. This method enhances independent learning and problem-solving abilities.



34- Multiple Intelligences Theory (نظرية الذكاءات المتعددة)

Howard Gardner's Multiple Intelligences Theory proposes that intelligence is not a single ability but consists of multiple types, such as linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligences. This theory encourages differentiated instruction and diverse teaching methods to cater to varied learning styles.



35- Intrinsic Motivation (الدافعية الذاتية)

Intrinsic motivation refers to the internal drive to learn and achieve, fueled by curiosity, personal satisfaction, and a love for learning. It contrasts with extrinsic motivation, which is driven by external rewards like grades or praise. Fostering intrinsic motivation enhances long-term engagement and deep learning.



36- Extrinsic Motivation (الدافعية الخارجية)

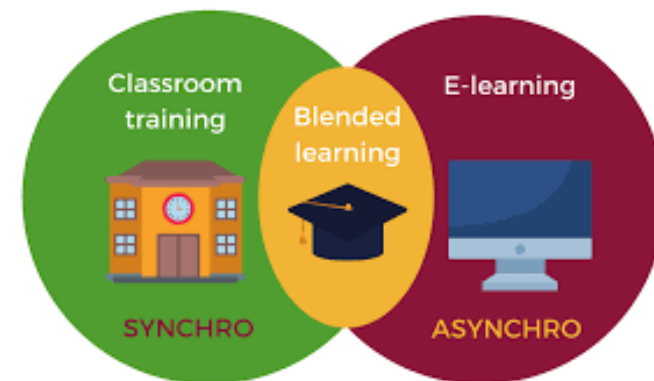
Extrinsic motivation is influenced by external rewards or consequences, such as grades, prizes, or social recognition.

While it can be effective in encouraging short-term achievement, educators aim to balance extrinsic and intrinsic motivation to sustain lifelong learning and engagement.



37- Blended Learning (التعلم المدمج)

Blended learning is a hybrid instructional approach that combines traditional face-to-face classroom teaching with online learning components. This model provides flexibility, personalized learning experiences, and enhanced student engagement by integrating digital tools with in-person instruction.



38- E-Learning (التعلم الإلكتروني)

E-learning refers to education delivered through digital platforms, such as online courses, virtual classrooms, and interactive multimedia resources. This mode of learning allows students to access content anytime and anywhere, promoting self-paced and independent learning.



39- Educational Technology (EdTech) (التكنولوجيا التعليمية)

Educational technology (EdTech) encompasses digital tools and resources designed to enhance teaching and learning. It includes interactive software, learning management systems (LMS), virtual reality (VR), and artificial intelligence (AI) applications that facilitate innovative instructional methods.



40- Artificial Intelligence (AI) in Education (الذكاء الاصطناعي في) (التعليم)

AI in education enhances personalized learning experiences by analyzing student performance data and adapting instructional content accordingly. AI-powered chatbots, automated grading systems, and intelligent tutoring platforms help streamline administrative tasks and improve educational outcomes.



41- Digital Literacy (الثقافة الرقمية)

Digital literacy refers to the ability to effectively use technology for learning, communication, and problem-solving. It encompasses skills such as information evaluation, cybersecurity awareness, and proficiency in using digital tools for academic and professional purposes.



42- Adaptive Learning (التعلم التكيفي)

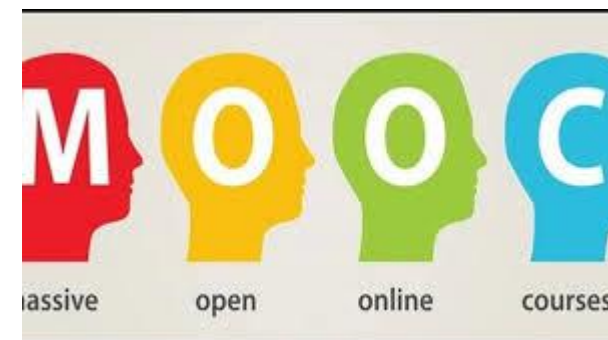
Adaptive learning utilizes AI-driven technologies to tailor educational content based on a student's strengths and weaknesses. This personalized approach ensures that learners receive targeted support and challenges appropriate to their skill level, enhancing overall comprehension and retention.



43- MOOCs (Massive Open Online Courses)

(المقررات الإلكترونية المفتوحة واسعة النطاق)

MOOCs are large-scale online courses that provide free or affordable access to education for learners worldwide. These courses, offered by universities and organizations, cover a wide range of subjects and promote lifelong learning.



44- Virtual Reality (VR) in Education (الواقع الافتراضي في التعليم)

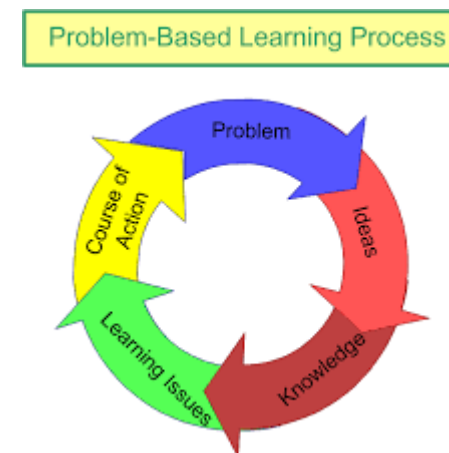
VR technology immerses students in interactive and simulated learning environments. By enhancing engagement and providing hands-on experiences, VR helps learners grasp complex concepts, such as scientific simulations and historical reconstructions, in an experiential manner.



