1st YEAR

1st SEMESTER

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**1st**
COURSE TITLE	TRACK AND FIELD		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	4
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	OBLIGATORY
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to provide students with hands-on experience in track and field events, focusing on techniques, rules, and training methods. Students will learn to develop their skills in various track and field disciplines and apply them in competitive settings.

After successful completion of the course, students will be able to:

- Demonstrate fundamental techniques in various track and field events, including sprints, jumps, and throws.
- Understand and apply the rules and regulations governing track and field events/competitions.
- Know how to develop and implement training programs tailored to individual athletes' needs.
- Analyze performance metrics to enhance athletic performance.
- Exhibit teamwork and sportsmanship during training and competition.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Search, analysis, and synthesis of data and information
- ICT use
- Decision-making
- Teamwork
- Application of knowledge in practice

3. COURSE CONTENT

1. Introduction to Track and Field: History and Importance
2. Running Events: Sprints, Middle-Distance, and Long-Distance Techniques
3. Jumping Events: Long Jump, Triple Jump, High Jump, and Pole Vault
4. Throwing Events: Shot Put, Discus, Hammer, and Javelin
5. Training Methods and Techniques: Developing Speed, Strength, and Agility
6. Rules and Regulations in Track and Field
7. Performance Analysis and Feedback Techniques
8. Mental Preparation and Sports Psychology
9. Injury Prevention and Management in Track and Field
10. Competitions and Event Management
11. Team Dynamics and Coaching Principles
12. Ethical Considerations in Athletics
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face-to-face practical sessions
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity*** / ***Workload/semester*** Practical exercises: 60 Group assignments: 20 Independent study: 20 **Total: 100** Practical sessions, group work, performance analysis, and coaching discussions.
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,*	Assessment through practical performance, reflective journals, and a final project demonstrating applied knowledge in track and field events.

Clinical examination of a patient, Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	

5. SUGGESTED BIBLIOGRAPHY

1. Zatsiorsky, V. M., & Kraemer, W. J. (2006). Science and Practice of Strength Training. Human Kinetics.
2. Magill, R. A. (2011). Motor Learning and Control: Concepts and Applications. McGraw-Hill.
3. Williams, J. M., & Karageorghis, C. I. (2013). Applied Sport Psychology: Personal Growth to Peak Performance. McGraw-Hill.
4. Hay, J. G. (1993). The Biomechanics of Sports Techniques. Prentice Hall.
5. Johnson, B. L., & Nelson, J. K. (2006). Practical Measurements for Evaluation in Physical Education. Surjeet Publications.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**1st**
COURSE TITLE	GYMNASTICS		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	4
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	OBLIGATORY
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to provide students with a comprehensive understanding of various types of gymnastics, including artistic, rhythmic, and acrobatic gymnastics. Students will develop the skills necessary to teach and perform gymnastics safely and effectively and knowledge for teaching.

After successful completion of the course, students will be able to:

- Demonstrate fundamental gymnastics skills in various disciplines.
- Know how to design and implement gymnastics lesson plans tailored to different skill levels.
- Ensure safety and manage risks during gymnastics activities.
- Analyze and assess performance in gymnastics, providing constructive feedback.
- Promote the physical and mental benefits of gymnastics as a sport.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Search, analysis, and synthesis of data and information
- ICT use
- Decision-making
- Teamwork
- Application of knowledge in practice

3. COURSE CONTENT

1. Introduction to Gymnastics: History and Types
2. Fundamentals of Artistic Gymnastics
3. Principles of Rhythmic Gymnastics
4. Introduction to Acrobatic Gymnastics
5. Safety Practices and Injury Prevention
6. Lesson Planning for Gymnastics
7. Teaching Techniques and Progressions
8. Assessment in Gymnastics Performance
9. Inclusivity in Gymnastics Training
10. Role of Gymnastics in Physical Education
11. Performance of Artistic Gymnastics' skills and assessment
12. Performance of Rhythmic Gymnastics' skills and assessment
13. Performance of Acrobatic Gymnastics' skills and assessment

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face-to-face lectures and practical sessions
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity*** / ***Workload/semester*** Theoretical Lectures: 30 Practical Sessions: 30 Independent study: 40 **Total: 100** Lectures, practical sessions, group work, and peer teaching.
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others*	Assessment through performance demonstrations, lesson plans, and reflective journals.

Please indicate all relevant information about the course assessment and how students are informed	

5. SUGGESTED BIBLIOGRAPHY

1. Chiaramonte, M. (2004). Teaching Gymnastics: A Comprehensive Approach. Human Kinetics.
2. McNeely, J. (2010). The Complete Guide to Gymnastics. Crowood Press.
3. Smith, D. (2008). The Science of Gymnastics Training. Academic Press.
4. Hsu, S. & Huang, C. (2015). Gymnastics: A Comprehensive Guide. Elsevier.
5. Tatar, G. (2012). Rhythmic Gymnastics: A Practical Handbook. Bloomsbury Publishing.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**1st**
COURSE TITLE	PHYSICAL EDUCATION PEDAGOGY		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	OBLIGATORY
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to equip students with the theoretical and practical knowledge necessary for effective physical education teaching. Students will explore various pedagogical approaches and their application in diverse educational settings.

After successful completion of the course, students will be able to:

- Understand and apply key theories of physical education pedagogy.
- Design and implement effective physical education curricula.
- Use various teaching strategies to enhance student learning and engagement.
- Assess student performance and provide feedback to improve skills.
- Reflect on their teaching practices to enhance effectiveness.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*

Decision making *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Sustainability* *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*

- Search, analysis, and synthesis of data and information
- ICT use
- Decision-making
- Teamwork
- Application of knowledge in practice

3. COURSE CONTENT

1. Introduction to Physical Education Pedagogy
2. Learning Theories in Physical Education
3. Curriculum Design in Physical Education
4. Direct Teaching Methods and Strategies
5. Indirect Teaching Methods and Strategies
6. Assessment and Evaluation in Physical Education
7. Inclusive Practices in Physical Education
8. Promoting Physical Activity and Health
9. The Role of Physical Education in Student Development
10. Technology in Physical Education Teaching
11. Reflective Practice in Physical Education
12. Contemporary Problems and Pedagogy
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face-to-face lectures and group discussions
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity*** — ***Workload/semester*** Theoretical Lectures — 26 Group Assignments — 44 Independent study — 80 **Total** — **150** Lectures, group discussions, lesson planning, and peer teaching.
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others*	Assessment through lesson plans, reflective journals, and a final presentation on a pedagogical topic.

Please indicate all relevant information about the course assessment and how students are informed	

5. SUGGESTED BIBLIOGRAPHY

1. Metzler, M. (2011). Instructional Models in Physical Education. Jones & Bartlett Publishers.
2. Rink, J. E. (2010). Teaching Physical Education for Learning. McGraw-Hill.
3. Graham, G. (2013). Physical Education for the Elementary Years: Teaching and Learning. Jones & Bartlett Publishers.
4. Siedentop, D. (2009). Sport Education: A Focus on Active Learning. Human Kinetics.
5. Ennis, C. D. (2014). Creating a Culturally Relevant Curriculum for Physical Education. Routledge.

COURSE OUTLINE

1. GENERAL

SCHOOL	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY, DUTH		
DEPARTMENT	PHYSICAL EDUCATION & SPORT SCIENCE/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**1st**
COURSE TITLE	MOTOR LEARNING		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	OBLIGATORY
PREREQUISITES:	NO
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Upon completion of the course, students will be able to apply the basic concepts of motor learning, regarding perceptual models of human performance, cognitive strategies and the provision of feedback when teaching motor skills and improving and maintaining performance through practice and guide the increase of human performance - learning in real conditions.

Upon completion of the course, students will be able to:

1. Understand the basic concepts of motor learning.
2. Demonstrate and apply the basic methods of analyzing skills and the learning environment.
3. Combine and apply the methods of planning exercise and providing feedback during it for learning motor skills.
4. Plan and guide the increase in athletic performance - learning through the exercise process.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*

Working in an international environment *Working in an interdisciplinary environment* *Production of new research ideas*	*Critical thinking* *Promoting free, creative and inductive reasoning*

3. COURSE CONTENT

1. Introduction to motor learning.
2. Skill classification.
3. Information processing and decision making.
4. Sensory contributions to skilled performance.
5. Movement production and motor programs.
6. Individual differences and motor abilities.
7. Preparing for the learning experience.
8. Supplementing the learning experience: preliminary considerations.
9. Supplementing the learning experience: forms of practice.
10. Structuring the learning experience: random or blocked practice versus varied or constant practice.
11. Feedback: classifying feedback, properties of external feedback.
12. Feedback: practical considerations when providing external feedback.
13. Applying motor learning principles.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face and distance learning
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Use of ICT in Teaching** **Use of ICT in Communication with students**
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	*Workload/semester*
Lectures	26
Bibliographic research& analysis	76
Writing project	48
Total	**150**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	**Student evaluation languages** English **Method (Formative or Concluding)** Summative **Student evaluation methods** Written Exam with Short Answer Questions **Percent:**100

5. SUGGESTED BIBLIOGRAPHY

Magill, R. A. (1998). Motor learning concepts and applications. (5th Edition). Boston: McGraw-Hill.
Rose, D. & Robert, Ch. (2005). Multilevel approach to the study of motor control and learning. Pearson
Schmidt, R. & Wrisberg, C.A. (2008). Motor Learning and Performance. A situation-based approach. Human Kinetics

COURSE OUTLINE

1. GENERAL

SCHOOL	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY, DUTH		
DEPARTMENT	PHYSICAL EDUCATION & SPORT SCIENCE/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	1st
COURSE TITLE	INFORMATION AND COMMUNICATION TECHNOLOGY IN PHYSICAL EDUCATION		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	OBLIGATORY
PREREQUISITES:	NO
TEACHING & EXAMINATION LANGUAGE:	English
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The purpose of the course "Information and Communication Technologies in Physical Education" is to introduce students to the use of modern information and communication technologies (ICT) to support teaching and learning in Physical Education. The course aims to emphasize the methods and tools that can be used for the development of digital educational materials, the management of audiovisual media, and the integration of interactive applications and technologies such as artificial intelligence, in order to enhance engagement, motivation, and knowledge assimilation by students.

