

Ministry of Higher Education and Scientific Research  
Scientific Supervision and Evaluation Authority  
Quality Assurance and Academic Accreditation Department



## **Academic Program Description Guide**

### **Volleyball Material**

#### **Phase II**

Academic Year

**2025 – 2026**

## **Introduction:**

The educational program is a coordinated and structured package of courses that include procedures and experiences that are organized in the form of a vocabulary of study whose main purpose is to build and refine the skills of graduates to make them qualified to meet the requirements of the labor market, which is reviewed and evaluated annually through internal or external audit procedures and programs such as the external examiner program.

The description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that are being worked on to acquire students based on the objectives of the academic program, and the importance of this description is evident because it represents the cornerstone of obtaining program accreditation and is co-written by the teaching staff under the supervision of the scientific committees in the scientific departments.

This guide, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the developments and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual , quarterly), as well as the adoption of the description of the academic program circulated under the book of the Department of Studies **(TM3/2906 on 3/5/2023)** regarding the programs that adopt the Bologna track as the basis for their work.

In this regard, we can only stress the importance of writing descriptions of academic programs and courses to ensure the smooth functioning of the educational process.

### **Concepts and Terms:**

**Academic Program Description:** The academic program description provides a brief summary of its vision, mission, and

goals, including an accurate description of the targeted learning outcomes according to specific learning strategies.

**Course Description:** It provides a proper summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve and demonstrate whether he has made the most of the available learning opportunities. It should be hung from the description of the program.

**Program Vision:** An ambitious vision of the future of the academic program to be a cutting-edge, inspiring, stimulating, realistic and viable program.

**Program Mission:** Objectives and activities needed to achieve them in a concise manner and outlines the program's development paths

**Program Objectives:** These are phrases that describe what the academic program intends to achieve over a specific period of time and are measurable and observable.

**Program Structure:** All courses/subjects included in the academic program according to the approved learning system (semester, yearly, Bologna track) whether you are a requirement (ministry, university, college and scientific department) with the number of credits.

**Learning Outcomes:** A consistent set of knowledge, skills, and values that the student has acquired after the successful completion of the academic program and must define the learning outcomes of each course in a way that achieves the goals of the program.

**Teaching and Learning Strategies:** These are the strategies used by the faculty member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. That is, they describe all classroom and extracurricular activities to achieve the learning outcomes of the program.

Academic Program Specification Form

University Name: University of Diyala

College/Institute: College of Physical Education and Sports Sciences

Academic Department: Team Sports Branch

Academic or Professional Program Name: Bachelor of Physical Education and Sports Sciences

Final Degree Title: Bachelor of Physical Education and Sports Sciences

Study System: Annual

Date of Specification Preparation: 2/10/2025

Date of Form Completion: 2/10/2025

Branch Head Name: Prof. Dr. Muslim Hasaballah

File Reviewed by:

Quality Assurance and University Performance Division

Quality Assurance and University Performance Division Head Name: Asst.

Assistant.Prof.Dr. Riyadh Abdul-Ridha Farhan

Approved by the Dean  
Prof. Dr. Odai Abdul-Hussein

## **1 Program Vision**

Remember the vision of the program as stated in the university's prospectus and website.

Diyala University seeks scientific leadership, excellence and creativity in the fields of higher education and scientific research in the service of the community and enhancing its local, regional and international position to reach the highest levels of quality and international accreditation

## **2 Program Mission**

Remember the program's mission as stated in the university's prospectus and website.

Providing effective academic university education through the continuous development of academic programs in many disciplines in light of the requirements of development plans in a way that serves the labor market and contributes to promoting sustainable development.

### **3 Program Objectives**

General phrases that describe what the program or organization intends to achieve.

1. Building a distinguished educational institution within international standards that meets the requirements of the local, regional and international community in accordance with the directions of the Ministry of Higher Education and Scientific Research.
2. Creating a stimulating environment for teaching, learning, and creativity through the development and updating of scientific curricula, training methods, and evaluation to keep pace with the requirements of the labor market.
3. Keeping pace with technological development in the fields of blended e-learning and developing educational and academic programs to adapt university students and teaching staff

### **4 Program Accreditation**

Is the program program–accredited? And from what side? Nope.

