

For the / descriptions for the second stage Course
2026–academic year 2025

Course description template

.1	Sports Biomechanics :Course name		
.2	:Course code		
.3	2026–Term/Year, Phase Two, 2025		
.4	This description was prepared on 12/9/2025		
.5	Available attendance formats / Weekly		
.6	(Number of study hours (total) / Number of units (total) / (2) (4		
.7	Name of course coordinator		
haider.sadiq@utq.edu.iq : Name: Dr. Haider Sadiq Makki Email			
.8	Course objectives		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 5px;"> - Benefits of biomechanics for the trainer or teacher • - Purposes, fields, and objectives of biomechanics • - Studying and describing mechanical movements • - Searching for the causes of movement in terms of force • - athletic movements Analysis of • </td> <td style="width: 30%; padding: 5px; text-align: center; vertical-align: middle;">Course objectives</td> </tr> </table>		- Benefits of biomechanics for the trainer or teacher • - Purposes, fields, and objectives of biomechanics • - Studying and describing mechanical movements • - Searching for the causes of movement in terms of force • - athletic movements Analysis of •	Course objectives
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.9	Teaching and learning strategies		

based teaching method, posing -The instructor will use a discussion questions to students and presenting images and videos through various display devices to understand, explain, and analyze the mechanical aspects of movements. The teaching will be based on .world projects and ongoing student assignments-real	strategy
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Course structure .10

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Interaction	Theoretical lecture	The concept of biomechanics , its fields and divisions	The concept and definition of biomechanics , and knowledge of its fields and divisions	2	the first
Interaction and participation	Theoretical lecture	Axes and surfaces	Explanation of axes and planes with an example of each type	2	the second
Daily exam	Theoretical lecture	levers	Understanding the definition of levers and their types	2	the third
Oral questions	Theoretical lecture	Straight kinematics	The concept and definition of kinematics	2	Fourth
Daily exam	Theoretical lecture	Distance, displacement, and speed	Knowledge of laws, definitions, units of measurement, and their usefulness in the field of .mathematics	2	Fifth
Daily exam	Theoretical lecture	Acceleration	Types of acceleration, the law of acceleration, and how to calculate the	2	Sixth

			eration of an accel .object		
Daily exam	Theoretical lecture	projectiles	Concept and types of projectiles and laws of projectiles	2	Seventh
Interaction and participation	Theoretical lecture	Scalar quantities and vector quantities	Knowing quantities and giving examples	2	Eighth
Daily exam	Theoretical lecture	movements	Understanding the types of movements in the sports field	2	Ninth
Oral questions	Theoretical lecture	Angular kinematics	Concept and definition of angular kinematics	2	tenth
Interaction and participation	Theoretical lecture	Distance and angular displacement	The difference between it and straight distance and displacement	2	eleventh
Interaction and participation	Theoretical lecture	angular velocity	Its concept and the factors affecting it	2	twelfth
Interaction and participation	Theoretical lecture	Angular acceleration	Its concept and types	2	thirteenth
Daily exam	Theoretical lecture	Peripheral speed and angular speed	Its concept and relationship	2	fourteenth
Interaction and participation	Theoretical lecture	Chapter questions and answers	Review of previous vocabulary	2	fifteenth
					First semester exam

Oral questions	Theoretical lecture	Straight Kinetic	Its concept and definition	2	Sixteenth
Interaction and participation	Theoretical lecture	power	The concept of power, its attributes, and its types	2	seventeenth
Interaction and participation	Theoretical lecture	Newton's laws	Understanding Newton's Laws	2	eighteenth
Interaction and participation	Theoretical lecture	Net force	Understanding the laws of force when a body is affected by more than one force	2	nineteenth
Oral questions	Theoretical lecture	ability	Concept, definition, and law	2	Twenty
Daily exam	Theoretical lecture	Work	Concept, definition, law, and unit of measurement	2	first–Twenty
Daily exam	Theoretical lecture	Energy	Definition and types of energy	2	–Twenty second
Interaction and participation	Theoretical lecture	the pressure	The concept and law of pressure	2	third–Twenty
Interaction and participation	Theoretical lecture	collision	Types of collisions	2	–Twenty fourth
Interaction and participation	Theoretical lecture	Momentum	Concept, law, and unit of measurement of momentum	2	fifth–Twenty
Daily exam	Theoretical lecture	Angular Kinetic	Concept and definition of angular kinetics	2	sixth–Twenty
Daily exam	Theoretical	moment of inertia	Concept, law, and unit	2	–Twenty

	lecture		of measurement		seventh
Daily exam	Theoretical lecture	Determining the body's center of gravity	Knowing how to determine the body's center of gravity	2	–Twenty eighth
Interaction and participation	Theoretical lecture	Balance and equilibrium	Its concept and the difference between them	2	ninth–Twenty
Interaction and participation	Theoretical lecture	Chapter questions and answers	Review of previous vocabulary	2	thirty
					Second semester exam

Course evaluation .11

The grade out of 100 is distributed according to the tasks assigned to the student, such as .daily preparation, daily, oral, monthly, and written exams, reports, etc

Learning and teaching resources .12

Biomechanics (Samir Hashemi-Musallat Al	(Required textbooks (methodology, if applicable
Biomechanics (Sarih Abdul Karim	(Main references (sources
of Electronic Library Biomechanics (Hussein Mardan	Recommended supporting books and references (scientific journals, (...reports
	Electronic references, websites

Course description template

:Course name .13

The square and the field

:Course code .14

Semester/Year .15	
2026-Phase Two / 2025	
Date this description was prepared .16	
2025/9/25	
Available forms of attendance .17	
mandatory	
(Number of study hours (total) / Number of units (total .18	
academic units 4 /hours 60	
Name of the course coordinator (if there is more than one, .19	
.(please mention it	
Name: M.M. Abdullah Abdul Razzaq	
Course objectives .20	
• Analysis of the psychological, motor, and physiological characteristics of different types of arena and field (sensory, physical, mental) and their direct impact on the practice of .physical activity • Evaluating and classifying weightlifting athletes according to international classification systems (such as athlete classification in track and field); analyzing the role of sport in social integration and psychological empowerment in .track and field	Course objectives
aching and learning strategiesTe .21	
:based learning-Project .1	strategy

ot (spuorg ni ro yllauidvidni) stneduts gningissA :noitacilppA • design a complete training program for an athletic season for an individual or team from the field of track and field, including .up mechanisms-goals, training plans, evaluation, and follow Benefit: It combines the theoretical and practical aspects and • .develops planning and research skills :Case study .2 elpoep fo sesac lacitehtopyh ro laer gnitneserP :noitacilppA • The arena and field have different problems and from a nd students are required to analyze the characteristics, a situation, diagnose the needs, and propose appropriate athletic .solutions and programs -noisiced lanoisseforp dna sisylana lacityrc spoledv tl :tifeneB • .making skills :Cooperative learning .3 ding students into small groups to work on iviD :noitacilppA • complex tasks, such as preparing a research paper on .weightlifting, or organizing a mini sports day egdelwonk dna ‘noitacinummoc ‘krowmaet secnahnE :tifeneB • .sharing skills :tationSimulation and practical represen .4	
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Application: Simulating conditions for engaging in physical activity, which helps students understand the challenges .The square and the field . people face

erom gnitaerc ni spleh dna yhtapme spoleveD :tifeneB •
 .ategieseffective teaching and training str