Upon completion of the course, students will be able to:

- Design and develop digital educational materials using principles of visual communication and modern tools such as Adobe Express and Canva.
- Utilize and manage digital media, such as videos, through tools like OpenShot and EdPuzzle, for creating educational content in Physical Education.
- Apply online platforms and applications, such as WordPress and Google Apps, for the development and management of educational content and communication.
- Leverage interactive video games and gamified learning tools, such as Quizizz and Quizlet, to enhance student motivation and knowledge assimilation.

- Integrate artificial intelligence and innovative technologies into the teaching of Physical Education to improve the educational experience.
- Combine educational techniques with technology, implementing modern methods to increase teaching effectiveness in Physical Education.

The course aims to create well-trained educators capable of incorporating technology into everyday teaching practices to improve the learning experience.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Search, analysis and synthesis of data and information, ICT Use
- Adaptation to new situations
- Autonomous work
- Teamwork
- Promoting free, creative and inductive reasoning
- Production of new research ideas

3. COURSE CONTENT

1. Principles of Using Visual Symbols – Designing Effective Materials I
2. Utilizing the "WordPress" Platform in Physical Education
3. Utilizing the "Adobe Express" Platform in Physical Education
4. Principles of Using Visual Symbols – Designing Effective Materials II
5. Video Usage and Management in Physical Education – Video Editing Applications (OpenShot)
6. Utilizing the "Google Apps" Platform in Physical Education
7. Integrating Interactive Video Games in Physical Education
8. Utilizing Interactive Video Games in Physical Education
9. Educational Techniques – Integrating Technology and Media I & II
10. Exploring the Potential of Artificial Intelligence in Physical Education (Magic School AI)
11. Video Usage and Management in Physical Education – Online Applications (EdPuzzle)
12. Utilizing the "Canvas" Online Design Platform in Physical Education
13. Creating Quizzes and Lessons in a Gamified Learning Environment (Quizizz, Quizlet)

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face, Distance learning (synchronous, asynchronous)	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in Teaching, in Laboratory Education, in Communication with students	
TEACHING ORGANIZATION	***Activity***	***Workload/semester***

The ways and methods of teaching are described in detail. *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	Lectures: 26 Final Assignment: 50 Bibliographic research & analysis: 71 Exams: 3 Total: **150**
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	The assessment for the course will be structured as follows: 3. Midterm Evaluation (Problem Solving) 35% 4. Written Exam (Multiple Choice Test, Short Answer Questions) 65%[1]

5. SUGGESTED BIBLIOGRAPHY

1. Smaldino, S., Lowther, D. & Russell, J. (2019). Instructional Technology and Media for Learning (12th edition). Hudson Street, NY: Pearson.
2. Mohnsen S.B. (2010). Using Technology in Physical Education (7th Edition). Cerritos, Calif. : Bonnie's Fitware.

2nd SEMESTER

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS//JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**2nd**
COURSE TITLE	AQUATICS		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	4
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	OBLIGATORY
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to equip students with the skills and knowledge required for effective swimming instruction and water safety. Students will practice various aquatic activities and learn to apply techniques for enhancing swimming performance and safety in water environments.

After successful completion of the course, students will be able to:

- Demonstrate proficiency in various swimming strokes and techniques.
- Understand and apply water safety protocols and lifesaving skills.
- Know how to design and implement aquatic fitness programs.
- Analyze swimming performance and provide constructive feedback.
- Promote a culture of safety and respect in aquatic environments.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*

Autonomous work *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*

- Search, analysis, and synthesis of data and information
- ICT use
- Decision-making
- Teamwork
- Application of knowledge in practice

3. COURSE CONTENT

1. Introduction to Aquatics: History, Importance, and Safety
2. Swimming Strokes: Freestyle, Backstroke, Breaststroke, and Butterfly
3. Lifesaving Techniques: Rescue Skills and CPR
4. Aquatic Fitness: Water Aerobics and Conditioning
5. Training and Technique Improvement in Swimming
6. Water Safety: Risk Management and Emergency Procedures
7. Performance Analysis: Timing, Technique, and Feedback
8. Aquatic Instruction Strategies: Teaching and Coaching
9. The Role of Aquatics in Physical Education
10. Inclusivity in Aquatic Programs
11. Ethical Considerations in Aquatics
12. Case Studies: Successful Aquatic Programs
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face-to-face practical sessions
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	*Activity* / *Workload/semester* Practical exercises: 60 Group assignments: 20 Independent study: 20 Total: 100 Practical sessions, group work, peer teaching, and performance assessments.
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others*	Assessment through practical performance, reflective journals, and a final project focused on teaching aquatic skills.

Please indicate all relevant information about the course assessment and how students are informed	

5. SUGGESTED BIBLIOGRAPHY

1. Stager, J. M., & Collins, M. F. (2007). Aquatics Management: A Practical Approach. Human Kinetics.
2. Langendorfer, S. J., & Phillips, D. P. (2008). Aquatic Fundamentals. AAHPERD.
3. Barlow, J. C., & Alexander, C. (2011). Lifeguarding Today: An Integrated Approach to Training and Management. Jones & Bartlett Learning.
4. American Red Cross. (2016). Lifeguarding Manual. American Red Cross.
5. Swimmers' Foundation. (2012). Swim Coaching Essentials. Human Kinetics.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**2nd**
COURSE TITLE	DANCE		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	4
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	OBLIGATORY
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to introduce students to various dance styles and techniques, focusing on movement quality, expression, and creativity. Students will develop the skills necessary to teach dance effectively in diverse settings.

After successful completion of the course, students will be able to:

- Demonstrate proficiency in various dance styles and techniques.
- Know how to design and deliver engaging dance lessons for different age groups.
- Foster creativity and self-expression through dance.
- Understand the cultural significance of different dance forms.
- Evaluate and provide constructive feedback on dance performances.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*

Decision making *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Sustainability* *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*

- Search, analysis, and synthesis of data and information
- ICT use
- Decision-making
- Teamwork
- Application of knowledge in practice

3. COURSE CONTENT

1. Introduction to Dance: History and Styles
2. Modern Dance Techniques
3. Classical Dance Forms
4. Cultural and Folk Dances
5. Choreography and Movement Creation
6. Teaching Dance: Methods and Strategies
7. Dance and Physical Education Curriculum
8. Safety and Injury Prevention in Dance
9. Dance Assessment and Evaluation
10. Promoting Dance in the Community
11. Effective Dance Performance
12. Creation, performance and evaluation of choreography
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face-to-face lectures and practical sessions
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity*** / ***Workload/semester*** Theoretical Lectures: 30 Practical Sessions: 30 Independent study: 40 **Total: 100** Lectures, practical dance sessions, group work, and peer teaching.
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Assessment through performance demonstrations, lesson plans, and reflective journals.

5. SUGGESTED BIBLIOGRAPHY

1. Dunn, J. (2011). Dance and the Quality of Life. Springer.
2. Copeland, R., & Earle, A. (2010). Dance: A Very Short Introduction. Oxford University Press.
3. Sorell, K. (2013). Teaching Dance: The Joy of Dance Education. Human Kinetics.
4. Phillips, M. (2015). Dance in the Schools: The Importance of Dance Education. Routledge.
5. Gagen, E. (2007). Dance Education: A Teacher's Guide. National Dance Education Organization.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**2nd**
COURSE TITLE	TENNIS, BADMINTON, PING PONG		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	4
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Obligatory
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

This course aims to develop students' practical skills and techniques in three popular racket sports: Tennis, Badminton, and Ping Pong (Table Tennis). The course focuses on improving students' performance, understanding game strategies, and promoting physical fitness through active participation.