## 5 Other external influences

Is there a sponsor of the program? Nope.

## 6 Program Structure

| Notes*    | Percentage | Study Unit | Number of Courses | Program Structure       |
|-----------|------------|------------|-------------------|-------------------------|
| Essential |            | 2          | 1                 | Enterprise Requirements |
|           |            |            |                   | College Requirements    |
|           |            |            |                   | Department              |

|  |  |  |  |                 |
|--|--|--|--|-----------------|
|  |  |  |  | Requirements    |
|  |  |  |  | Summer Training |
|  |  |  |  | Other           |

\* Notes may be included in whether the course is basic or elective.

## 7 Program Description

| Credit Hours |             | Course Name | Course Code | Year/Level    |
|--------------|-------------|-------------|-------------|---------------|
| practical    | theoretical | Volleyball  |             | 2025–<br>2026 |
| √            | √           |             |             |               |

## 8 Expected Learning Outcomes of the Program

### Knowledge

| Learning Outcomes Statement                                                        | Learning Outcomes 1                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                                                                                  |                                                                                                                                                                                                                                                                                                                                 |
| <b>- Highlighting the student's personality in a way that works to develop him</b> | <ul style="list-style-type: none"><li>• a</li></ul> <b>1. Enable students to obtain the knowledge required to understand sports theories and laws and help students to know the relationship of the program and its study elements (courses or study materials) with the awarded certificate and future job qualifications.</b> |
| <b>- Increasing the student's self-confidence.</b>                                 | <b>2. Helping students to know teaching and learning methods</b>                                                                                                                                                                                                                                                                |

|                                                                                                    |                                                                                                                                           |
|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>– Highlight the student's buried talents</b>                                                    | <b>that help them achieve the targeted learning outcomes in the theoretical department</b>                                                |
| <b>– Highlight the teamwork of students</b>                                                        | <b>3. The student should be able to perform and apply all individual and team games</b>                                                   |
| <b>Skills</b>                                                                                      |                                                                                                                                           |
| <b>Learning Outcomes Statement 2</b>                                                               | <b>Learning Outcomes 2</b>                                                                                                                |
| <b>Developing students in the skill performance of the practical games included in the program</b> | <b>Helping students to apply what they have learned in theoretical and practical subjects inside and outside the university framework</b> |
| <b>Learning Outcomes Statement 3</b>                                                               | <b>Learning Outcomes 3</b>                                                                                                                |

|                                                                                                               |                                                                                                      |
|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Increased interpersonal communication, which contributes to building a learning community                     | Helping students to apply their ideas and talents inside and outside the university framework.       |
| Values                                                                                                        |                                                                                                      |
| Learning Outcomes<br>Statement 4                                                                              | Learning Outcomes 4                                                                                  |
| Learn to prioritize the right issues for any problem                                                          | Developing cooperation , brotherhood and the development of a spirit of determination among students |
| Learning Outcomes<br>Statement 5                                                                              | Learning Outcomes 5                                                                                  |
| Developing respect for time and time in the completion and implementation of work<br>Developing the spirit of | Self-evaluation, leadership evaluation, valuing the efforts of scientists                            |

**honest competition between  
work groups in pursuit of  
quality work, excellence and  
diversity in performance**

## **9 Teaching and Learning Strategies**

Teaching and learning strategies and methods adopted in the  
implementation of the program in general

Cooperative Learning Strategy.

Strategy learning improvisation games.

Brainstorming Education Strategy.

Panorama Education Strategy.

Education Strategy Collaborative Concept Planning.

Education Strategy One Minute Paper.

Education Strategy Real–Time Feedback

Education Strategy Observation Series.

Mind Mapping Education Strategy

**Modeling Learning Strategy:** It is known as social learning, in which the individual acquires and learns responses as well as modern behavioral patterns in a social framework or situation through observation or attention, and you find that it is generally an explanatory method of education in which experiments as well as means are employed and with them models.