:Hosting experts and visiting centers .5

Application: Inviting volleyball coaches or athletes, or rehabilitation specialists, to give lectures or workshops. Also, organizing field visits to rehabilitation centers or private track .s clubsand field sport

dna ytilaer lacitcarp eht ot tneduts eht stcennoc tl :tifeneB •
 .provides opportunities for professional networking

:Leveraging technology .6

Application: Using videos to analyze athletic performance, g training using applications and programs for designin .programs, or viewing videos of international competitions

dna evitcartta erom ssecorp gninrael eht sekam tl :tifeneB •
 .facilitates understanding complex concepts

Course structure .22

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Testing and Participation	Lecture, discussion, playing, –role and	The square and the field	Run 100 meters	2	the first

	brainstorming				
Testing and Participation	Lectures and discussions, role playing	The square and the field	jump The long	2	the second
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	The square and the field	throw weight	2	the third
Testing and Participation	• Lectures discussions, -and role playing	The square and the field	jump High	2	Fourth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	The square and the field	He ran400 meters	2	Fifth
Testing and Participation	Lectures , discussions, -and role playing	The square and the field	He ran110 meters Barriers	2	Sixth

Testing and Participation	Lecture, discussion, playing, -role and brainstorming	The square and the field	throw disc	2	Seventh
Testing and Participation	Lectures , discussions, -and role playing	The square and the field	Jumping With the pole	2	Eighth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	The square and the field	throw spear	2	Ninth
Testing and Participation	Lectures , discussions, -and role playing	The square and the field	He ran 1500 meters -	2	tenth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	The square and the field	kinetic sequence of the snatch lift	2	eleventh
Testing and Participation	Lectures , discussions, -and role playing	The square and the field	Run100 meters Barriers	2	twelfth
Testing and Participation	Lectures , discussions, -and role playing	The square and the field	jump High	2	thirteenth
Testing and Participation	Lectures , discussions, -and role	The square	throw weight	2	fourteenth

	playing	and the field			
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	The square and the field	- Run 200 meters	2	fifteenth
Testing and Participation	Lectures, discussions, -and role playing	The square and the field	jump The long	2	Sixteenth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	The square and the field	throw spear	2	venteenth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	The square and the field	meters 800 He ran	2	seventeenth
Testing and Participation	Lectures, discussions, -and role playing	The square and the field	Swimming 1.5 kilometers	2	eighteenth
Testing and Participation	Lectures, discussions, -and role playing	The square and the field	40- kilometer bicycles	2	nineteenth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	The square and the field	(Suburb to run-) 10 continuous kilometers	2	Twenty
Testing and Participation	Lectures, discussions, -and role playing	The square and the field	(Heptathlon) Women Barriers 100m Run High jump weight throw	2	And One the twentieth Decathlon) Men 100m Run The long jump weight throw

			200m Run The long jump spear throw 800m Run		High jump 400m Run Barriers 110m Run disc throw With the pole Jumpi spear throw 1500m Run
Testing and Participation	Lectures , discussions, -and role playing	The square and the field	(Heptathlon) Women Barriers 100m Run High jump weight throw 200m Run The long jump spear throw 800m Run	2	the second The twentieth (Decathlon) Men 100m Run The long jump weight throw High jump 400m Run Barriers 110m Run disc throw With the pole Jumpi spear throw 1500m Run
Testing and Participation	Lectures , discussions, -and role playing	The square and the field	(Heptathlon) Women Barriers 100m Run High jump weight throw 200m Run The long jump spear throw 800m Run	2	the third And the twentieth (Decathlon) Men 100m Run The long jump weight throw High jump 400m Run Barriers 110m Run disc throw With the pole Jumpi spear throw 1500m Run

Testing and Participation	Lecture, discussion, playing, -role and brainstorming	The square and the field	(Heptathlon) Women Barriers 100m Run High jump weight throw 200m Run The long jump spear throw 800m Run	2	Fourth And the twentieth	(Decathlon) Men 100m Run The long jump weight throw High jump 400m Run Barriers 110m Run disc throw With the pole Jumpi spear throw 1500m Run
Testing and Participation	Lectures , discussions, -and role playing	The square and the field	(Heptathlon) Women Barriers 100m Run High jump weight throw 200m Run The long jump spear throw 800m Run	2	The Fifth twentieth	(Decathlon) Men 100m Run The long jump weight throw High jump 400m Run Barriers 110m Run disc throw With the pole Jumpi spear throw 1500m Run
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	The square and the field	(Heptathlon) Women Barriers 100m Run High jump weight throw 200m Run The long jump spear throw	2	Sixth And the twentieth	(Decathlon) Men 100m Run The long jump weight throw High jump 400m Run Barriers 110m Run