After the successful completion of the course, students will be able to:

- Acquire fundamental skills in Tennis, Badminton, and Ping Pong.
- Develop advanced techniques in stroke play, serving, footwork, and game tactics.
- Understand the rules, scoring systems, and regulations for each sport.
- Enhance their ability to perform under competitive conditions.
- Improve physical fitness, including agility, coordination, and endurance.
- Foster teamwork, sportsmanship, and fair play in individual and doubles matches.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, ICT Use	*Project design and management*
Adaptation to new situations	*Equity and Inclusion*
Decision making	*Respect for the natural environment*
Autonomous work	*Sustainability*
Teamwork	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*
Working in an international environment	*Critical thinking*

Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Motor skills development
- Teamwork and collaboration
- Strategic thinking and decision-making
- Physical fitness and endurance
- Time management and discipline

3. COURSE CONTENT

1. Introduction to Tennis: Basic strokes (forehand, backhand), serving techniques, and footwork drills.
2. Tennis Practice Sessions: Court positioning, rally drills, and match play scenarios.
3. Introduction to Badminton: Gripping the racket, basic strokes (clear, drop, smash), and footwork.
4. Badminton Practice Sessions: Shuttle control, net play, defensive and attacking strategies.
5. Introduction to Ping Pong (Table Tennis): Grip, basic strokes (forehand, backhand), and service techniques.
6. Ping Pong Practice Sessions: Spin control, rally drills, and match play strategies.
7. Game Rules and Scoring Systems: Understanding and applying rules for Tennis, Badminton, and Ping Pong.
8. Doubles Play: Strategies, communication, and teamwork in doubles matches.
9. Fitness Training: Exercises to improve agility, coordination, and endurance specific to racket sports.
10. Tactical Play: Developing game strategies and decision-making under competitive conditions.
11. Mini-Tournaments: Organizing and participating in practice matches to simulate competitive play.
12. Performance and assessment of skills in real-game situations
13. Performance and assessment of game strategies in real-game situations

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face-to-face practical sessions with drills, match play, and peer feedback.
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Video analysis for technique improvement, use of mobile apps for scoring and performance tracking.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	
STUDENT EVALUATION *Description of the evaluation process*	Description of the evaluation process:

Activity	*Workload/semester*
Lectures	25
Practical exercises, tutorial exercises	45
Independent Practice	30
Total	**100**

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	• Practical Performance (50%): Evaluation of technique, skill development, and application in matches. • Participation and Attendance (20%): Active involvement in practical sessions. • Final Practical Exam (30%): Demonstration of skills in a match-play setting.

5. SUGGESTED BIBLIOGRAPHY

Matsuzaki, c. (2004). Tennis Fundamentals. Human Kinetics

Nelson, M. (2024). How to Play Table Tennis for Starters and Beginners: {Essential Guide to Table Tennis}. Independently Published

Edwards, G. (1997). Badminton: Technique, Tactics, Training, Crowood sports guides Technique, Tactics, Training. Crowood Press

COURSE OUTLINE

1. GENERAL

SCHOOL	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY, DUTH		
DEPARTMENT	PHYSICAL EDUCATION & SPORT SCIENCE/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**2nd**
COURSE TITLE	PHYSICAL EDUCATION IN ELEMENTARY SCHOOL		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	OBLIGATORY
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to equip students with appropriate knowledge a) about the nature of children's all-round development, b) about the design of curriculum and instruction according to short- and long-term educational goals/expected learning outcomes and c) about modern methods of effective teaching, learning, transfer and assessment of knowledge and skills. At the same time, the aim is d) to provide knowledge and skills for the design of physical education curriculum and lessons to promote lifelong exercise and health.

Upon completion of this course, participants will be able to:

1. Understand the areas of development/learning and the skills and concepts involved
2. Understand the Curricula and the short- and long-term educational goals/ learning outcomes per grade/age
3. Create lesson plans for all children, based on developmental characteristics, and utilize their differences
4. Identify and describe current methods of effective teaching and assessment of knowledge, learning and performance
5. Know the role of physical education in promoting lifelong physical activity for health and quality of life.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

Search, analysis and synthesis of data and information
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Project design and management
Equity and Inclusion
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking

3. COURSE CONTENT

1. **UNIT 1 Teaching for Learning**
   1. 21st Century skills, Physical literacy and health. The role of PE
   2. A Teaching for Learning approach
2. **UNIT 2 Designing the lesson. Learning outcomes, content, instruction, and assessment**
   3. Annual and Unit planning. Criteria
   4. The anatomy of a daily lesson plan
3. **UNIT 3 Teaching to the national thematic fields/standards. Let's start planning**
   5. Fundamental movement and sport skills
   6. Cognitive concepts and thinking
   7. Emotional, Social skills and Values
   8. Health-related fitness and physical activity
4. **UNIT 4 Creating a safe environment. Continue lesson planning**
   9. Essential teaching and evaluation skills
   10. Class organization and management
   11. Contemporary teaching methods and styles
5. **UNIT 5 Presenting the lesson plans**
   12. Presentation of the lesson plans by the students and feedback
   13. Presentation of the lesson plans by the students. Synopsis and feedback

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face and distance lectures and applications.
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching and communication with students - digital slides - videos - MsTeams/ e-class, webmail
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning,*	

Activity	*Workload/semester*
Lectures (and exercises/applications)	26

Study visits, Study / creation, project, creation, project. Etc. *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	Thematic discussions/ Bibliographic research & analysis, study at home	65
	Study for quizzes	56
	Final exams	3
	Total	**150**
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Quiz (60%) Final exams (40%)	

5. SUGGESTED BIBLIOGRAPHY

1. Mitchell, S. A. & Walton-Fisette, J. L. (2022). The Essentials of Teaching Physical Education. Curriculum, Instruction, and Assessment (2nd ed).
2. Rink, J. (2019). Teaching Physical Education for Learning. USA: Mc Graw Hill.
3. Graham, G. M., Holt/Hale S.N., Parker M.A. (2019). Children Moving: A Reflective Approach to Teaching Physical Education 10th Edition. USA: McGraw Hill.

COURSE OUTLINE

1. GENERAL

SCHOOL	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY, DUTH		
DEPARTMENT	PHYSICAL EDUCATION & SPORT SCIENCE/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**2ND**
COURSE TITLE	PSYCHOLOGY IN PHYSICAL EDUCATION AND SPORTS		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Obligatory
PREREQUISITES:	None
TEACHING & EXAMINATION LANGUAGE:	English
COURSE OFFERED TO ERASMUS STUDENTS:	
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

- After the end of the course students will understand the psychological factors affecting human behavior in school and sport contexts.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Search, analysis and synthesis of data and information, using the necessary technologies
Exercise criticism and self-criticism
Promoting free, creative and inductive thinking

3. COURSE CONTENT

1. Introduction to Sport Psychology
2. Goal Setting
3. Anxiety, Stress, Agitation

4. Individual and Group Psychology
5. Leadership
6. Principles of communication
7. Violence and aggression
8. Moral development
9. Equality in class and sports
10. Reinforcement, punishment and intrinsic motivation
11. Weight control and eating disorders
12. Involvement of parents in children's sports
13. Disability, physical activity and psychological well-being

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face and distant learning
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in Teaching, in Communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	***Workload/semester***
Lectures	26
Literature study and analysis	45
Exams	42
Thematic Analysis/Discussion	37
Course Total	**150**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Written exams 50% Final Exam 50%

5. SUGGESTED BIBLIOGRAPHY

1. Horn, Th. S., & Smith, A. L. (2019). *Advances in Sport and Exercise Psychology*. Human Kinetics Pub.

2. Anshel, M. H., Petrie, T. A., & Steinfeldt, J. A. (2019). *APA Handbook of Sport and Exercise Psychology (Vol. 1+2).* American Psychological Association Pub.

3. Davis, L., Keegan, R., & Jowett, S. (2025). *Social Psychology in Sport.* Human Kinetics Pub.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**2nd**
COURSE TITLE	KINESIOLOGY		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	OBLIGATORY
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to provide students with an in-depth understanding of human movement by analysing the biomechanical, anatomical, and physiological aspects that underlie motor performance. Students will explore the principles of muscle function, joint mechanics, and the neuromuscular system, and how these elements contribute to movement patterns in both everyday activities and sports.

After the successful completion of the course, students will be able to:

- Understand and explain the basic principles of biomechanics and their application to human movement.
- Identify and describe the structure and function of muscles, bones, and joints in relation to movement.
- Analyse movement patterns and identify key factors influencing motor performance.
- Apply principles of kinesiology to design and assess exercise programs aimed at improving physical performance and injury prevention.
- Utilize tools and techniques to evaluate human movement and understand the implications for physical activity and sports performance.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Search, analysis, and synthesis of data and information
- Adaptation to new situations
- Decision making
- Teamwork
- Critical thinking
- Project design and management
- Application of knowledge in practice

3. COURSE CONTENT

1. Introduction to Kinesiology: History, Scope, and Relevance to Physical Education and Sports.
2. Basic Biomechanical Principles: Force, Motion, and Leverage.
3. Anatomical Foundations: Bones, Muscles, and Joints.
4. The Neuromuscular System: Structure and Function.
5. Biomechanics of Human Movement: Analyzing Gait, Posture, and Complex Movements.
6. Principles of Muscle Function: Strength, Endurance, and Flexibility.
7. Joint Mechanics and Movement Analysis: Range of Motion and Joint Stability.
8. Application of Kinesiology in Exercise and Sports: Enhancing Performance and Preventing Injuries.
9. Evaluation Techniques in Kinesiology: Motion Capture, Electromyography, and Other Tools.
10. Movement Analysis in Special Populations: Adaptations and Modifications.
11. Integration of Kinesiology Principles into Physical Education Programs.
12. Current Trends and Research in Kinesiology.
13. Case Studies and Practical Applications in Sports and Rehabilitation.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face lectures and laboratory sessions
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, in laboratory education, and in communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	*Workload/semester*
Lectures	26
Demonstration and commentary on digital material, home study	34
Practical exercises, tutorial exercises	45
team works/group assignments	45
Total	**150**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Description of the evaluation process: • Written exams with multiple-choice questions, short-answer questions, and problem-solving exercises. • Continuous assessment through quizzes, in-class activities, and lab reports. • Final project involving movement analysis and application of kinesiology principles.	