## **10 Evaluation Methods**

**Implementation in all stages of the program in general.**

1. Written Tests , 2. Oral Tests , 3. Electronic Tests 4.

Daily Tests

**The college has relied on clear and high-quality evaluation methods and tools for student learning in order to maintain the quality of the graduate and the scientific reputation of the college, as embodied in the university's regulations and**

**the requirements of continuous evaluation for students, provided that there are several types of evaluation methods in order to ensure the quality and quality of the graduate, which constitutes the final product of the educational process, and the most important evaluation methods are:**

**A. The tests are objective to measure knowledge of facts and their comprehension, apply scientific knowledge in new areas, and measure recall through the following:**

- Question of right and wrong.**
- Multiple choice questions.**
- Interview questions (matching items).**
- Complementation questions.**

**B. Tests of the operation are related to the following matters:**

- Ability to perform motor and skill in sports (volleyball)**
- Sports**

- **Understand the scientific and practical material, the rules of play and the principles.**
- **Ability to recall, connect, and interpret.**
- **Simply apply knowledge in interpreting data ,**
- **Diagnosis and problem solving.**

This is done by:

### **Testing Contact/Open-ended Questions**

- **Questions that have a specific answer.**
- **Which is based on motivating the student in questions that do not have a specific answer.**
- **Possess skill in organization.**
- **Possess skill in arranging ideas.**
- **Not cheating and confronting it .**

## 11 Teaching Skills

### Faculty Members

| Preparing the teaching staff |       | Special Requirement s/Skills (if applicable) | Specialization |                                       | Academic Rank              |
|------------------------------|-------|----------------------------------------------|----------------|---------------------------------------|----------------------------|
| Lecturer                     | Angel |                                              | Special        | General                               |                            |
|                              | √     |                                              | Volleyball     | Physical Education and Sport Sciences | Assistant Professor Doctor |

## **Professional Development**

### **Mentoring new faculty members**

It briefly categorizes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

### **Professional Development of Faculty Members**

Briefly describe the academic and professional development plan and arrangements for the faculty such as teaching and learning strategies, evaluation of learning outcomes, professional development etc.

## **12 Admission Criteria**

**Setting regulations related to enrollment in the college or institute, whether central or not.**

- The average of students in the sixth grade (preparatory and vocational) through which admission is at the undergraduate level.

- Admission through the Olympic Committee (only for athletes).
- Raising the average of the Faculty of Physical Education and Sciences equivalent to the admission of the faculties of engineering and science.

### **13 Top sources of information about the programme**

#### **– briefly mentioned**

The curriculum approved by the Ministry of Higher Education and Scientific Research and its guidelines.

- Decisions and recommendations of scientific committees in physical education and sports sciences
- Courses in teaching methods.
- Course description.
- Courses in civil society organizations.
- Conferences, seminars, workshops, and seminars.
- Relevant State institutions.
- Alumni Unit
- Research the Internet for similar experiments.

- Personal experiences.

- Approved scientific sources within the curriculum of the stage in which the teaching is taking place
- The curriculum approved by the Ministry and unified for all physical education colleges in Iraq.
- The rules of the Olympic Games are taught by a teacher who specializes in the game.
- Equipping the colleges with practical laboratories, halls and playgrounds for the subjects to be studied.

## 14 Program Development Plan

The program works to develop the academic personality of the student in a way that is commensurate with the ambitions of the modern state.

- Highlight the strengths of the students in a way that allows them to form a leadership personality in the future.
- Extracting the student's buried talents to develop a field of currency and raise the level of education.

– Periodically reviewed the latest scientific sources and the latest scientific researches through which the curriculum is developed. – The theoretical and practical material is combined to develop the curriculum.

