

Kingdom of Saudi Arabia

**The National Commission for Academic Accreditation &
Assessment**

COURSE SPECIFICATION

PE 163

Theoretical and Practical Principles of Volleyball

Course Specification

*For Guidance on the completion of this template, please refer to of Handbook 2
Internal Quality Assurance Arrangements*

Institution : King Saud University
College/Department : College of Education - Department of Physical Education and Movement Science

A Course Identification and General Information

1. Course title and code: PE 163 Theoretical and Practical Principles of Volleyball
2. Credit hours: 2 hours
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Bachelor of Physical Education
4. Name of faculty member responsible for the course Dr.mohmed saad eldeen alsyed
5. Level/year at which this course is offered : 4 th
6. Pre-requisites for this course (if any) : None
7. Co-requisites for this course (if any) : None
8. Location if not on main campus : on campus - King Saud University / educational hall of the Department of Physical Education and Movement Science

B Objectives

<p>1. Summary of the main learning outcomes for students enrolled in the course.</p> <p>This module introduces students to the basic skills of volleyball through class instructions and field demonstrations of proper methods of skill execution. The historical and educational aspects of volleyball are along with international rules and regulations of the game.</p>
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)</p>

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
<p>First Unit:</p> <p>Introduction and historical overview with clarifying the objectives of the decision, the division of basic skills, knowledge of the elements of physical fitness, training and how to Applied drawn and development.</p>	ξ=۲×۲	∧
<p>Second Unit:</p> <p>Description of performance and steps of basic skills learning for selected (practical), and the implementation of some plans to play.</p>	۱ ξ=۷×۲	۲∧
<p>Third Unit:</p> <p>Interpretation of international law, and knowledge tests for the skills (practical), and delivered a paper about Volleyball</p>	۱ . = ۵ × ۲	۲ .

2. Course components (total contact hours per semester):			
<p>Lecture:</p> <p>Four hours per week (Theoretical and practical)</p>	<p>Tutorial:</p> <p>None</p>	<p>Practical/Fieldwork /Internship:</p> <p>4 hours</p>	<p>Other:</p> <p>None</p>

3. Additional private study/learning hours expected for students per week. (This should be an average :for the semester not a specific requirement in each week)

56 Hours

4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

a. Knowledge

(i) Description of the knowledge to be acquired

2.A.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness

2.A.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness..

2.A.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.

2.A.5 Analyze and correct critical elements of motor skills and performance concepts

2.B.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns..

2.B.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.

(4:a:1) understands the strategies of developing critical thinking skills and problem solving.

(5: a: 1) understands theories, patterns, and methods of verbal and non verbal communication, and its impact on social and professional relationships in the context of the classroom, the school, and the surrounding society.

(6:a:1) understands motivation theories and strategies of motivating, and their impact on learning and individual and group performance.

(6:a:2) understands theories of social interaction and strategies of managing and directing this interaction and their impact on learning and individual and group performance.

<p>(10:a:1) understands the principle of individual differences among learners, and applies strategies to deal with learning and other professional practices including integration strategies.</p>
<p>(ii) Teaching strategies to be used to develop that knowledge</p> <ul style="list-style-type: none"> - Lecture (explanation - using the presentations power point- over hid Projector) - Readings and references (books - journal articles - see some Internet sites relevant) - Review weekly through the personal site of Professor. - Group discussions and workshops - with the diversification of the use of teaching methods
<p>(iii) Methods of assessment of knowledge acquired</p> <ul style="list-style-type: none"> -Written and oral examination. - Practical tests. -Paper study. - home work..
<p>b. Professional Skills</p>
<p>(i) Professional Skills to be developed</p> <p>(1:B: 2) becomes a role model for his students in his general and professional behavior as a Muslim professional educator</p> <p>(1:B:3) Performs his professional roles with fairness and integrity.</p> <p>2.B.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.</p> <p>2.c.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.</p> <p>2.D.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.</p> <p>2.D.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.</p> <p>2.D.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.</p> <p>2.f.2 Participate in activities that enhance collaboration and lead to professional growth and development.</p>

(5:b:1) works in harmony with members of the school community, the professional community, and the society at large and establishes with them successful social and professional relationships.

(6:b:1) provides a safe learning environment for his students to encourage active learning, initiative, and exposing ideas freely and responsibly.

(7:B:1) assesses the students' performance according to the current best practices with fairness and integrity.

(10:b:1) uses strategies to deal with individual differences and diversity in learning and in other professional practices.