5. SUGGESTED BIBLIOGRAPHY

1. Hall, S.J. (2014). *Basic Biomechanics*. McGraw-Hill.
2. Floyd, R.T. (2013). *Manual of Structural Kinesiology*. McGraw-Hill.
3. Knudson, D. (2007). *Fundamentals of Biomechanics*. Springer.
4. Hamill, J., & Knutzen, K.M. (2015). *Biomechanical Basis of Human Movement*. Wolters Kluwer.
5. Thompson, C.W. (2010). *Applied Kinesiology: A Training Manual and Reference Book of Basic Principles and Practices*. North Atlantic Books.

3RD SEMESTER

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**3rd**
COURSE TITLE	FOOTBALL (SOCCER)		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	4
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	OBLIGATORY
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to provide students with comprehensive knowledge and practical skills in football (soccer) to enhance their coaching and teaching capabilities. Emphasis will be placed on game strategy, technique development, and team dynamics.

After successful completion of the course, students will be able to:

- Demonstrate fundamental football techniques and skills.
- Analyze and apply game strategies effectively.
- Know how to organize and lead football training sessions.
- Know how to assess student/player performance and provide constructive feedback.
- Foster teamwork and sportsmanship among players.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Search, analysis, and synthesis of data and information
- ICT use
- Decision-making
- Teamwork
- Application of knowledge in practice

3. COURSE CONTENT

1. Introduction to Football Techniques
2. Training Methods and Drills
3. Tactical Awareness and Game Strategy
4. Coaching and Communication Skills
5. Injury Prevention and Management
6. Team Formation and Dynamics
7. Assessment of Player Skills
8. Sports Ethics in Football
9. Reflective Practice in Coaching
10. Community Engagement through Football
11. Demonstration and assessment of soccer skills
12. Demonstration and assessment of soccer strategies
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face-to-face practical sessions
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.*	

Activity	***Workload/semester***
Practical Sessions	30
Group Work	20
Independent study	50
Total	**100**

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.	Practical sessions, game simulations, and peer coaching.
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Assessment through skill demonstrations, training session planning, and reflective journals.

5. SUGGESTED BIBLIOGRAPHY

1. Williams, A. M., & Hodges, N. J. (2005). Skill Acquisition in Sport: Research, Theory, and Practice. Routledge.
2. Glanville, A. (2015). Coaching Football: The Guide to Football Coaching. Crowood Press.
3. O'Connor, D. (2013). Football Coaching: A Practical Guide. Human Kinetics.
4. Rainer, A. (2016). Advanced Soccer Coaching. CreateSpace Independent Publishing Platform.
5. Smith, R. (2010). Coaching Soccer Successfully. Human Kinetics.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**3rd**
COURSE TITLE	VOLLEYBALL		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	4
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	OBLIGATORY
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to develop students' knowledge and practical skills in volleyball, focusing on the technical, tactical, and psychological aspects of the game.

After successful completion of the course, students will be able to:

- Execute fundamental volleyball skills and techniques.
- Know how to design and conduct effective training sessions.
- Analyze game situations and implement strategies.
- Promote teamwork and cooperation among players.
- Evaluate player performance and provide constructive feedback.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*

Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Search, analysis, and synthesis of data and information
- ICT use
- Decision-making
- Teamwork
- Application of knowledge in practice

3. COURSE CONTENT

1. Basic Volleyball Skills and Techniques
2. Offensive and Defensive Tactics
3. Training Methods and Drills
4. Coaching Principles and Ethics
5. Physical Conditioning for Volleyball
6. Game Strategy and Management
7. Assessment of Player Skills
8. Sports Psychology in Volleyball
9. Community Engagement through Volleyball
10. Reflective Practice in Coaching
11. Performance and assessment of volleyball skills in real-game situations
12. Performance and assessment of volleyball skills strategies in real-game situations
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face-to-face practical sessions
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	*Workload/semester*
Practical Sessions	30
Group Work	20
Independent study	50
Total	**100**

Practical sessions, game analysis, and peer coaching.

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Assessment through skill demonstrations, training session planning, and reflective journals.

5. SUGGESTED BIBLIOGRAPHY

1. Karageorghis, C. I., & Jones, L. (2016). Sports Psychology in Practice: Volleyball. Routledge.
2. Blanton, A. (2015). Volleyball Coaching: A Comprehensive Guide. Human Kinetics.
3. Smith, R. (2014). Volleyball Skills and Drills. Human Kinetics.
4. Miller, J. (2013). Coaching Volleyball: A Practical Guide. Crowood Press.
5. Protheroe, J. (2012). The Volleyball Coaching Bible. Human Kinetics.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**3rd**
COURSE TITLE	TEACHING AND TRACK & FIELD		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	4
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	OBLIGATORY
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to prepare students to effectively teach track and field events, focusing on pedagogy, instructional strategies, and assessment techniques. Students will learn to design comprehensive lesson plans that enhance student engagement and performance in track and field.

After successful completion of the course, students will be able to:

- Develop lesson plans that align with curriculum standards for track and field.
- Implement effective teaching strategies for various track and field events.
- Assess student performance using appropriate evaluation methods.
- Foster a positive learning environment that encourages student participation.
- Integrate safety and injury prevention strategies into track and field instruction.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking

Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Search, analysis, and synthesis of data and information
- ICT use
- Decision-making
- Teamwork
- Application of knowledge in practice

3. COURSE CONTENT

1. Introduction to Teaching Track and Field: Principles and Approaches
2. Curriculum Development for Track and Field Education
3. Instructional Strategies: Demonstration, Practice, and Feedback
4. Assessment Techniques in Track and Field
5. Safety Considerations in Track and Field Instruction
6. Teaching Special Populations in Track and Field
7. Coaching Principles and Team Dynamics
8. Performance Analysis and Enhancement
9. Event Management and Competition Preparation
10. Ethical Considerations in Coaching and Teaching
11. Technology Integration in Track and Field Instruction
12. Case Studies: Successful Teaching Practices in Track and Field
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face-to-face lectures and practical sessions
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity*** / ***Workload/semester*** Theoretical lectures: 30 Group assignments: 20 Independent study: 50 **Total: 100** Lectures, group discussions, lesson planning, and peer teaching.
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Assessment through lesson plans, reflective journals, and a final presentation demonstrating teaching strategies.

5. SUGGESTED BIBLIOGRAPHY

1. Schempp, P. G., & Templin, T. J. (2004). The Role of Coaches in Teaching. Journal of Physical Education, Recreation & Dance.
2. Coakley, J. (2015). Sports in Society: Issues and Controversies. McGraw-Hill.
3. Nelson, L. (2010). Teaching Physical Education: A Handbook for Physical Education Teachers. Wiley.
4. Hager, P., & Holland, S. (2006). Graduate Attributes, Learning and Employability. Springer.
5. Jowett, S., & Cockerill, I. (2003). Olympic Coaches: A Psychological Perspective. Psychology of Sport and Exercise.

COURSE OUTLINE

1. GENERAL

SCHOOL	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY, DUTH		
DEPARTMENT	PHYSICAL EDUCATION & SPORT SCIENCE/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**3rd**
COURSE TITLE	EXERCISE PHYSIOLOGY		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	SCIENTIFIC AREA
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Upon successful completion of the course, participants will:

- know the function of basic body systems during exercise and the variations observed depending on age.
- be aware of the adaptations caused by regular exercise in the human body, improving its physical conditioning and health.
- understand the physiological factors that determine human performance.
- know how regular exercise changes body composition.
- understand the basic adaptations that exercise causes in people with chronic diseases.
- understand how environmental conditions affect human body functions during exercise, especially in childhood and adolescence.
- possess basic knowledge for training special population groups.
- be able to use physiological parameters to design exercise programs.

6.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*

Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

1. Search, analysis and synthesize data and information, ICT use
2. Adaptation to new situations
3. Production of new research ideas
4. Project design and management
5. Respect for the natural environment
6. Promoting free, creative and inductive reasoning

3. COURSE CONTENT

1. Energy systems and energy metabolism during exercise.
2. Metabolic adaptations with training.
3. Metabolic function during exercise in childhood and adolescence.
4. Function of the respiratory and the cardiovascular systems during exercise – Factors determining endurance capacity.
5. Cardio-respiratory responses during exercise in children and adolescents.
6. Functional and morphological adaptations in the cardiovascular system with training.
7. Neural control of movement.
8. Muscle function during exercise - Factors that determine strength, flexibility and balance.
9. Functional and morphological adaptations of the neuromuscular system with strengthening, flexibility and balance training - Characteristics of children and adolescents.
10. Body composition and weight control with exercise.
11. Effect of exercise on health.
12. Exercise in people with cardiorespiratory and metabolic diseases.
13. Exercise in hot and cold environments – Characteristics of children and adolescents.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test,*	Mid-term exams (multiple choice questions) 20% Final exams (essay questions) 80%

Activity	*Workload/semester*
Lectures	26
Final assignment	50
Study and analysis of literature	71
Exams	3
TOTAL	**150**

Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	

5. SUGGESTED BIBLIOGRAPHY

1. Smith D.L., Plowman S.A., Ormsbee M.J (2023).*Exercise Physiology for Health, Fitness and Performance, 6th edition*. Wolters Kluver pubs.
2. McArdle W.D., Katch F.I., Katch V.I. (2023). *Exercise Physiology: Nutrition, Energy and Human Performance*. Wolters Kluver pubs.
3. Kenney L., Wilmore J.H., Costil D.L. (2025). *Physiology of Sport and Exercise, 9th edition*. Human Kinetics pubs.