#### Program Skills Outline

| Learning Outcomes Required from the Program |    |    |    |        |    |    |    |           |        |        |        |                         |                        |                        |                |
|---------------------------------------------|----|----|----|--------|----|----|----|-----------|--------|--------|--------|-------------------------|------------------------|------------------------|----------------|
| Values                                      |    |    |    | Skills |    |    |    | Knowledge |        |        |        | Basic<br>or<br>optional | Cour<br>se<br>Nam<br>e | Cour<br>se<br>Cod<br>e | Year/Le<br>vel |
| C4                                          | C3 | C2 | A1 | B4     | B3 | B2 | B1 | A<br>4    | A<br>3 | 2<br>a | A<br>1 |                         |                        |                        | 2025 –<br>2026 |
| √                                           | √  | √  | √  | √      | √  | √  | √  | √         | √      | √      | √      | Essent<br>ial           | Volle<br>yball         |                        | Phase II       |

Please indicate the boxes corresponding to the individual learning outcomes from the program being evaluated

## Course Description Form

|                                                                          |                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Course Title : Volleyball                                             |                                                                                                                                                                                                                                   |
| 2. Course Code : None                                                    |                                                                                                                                                                                                                                   |
| 3. Semester/Year: Yearly                                                 |                                                                                                                                                                                                                                   |
| 4. Date of creation of this description : 15/4/2026                      |                                                                                                                                                                                                                                   |
| 5. Available attendance formats: 4 hours per week                        |                                                                                                                                                                                                                                   |
| 6. Number of Hours (Total) / Number of Units (Total) 60 Hours / 60 Units |                                                                                                                                                                                                                                   |
| 7. Course administrator name (if more than one name mentioned)           |                                                                                                                                                                                                                                   |
|                                                                          | <div>1 – Assistant Professor Ahmed Walhan Hamid</div> <div>2 – Assistant Professor Rafid Habib Qadouri Shukr</div> <div>3 – Lecturer Dr. Mahmood Ali Mohammed Abbas</div> <div>4 – Assistant Lecturer Aya Talib Dhiab Saleh</div> |

|  |                                                                                                                                                                                                                                                   |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>5 – Assistant Lecturer Haider Falah Hamied</p> <p>6 – Assistant Lecturer Omar Ali Abed</p> <p>7 – Assistant Lecturer Mustafa falih hasan</p> <p>8 – Assistant Lecturer Sarah Rashid Ahmed</p> <p>9 – Sports Instructor Majid Habib Qadouri</p> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 8. Course Objectives

|                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <ul style="list-style-type: none"> <li>● – Helping students to know the assessment and evaluation methods used to ensure that students achieve their targeted learning outcomes</li> <li>● Identify the importance of volleyball and its relationship to guidance, diagnosis, classification and scientific research</li> <li>● Identify the scientific foundations and scientific specifications and how to apply them to tests and standards</li> </ul> | Course Objectives |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|

## 9. Teaching and Learning Strategies

|                                                                                                                                                                                                                                                                                                                                                                                                                            |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p>Activating the role of the learner in educational situations</p> <p>Motivate learners to generate creative ideas on a particular topic, by looking for correct answers, or possible solutions to issues presented to them</p> <p>Students should get used to respecting and appreciating the opinions of others</p> <p>Students get used to benefiting from the ideas of others, by developing and building on them</p> | Strategy |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|

### Course Structure (Volleyball – Second Stage) –1–

| Evaluation Method            | Teaching Method                       | Module Name / or Subject          | Required Learning Outcomes                        | Watch es | The week          |
|------------------------------|---------------------------------------|-----------------------------------|---------------------------------------------------|----------|-------------------|
| Written Tests<br>– Practical | Delivery/<br>Problem solving          | History of volleyball             | Knowledge of the origin of volleyball             | 2        | <b>The first</b>  |
| Written Tests<br>– Practical | Presentat<br>ion /<br>Problem solving | Basic Volleyball Skills           | Identify the basic skills and types of volleyball | 2        | <b>The second</b> |
| Written Tests<br>– Practical | Presentat<br>ion /                    | Teaching the skill of preparation | Teaching how to properly                          | 2        |                   |