Modern Teaching Strategies

45- Problem-Based Learning (PBL) (التعلم القائم على حل المشكلات)

Problem-Based Learning is an instructional approach where students actively engage in solving real-world problems. Instead of receiving direct instructions, students analyze complex issues, research possible solutions, and apply critical thinking skills to develop innovative responses. This approach fosters independence, creativity, and collaboration.



Modern Teaching Strategies

46- Project-Based Learning (PBL) (التعلم القائم على المشروعات)

Project-Based Learning involves students working on extended projects that require research, problem-solving, and practical application of knowledge. These projects often address real-world challenges, enhancing students' ability to think critically and apply theoretical concepts in a meaningful way.



47- Phenomenon-Based Learning (PhBL) (التعلم القائم على الظواهر)

Phenomenon-Based Learning shifts the focus from isolated subjects to interdisciplinary learning based on real-world phenomena. This strategy helps students see connections between different fields and promotes critical thinking by engaging them in inquiry-driven investigations.



48- Play-Based Learning (التعلم القائم على اللعب)

Play-Based Learning uses play as a primary mode of education, particularly for young learners. Through structured and unstructured play, children develop cognitive, social, and motor skills in an engaging and enjoyable way. This approach emphasizes hands-on experiences and creativity.



49- Challenge-Based Learning (CBL) (التعلم القائم على حل التحديات)

Challenge-Based Learning involves students working collaboratively to address real-world problems. This method integrates academic content with relevant social or global challenges, fostering problem-solving skills, teamwork, and the ability to apply knowledge in practical contexts.



Special Education & Inclusive Education

50- Inclusive Education (التعليم الدامج)

Inclusive education is an approach that integrates all students, including those with special needs, into mainstream classrooms. It emphasizes creating an equitable learning environment where students of diverse abilities receive appropriate support to succeed academically and socially. This model promotes diversity, reduces stigma, and fosters a sense of belonging for all learners.



Special Education & Inclusive Education

51- Early Intervention (التدخل المبكر)

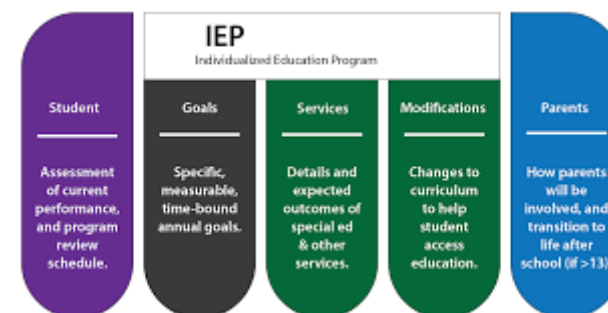
Early intervention refers to services and support provided to young children with developmental delays or disabilities. It aims to enhance cognitive, social, and motor skills during critical developmental periods, improving long-term educational outcomes. Strategies include specialized instruction, therapy services, and family support programs.



Special Education & Inclusive Education

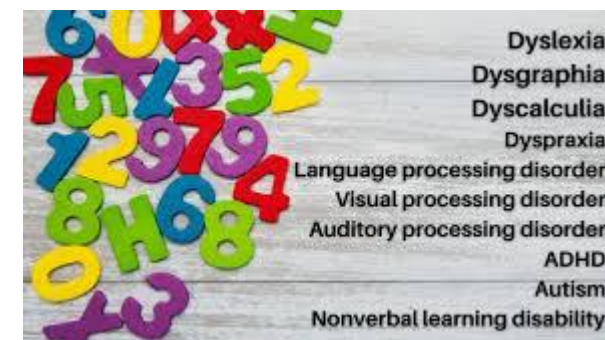
52- Individualized Education Plan (IEP) (الخطة التربوية الفردية)

An Individualized Education Plan (IEP) is a customized learning plan designed for students with special needs. It outlines specific learning goals, instructional strategies, and support services necessary to meet a student's unique educational needs. IEPs ensure that students receive tailored instruction to maximize their academic potential.



53- Learning Disabilities (صعوبات التعلم)

Learning disabilities refer to neurological disorders that affect a student's ability to acquire and process information. Common types include dyslexia (reading difficulties), dyscalculia (math difficulties), and dysgraphia (writing difficulties). Students with learning disabilities benefit from specialized instructional strategies and accommodations to support their academic success.



54- Assistive Technology (التكنولوجيا المساعدة)

Assistive technology includes tools and devices that support students with disabilities in accessing education. Examples range from screen readers and speech-to-text software to adaptive keyboards and mobility aids. These technologies enhance accessibility and empower students to engage fully in the learning process.



Special Education & Inclusive Education

55- Behavioral Interventions (التدخلات السلوكية)

Behavioral interventions are strategies used to support students with behavioral and emotional challenges. These include positive reinforcement, structured routines, and individualized behavior plans. Such interventions help students develop self-regulation skills and succeed in an educational setting.



Special Education & Inclusive Education

56- Speech and Language Therapy (علاج النطق واللغة)

Speech and language therapy provides support to students with communication disorders, helping them develop language skills, articulation, and social communication abilities. This therapy plays a critical role in enabling students with speech impairments to participate effectively in classroom activities.



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1. Intrinsic Motivation تعني الدافعية الذاتية .
2. الترجمة الصحيحة لمصطلح E-Learning هي التعلم الإلكتروني .
3. Artificial Intelligence in Education تعني التعليم القائم على المشروعات .
4. الترجمة الصحيحة لمصطلح Play-Based Learning هي التعلم القائم على اللعب .

1. صح

2. صح

3. خطأ. الذكاء الاصطناعي في التربية

4. صح

Great Schools Partnership. (n.d.). *The glossary of education reform*. Great Schools Partnership. Retrieved February 6, 2025, from <https://www.greatschoolspartnership.org>

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