COURSE OUTLINE

1. GENERAL

SCHOOL	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY, DUTH		
DEPARTMENT	PHYSICAL EDUCATION & SPORT SCIENCE/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**3rd**
COURSE TITLE	PHYSICAL EDUCATION IN PRE-SCHOOL		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Theoretical/Core
PREREQUISITES:	NO
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

By the end of this course, participants will be able to:

- know the nature of the multifaceted development of preschool children.
- know the importance of the aims and objectives of Physical Education in preschool age.
- know the differentiation of Physical Education programs at preschool age compared to other levels of education.
- plan and organize developmentally appropriate Physical Education lessons for the preschool age.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Search, analysis and synthesis of data and information, ICT Use
Adaptation to new situations

Decision making Autonomous work Teamwork Project design and management Equity and Inclusion Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical thinking Promoting free, creative and inductive reasoning

3. COURSE CONTENT

1. The importance of physical education and physical activity in preschool age
2. The development of Infants and children 0-2 years old
3. Motor and Cognitive development in early childhood 2-5,5 years old
4. Social and Emotional development in early childhood 2-5,5 years old
5. Fundamental motor skills and motor concepts in preschool age
6. How preschool children learn in preschool age
7. Encouraging the motor activities of preschool children
8. The role of the educator in the movement of preschool children
9. Planning developmentally appropriate programs for preschool age children
10. Organization of a motor lesson in preschool age
11. Creation and use of equipment for motor play and learning in preschool age
12. Evaluation of an environment for the promotion of physical activity in preschool age
13. Interdisciplinary programs in preschool age

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face & distance learning lectures and applications
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching and communication with students • digital slides • video • MsTeams/ e-class, webmail
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others*	Essay (40%) Written exams (60%)

Activity	***Workload/semester***
Lectures	26
Bibliographic research & analysis	71
Study creation	50
Final exams	3
Total	**150**

Please indicate all relevant information about the course assessment and how students are informed	

5. SUGGESTED BIBLIOGRAPHY

1. Archer, C., & Siraj, I. (2015). Encouraging Physical Development through Movement-Play. London UK: Sage Publications.
2. Berk, E.L. (2011) Infants, Children, and Adolescents (7th Edition0. Pearson Education Inc.
3. Musgrave, J., Dorrian, J., Josephidou, J, Lanngdown, B. & Leon, R.L. (2024). Promoting Physical Development and Activity in Early Childhood: Practical Ideas for Early Years Settings (Little Minds Matter). Routledge, Taylor & Francis Group, London and New York.
4. Loizou, E. & Trawick-Smith (2022). Teacher Education and Play Pedagogy: International Perspectives (Towards an Ethical Praxis in Early Childhood) 1st Edition. Routledge, Taylor & Francis Group, London and New York.
5. Sassé, M. (2010). Active Baby, Healthy Brain: 135 Fun Exercises and Activities to Maximize Your Child's Brain Development from Birth through Age 5,5. Illustrations Mckail, G. Forward by Glascoe, P.F. The Experiment, New York.
6. Sheridan, M., Howard, J. & Alderson, D. (2011). Play in Early Childhood: From Birth to Six Years. 3rd Edition. Routledge, Taylor & Francis Group, London and New York.
7. Zachopoulou, E., Liukkonen, J., Pickup, I. & Tsangaridou, N. (2010) Early Steps Physical Education Curriculum. Theory and Practice for Children under 8. Human Kinetics.

4TH SEMESTER

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**4th**
COURSE TITLE	BASKETBALL		
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
		2	4
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	OBLIGATORY		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	ENGLISH		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:			

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to equip students with the essential skills and knowledge for teaching and coaching basketball. The focus will be on developing fundamental skills, game strategies, and effective coaching techniques.

After successful completion of the course, students will be able to:

- Demonstrate essential basketball skills and techniques.
- Know how to develop and implement effective training sessions.
- Analyze game situations and apply strategic solutions.
- Promote teamwork and sportsmanship in basketball.
- Evaluate player performance and provide constructive feedback.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, Project design and management

ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*
Teamwork	*Critical thinking*
Working in an international environment	*Promoting free, creative and inductive reasoning*
Working in an interdisciplinary environment	
Production of new research ideas	

- Search, analysis, and synthesis of data and information
- ICT use
- Decision-making
- Teamwork
- Application of knowledge in practice

3. COURSE CONTENT

1. Fundamentals of Basketball Skills
2. Offensive and Defensive Strategies
3. Training Drills and Techniques
4. Coaching Philosophy and Ethics
5. Injury Prevention in Basketball
6. Game Management and Refereeing
7. Assessment of Player Skills and Development
8. Psychological Aspects of Coaching
9. Community Engagement through Basketball
10. Reflective Practice in Coaching
11. Performance and assessment of basketball skills in real-game situations
12. Performance and assessment of basketball skills strategies in real-game situations
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face-to-face practical sessions
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.*	<table><tr><th>*Activity*</th><th>*Workload/semester*</th></tr><tr><td>Practical Sessions</td><td>30</td></tr><tr><td>Group Work</td><td>20</td></tr><tr><td>Independent study</td><td>50</td></tr><tr><td>**Total**</td><td>**100**</td></tr><tr><td></td><td></td></tr></table> Practical sessions, game analysis, and peer coaching.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Assessment through skill demonstrations, training session planning, and reflective journals.

5. SUGGESTED BIBLIOGRAPHY

1. Schempp, P. G., & Coker, C. (2009). Coaching Basketball Successfully. Human Kinetics.
2. Fisher, K., & Bouchard, M. (2014). Basketball: Skills, Drills, and Strategies. Routledge.
3. Dobbs, L. (2015). The Complete Guide to Coaching Basketball. Hachette UK.
4. Weiser, D. (2016). Basketball Coaching: A Complete Guide. CreateSpace Independent Publishing Platform.
5. Smith, R. (2010). Successful Basketball Coaching. Human Kinetics.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**4th**
COURSE TITLE	HANDBALL		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	4
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	OBLIGATORY
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to provide students with the foundational knowledge and practical skills necessary for teaching and coaching handball. Emphasis will be placed on developing both individual and team skills.

After successful completion of the course, students will be able to:

- Demonstrate fundamental handball techniques and skills.
- Know how to design and conduct effective teaching/training sessions.
- Analyze gameplay and apply tactical strategies.
- Foster teamwork and sportsmanship in handball.
- Assess player performance and provide constructive feedback.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, ICT Use	*Project design and management*
Adaptation to new situations	*Equity and Inclusion*
	Respect for the natural environment

Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*
Teamwork	*Critical thinking*
Working in an international environment	*Promoting free, creative and inductive reasoning*
Working in an interdisciplinary environment	
Production of new research ideas	

- Search, analysis, and synthesis of data and information
- ICT use
- Decision-making
- Teamwork
- Application of knowledge in practice

3. COURSE CONTENT

1. Introduction to Handball Techniques
2. Training Methods and Drills
3. Offensive and Defensive Strategies
4. Coaching Principles and Ethics
5. Game Management and Refereeing
6. Injury Prevention and Management
7. Assessment of Player Skills
8. Psychological Aspects of Coaching
9. Community Engagement through Handball
10. Reflective Practice in Coaching
11. Performance and assessment of handball skills in real-game situations
12. Performance and assessment of handball skills strategies in real-game situations
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face-to-face practical sessions
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.*	See table below Practical sessions, game analysis, and peer coaching.

Activity	*Workload/semester*
Practical Sessions	30
Group Work	20
Independent study	50
Total	**100**

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Assessment through skill demonstrations, training session planning, and reflective journals.

5. SUGGESTED BIBLIOGRAPHY

1. Korfball, R. (2014). Coaching Handball: A Comprehensive Guide. Human Kinetics.
2. Fuchs, R., & Haake, S. (2016). Handball: Techniques, Tactics, Training. Meyer & Meyer Sport.
3. Smith, R. (2010). Successful Handball Coaching. Human Kinetics.
4. Karlsson, E. (2015). Handball: Skills, Drills, and Strategies. Routledge.
5. Golding, J. (2012). The Complete Guide to Handball Coaching. CreateSpace Independent Publishing Platform.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**4th**
COURSE TITLE	TEACHING AND AQUATICS		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	5
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	OBLIGATORY
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to equip students with the skills to teach swimming and aquatics effectively, emphasizing instructional techniques, water safety, and program design. Students will learn to create safe and engaging aquatic environments for learners of all ages.

After successful completion of the course, students will be able to:

- Design effective swimming lesson plans tailored to various skill levels.
- Demonstrate aquatic teaching techniques and safety protocols.
- Assess learner progress and provide constructive feedback.
- Create inclusive and engaging aquatic programs for diverse populations.
- Promote water safety and drowning prevention in community settings.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*

Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Search, analysis, and synthesis of data and information
- ICT use
- Decision-making
- Teamwork
- Application of knowledge in practice

3. COURSE CONTENT

1. Introduction to Teaching Aquatics: Philosophy and Framework
2. Developing Aquatic Programs for Different Age Groups
3. Instructional Strategies in Aquatics: Demonstration, Practice, and Assessment
4. Water Safety and Lifesaving Techniques
5. Teaching Swimming Strokes: Techniques and Progressions
6. Inclusivity in Aquatic Instruction
7. Performance Assessment in Aquatics
8. Environmental and Ethical Considerations in Aquatic Teaching
9. The Role of Technology in Aquatic Instruction
10. Case Studies: Effective Aquatic Programs in Schools
11. Program Evaluation and Improvement
12. Community Engagement and Promotion of Aquatics
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face-to-face lectures and practical sessions
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity*** / ***Workload/semester*** Theoretical lectures: 30 Group assignments: 25 Independent study: 70 **Total: 125** Lectures, group discussions, lesson planning, and peer teaching.
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others*	Assessment through lesson plans, practical demonstrations, and a final project focusing on aquatic program development.