|                               |                                       |                                          |                                                           |   |                  |
|-------------------------------|---------------------------------------|------------------------------------------|-----------------------------------------------------------|---|------------------|
|                               | Problem solving                       |                                          | perform the skill of preparation                          |   | <b>The third</b> |
| Written Tests<br>-- Process   | Presentat<br>ion /<br>Problem solving | Teaching the skill of preparation        | Teaching how to properly perform the skill of preparation | 2 | <b>Fourth</b>    |
| -----<br>--                   | -----<br>-                            | <b>Teaching the skill of preparation</b> | Teaching how to properly perform the skill of preparation | 2 | <b>Fifth</b>     |
| Written Tests<br>-- Practical | ..                                    | Theoretical exam                         | Testing Students' Theoretical Information on Skills       | 2 | <b>Sixth</b>     |
| Written Tests<br>-- Practical |                                       | Teaching the Skill of Sending            | Teaching the skill of sending in the simplest ways        | 2 | <b>Seventh</b>   |

| Evaluation Method             | Teaching Method | Module Name / or Subject                      | Required Learning Outcomes                                                                 | Watches | The week |
|-------------------------------|-----------------|-----------------------------------------------|--------------------------------------------------------------------------------------------|---------|----------|
| Written Tests<br>– Practical. |                 | Teaching the Skill of Sending                 | Use exercises that take into account individual differences between students               | 2       | Eighth   |
| -----<br>---                  | -----<br>--     | Teaching the Skill of Sending                 | Use exercises that take into account individual differences between students               | 2       | Ninth    |
| Written Tests<br>– Practical. |                 | Practical exam                                | Testing students in practice to find out what has been learned in the right way for skills | 2       | Tenth    |
|                               | Use Power Point | Teaching the skill of receiving a transmitter | Teaching the skill in the simplest and best educational methods                            | 2       | Eleventh |
| Written Tests<br>– Practical  | Use Power Point | Teaching the skill of receiving a transmitter | Teaching students how to correct the stance of the skill                                   | 2       | XII      |

|                                       |                        |                                                      |                                                                                                   |          |                         |
|---------------------------------------|------------------------|------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------|-------------------------|
| <b>Written Tests</b><br>– Practical   |                        | <b>Teaching the skill of receiving a transmitter</b> | <b>Teaching students how to correct the stance of the skill</b>                                   | <b>2</b> | <b>Thirteen<br/>th</b>  |
| <b>Written tests</b><br>– practical.  |                        | <b>Theoretical exam</b>                              | <b>Students' Testing of Prior Information</b>                                                     | <b>2</b> | <b>Fourtee<br/>nth</b>  |
|                                       |                        | <b>Practical exam</b>                                | <b>Testing students in practice to find out what has been learned in the right way for skills</b> | <b>2</b> | <b>Fifteenth</b>        |
| <b>Written Tests</b><br>– Practical   |                        | <b>Recall of previous skills</b>                     | <b>Begin to increase the doses of exercises that develop students' play and competition</b>       | <b>2</b> | <b>Sixteent<br/>h</b>   |
| <b>Written Tests</b><br>– Practical . | <b>Use Power Point</b> | <b>Teaching the skill of smashing</b>                | <b>Teaching the Skill Correctly</b>                                                               | <b>2</b> | <b>Sevente<br/>enth</b> |
| <b>Written Tests</b><br>– Practical . |                        | <b>Teaching the skill of smashing</b>                | <b>Teaching the Skill Correctly</b>                                                               | <b>2</b> | <b>Eightee<br/>nth</b>  |
| <b>Written Tests</b><br>– Practical   |                        | <b>Teaching the skill of smashing</b>                | <b>Teaching the Skill Correctly</b>                                                               | <b>2</b> | <b>Ninetee<br/>nth</b>  |