			800m Run		disc throw With the pole Jumpi spear throw 1500m Run
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	The square and the field	(Heptathlon) Women Barriers 100m Run High jump weight throw 200m Run The long jump spear throw 800m Run	2	Seventh (Decathlon) Men The twentieth 100m Run The long jump weight throw High jump 400m Run Barriers 110m Run disc throw With the pole Jumpi spear throw 1500m Run
Testing and Participation	Lectures , discussions, -and role playing	The square and the field	(Heptathlon) Women Barriers 100m Run High jump weight throw 200m Run The long jump spear throw 800m Run	2	Eighth (Decathlon) Men The twentieth 100m Run The long jump weight throw High jump 400m Run Barriers 110m Run disc throw With the pole Jumpi spear throw 1500m Run
Testing and Participation	Lectures , discussions, -and role playing	The square and the field	(Heptathlon) Women Barriers 100m Run High jump	2	Ninth (Decathlon) Men And the twentieth 100m Run The long jump

			weight throw 200m Run The long jump spear throw 800m Run			weight throw High jump 400m Run Barriers 110m Run disc throw With the pole Jumpi spear throw 1500m Run
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	The square and the field	(Heptathlon) Women Barriers 100m Run High jump weight throw 200m Run The long jump spear throw 800m Run	2	thirty	(Decathlon) Men 100m Run The long jump weight throw High jump 400m Run Barriers 110m Run disc throw With the pole Jumpi spear throw 1500m Run
Testing and Participation	Lectures , discussions, -and role playing	The square and the field	(Heptathlon) Women Barriers 100m Run High jump weight throw 200m Run The long jump spear throw 800m Run	2	-Thirty one	(Decathlon) Men 100m Run The long jump weight throw High jump 400m Run Barriers 110m Run disc throw With the pole Jumpi spear throw

					1500m Run
Course evaluation .23					
The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc					
Learning and teaching resources .24					
			(Required textbooks (methodology, if applicable		
			(Main references (sources		
			Recommended supporting books and (...references (scientific journals, reports		
All websites			Electronic references, websites		

Course description template

:Course name .25
Teaching methods

.26 Course code	
.27 Semester/Year	
2026–Phase Two / 2025	
.28 Date this description was prepared	
2025/9/25	
.29 Available forms of attendance	
mandatory	
.30 (Number of study hours (total) / Number of units (total)	
academic units 4 /hours 60	
.31 Name of the course coordinator (if there is more than one, (please mention it	
Name: M.M. Basem Atshan Saleh A	
.32 Course objectives	
• Analysis of the psychological, motor, and physiological characteristics of different types of disabilities (sensory, physical, intellectual) and their direct impact on physical activity. • Evaluate and classify disabled players according to classification international classification systems (such as classifying players in sports science and (art teaching • Analyzing the role of sports in the process of social integration	Course objectives

and psychological and social empowerment of people with .disabilities	
Teaching and learning strategies .33	
strategy 1. Project-based learning: • AilppA: noitacilppA • design a complete training program for a sports season for a person or team, from the science and art of teaching, including up -objectives, training plans, evaluation, and follow .mechanisms • B: ifeneB • dna stcepsa laticarp dna laciteroeht eht senibmoc tl :tifeneB • .develops planning and research skills 2. Case study: • AilppA: noitacilppA • science and art of teaching with different problems and the characteristics, and asking students to analyze the case, diagnose the needs, and suggest appropriate mathematical .solutions and programs • B: ifeneB • -cisioned lanoisseforp dna sisylana laticirc spoleved tl :tifeneB • .making skills 3. Cooperative learning: • AilppA: noitacilppA • no know ot spuorg llams otni stneduts gnidiviD :noitacilppA • complex tasks, such as preparing a research paper on the .science and art of teaching, or organizing a mini sports day	

rk, communication, and knowledge owmaet secnahnE :tifeneB •
 .sharing skills

:Simulation and practical representation .4

Application: Simulating conditions for practicing physical activity, which helps students understand the challenges
 .gpeople face in the science and art of teachin

erom gnitaerc ni spleh dna yhtapme spoleveD :tifeneB •
 .effective teaching and training strategies

:Hosting experts and visiting centers .5

ro ,setelhta ro sehcaoc gnicnef gnitivnl :noitacilppA •
 ps. Also, rehabilitation specialists, to give lectures or worksho
 organizing field visits to rehabilitation centers or private sports
 .clubs, focusing on the science and art of teaching

dna ytilaer laticarp eht ot tneduts eht stcennoc tl :tifeneB •
 .provides opportunities for professional networking

:Leveraging technology .6

Application: Using videos to analyze athletic performance,
 using applications and programs for designing training
 .programs, or viewing videos of international competitions

dna evitcartta erom ssecorp gninrael eht sekam tl :tifeneB •
 .facilitates understanding complex concepts

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Testing and Participation	Lecture, discussion, playing, –role and brainstorming	The science and art of teaching	The science and art of teaching	2	the first
Testing and Participation	Lectures, discussions, and role playing	The science and art of teaching	An analytical study of the physical education lesson The importance of physical education lessons Realistic objectives for a physical education lesson Sections and content of the physical education lesson Considerations to keep in mind when implementing the lesson Lesson organization methods	2	the second
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	The science and art of teaching	Teaching Principles Setting goals - Lesson preparation and organization	2	the third

			Gradual transition - taking into account - individual differences during the lesson stimulating students' interests diversifying teaching methods		
Testing and Participation	• Lectures discussions, -and role playing	The science and art of teaching	Physical Education Teacher Qualities required of a - teacher: Competence responsibilities and - ies of a physical :education teacher a member of the .1 school a member of the .2 community a member of the .3 profession a member of .4 other bodies	2	Fourth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	The science and art of teaching	For parents growth .5 characteristics and teaching methods for different age groups the importance of	2	Fifth

			studying growth Age group from 4 - years ars 12–Age group 6 - –Age group 12 - years		
Testing and Participation	Lectures , discussions, -and role playing	The science and art of teaching	Physical exercises Physical exercise - equipment Physical exercises and comparing them to daily movements Types of physical exercises Physical exercise positions Terminology in physical - exercises Holidays -	2	Sixth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	The science and art of teaching	Teaching methods in physical education Command style Training method The reciprocal (duality) - method examination -Self technique Discovery learning method Cooperative learning - method	2	Seventh

			Learning through play - learning method-Self -		
Testing and Participation	Lectures , discussions, -and role playing	The science and art of teaching	Teaching skills in physical education Lesson planning skills - Lesson delivery skills	2	Eighth
Testing and Participation	Lectures , discussions, -and role playing	The science and art of teaching	Objectives Setting goals - Formulating goals - Breaking down the - goals Types of goals Teaching Principles .3	2	Ninth A
Testing and Participation	Lectures , discussions, -and role playing	The science and art of teaching	Educational (behavioral) objectives Educational resources Teaching aids for a - physical education lesson Developing the level of - students Devices and tools and their relation to the lesson Types of educational tools Preparing the lesson in	2	tenth

			different environmental conditions		
Course evaluation .35					
The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc					
Learning and teaching resources .36					
Books on sports for people with disabilities			(Required textbooks (methodology, if applicable		
Prof. Dr. –Prof. Dr. Qusay Abdul Abbas Falah Hassan Jassim			(Main references (sources		
Physical education for people with foundations of sports –needs special for people with disabilities			Recommended supporting books and (...references (scientific journals, reports		
All websites			Electronic references, websites		