Please indicate all relevant information about the course assessment and how students are informed	

5. SUGGESTED BIBLIOGRAPHY

1. Langendorfer, S. J., & Phillips, D. P. (2008). Aquatic Fundamentals. AAHPERD.
2. American Red Cross. (2016). Lifeguarding Manual. American Red Cross.
3. Stager, J. M., & Collins, M. F. (2007). Aquatics Management: A Practical Approach. Human Kinetics.
4. Sweeney, T. (2014). Teaching Swimming and Water Safety. Human Kinetics.
5. Roper, K. (2010). Swimming and Water Safety: Essential Skills for Lifeguarding. Human Kinetics.

COURSE OUTLINE

1. GENERAL

SCHOOL	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY, DUTH		
DEPARTMENT	PHYSICAL EDUCATION & SPORT SCIENCE/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**4th**
COURSE TITLE	PHYSICAL EDUCATION IN SECONDARY SCHOOL		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	OBLIGATORY
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

After the successful completion of the course, students will be able to:

- Understand the current international trends in physical education (PE) in Secondary School as they are implemented in PE models.
- Plan and organize the teaching content according to the educational short- and long-term Goals, Objectives and Learning Outcomes of PE.
- Recognize and select the methods of effective teaching and classroom management.
- Design exercise programs based on the students' individual developmental characteristics and needs.
- Develop PE programs to maintain students' interest for the lesson and promote physical activity and other healthy behaviors inside and outside the school environment
- Identify and describe the assessment methods of a) the PE teacher, b) the secondary student and c) the educational program

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*

Working in an interdisciplinary environment *Promoting free, creative and inductive reasoning* *Production of new research ideas*
Search, analysis and synthesis of data and information Adaptation to new situations Decision making Autonomous work Teamwork Project design and management Equity and Inclusion Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical thinking

3. COURSE CONTENT

1. Secondary School Physical Education: current needs and characteristics of students and teachers
2. Goals, Objectives and Learning Outcomes of Secondary Physical Education: physical literacy and curriculum structure
3. Physical Education curriculum models
4. Subject matter knowledge in teaching secondary physical education
5. Organisation and management of instructional setting for responsibility and learning
6. Fostering adolescents' positive attitudes towards physical activity for healthy and fulfilling lifestyle
7. Teaching styles and approaches for developing 21st century skills through physical education
8. Approaches for teaching moral values and social skills in Secondary Physical Education
9. Promoting physical activity and improving health-related fitness for autonomous participants, inside and outside of school environment
10. Assessment of and for learning in Secondary Physical Education
11. Digital technologies in teaching Secondary PE
12. Annual and unit planning in Secondary Physical Education
13. Lesson plans for effective teaching and learning in Secondary Physical Education

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face & distance learning lectures and applications
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching and communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	***Workload/semester***
Lectures	26
Literature study and analysis	70
Individual and group assignments	30
Thematic discussions	21
Exams	3
Total	**150**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Written assignments (35%) Final exam (65%)

5. SUGGESTED BIBLIOGRAPHY

Capel, S., Cliffe, J., & Lawrence, J. (2021). Learning to Teach Physical Education in the Secondary School A Companion to School Experience. 5th Edition. Routledge ISBN 9780367209629

Mohnsen, B. S. (2008). Teaching middle school physical education: A standards-based approach for grades 5-8. Human kinetics.

Mitchell, S. A., & Walton-Fisette, J. L. (2022). The Essentials of Teaching Physical Education: Curriculum, Instruction, and Assessment, 2nd ed. Human Kinetics

COURSE OUTLINE

1. GENERAL

SCHOOL	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY, DUTH		
DEPARTMENT	PHYSICAL EDUCATION & SPORT SCIENCE/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**4th**
COURSE TITLE	RESEARCH METHODS AND SCIENTIFIC WRITING		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Theoretical course
PREREQUISITES:	-
TEACHING & EXAMINATION LANGUAGE:	English
COURSE OFFERED TO ERASMUS STUDENTS:	
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Upon successful completion of the module students are expected to:

A. Have acquired understanding of the importance of research in knowledge acquisition
B. Have developed knowledge and skills required for undertaking a research project as part of their studies
C. Have developed knowledge and skills required for the evaluation of teaching outcomes (student learning, health-related fitness and wellness etc)
D. Have learned basic principles of scientific writing

More specifically, students will be able to:

- Understand the concepts and principles of the research process step by step, from the epistemological underpinnings and formulation of research question to data analysis and scientific reporting
- Understand and apply commonly used statistical tests in sport and exercise sciences
- Understand and apply at a basic level qualitative methods in sport and exercise sciences

- Apply principles of scientific writing in reporting their research and evaluation outcomes

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

Project design and management
Data analysis, software-based
Decision making
Autonomous work
Working in an international environment

3. COURSE CONTENT

1. Introduction- why do research, the nature of knowledge, quantitative and qualitative approaches
2. The research process- the research question, writing a research proposal, reviewing the literature, considering theoretical frameworks
3. Quality in qualitative and quantitative studies- bias in study design, participant selection, data collection, data analysis, reporting, qualitative criteria
4. Data collection in sport and exercise science: questionnaires, interviews, observation, other measures
5. Data entry, exploring data with graphs, testing assumptions, reducing bias, descriptive statistics
6. Chi-square tests and Correlation
7. Regression
8. Comparison of two means
9. Comparison of several independent means (ANOVA)
10. Comparison of means adjusted for other predictors (ANCOVA)
11. Factorial designs
12. Introduction to qualitative analysis
13. Writing the research report

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Distance learning and face-to-face lectures and labs
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Powerpoint Video e-class, webmail Data analysis software (SPSS, Jamovi etc)
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis,*	

Activity	***Workload/semester***
Lectures	26
Laboratory exercise (supervised)	16

Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc. *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	Field exercise (supervised, unsupervised): 4 Bibliographic research and study (unsupervised): 104 **TOTAL: 150**
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Written exam (formative): 20% Written exam (summative): 80%

5. SUGGESTED BIBLIOGRAPHY

1. Field, A. (2018). Discovering statistics using SPSS (5th ed.). Sage.
2. Thomas, J., Nelson, J., Silverman, S. Research Methods in Physical Activiey (7th ed.). Human Kinetics.
3. Jones, I. (2022). Research Methods for Sports Studies(4th ed.). Routledge.
4. Sparkes, A. & Smith, B. (2013). Qualitative Research Methods in Sport, Exercise and Health. From Process to Product. Routledge.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**4th**
COURSE TITLE	TEACHING AND GYMNASTICS		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	5
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	OBLIGATORY
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to provide students with specialized knowledge and skills necessary for teaching gymnastics in physical education settings. Emphasis will be placed on instructional strategies, safety, and effective assessment methods.

After successful completion of the course, students will be able to:

- Develop and implement gymnastics lesson plans for various skill levels.
- Utilize effective teaching strategies for gymnastics instruction.
- Ensure safety and proper techniques in gymnastics activities.
- Assess student performance in gymnastics and provide constructive feedback.
- Create an inclusive learning environment for diverse learners in gymnastics.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*

Decision making *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Sustainability* *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*

- Search, analysis, and synthesis of data and information
- ICT use
- Decision-making
- Teamwork
- Application of knowledge in practice

3. COURSE CONTENT

1. Overview of Teaching Gymnastics
2. Safety and Risk Management in Gymnastics
3. Developing Lesson Plans for Gymnastics
4. Development of Lesson Plans for Gymnastics at different ages and purposes
5. Teaching Strategies for Skill Development
6. Assessment and Feedback Techniques in Gymnastics
7. Adaptations for Students with Different Abilities
8. The Role of Gymnastics in Overall Physical Education
9. Using Technology in Gymnastics Instruction
10. Building a Positive Gymnastics Culture
11. Reflective Practice in Teaching Gymnastics
12. Implementation of lesson plans to fellow students
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face-to-face lectures and practical sessions
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.*	

Activity	*Workload/semester*
Theoretical Lectures	30
Practical Sessions	40
Independent study	55
Total	**125**

Lectures, practical sessions, lesson planning, and peer teaching.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Assessment through lesson plans, performance demonstrations, and reflective journals.

5. SUGGESTED BIBLIOGRAPHY

1. Hsu, S. (2013). Teaching Gymnastics: Strategies for Success. Human Kinetics.
2. Liem, Y. (2009). Advanced Gymnastics Teaching Methods. CreateSpace Independent Publishing Platform.
3. Smith, R. (2014). Effective Teaching in Gymnastics. Routledge.
4. Hinkley, T. (2011). The Art of Teaching Gymnastics. Crowood Press.
5. Volle, S. (2016). Safety in Gymnastics. Academic Press.

3RD YEAR

5TH SEMESTER

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**5th**
COURSE TITLE	MARTIAL ARTS		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	4
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	OBLIGATORY
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

This practical course is designed to develop students' physical skills in various martial arts disciplines. The course focuses on the technical execution of movements, sparring techniques, and the application of martial arts in self-defence scenarios.