(ii) Teaching strategies to be used to develop these **Professional Skills**

- Training on assessing the technical performance of various skills for himself and his peers.
- Training to teach motor skills in different forms.
- Training Description of the motor skills assessments.
- Access to some websites related to it.
- Access to the personal site of Professor.

(iii) Methods of assessment of students **Professional Skills**

- Oral and written tests.
- Substantive discussions.

c. Professional Dispositions

(i) Description of the **Professional Dispositions** to be developed

2.D.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

2.D.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.

2.f.2 Participate in activities that enhance collaboration and lead to professional growth and development.

2.f.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.

(4:C:1) Appreciates critical thinking and is wary to practice it and apply it in all his practices and in the practices of his colleagues, in addition to appreciating solving problems according to scientific methods.

(6:C:1) understands personal motives for learning and improves performance; Is inclined to interact with positivity with all members of the learning and work community.

(8: c: 2) to accept criticism and observations of colleagues and members of the professional community about the orientations and practices of the professional and appreciated.

(8:C:3) is inclined to submit his approaches and practices to tests and evaluation, and accepts modifying them according to the results of evaluation, inquiry, and method-based research.

(ii) Teaching strategies to be used to develop these **Professional Dispositions**

- Assignment of students acting groups.
- Assigned of students acting individually.
- Group discussion

(iii) Methods of assessment of students **Professional Dispositions-**
Complete the tasks in accordance with what is nondescript in learning outcomes

Topics	Learning Outcomes	Conceptual Framework Items	Learning strategies	Assessment strategies
<p>Unit One:</p> <p>Introduction and historical overview with clarifying the objectives of the decision, the division of basic skills, knowledge of the elements of physical fitness, training and how to Applied drawn and developed</p>	<p>Knowledge: 2.A.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation. (4:a:1) understands the strategies of developing critical thinking skills and problem solving.</p> <p>Professional skills: (1:B:3) Performs his professional roles with fairness and integrity. 2 . D . 1 presents the verbal explanation is clear and using non-verbal communication skills of various forms of professional guidance. 2 . D . 2 apply effective models, and explanations are clear, concise and professional orientations linked to different concepts of physical activities in a learning environment appropriate.</p> <p>Professional Dispositions: 2.f.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers. (4:C:1) Appreciates critical thinking and is wary to practice it and apply it in all his practices and in the practices of his colleagues, in addition to appreciating solving problems according to scientific methods.</p>	<p>Survey and research</p> <p>Reflect on practices"</p>	<p>Reading and lecture And Discussion Groups</p>	<p>Achievement test</p> <p>Oral test</p>

	8: c: 2 to accept criticism and observations of colleagues and members of the professional community about the orientations and practices of the professional and appreciated.			
<p>Unit two:</p> <p>Description of performance and steps of basic skills learning for selected (practical), and the implementation of some plans to play</p>	<p>Knowledge:</p> <p>2.A.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.</p> <p>2.A.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.</p> <p>2.A.5 Analyze and correct critical elements of motor skills and performance concepts.</p> <p>2.B.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.</p> <p>(5: a: 1) understands theories, patterns, and methods of verbal and non verbal communication, and its impact on social and professional relationships in the context of the classroom, the school, and the surrounding society.</p> <p>(6:a:1) understands motivation theories and strategies of motivating, and their impact on learning and individual and group performance.</p> <p>(10:a:1) understands the principle of individual differences among learners, and applies strategies to deal with learning and other professional practices including integration strategies</p>	<p>Professional growth</p> <p>Educational research and survey</p> <p>Reflect on practices</p>	<p>Reading and lecture And Discussion Groups</p>	<p>Achievement test</p> <p>Practical and theoretical</p>

	<p>Professional skills:</p> <p>(1:B: 2) becomes a role model for his students in his general and professional behavior as a Muslim professional educator.</p> <p>(1:B:3) Performs his professional roles with fairness and integrity</p> <p>2.B.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.</p> <p>2.c.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.</p> <p>2.D.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.</p> <p>2.D.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.</p> <p>Professional Dispositions:</p> <p>2.D.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.</p> <p>2.D.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.</p> <p>2.f.2 Participate in activities that enhance collaboration and lead to professional growth and development.</p>			
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	<p>2.f.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.</p> <p>(4:C:1) Appreciates critical thinking and is wary to practice it and apply it in all his practices and in the practices of his colleagues, in addition to appreciating solving problems according to scientific methods.</p> <p>(6:C:1) understands personal motives for learning and improves performance; Is inclined to interact with positivity with all members of the learning and work community.</p> <p>(8:b:2) identifies his professional needs and plans with his colleagues and the educational institution to meet them through available professional growth opportunities.</p>			
<p>Unit Three:</p> <p>Interpretation of international law, and knowledge tests for the skills (practical), and delivered a paper about Volleyball.</p>	<p>Knowledge:</p> <p>2.A.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.</p> <p>2.A.3 Describe and apply motor development theory and principles related to skillful</p> <p>(10:a:1) understands the principle of individual differences among learners, and applies strategies to deal with learning and other professional practices including integration strategies</p> <p>Professional skills:</p> <p>2.B.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.</p>	<p>Professional growth</p> <p>Reflect on practices</p>	<p>Reading and lecture</p> <p>Management discussions with practitioners in the field</p>	<p>Achievement test</p> <p>Practical and theoretical</p>

