

Course Description Form

1. Course Name

Volleyball / The Art of Skill Performance

2. Course Code

SETM26F2111

3. Semester/Year

2025-2026

4. Date of preparation of this description

February / 2026

5. Available Attendance Forms

In-person/ Theoretical – Practical

6. Number of credit hours (total) / number of units (total)

4 hours per week / 4 units

7. Course administrator's name (if more than one name is mentioned)

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8. Course Objectives

Course Objectives

- Understand the historical development of volleyball and its role and importance in physical education, and sport sciences.
- Enable students to learn the theoretical aspects of volleyball.
- Provide students with knowledge of the theoretical concepts of volleyball
- Prepare students to teach both theoretical and practical volleyball lessons after graduation, in line with the college's main objective of preparing qualified physical education teachers capable of transferring skills and knowledge to learners.
- Develop students' motor skills and psychological traits that enhance the functioning of the nervous system and improve concentration, thinking, and observation during skill performance and teaching practice.

9. Teaching and learning strategies

Strategy

The learning and teaching strategies in Colleges of Physical Education and Sport Sciences are characterized by diversity, encompassing both theoretical and practical aspects. These strategies aim to develop students' knowledge, motor skills, and personal competencies. 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.
 - o Virtual and Augmented Reality (VR/AR) for training and simulation.
 - o 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	4 hours	Explanation of the history of volleyball	History of volleyball	Lecture	Group Assessment
2	4 hours	Explanation of the characteristics of volleyball	Features of volleyball	Lecture	Group Assessment
3	4 hours	Explanation of the development of volleyball skills	Development and classification of volleyball skills	Lecture	Group Assessment
4	4 hours	Explanation of the underhand serve skill	Practical application of the underhand serve skill	Lecture	Group Assessment
5	4 hours	Explanation of the overhand serve skill	Practical application of the overhand serve skill	Modified lecture	Group Assessment
6	4 hours	Explanation of the front float serve skill	Practical application of the front float serve skill	Modified lecture	Group Assessment
7	4 hours	Teaching the topspin serve skill	Practical application of the topspin serve skill	Modified lecture	Group Assessment
8	4 hours	Teaching the jump float serve skill	Practical application of the jump float serve skill	Modified lecture	Individual Assessment
9	4 hours	Teaching the overhead pass (set) to the front	Practical application of the overhead pass (set) to the front	Modified lecture	Individual Assessment
10	4 hours	Explanation and teaching of the overhead pass (set) to the back	Practical application of the overhead pass (set) to the back	Blended Learning	Individual Assessment
11	4 hours	Explanation and teaching of the jump overhead pass (set) to the front	Practical application of the jump overhead pass (set) to the front	Modified lecture	Individual Assessment
12	4hours	Explanation and teaching of the forearm pass (underhand pass)	Practical application of the forearm pass (underhand pass)	Modified lecture	Group Assessment
13	4 hours	Explanation of the forearm pass to the back	Practical application of the forearm pass to the back	Blende learning	Group Assessment
14	4 hours	Explanation of the side forearm pass skill	Practical application of the side forearm pass skill	Blended Learning	Individual Assessment
15	4 hours	First Chapter Theoretical Exam / First Chapter Practical Exam			
Mid-Year Break					
16	4 hours	Theoretical explanation of the spiking skill	Practical application of the spiking skill	Lecture	Group Assessment
17	4 hours	Explanation and teaching of the high spike skill	Practical application of the high spike skill	Modified lecture	Group Assessment
18	4 hours	Explanation and teaching of the spike with direction change	Practical application of the spike with direction change	Modified lecture	Group Assessment
19	4 hours	Explanation and teaching of the short spike skill	Practical application of the short spike skill	Modified lecture	Group Assessment
20	4 hours	Explanation and teaching of the deceptive short spike	Practical application of the deceptive short spike skill	Modified lecture	Group Assessment
21	4 hours	Explanation and teaching of the cut short spike skill	Practical application of the cut short spike skill	Modified lecture	Individual Assessment
22	4 hours	Explanation and teaching of the back spike skill	Practical application of the back spike skill	Lecture	Individual Assessment
23	4 hours	Theoretical explanation of the blocking skill	Practical application of the blocking skill	Blended Learning	Individual Assessment
24	4 hours	Explanation and teaching of the single block skill	Practical application of the single block skill	Blended Learning	Individual Assessment
25	4 hours	Explanation and teaching of movement in the blocking skill	Practical application of movement in the blocking skill	Blended Learning	Individual Assessment
26	4 hours	Explanation and teaching of movement in the double block skill	Practical application of movement in the double block skill	Blended Learning	Individual Assessment
27	4 hours	Explanation and teaching of movement in the triple block skill	Practical application of movement in the triple block skill	Blended Learning	Individual Assessment
28	4 hours	First Chapter Theoretical Exam	First Chapter Practical Exam		

29	4 hours	Re-explanation and application of the skills required for the final practical exam.
30	4 hours	Final practical exam in skills

11. Course Evaluation

The grade is distributed as follows:

General Evaluation (25%) – First Semester

- Knowledge Assessment (10%): covering the history and skills of volleyball
- Practical Assessment (15%): covering the basic skills of volleyball

• **General Evaluation (25%) – Second Semester**

- Knowledge Assessment (10%): covering the history and skills of volleyball
- Practical Assessment (15%): covering the basic skills of volleyball

• **Final Examination for the Academic Year (50%)**

- Final Practical Examination (30%)
- Final Theoretical Examination (20%)

12. Learning and Teaching Resources

Required textbooks (methodology, if any)	Volleyball / The Art of Skill Performance Laith Al-Banna (2008)
Key references (sources)	Individual Technique in Volleyball – Aqeel Al-Katib and others.
Recommended supporting books and references (scientific journals, reports...)	- Volleyball: History, Skills, Tactics, Match Management, and Training.
Electronic references, websites	Official Website of the International Volleyball Federation: www.FIVB.com

Name and signature of the course holder

name and signature of the
head of the department or branch

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Asst. Prof. Dr Maan Abdul Karim

Lect. Dr. Firas Younis Dhnoon

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Asst. Lect. Wael Dathar Ali

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