After the successful completion of the course, students will be able to:

- Demonstrate proficiency in basic and advanced martial arts techniques.
- Apply martial arts movements in controlled sparring situations.
- Implement safe training practices to prevent injury.
- Develop physical fitness and discipline through regular practice.
- Apply martial arts techniques to real-world self-defense scenarios.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*

Teamwork *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*

- Physical coordination and agility
- Discipline and self-regulation
- Teamwork and communication
- Tactical thinking
- Problem-solving under pressure

3. COURSE CONTENT

1. Basic Techniques: Stances, strikes, kicks, and blocks.
2. Advanced Techniques: Combos, joint locks, throws, and counters.
3. Sparring: Rules, safety, and controlled practice.
4. Self-Defense Applications: Situational awareness and practical scenarios.
5. Fitness Training: Conditioning exercises specific to martial arts.
6. Discipline in Practice: The role of mental focus and discipline in martial arts.
7. Application of discipline methods
8. Effective performance of basic techniques
9. Effective performance of advanced techniques
10. Performance of skills and peer-feedback
11. Setting targets to improve performance
12. Performance and assessment of skills in simple and complex competition conditions
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face-to-face practical sessions with demonstrations and hands-on practice.
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of video analysis tools for technique improvement.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others*	Description of the evaluation process: • Practical Exam (70%): Demonstration of techniques and sparring. • Continuous Assessment (30%): Participation, progress, and adherence to safety protocols.

Activity	***Workload/semester***
Lectures	30
Practical exercises, tutorial exercises	30
Independent Practice	40
Total	**100**

Please indicate all relevant information about the course assessment and how students are informed	

5. SUGGESTED BIBLIOGRAPHY

1. Tong, A. W. (2022). The Science and Philosophy of Martial Arts: Exploring the Connections Between the Cognitive, Physical, and Spiritual Aspects of Martial Arts. Blue Snake Books
2. Morganelli, J.V. (2018). The Protector Ethic: Morality, Virtue, and Ethics in the Martial Way. YMAA Publication Center

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**5th**
COURSE TITLE	TEACHING AND SPORTS GAMES I		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	4
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	OBLIGATORY
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to prepare students for teaching various sports games effectively. Students will learn the fundamental principles of teaching strategies, game rules, and the importance of physical education in promoting health and fitness.

After successful completion of the course, students will be able to:

- Understand the key components of effective sports teaching.
- Demonstrate knowledge of various sports games and their rules.
- Plan and deliver engaging sports lessons.
- Assess student performance in sports games.
- Promote positive attitudes towards sports and physical activity.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, ICT Use
Adaptation to new situations
Project design and management
Equity and Inclusion
Respect for the natural environment

Decision making *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Sustainability* *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*

- Search, analysis, and synthesis of data and information
- ICT use
- Decision-making
- Teamwork
- Application of knowledge in practice

3. COURSE CONTENT

1. Introduction to Sports Games
2. Teaching Strategies and Methods
3. Understanding Game Rules
4. Lesson Planning for Sports Games
5. Assessing Student Performance
6. Promoting Health and Fitness through Sports
7. Teaching Ethics in Sports
8. Developing Sportsmanship and Teamwork
9. Community Engagement through Sports
10. Reflective Practice in Teaching
11. Implementation of lesson plans to co-students I
12. Implementation of lesson plans to co-students II
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face-to-face Lectures and practical sessions
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	<table><tr><th>Activity</th><th>Workload/semester</th></tr><tr><td>Theoretical Lecture</td><td>30</td></tr><tr><td>Practical Sessions</td><td>30</td></tr><tr><td>Independent study</td><td>40</td></tr><tr><td>Total</td><td>100</td></tr><tr><td></td><td></td></tr></table> Lectures, group work, and lesson planning activities, peer teaching.
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others*	Assessment through lesson plans, presentations, and reflective journals.

Please indicate all relevant information about the course assessment and how students are informed	

5. SUGGESTED BIBLIOGRAPHY

1. Rink, J. E. (2010). Teaching Physical Education for Learning. McGraw-Hill.
2. Ennis, C. D. (2014). Curriculum: From Theory to Practice. Routledge.
3. Turner, A. P., & Robergs, R. A. (2014). Teaching and Assessing in Physical Education. Jones & Bartlett Publishers.
4. Kirk, D., & Macdonald, D. (2001). Physical Education Futures. Routledge.
5. Peters, K. (2011). Teaching Games for Understanding: A Model for Teaching and Learning Sports. Routledge.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**5th**
COURSE TITLE	TEACHING AND DANCE		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	5
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	OBLIGATORY
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to prepare students to effectively teach various dance forms in physical education and other educational settings. Students will explore teaching strategies, choreography, and the integration of dance into the broader physical education curriculum.

After successful completion of the course, students will be able to:

- Design and implement dance lesson plans for diverse student groups.
- Apply effective teaching strategies for various dance styles.
- Evaluate and provide feedback on student dance performances.
- Foster creativity and expression through dance in educational settings.
- Understand the cultural context of different dance forms and their role in education.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Search, analysis, and synthesis of data and information
- ICT use
- Decision-making
- Teamwork
- Application of knowledge in practice

3. COURSE CONTENT

1. Introduction to Dance in Physical Education
2. Teaching Techniques for Dance
3. Dance Choreography and Movement Creation
4. Assessment in Dance Education
5. Cultural Contexts of Dance
6. Incorporating Technology in Dance Instruction
7. Inclusive Dance Education Practices
8. Collaboration with Community Dance Programs
9. Professional Development for Dance Educators
10. Reflection on Teaching Dance
11. Development of Dance Lesson Plans for different ages
12. Application of lesson plans to co-students
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face-to-face lectures and practical sessions
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.*	

Activity	***Workload/semester***
Theoretical Lectures	30
Practical Sessions	40
Independent study	55
Total	**125**

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.	Lectures, practical sessions, group work, and peer teaching.
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Assessment through lesson plans, performance demonstrations, and reflective journals.

5. SUGGESTED BIBLIOGRAPHY

1. Copeland, R. (2014). Dance Teaching Methods and Curriculum Design. Human Kinetics.
2. Smith, D. (2010). The Dance Teacher's Handbook. Crowood Press.
3. Phillips, K. (2015). Dance in Education: Teaching and Learning. Routledge.
4. Gagen, E. (2008). Creative Dance for All Ages. Human Kinetics.
5. Dunn, J. (2013). Dance and Movement in Education. Springer.

COURSE OUTLINE

1. GENERAL

SCHOOL	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY, DUTH		
DEPARTMENT	PHYSICAL EDUCATION & SPORT SCIENCE/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**5th**
COURSE TITLE	TEACHING AND FUNDAMENTAL MOVEMENT THEMES AND GAMES		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	5
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Obligatory
PREREQUISITES:	NO
TEACHING & EXAMINATION LANGUAGE:	English
COURSE OFFERED TO ERASMUS STUDENTS:	
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The purpose of this course is the effective transfer of knowledge and skills needed to teach movement concepts, fundamental movement skills and games in physical education settings. Specifically, the course enables students to design, implement and assess hourly lessons with developmentally appropriate activities and modern teaching methods. Understanding the movement concepts, the essential fundamental motor skills and their components as well as identifying games that provide maximum participation and opportunity for skill development, empowers students to apply their knowledge effectively in the school environment.

After successful completion of the course, students will be able to:

- Understand the key components of effective sports teaching.
- Demonstrate knowledge of various sports games and their rules.
- Plan and deliver engaging sports lessons.
- Assess student performance in sports games.
- Promote positive attitudes towards sports and physical activity.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*

Autonomous work *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*

Search, analysis and synthesis of data and information, ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

3. COURSE CONTENT

1. Introduction: Outcomes for Physical Education. Teaching children physical education. Effective teaching and Instruction.
2. Motor skills and Movement competence:

Classification of Movement concepts and Fundamental Motor Skills
Essential fundamental motor skills and their components (critical elements / evaluative criteria, cue words)

3. Skill themes and movement concepts defined:

Classification of human movement concepts
Designing movement themes
Teaching movement themes

4. Movement concept development: demonstrate, explain and teach activities leading to Movement Concept development: Space awareness, Effort, Relationships
5. Skill theme development: demonstrate, explain and teach activities leading to Fundamental Motor Skills development: Locomotor skills, Non-locomotor skills, Manipulative skills
6. Teaching Games: teaching developmentally appropriate games and lesson games designs: Understanding the differences between *games* and *sports.* Identify games that provide maximum participation and afford an opportunity for skill development.
7. Explain various ways in which games can be created or modified.
8. Understand safety precautions associated with teaching of games.
9. Instructional procedures to enhance the teaching of games.
10. Field teaching: planning and organization of a PE lesson
11. Field teaching: conducting and evaluating a PE lesson
12. Practice I
13. Practice II

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face and Distance learning
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in Teaching Use of ICT in Communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning,*	

Activity	***Workload/semester***
Lectures	30
Field exercise	10
Bibliographic research& analysis	30

Study visits, Study / creation, project, creation, project. Etc. *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	Writing project/written assignment	30
	Peer teaching	25
	Total	**125**

STUDENT EVALUATION

Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others

Please indicate all relevant information about the course assessment and how students are informed

Assessment Language: English

Assessment Methods:	**Evaluation Percent**
Written Assignment (lesson planning)	20%
Peer Teaching/Field experience	20%
Written Exam	60%
Total	100%

5. SUGGESTED BIBLIOGRAPHY

Beighle, A., & Pangrazi, R. P. (2024). Dynamic Physical Education for Elementary School Children, 20th Edition. Human Kinetics.