	<p>2.C.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.</p> <p>2.D.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.</p> <p>(7:B:1) assesses the students’ performance according to the current best practices with fairness and integrity.</p> <p>(10:b:1) uses strategies to deal with individual differences and diversity in learning and in other professional practices.</p> <p>Professional Dispositions:</p> <p>2.D.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.</p> <p>2.f.2 Participate in activities that enhance collaboration and lead to professional growth and development.</p> <p>2.f.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.</p> <p>(4:C:1) Appreciates critical thinking and is wary to practice it and apply it in all his practices and in the practices of his colleagues, in addition to appreciating solving problems according to scientific methods.</p> <p>(8:C:3) is inclined to submit his approaches and practices to tests and evaluation, and accepts modifying them according to the results of evaluation, inquiry, and method-based research.</p>			
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5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (eg. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Home work, duties and to attend and participate in lectures and effectiveness.	Every week	% 10
2	Practical tests (practical)	9	% 20
3	examination theoretical quarterly	9	% 10
4	final test of practical	15	% 30
5	final examination of a theoretical	10	% 20

D. Student Support

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)

- The direct supervision of a faculty member to students during applications Process.
- Presence of the office (office hours) throughout the week at different times ✓
Office hours per week.

E. Learning Resources

1. Required Text(s) - Volleyball (Part I), dare elmaref in Cairo, Zainab Fahmy, Ali Abd al-Muti, George Alexander, Poters Rizkallah.
2. Essential References : - Scientific encyclopaedia of volleyball, Amman, Jordan, Marwan Abdul-Majid. - Volleyball (history, learning, training, analysis, law), dare elfekre elarbey in Cairo, Ali Mustafa Taha.
3-- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List). - Official Rules of Volleyball- (International Federation of Volleyball).
4-.Electronic Materials, Web Sites etc

<ul style="list-style-type: none"> - The website of the Professor. - International Federation of Volleyball. - The Saudi Volleyball.
<p>5- Other learning material such as computer-based programs/CD, professional standards/regulations</p> <ul style="list-style-type: none"> - Educational videos for the competitions of Badminton . - Videos of the world and international tournaments. - Tutorials photographer.

F. Facilities Required

<p>Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)</p>
<p>1. Accommodation (Lecture rooms, laboratories, etc.)</p> <ul style="list-style-type: none"> - Hall of education. - Room attached to the hall of education.
<p>2. Computing resources</p> <p>PC + monitor + Data show</p>
<p>3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)</p> <p>None</p>

G Course Evaluation and Improvement Processes

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <ul style="list-style-type: none"> -Distribution of questionnaires to students in the middle and end of the semester to get a special assessment to decision. - Interview a sample of students enrolled in the course to take their views into all elements of the process Education. - Analysis of scores of students and the work of learning curves
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ul style="list-style-type: none"> -Evaluation of colleagues in the department for the performance of a faculty member in the provision of decision and the effectiveness of the tools used to make. - Periodic review of the decision by the Commission on the program plans and schedules section.
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> - Update sources of learning. - Promoting the use of modern technology in providing the course. - Providing performance requirements practical part of the equipment and tools to help. - Encourage students to group discussions. - Encourage students to read and research.

<ul style="list-style-type: none"> - The introduction of the recommendations of the results of the periodic review of the decision. - Update the guidance of the Commission decision on the teaching of the decision. - Management guidelines section on the performance of a faculty member on the basis of direct observation..
<p>4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)</p> <ul style="list-style-type: none"> - Review of a sample of papers that have been corrected by a specialized committee of the Section. - The implementation of the practical part the participation of other teachers.
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"> - Revision Course Description and vocabulary on a regular basis by the Committee for the Modernization courses section. - Review the process tests and diversification between the field and laboratory. - Update sources of learning decision to make sure to keep up with developments in the field. - The statistical results to evaluate the students to benefit from the decision results in the improvement and development of the decision. - The introduction of the recommendations of the results of internal and external audit to improve and develop the decision.