نموذج وصف المقرر

١. اسم المقرر : علم التدريب الرياضي	
٢. رمز المقرر:	
٣. الفصل/ السنة / المرحلة الثانية لعام ٢٠٢٥/٢٠٢٦	
٤. تاريخ إعداد هذا الوصف ٢٠٢٥/٩/٢١	
٥. اشكال الحضور المتاحة / اسبوعي	
٦. عدد الساعات الدراسية (الكلي)/ ٤ ساعات عدد الوحدات (الكلي) اربعة وحدات	
٧. اسم مسؤول المقرر الدراسي	
الاسم : م.د اياد ريسان جاسم الايمل: ayadljwrn@gmail.com	
٨. اهداف المقرر	
الاهداف الخاصة ١. فهم أنواع التدريب الرياضي: * يتعرف الطلاب على أنواع التدريب الرياضي المختلفة، مثل التدريب القائم على القوة، والتدريب القائم على السرعة، والتدريب القائم على التحمل. ٢. تطبيق مبادئ التدريب الرياضي: * يطبق الطلاب المبادئ العلمية للتدريب الرياضي في تصميم وتنفيذ البرامج التدريبية. ٣. تقييم تأثير التدريب الرياضي: * يقيم الطلاب تأثير التدريب الرياضي على الأداء الرياضي والصحة العامة، ويتعلمون كيفية تصميم البرامج التدريبية بناءً على النتائج. الاهداف المهارية ١. تصميم البرامج التدريبية: * يطور الطلاب مهارات تصميم البرامج التدريبية الفعالة والمخصصة لتلبية احتياجات الرياضيين المختلفين. ٢. تنفيذ التدريب الرياضي: * يكتسب الطلاب القدرة على تنفيذ التدريب الرياضي بأمان وفعالية، مع مراعاة احتياجات الرياضيين الفردية.	اهداف المادة الدراسية اهداف مادة التدريب الاهداف العامة ١. فهم المبادئ الأساسية للتدريب الرياضي: * يهدف الطلاب فهم المبادئ العلمية التي تقوم عليها عملية التدريب الرياضي، في ذلك مبادئ اللياقة البدنية، والتكيف مع التدريب، والتعافي. ٢. تطوير مهارات تصميم البرامج التدريبية: * يتعلم الطلاب كيفية تصميم برامج تدريبية فعالة ومخصصة لتلبية احتياجات الرياضيين المختلفين، مع مراعاة أهدافهم وقيدودهم الفردية. ٣. تحليل وتقييم الأداء الرياضي: * يكتسب الطلاب القدرة على تحليل وتقييم الأداء الرياضي، وتحديد نقاط القوة والضعف، ووضع خطط لتحسين الأداء.

٣. تقييم الأداء الرياضي: يطور الطلاب مهارات تقييم الأداء الرياضي وتحديد نقاط القوة والضعف، ووضع خطط لتحسين الأداء.	
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٩. استراتيجيات التعليم والتعلم

الاستراتيجية	لاستراتيجية المتبعة لتدريس مادة التدريب الرياضي النظرية : - المناقشة الصفية : تشجيع الطلاب على المشاركة في المناقشات الصفية حول المفاهيم النظرية للتدريب الرياضي. - العروض التقديمية : استخدام العروض التقديمية لتوضيح المفاهيم النظرية والرسوم البيانية والجداول. - القراءة الموجهة : تعيين قراءات محددة من الكتب أو المقالات وتوجيه الطلاب لمناقشة المحتوى. - التعلم القائم على حل المشكلات : تقديم مشكلات نظرية للطلاب لحلها، مما يساعدهم على تطبيق المفاهيم النظرية في سياقات عملية. - استخدام الأمثلة العملية : استخدام الأمثلة العملية لتوضيح المفاهيم النظرية وجعلها أكثر ارتباطًا بالواقع. - التقييم المستمر : تقييم أداء الطلاب بشكل مستمر من خلال الاختبارات والواجبات والمناقشات الصفية. - استخدام التكنولوجيا : استخدام التكنولوجيا، مثل الفيديو والبرامج الحاسوبية، لتعزيز عملية التعلم وتقديم محتوى تعليمي تفاعلي. - التفاعل مع الخبراء : دعوة خبراء في مجال التدريب الرياضي للتحدث إلى الطلاب ومشاركة خبراتهم.
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١٠. بنية المقرر

الاسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة أو الموضوع	طريقة التعلم	طريقة التقييم
الاول	٢ ساعة	فهم المفهوم العام والتعريف العلمي للتدريب الرياضي	مفهوم وتعريف التدريب الرياضي	المحاضرة النظرية	التفاعل والمشاركة في الطرح
الثاني	٢ ساعة	معرفة المبادئ التدريبية	مبادئ التدريب الرياضي	محاضرة نظرية - حلقة نقاشية	المشاركة في المناقشة
الثالث	٢ ساعة	معرفة قواعد في التدريب الرياضي	قواعد التدريب الرياضي	محاضرة نظرية - عرض فيديوي	امتحان يومي ورقي
الرابع	٢ ساعة	فهم اهداف التمارين	اهداف التدريب الرياضي	محاضرة نظرية - عرض فيديوي	الاجابات على الاسئلة الشفوية
الخامس	٢ ساعة	فهم المميزات للتدريب الرياضي	مميزات التدريب الرياضي	محاضرة نظرية - حلقة نقاشية	المشاركة في المناقشات العلمية
السادس	٢ ساعة	التعرف للياقة العامة والخاصة	الياقة البدنية	محاضرة نظرية - مناقشة	التفاعل والمشاركة في الطرح