Gallahue, D. L. (1996). *Developmental physical education for today's children,* 2nd ed. Brown & Benchmark.

Graham, G., Holt/Hale, S.A, & Parker, M. (2020). *Children Moving, A Reflective Approach to Teaching Physical Education,* 10th ed. New York: McGraw-Hill.

Mitchell, S. A., & Walton-Fisette, J. L. (2022). *The Essentials of Teaching Physical Education: Curriculum, Instruction, and Assessment,* 2nd ed. Human Kinetics.

Free downloadable resources

Move Well, Move Often Developing the Physically Literate Child through the lens of Fundamental Movement Skills (Teacher's Guide and 4 Activity Books) http://www.scoilnet.ie/pdst/physlit

Developing fundamental movement skills. https://sportnz.org.nz/resources/developing-fundamental-movement-skills/

COURSE OUTLINE

1. GENERAL

SCHOOL	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY, DUTH		
DEPARTMENT	PHYSICAL EDUCATION & SPORT SCIENCE/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**5th**
COURSE TITLE	ORGANIZATION OF PE AND SPORTS EVENTS IN SCHOOLS		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	OBLIGATORY
PREREQUISITES:	NO
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Upon successful completion of the course, students will be able to:

- know and understand the basic theories of sport event management
- explore the feasibility of organizing a sport event at school
- plan and manage sport events in schools
- understand the processes and practices of organizing successful sport events in order to be actively involved in organizing them in the school environment
- apply methods of evaluation of sport events, identifying strengths and weaknesses for future improvement
- apply safety rules to ensure the welfare of participants during sport events and activities
- design sport events that promote the participation of all students, regardless of their abilities, and foster social inclusion and cooperation while respecting diversity

- be aware of issues relating to the management of human resources and the importance of volunteering from an early age
- use technology and management tools for the effective organization and promotion of school sport events

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- developing the organization of ideas for innovative services for sport events
- respect for the natural environment
- promotion of free, creative and deductive thinking
- familiarization with new technologies
- promotion of free perception
- fostering creativity
- fostering a cooperative and interdisciplinary approach to knowledge
- developing the ability to adapt to new situations
- fostering critical thinking and creativity
- shaping attitudes in an intercultural environment and cultivating awareness of diversity

3. COURSE CONTENT

1. Introduction - Basic principles of sports event organization.
2. Sports Event Planning and Management: Theory and Practice.
3. Planning Sport Events in a Sustainable and Environmentally Responsible Way.
4. Safety and Risk Management in School Sport Events.
5. Scheduling School Games.
6. The Importance of Cooperation and Teamwork in Organizing School Sport Events.
7. Strategies for Enhancing the Participation of All Students in Sports Activities.
8. Technology and Innovation in the Organization of Sport Activities.
9. Financial planning of sport events and sponsorships.
10. Management of Human Resources and Volunteers.
11. Infrastructure management in sport events.
12. Evaluation and Improvement of School Sport Events.
13. Social Inclusion and Diversity through School Sport Activities.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face Lectures and practical applications as well as distance learning
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in Teaching and communication with students: - digital slides - videos - MsTeams/ eclass, webmail

TEACHING ORGANIZATION

The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.

Activity	*Workload/semester*
Lectures	26
Project preparation	28
Bibliographic research & analysis	68
Preparation of project's presentation	25
Exams	3
Total	**150**

STUDENT EVALUATION

Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others

Please indicate all relevant information about the course assessment and how students are informed

1. Final written examination 50%
2. Participation in class and project's presentation 20%
3. Participation in group activity 30%

The final grade is calculated based on the above quota, when the student receives a grade greater than or equal to 5 (five) in the final exams.

5. SUGGESTED BIBLIOGRAPHY

Masteralexis, L., Barr, C. A., & Hums, M. (Eds.). (2011). *Principles and practice of sport management.* Burlington, MA: Jones & Bartlett Publishers.

Funk, D., Alexandris, K., McDonald, H. (2008). Consumer Behaviour in Sport and Events. London: Routledge.

Masterman, G. (2022). Strategic sports event management. (4th ed.). London: Routledge https://doi.org/10.4324/9781003046257

Shone, A., & Parry, B. (2004). *Successful event management: a practical handbook* (2nd ed.). Cengage Learning Business Press.

Slack, T., Byers, T., & Thurston, A. (2021). *Understanding sport organizations: applications for sport managers* (3rd ed.). Champaign IL: Human Kinetics.

6TH SEMESTER

COURSE OUTLINE

1. GENERAL

SCHOOL	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY, DUTH		
DEPARTMENT	PHYSICAL EDUCATION & SPORT SCIENCE/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	6th
COURSE TITLE	HEALTH/SAFETY ISSUES IN PHYSICAL EDUCATION		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	SCIENTIFIC AREA/OBLIGATORY
PREREQUISITES:	NO
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	-

2. LEARNING OUTCOMES

Learning Outcomes *Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*
By the end of this course students will be able to: • recognize the importance of balance and proprioception in movement and injury prevention • identify and manage spinal deviations • assess proprioception, balance and postural deviations

- apply strategies for improving balance and proprioception in physical education
- implement injury prevention protocols for physical education
- administer basic first aid for common injuries in physical education settings

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

Search, analysis and synthesis of data and information, ICT use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Critical thinking
Promoting free, creative and inductive reasoning

3. COURSE CONTENT

1. Introduction to Health and Safety in Physical Education
2. Proprioception: A Key Mechanism for Safe Movement
3. Balance and its Role in Physical Education
4. Growth, Development and Safe Movement
5. Spinal Deviations I: Exercise Prevention and Application
6. Spinal Deviations II: Exercise Prevention and Application
7. Assessment of Balance and Spinal Deviations in Physical Education
8. Common Injuries in Physical Education
9. First Aid and Initial Response to Injuries in Physical Education
10. Rehabilitation Strategies for Common Injuries in Physical Education
11. Injury Prevention Strategies in Physical Education
12. The Role of Technology in Physical Education and Safety
13. Course Review

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face or and distance
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching and in communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.*	

Activity	***Workload/semester***
Lectures	26
Bibliographic research & analysis	71
Study creation	50
Final exams	3
Total	**150**

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Essay (40%) Written exams (60%)

5. SUGGESTED BIBLIOGRAPHY

1. Kisner, C. & Colby, L.A. (2017). Therapeutic Exercise: Foundations and Techniques (7th ed.). F.A. Davis Company.
2. Solberg, G. (2007). Postural Disorders and Musculoskeletal Dysfunction: Diagnosis, Prevention and Treatment (1st Ed.). Churchill Livingstone.

COURSE OUTLINE

1. GENERAL

SCHOOL	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY, DUTH		
DEPARTMENT	PHYSICAL EDUCATION & SPORT SCIENCE/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**6th**
COURSE TITLE	CULTURAL ACTIVITIES - DANCE		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	4
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area – Special Background
PREREQUISITES:	No
TEACHING & EXAMINATION LANGUAGE:	English
COURSE OFFERED TO ERASMUS STUDENTS:	
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Upon successful completion of the course, participants will have acquired the ability to:

- gain an understanding of folk dances and cultural practices from a variety of geographical regions, with a focus on the diverse musical rhythms and instruments that accompany them and dance them.
- describe, analyse and implement the basic elements of morphology (dance form, dance arrangement, gender), technique and identity of dances from different countries.
- understand and experience dance as a cultural expression
- plan and implement a dance event
- understand the use of rhythmic movements and dance as a therapeutic tool
- know the historical context of the development of different types of dance and dance some of them
- know the connection of digital tools with dance
- understand the concept and application of the inclusion in dance activities.
- know the contribution of dance activities to health

- be aware of cultural etiquette practices and contemporary artistic events around the world that involve dance

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Search, analysis and synthesis of data and information,
- ICT Use
- developing the organization of ideas for services for dance events
- promotion of free, creative and deductive thinking
- familiarization with new technologies
- promotion of free perception
- fostering creativity
- developing the ability to adapt to new situations
- fostering critical thinking and creativity
- shaping attitudes in an intercultural environment and cultivating awareness of diversity
- Autonomous work

3. COURSE CONTENT

1. A historical overview of dance
2. Cultural Scenarios and Dance Practices
3. Organisation of Dance Events I
4. Organisation of Dance Events II
5. Dances and Cultural Practices of the World I
6. Dances and Cultural Practices of the World II
7. Dances and Cultural Practices of the World III
8. Dances and Cultural Practices of the World IV
9. Dances and Cultural Practices of the V World
10. Rhythmic Movement and Therapy
11. Dance and Health
12. Dance in the Digital Age
13. Dance and Inclusion

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face lectures and practical applications as well synchronous and asynchronous distance learning
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching and communication with students: - digital slides - videos - MsTeams/ eclass, webmail
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning,*	

Activity	***Workload/semester***
Lectures	26
Project preparation	16
Bibliographic research & analysis	40

Study visits, Study / creation, project, creation, project. Etc. *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	Preparation of project's presentation: 15 Exams: 3 **Total: 100**
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Formative assessment: 4. Project 30% 5. Final examination 50% 6. Participation in class and project's presentation 20% The final grade is calculated based on the above quota, when the student receives a grade greater than or equal to 5 (five) in the final exams.

5. SUGGESTED BIBLIOGRAPHY

1. Craine & Mackrell, (2002). "OXFORD DICTIONARY OF DANCE", Oxford University Press, New York
2. