

Course Description Form

1. Course Name	
Teaching methods/ Stage Two	
2. Course Code	
SESS26F2051	
3. Semester/Year	
2025- 2026	
4. Date of preparation of this description	
February/ 2026	
5. Available Attendance Forms	
In-person/theoretical	
6. Number of credit hours (total) / number of units (total)	
2 hours per week / 4 units	
7. Course administrator's name (if more than one name is mentioned)	
Prof. Dr Safaa Dhnoon Al-Imam,	dr_safadhunun@uomosul.edu.iq
Assistant Prof.Dr. Gamal Shukri Baseem	jamal@uomosul.edu.iq
Assistant Prof. Dr. Salwan Khaled Mahmoud	dr.slwan@uomos.edu.iq
Lecturer.Dr. Ammar Eidan	ammar.edan @uomosul.edu.iq
8. Course Objectives	
Course Objectives	- Students learn the teaching skills necessary to teach physical education in primary schools. - Knowledge of the physical education lesson plan, the rules of teaching physical education, and the plan's requirements from all administrative, skill, and instructional aspects. - The ability to teach physical education to students after graduating from college. This is the college's primary goal: to graduate physical education teachers. Students will be taught and trained in various sports activities and employ teaching skills to educate students. - Developing physical and psychological qualities, developing and upgrading teaching skills, and developing teaching skills before, during, and after lessons. - Employing the science of physical education teaching methods to enable graduates of the College of Physical Education to achieve the cognitive, skill, and emotional integration required by the teaching

profession.

9. Teaching and learning strategies

Strategy

Learning and teaching strategies in faculties of physical education and sports science are diverse, encompassing both theoretical and applied aspects, and aim to develop students' knowledge, motor skills, and personal development.

These strategies typically include the following:

1. Student-Centered Strategies:

- Cooperative Learning: Students work in small groups to achieve a common goal, promoting mutual responsibility and positive interaction.
- Problem Solving: Presenting mathematical or educational problems or challenges that require students to apply prior concepts and knowledge to arrive at solutions, encouraging critical and creative thinking (such as tactical problems in games).
- Guided Discovery: Directing students to discover skills or concepts on their own through a series of questions or tasks, rather than through direct instruction.
- Peer Teaching: Students teach their peers under the supervision of a professor, enhancing their understanding of the material and developing their leadership and teaching skills.
- Self-Instruction/Self-Check: Allows students to learn independently and evaluate their performance against a specific standard for improvement.

2. Practical and Experiential Strategies:

- Practical Learning Method: This is the most common method in physical education, and includes training in motor skills and athletic performance.
- Fieldwork and Internships: Provide students with the opportunity to gain real-life experience in sports organizations, fitness centers, or community programs.
- Role-Playing: Simulating realistic situations (such as coaching, refereeing, and team management) in an artificial learning environment.
- Simulation: Simulating a sporting event or situation to enhance the learning of tactical and cognitive skills.

3. Traditional and Modern Strategies:

- Lectures: Used to convey theoretical knowledge and scientific concepts (such as anatomy, sports physiology, and teaching methods).
- Interactive Teaching: Encouraging interaction between professors and students through discussions and questioning.
- Technology Integration: Using modern technologies such as:
 - Wearable technology to monitor performance and health measurements.
 - Virtual and Augmented Reality (VR/AR) for training and simulation.
 - Online platforms and educational applications.
- Holistic Approach: Integrating aspects of health, physical fitness, and mental well-being, such as yoga, nutrition, and mindfulness.

The appropriate strategy is chosen based on the nature of the course, the specific educational objectives, the characteristics and level of the students, and the available resources.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit / Topic Name	Teaching Method	Assessment Method	
1	2 hours	Explaining the scientific aspects of the concept, conditions, formulation, and classification of educational objectives. Cognitive objectives and affective objectives.	Chapter One / Objectives, Teaching and the Importance of Physical Exercise	Lecture	Group Assessment	
2	2 hours	Explaining the scientific aspects of the concept, conditions, formulation, and classification of educational objectives. Psychomotor and behavioral objectives.		Lecture	Group Assessment	
3	2 hours	Explain the concept of teaching and related concepts (education, learning, teaching)		Lecture	Group Assessment	
4	2 hours	Explaining and teaching the foundations and principles of teaching		Lecture	Group Assessment	
5	2 hours	Explaining and teaching the elements of the teaching process Teacher - Subject		Enhanced Lecture	Group Assessment	
6	2 hours	Explaining and teaching the elements of the teaching process The learner - The learner's environment		-	-	
7	2 hours	First semester theoretical exam / 1				
8	2 hours	Explanation and application of the basic terms and positions of physical exercises	Chapter One: Principles of writing and instructing physical exercises	Enhanced Lecture	Group Assessment	
9	2 hours	Explanation and application of derived positions for arms, trunk and legs		-	-	
10	2 hours	Explanation and application of special situations		Blended Learning	Individual Assessment	
11	2 hours	Explanation and application of the principles of writing physical exercises		-	-	
12	2 hours	Writing types of physical exercises		Enhanced Lecture	Group Assessment	
13	2 hours	Explanation and application of instructions for physical education		-	-	
14	2 hours	Explanation and application of types of instructions for physical positions and exercises	Chapter Two / Physical education lesson in primary school	Blended Learning	Individual Assessment	
15	2 hours	First semester theoretical exam /2				
Mid-Year Break						
16	2 hours	Explanation of the physical education lesson for the first primary stage	Chapter Two / Physical education lesson in primary school	Lecture	Group Assessment	
17	2 hours	Practical application of the physical education lesson for the first primary stage with homework		Enhanced Lecture	Group Assessment	
18	2 hours	Practical application of the		Enhanced	Group	

		physical education lesson for the first primary stage with homework		Lecture	Assessment
19	2 hours	Practical application of the physical education lesson for the first primary stage with homework		Enhanced Lecture	Group Assessment
20	2 hours	Explanation of the physical education lesson for the second primary stage		Enhanced Lecture	Group Assessment
21	2 hours	Practical application of the physical education lesson for the second primary stage with homework		Enhanced Lecture	Individual Assessment
22	2 hours	Practical application of the physical education lesson for the second primary stage with homework		Lecture	Individual Assessment
23	2 hours	Practical application of the physical education lesson for the second primary stage with homework		Blended Learning	Individual Assessment
24	2 hours	Second Chapter Theoretical Exam / 1			
25	2 hours	Explanation of the physical education lesson in special circumstances and its application	Chapter Three / Physical Education Lesson Activities and Physical Education Program	Blended Learning	Individual Assessment
26	2 hours	Explanation of formations, sudden movements, and additional duties		Blended Learning	Individual Assessment
27	2 hours	Explaining the concept, importance, and types of mini-games		Lecture	Group Assessment
28	2 hours	Explanation of the physical education program, its contents and activities		Lecture	Group Assessment
29	2 hours	Explanation of the physical education program, its contents and activit		Lecture	Group Assessment
30	2 hours	Second Chapter Theoretical Exam / 2			

11. Course Evaluation

The grade is distributed as follows:

1. The first semester exam, worth (25) points.
2. The second semester exam, worth (25) points.
3. The end-of-year exam, worth (50) points.

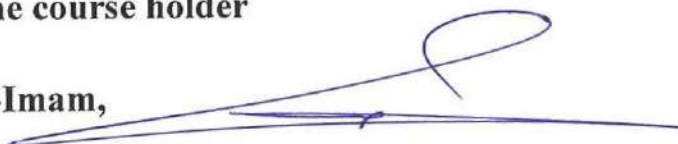
12. Learning and Teaching Resources

Required textbooks (methodology, if any)	- Methods of teaching physical education - Al-Khayat, Al-Atwi and Al-Naimi (2009)
Key references (sources)	- Physical Education Teaching Methods Booklet for the Second Stage - Prepared by Dr. Walid Waad Allah Ali - Physical Exercises Booklet (Written and

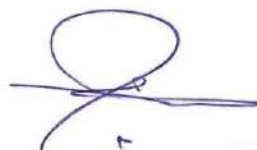
Recommended supporting books and references (scientific journals, reports...)	- Student's Guide to Field Applications of Physical Education - Al-Mandlawi et al.
Electronic references, websites	

Name and signature of the course holder

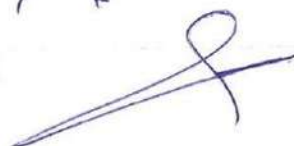
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Name and signature of the head of the department or branch

Prof. Dr. Nawfal Fadel Rashid