		جماعية			
السابع	٢ ساعة	فهم درجات الجمل وتقسيماتها الخمس	درجات الحمل التدريبي	محاضرة نظرية - عرض فيديو	الاجابات على الاسئلة الشفوية
الثامن	٢ ساعة	كيفية التحكم بدرجات الحمل	طرق التحكم بدرجات الحمل	محاضرة نظرية - مناقشة جماعية	المشاركة في النقاشات العلمية
التاسع	٢ ساعة	فهم التكرارات وطريقة تطبيقها	اسلوب التكرار القسري	محاضرة نظرية - حلقة نقاشية	الاجابات على الاسئلة الشفوية
العاشر	٢ ساعة	معرفة اهمية التخطيط في التدريب وخطواته	التخطيط في التدريب الرياضي	محاضرة نظرية - حلقة نقاشية	التفاعل والمشاركة في الطرح
الحادي عشر	٢ ساعة	معرفة التصميم هياكل البرامج التدريبية	البرامج والمناهج التدريبية	محاضرة نظرية - مناقشة جماعية	المشاركة في النقاشات العلمية
الثاني عشر	٢ ساعة	فهم الاسس العلمية للوحدات التدريبية	اسس تشكيل الوحدات التدريبية	محاضرة نظرية - عرض فيديو	التفاعل والمشاركة في الطرح
الثالث عشر	٢ ساعة	فهم الكيفية في التطبيق الرياضي للتمارين	طرق التدريب الرياضي	محاضرة نظرية - عرض فيديو	
الرابع عشر	٢ ساعة	فهم قواعد العلمية للتدريب المستمر	طريقة التدريب المستمر والفترتي	محاضرة نظرية - مناقشة جماعية	الاجابات على الاسئلة الشفوية
الخامس عشر	٢ ساعة	فهم القواعد العلمية للتدريب التكراري	طريقة التدريب التكراري	محاضرة نظرية - عرض فيديو	التفاعل والمشاركة في الطرح
امتحان الفصل الاول					
السادس عشر	٢ ساعة	معرفة اهم الواجبات والاهداف التي يسعى التدريب الرياضي من تحقيقها	واجبات واهداف التدريب الرياضي	محاضرة نظرية - مناقشة جماعية	التفاعل والمشاركة في الطرح
السابع عشر	٢ ساعة	فهم القواعد العلمية لتدريب المستويات العليا	رياضة المستويات العليا	محاضرة نظرية - حلقة نقاشية	الاجابات على الاسئلة الشفوية
الثامن	٢ ساعة	معرفة الاعداد البدني	الاعداد البدني بانواعه		المشاركة في

عشر		واهميته في الاعداد		النقاشات العلمية
التاسع عشر	٢ ساعة	معرفة الاعداد المهاري والخططي واهميته في تحقيق الانجاز	الاعداد المهاري والخططي	محاضرة نظرية - حلقة نقاشية
العشرون	٢ ساعة	التعرف على الجوانب النفسية في التدريب الرياضي	الاعداد النفسي لدى الرياضيين	محاضرة نظرية - مناقشة جماعية
الواحد والعشرون	٢ ساعة	معرفة الفترات الزمنية التي تمر بها العملية التدريبية	مراحل التدريب الرياضي	محاضرة نظرية - عرض فيديو
الثاني والعشرون	٢ ساعة	معرفة الاساسيات في الاعداد العام وهدفه	مرحلة الاعداد العام	محاضرة نظرية عرض فيديو والتفاعل والمشاركة في الطرح
الثالث والعشرون	٢ ساعة	معرفة اهمية الجوانب التخصصية لدى الرياضيين	مرحلة الاعداد الخاص	محاضرة نظرية حلقة نقاشية
الرابع والعشرون	٢ ساعة	معرفة الحصيلة النهائية العملية التدريبية	مرحلة المنافسات والانتقالية	المشاركة في النقاشات العلمية
الخامس والعشرون	٢ ساعة	معرفة القوة وفهمها على التطبيق	القوة العضلية وطرق تدريبها	محاضرة نظرية مناقشة جماعية
				الاجابات على الاسئلة الشفوية

السادس والعشرون	٢ ساعة	معرفة السرعة وطرق تدريج	السرعة وانواعها وطرق تدريب	محاضرة نظرية حلقة نقاشية	
السابع والعشرون	٢ ساعة	فهم التحمل من الناحية الع	التحمل الرياضي	محاضرة نظرية مناقشة جماعيا	الاجابات على الاسئلة الشفوية
الثامن والعشرون	٢ ساعة	معرفة كل جوانب المرونة	المرونة	محاضرة نظرية عرض فيديو	التفاعل والمشاركة في الطرح
التاسع والعشرون	٢ ساعة	معرفة القدرات	القدرات الحركية الرشاقة	محاضرة نظرية عرض فيديو	التفاعل والمشاركة في الطرح
الثلاثون	٢ ساعة	فهم المصطلحات	التوافق والتوازن والدقة	محاضرة نظرية مناقشة جماعيا	الاجابات على الاسئلة الشفوية
امتحان الفصل الثاني					
١١. تقييم المقرر					
توزع الدرجة من ١٠٠ على وفق المهام المكلف بها الطالب مثل التحضير اليومي والامتحانات اليومية والشفوية والشهرية والتحريرية والتقارير...الخ					
١٢. مصادر التعلم والتدريس					

الكتب المقررة المطلوبة (المنهجية أن وجدت)	التدريب الرياضي / فاطمة عبد مالـح- نوال مهدي
المراجع الرئيسية (المصادر)	التدريب الرياضي /محمد حسن علاوي
الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية ، التقارير...)	د. اثير محمد صبري الجميلي . علم التدريب الرياضي
المراجع الالكترونية، مواقع الانترنت	المجلة العلمية للبحوث والدراسات في التربية الرياضية

Course description template

.37 Course name :	
Volleyball	
.38 Course code :	
.39 Semester/Year	
2026–Phase Two / 2025	
.40 Date this description was prepared	
2025/9/25	
.41 Available forms of attendance	
mandatory	
.42 (Number of study hours (total) / Number of units (total	
academic units 4 /hours 60	
.43 Name of the course coordinator (if there is more than one, .(please mention it	
Name: M.M. Salah Mohammed Shaddoud	
.44 Course objectives	
• Analysis of the psychological, motor, and physiological characteristics of different types of disabilities (sensory, physical, intellectual) and their direct impact on physical .activity • Evaluate and classify athletes with disabilities according to tional classification interna systems (such as classifying	Course objectives

athletes in sports for people with physical or visual .(disabilities Analyzing the role of sports in • the process of social integration and psychosocial empowerment in volleyball	
tegiesTeaching and learning stra .45	
ot (spuorg ni ro yllauidvidni) stneduts gningissA :noitacilppA • design a complete training program for a sports season for a person or volleyball team, including goals, training plans, .up mechanisms-evaluation, and follow dna stcepsa laticarp dna laciteroeht eht senibmoc tl :tifeneB • .develops planning and research skills :Case study .2 elpoep fo sesac lacitehtopyh ro laer gnitneserP :noitacilppA • Volleyball has different problems and characteristics, from a ts are required to analyze the situation, diagnose and studen the needs, and suggest appropriate sports solutions and .programs -noisiced lanoisseforp dna sisylana laticirc spoleved tl :tifeneB • .making skills :Cooperative learning .3	strategy

ts into small groups to work on neduts gnidiviD :noitacilppA •
 complex tasks, such as preparing a research paper on
 .volleyball, or organizing a mini sports day

egdelwonk dna ‘noitacinummoc ‘krowmaet secnahnE :tifeneB •
 .sharing skills

:Simulation and practical representation .4

cation: Simulating conditions for practicing a physical Appli
 activity, which helps students understand the challenges faced
 .by fencing people

erom gnitaerc ni spleh dna yhtapme spoleveD :tifeneB •
 .effective teaching and training strategies

:and visiting centers Hosting experts .5

ro ‘setelhta ro sehcaoc llabyellov gnitivnl :noitacilppA •
 rehabilitation specialists, to give lectures or workshops. Also,
 organizing field visits to rehabilitation centers or sports clubs for
 .people with disabilities

t connects the student to the practical reality and I :tifeneB •
 .provides opportunities for professional networking

:Leveraging technology .6

Application: Using videos to analyze athletic performance,
 using applications and programs for designing training
 .or viewing videos of international competitions ‘programs

• Bifene tli :kam eht lairngni gresserom ttaercitv dna
 .s facilitates understanding complex concepts

Course structure 46

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	Volleyball	An idea about the distribution of the material's content, the teaching method, the calculation of grades, and .daily exams	2	the first
Testing and Participation	Lectures , discussions, and role playing	Volleyball	brief history of volleyball its development to the present day	2	the second
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	Volleyball	Specifications and dimensions of the pitch and ball	2	the third
Testing and Participation	Lectures , discussions, -and role playing	Volleyball	General and basic information about the game	2	Fourth
Testing and Particip	Lecture, discussion, playing, -role and brainstorming	Volleyball	Scroll from the top	2	Fifth

ation					
Testing and Participation	Lectures , discussions, -and role playing	Volleyball	erhand passing practice	2	Sixth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	Volleyball	Scroll down	2	Seventh
Testing and Participation	Lectures , discussions, -and role playing	Volleyball	actice passing from below	2	Eighth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	Volleyball	ding from below and from above	2	Ninth
Testing and Participation	Lectures , discussions, -and role playing	Volleyball	ining on sending from above	2	tenth

Testing and Participation	Lecture, discussion, playing, -role and brainstorming	Volleyball	Practice sending from below	2	eleventh
Testing and Participation	Lectures , discussions, -and role playing	Volleyball	King overhead and underhand passing skills	2	twelfth
			First semester exam		thirteenth
Testing and Participation	Lectures , discussions, -and role playing	Volleyball	Definition of the smashing skill	2	fourteenth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	Volleyball	The importance of the smashing skill	2	fifteenth
Testing and Participation	Lectures , discussions, -and role playing	Volleyball	Forms of the smashing skill	2	Sixteenth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	Volleyball	defensive wall skill	2	seventeenth
		year -Mid break			
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	Volleyball	Types of defensive wall skills	2	eighteenth
Testing and Participation	Lectures , discussions, -and role playing	Volleyball	Double barrier wall: definition and importance	2	nineteenth

Testing and Participation	Lecture, discussion, playing, -role and brainstorming	Volleyball	e triple barrier wall and its importance	2	nineteenth
Testing and Participation	Lectures , discussions, -and role playing	Volleyball	Field defense skill	2	Twenty
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	Volleyball	eam registration form	2	st-Twenty
Testing and Participation	Lectures , discussions, -and role playing	Volleyball	Practical applications of the registration form	2	-Twenty second
a test Participation	Lecture, discussion, playing, -role and brainstorming	Volleyball	ecture to review the abulary of the second semester	2	rd-Twenty

			cond semester ctical and theoretical exams	2	-Twenty fourth
Testing and Participation	Lectures , discussions, -and role playing	Volleyball	view of errors and alties The rnamment formats , es of individual and m competitions, hals , and refereeing sic skills in paration for the final ms + the final	2	th-Twenty

			practical exam		
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	Volleyball	al theory exam + practical exam	2	-Twenty sixth
Course evaluation .47					
The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc					
Learning and teaching resources .48					
			(Required textbooks (methodology, if applicable		
			(Main references (sources		
			Recommended supporting books and (...references (scientific journals, reports		
All websites			Electronic references, websites		

Course description template

:Course name	.49
basketball	
:Course code	.50
Semester/Year	.51
2026-Phase Two / 2025	
Date this description was prepared	.52
2025/9/25	
Available forms of attendance	.53
mandatory	
(Number of study hours (total) / Number of units (total	.54
academic units 4 /hours 60	
Name of the course coordinator (if there is more than one,	.55
.(please mention it	

Name: M.M. Sajjad Hashim Razzaq A

Course objectives .56

- Analysis of the psychological, motor, and physiological characteristics of different types of disabilities (sensory, physical, intellectual) and their direct impact on physical .activity
- Evaluate and classify athletes with disabilities according to tional classification interna systems (such as classifying athletes in sports for people with physical or visual .(disabilities
- Analyzing the role of sports in the process of social integration and psychological and social empowerment of people with .disabilities

Course objectives

Teaching and learning strategies .57

:based learning-Project .1

strategy

- ot (spuorg ni ro yllauidivdni) stneduts gningissA :noitacilppA design a complete training program for a basketball season for an individual or team, including goals, training plans, .up mechanisms-evaluation, and follow
- ical and practical aspects and teroeht eht senibmoc tl :tifeneB

.develops planning and research skills

:Case study .2

elpoep fo sesac lacitehtopyh ro laer gnitneserP :noitacilppA •
from basketball with different problems and characteristics, and
nose the needs, and asking students to analyze the case, diag
.suggest appropriate sports solutions and programs

-noisiced lanoisseforp dna sisylana lacinirc spoledv tl :tifeneB •
.making skills

:Cooperative learning .3

no krow ot spuorg llams otni stneduts gnidiviD :noitacilppA •
such as preparing a research paper on ‘complex tasks
.basketball, or organizing a mini sports day

egdelwonk dna ‘noitacinummoc ‘krowmaet secnahnE :tifeneB •
.sharing skills

:Simulation and practical representation .4

physical gnicitcarp rof snoitidnoc gnitalumiS :noitacilppA •
activity, which helps students understand the challenges faced
.by people playing basketball

erom gnitaerc ni spleh dna yhtapme spoledv :tifeneB •
.effective teaching and training strategies