|                                            |                  |                                                                                |                                                                                                               |          |                               |
|--------------------------------------------|------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------|-------------------------------|
| <b>Written Tests</b><br><b>– Practical</b> |                  | <b>Theoretical</b><br><b>exam</b>                                              | <b>Students' Past</b><br><b>Information Test</b>                                                              | <b>2</b> | <b>20</b>                     |
| -----<br><br>--                            | -----<br><br>--- | <b>Teaching the</b><br><b>Barrier Wall Skill</b>                               | <b>Teaching students</b><br><b>the most important</b><br><b>basic offensive and</b><br><b>team formations</b> | <b>2</b> | <b>twenty</b><br><b>one</b>   |
| <b>Written Tests</b><br><b>– Practical</b> |                  | <b>Teaching the</b><br><b>Barrier Wall Skill</b>                               | <b>Teaching students</b><br><b>the most important</b><br><b>basic defensive</b><br><b>formations</b>          | <b>2</b> | <b>twenty</b><br><b>two</b>   |
| <b>Written Tests</b><br><b>– Practical</b> |                  | <b>Teaching the</b><br><b>Barrier Wall Skill</b>                               | <b>Teaching students</b><br><b>and repeating play</b><br><b>situations</b>                                    | <b>2</b> | <b>twenty</b><br><b>three</b> |
| <b>Tests</b>                               |                  | <b>Theoretical</b><br><b>exam</b>                                              | <b>Testing Past</b><br><b>Information</b>                                                                     | <b>2</b> | <b>twenty</b><br><b>four</b>  |
| <b>Practical</b><br><b>Tests</b>           |                  | <b>Practical exam</b>                                                          | <b>Student Education</b><br><b>and Performance</b><br><b>Evaluation</b>                                       | <b>2</b> | <b>twenty</b><br><b>five</b>  |
| <b>Practical</b><br><b>Tests</b>           |                  | <b>Teaching the</b><br><b>skill of</b><br><b>defending the</b><br><b>field</b> | <b>Teaching students</b><br><b>the right skill</b>                                                            | <b>2</b> | <b>twenty</b><br><b>six</b>   |
| <b>Practical</b><br><b>Tests</b>           |                  | <b>Teaching the</b><br><b>skill of</b>                                         | <b>Teaching students</b><br><b>the right skill</b>                                                            | <b>2</b> | <b>twenty</b><br><b>seven</b> |

|  |  |                                                    |                                                              |   |                 |
|--|--|----------------------------------------------------|--------------------------------------------------------------|---|-----------------|
|  |  | defending the<br>field                             |                                                              |   |                 |
|  |  | Teaching the<br>skill of<br>defending the<br>field | Teaching students<br>the right skill                         | 2 | twenty<br>eight |
|  |  | Practical exam                                     | Testing Students<br>for Learned Skill                        | 2 | twenty<br>nine  |
|  |  | Recall all kinds<br>of skills                      | Evaluating<br>students'<br>performance in<br>learning skills | 2 | Thirty          |

## 11 Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student, such as daily, monthly, written exams, reports, etc. etc.

The first course is 25, the second course is 25, and the final exam is 30, practical 20 is theoretical.

## 12 Learning and Teaching Resources

|                                                                                                                                                                                                                                                                                         |                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| <b>Basic Principles of Volleyball Skills and Learning Methods</b><br><b>(Prof. Basma Naeem Mohsen)</b>                                                                                                                                                                                  | 1. Required textbooks<br>(methodology, if any)                     |
| <ul style="list-style-type: none"> <li>- Periodically reviewed the latest scientific sources and the latest scientific researches through which the prescribed curriculum is developed.</li> <li>- Theoretical and practical material is combined to develop the curriculum.</li> </ul> | 2. Key References (Sources)                                        |
| Visual Training and Sensory Perceptions in Volleyball (Prof. Dr. Thaer Rashid Hassan, Prof. Dr. Basma Naeem Mohsen)                                                                                                                                                                     | 3. Recommended books and references (scientific journals, reports) |

1. A multi-purpose device for teaching and training some volleyball skills, patented in 2017, which helps in learning and measuring some skills in volleyball.

Aids that go into learning and .2  
measuring some skills in  
volleyball

4. Devices and Aids in the Learning and Teaching Process