:Hosting experts and visiting centers .5 on: Inviting coaches, fencing athletes, or itacilppA • rehabilitation specialists to give lectures or workshops. Also, organizing field visits to rehabilitation centers or sports clubs for .people with disabilities eality and r laticarp eht ot tneduts eht stcennoc tl :tifeneB • .provides opportunities for professional networking :Leveraging technology .6 Application: Using videos to analyze athletic performance, using applications and programs for designing training .itionsprograms, or viewing videos of international compet dna evitcartta erom ssecorp gninrael eht sekam tl :tifeneB • .facilitates understanding complex concepts	
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Course structure .58					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hou rs	Week
Testing and Participation	Lecture, discussion, playing, –role and brainstorming	basketball	An idea about the distribution of the material's content, the teaching method, the calculation of grades, and .daily exams	2	the first
Testing and Participation	ctures , discussions, and role playing	basketball	–Violations –Law * Definitions –Errors Basic offensive and defensive skills	2	he second

ation					
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	basketball	violations –Law * ors: Theory and Practice Principles of play oretical and practical	2	the third
Testing and pationPartici	Lectures , discussions, -and role playing	basketball	iolations –The law * v to write –mistakes m on a sheet of per recording the alties resulting from .them nciples of play, * ying position, and ies of each offensive nd defensive position ctically, refereeing * integrated with the ne (the mechanical movement of referees	2	Fourth
Testing and Particip ation	Lecture, discussion, playing, -role and brainstorming	basketball	ying with refereeing -principles of man) n defense), acking with one yer , then with two .players	2	Fifth
Testing and Particip	Lectures , discussions, -and role playing	basketball	efereeing practically* with the game ying with * ereeing (principles	2	Sixth

ation			n -to-of man .(defense		
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	basketball	–Registration form * theoretical with practical applications of the game The refereeing* (attack with a pivot player) .(then with two players	2	Seventh
Testing and Participation	Lectures , discussions, -and role playing	basketball	gistration form with * arbitration in practice n defense -to-Man* with refereeing	2	Eighth
		basketball	Theory exam	2	Ninth A
Testing and Participation	Lectures , discussions, -and role playing	basketball	tration in theory In -Re* rors -practice (violations v it happens: its oretical definition And practically Playing and refereeing*	2	tenth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	basketball	Playing man to man Refereeing *	2	eleventh

Testing and Participation	Lectures , discussions, -and role playing	basketball	Playing man to man Refereeing *	2	twelfth
Testing and Participation	Lectures , discussions, -and role playing	basketball	overview of law * and arbitration establishing basic -Re* and advanced skills	2	thirteenth
Testing and Participation	Lectures , discussions, -and role playing	basketball	visiting the * principles of playing man -to-against man .defense ying and * .refereeing	2	fourteenth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	basketball	attacking –Zone defense against zone defense (basics	2	fifteenth
Testing and Participation	Lectures , discussions, -and role playing	basketball	acking against a he defense with one two holding midfielders ying and * .refereeing	2	Sixteenth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	basketball	aching principles in * basketball (the principle learning and (mastering the skill ying applications * against zone defense arbitration*	2	venteenth

Testing and Participation	Lecture, discussion, playing, -role and brainstorming	basketball	Teaching principles in basketball (the principle of skill (development).Rapid attack * Rapid attack applications	2	eighteenth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	basketball	aching principles in * ketball (using the npetition system to ve learning and (skills development nsition from * efense to attack om attack to defense Playing + Refereeing*	2	nineteenth
			exam		
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	basketball	Basic principles * ching basketball ng tools in learning) (and developing skills Playing + Refereeing*	2	Twenty
Testing and Participation	Lectures , discussions, -and role playing	basketball	phasis on skillful * formance in n transitioning ense to attack and vice versa Play + No refereeing*	2	st-Twenty

Testing and Participation	Lecture, discussion, playing, -role and brainstorming	ballbasket	continue playing and * refereeing From our perspective, we have covered the play, principles refereeing, and the necessary teaching principles for a physical education teacher in preparing students for the lesson and as an introduction to preparing the school team. Thus, the basketball curriculum in the second stage serves as a link to preparing the curriculum for the fourth year, which I believe should focus on preparing, training, and managing a basketball team. We propose introducing it as a new curriculum for the second and fourth grades to develop our work in all three stages	2	-Twenty second
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Course evaluation .59

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc

Learning and teaching resources .60

	(Required textbooks (methodology, if applicable)
	(Main references (sources
	Recommended supporting books and (...references (scientific journals, reports

All websites	Electronic references, websites

Course description template

.61	Course Name: Handball
.62	:Course code
.63	Term/Year: Annual
.64	This description was prepared on 27/9/2025
.65	Available attendance formats: Weekly lectures
.66	:(Number of study hours (total) / Number of units (total
Number of study hours per week: 30 hours / Number of units: 2	
.67	Name of the course coordinator (if there is more than one, .(please mention it
Email Name: M. M. Ali Ammar Yasser aliammarr977@gmail.com	

	brainstorming	.handball	ball control and .ball handling		
Test and share	ecture, discussion, playing, and -role brainstorming	From the pivot position, applying practical skills on the handball court	handling of all kinds ceiving the ball and its types	hours 2	the second
Test and share	ecture, discussion, playing, and -role brainstorming	The placement of the pivot point with the passes is subject to the application of Articles 1 and 2 of the law in the .handball court	Articles 1 and 2 of International Handball Rules	hours 2	e third
Test and share	ecture, discussion, playing, and -role brainstorming	Patting the ball with one arm or both Arms and skill control on the handball court	dling and Use of delivery Receipt and errors he rumor of patting	hours 2	Fourth
Test and share	ecture, discussion, playing, and -role brainstorming	Applying skills on the handball court, along with applying the third .article	Article Three of the Law International Handball	hours 2	Fifth
Test and share	ecture, discussion, playing, and -role brainstorming	Various kinetic forms and methods of random and intensive learning to consolidate .prior skills	cles Four and Five m international football law hand	hours 2	Sixth
Test and share	ecture, discussion, playing, and -role brainstorming	First month exam	First month exam	hours 2	eventh
Test and share	ecture, discussion, playing, and -role brainstorming	Application in the field of handball	hooting in handball	hours 2	Eighth
Test and share	ecture, discussion, playing, and -role brainstorming	Applying common types of play on a handball court while integrating	ne common types of ball	hours 2	Ninth

		previous skills	hand		
Test and share	Lecture, discussion, playing, and -role brainstorming	An application for step -three shooting techniques: receiving the ball while running, then taking three steps .to aim	common mistakes in skills Aiming, Displaying a Tape Photographer of offensive skills different	hours 2	tenth
Test and share	Lecture, discussion, playing, and -role brainstorming	-Applying jump shooting techniques And the pivot and its integration with passing and receiving in the handball court	Articles Six and Seven in international law the emphasis on the use of the wrist	hours 2	heistic ten
Participation test	Lecture, discussion, playing, and -role brainstorming	An application for different types of deception on the handball court	deception and its types in football hand	hours 2	the second ten
and Test share	Lecture, discussion, playing, and -role brainstorming	A practical application of various types of deception and exercises involving passing , receiving, and shooting using varying and random techniques on a .handball court	turning materials of 7-1 International Handball Rules	hours 2	e third ten
Test and share	Lecture, discussion, playing, and -role brainstorming	A practical application that includes dribbling, passing, receiving, and feinting exercises using randomly varying methods to solidify motor skills and .their flexibility	establishing -Re offensive skills	hours 2	Fourth ten
		Second month exam	Second month exam	hours 2	Fifth

				ten
Course evaluation .71				
The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc				
Learning and teaching resources .72				
Comprehensive Sports Library		(Required textbooks (methodology, if applicable		
Modern Handball Quartet , Dr. Kamal Abdel Hamid Ismail		(Main references (sources		
Modern Handball, Prof. Dr. Mohamed Sobhi Hassanin		Recommended supporting books and (...references (scientific journals, reports		
		Electronic references, websites		

Course description template

:Course Name .73	
badminton	
:Course code .74	
:Chapter/Year .75	
2026–2025 –Second phase	
Date this description was prepared .76	
2025/9/25	
:Available forms of attendance .77	
Weekly Lectures	
:(Number of study hours (total) / Number of units (total .78	
Number of study hours per week: 30 hours / Number of units: 2	
Name of the course coordinator (if there is more than one, .79	
.(please mention it	
Laylasultaali@gmail.com :Email Name: M.M. Layla Hussein Ali	
Course objectives .80	
.Learning about the history of badminton*	Course objectives
Learning about the most important * .international tournaments	
Familiarizing yourself with the badminton court * sports field	

Learning basic skills in the flying spray*	
Identifying the equipment used in badminton*	

Teaching and learning strategies .81

Blended learning strategies – 1	strategy
Active learning strategy: seeking knowledge, identifying - 2 .errors, and discovering solutions	
Role exchange strategy - 3	
(The strategy (I think, I share, I do - 4	

Course structure .82

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Test and share	Lecture, –discussion, role playing, and brainstorming	badminton	History of badminton	2 hours	the first
Test and share	lecture, discussion, playing, and -role brainstorming	Origin of the game	istory of badminton	hours 2	the second
Test and share	lecture, discussion, playing, and -role brainstorming	or international tournaments	badminton court	hours 2	e third
Test and share	lecture, discussion, playing, and -role brainstorming	main objectives of badminton	badminton court	hours 2	Fourth
Test and share	lecture, discussion, playing, and -role brainstorming	badminton court	ting acquainted with the game tools	hours 2	Fifth

Test and share	Lecture, discussion, playing, and -role brainstorming	es of playgrounds	badminton courts	hours 2	Sixth
Test and share	Lecture, discussion, playing, and -role brainstorming	Readiness pause	Basic skills	hours 2	Seventh
Test and share	Lecture, discussion, playing, and -role brainstorming	front strike	Basic skills	hours 2	Eighth
Test and share	Lecture, discussion, playing, and -role brainstorming	backstroke	Basic skills	hours 2	Ninth
Test and share	Lecture, discussion, playing, and -role brainstorming	Sending	Basic skills	hours 2	tenth
Test and share	Lecture, discussion, playing, and -role brainstorming	Air strike	Basic skills	hours 2	heistic ten
Test and share	Lecture, discussion, playing, and -role brainstorming	The crushing blow	Basic skills	hours 2	the second ten
Test and share	Lecture, discussion, playing, and -role brainstorming	Article One to	International Badminton Rules	hours 2	the third ten
Test and share	Lecture, discussion, playing, and -role brainstorming		International Badminton Rules	hours 2	Fourth ten
			exam	hours 2	Fifth ten
Course evaluation .83					
The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc					
Learning and teaching resources .84					
Comprehensive Sports Library		(Required textbooks (methodology, if applicable			
Khouli-Badminton / Dr. Amin Anwar Al		(Main references (sources			

	Recommended supporting books and (...references (scientific journals, reports
	Electronic references, websites

Course description template

Gymnastics :Course name .85	
PE305 :Course code .86	
2026–Second semester/stage/academic year 2025 .87	
Date this description was prepared: September 25, 2025 .88	
person + Online-Available attendance formats: In .89	
Total study hours / Total units: 45 hours / 3 units .90	
Name of course coordinator (if more than one name is used, .91 please specify): M.M. Hassan Yahya Safih	
: Name: Email	
Course objectives .92	
•	se objectives: To enable the student to understand

• fundamentals of effective teaching in physical • education • aulave dna .noitatnemelpmi .gninnalp gnipoleveD • .skills for the mathematics lesson • hrael rotom eht ni ygolohcet fo esu eht gnicnahnE • .environment	
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Teaching and learning strategies .93

Interactive lectures	strategy
based learning-Project	•
presentationsPowerPoint	•
Padlet andKahoot Using digital tools such as	•
Practical applications in the sports arena	•

Course structure .94

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
test-Pre	Lecture + Discussion	Volleyball	Identifying teaching objectives	3	1
Showing	presentation	Planning a math lesson	analysis of planning elements	3	2

Course evaluation .95

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc

Learning and teaching resources .96

Modern teaching methods in physical S-Dr. Muhammad Abdul –education	(Required textbooks (methodology, if applicable
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Teacher's Guide to Physical Education Ministry of Education –	(Main references (sources
Iraqi Journal of Physical Education and .Sports Science Reports from the Iraqi Olympic Committee on developing athletic performance	Recommended supporting books and (...references (scientific journals, reports
. https://www.researchgate.net • .Recent scientific research https://www.kahoot.com • .Interactive assessment tools https://www.youtube.com • .Practical video lessons	Electronic references, websites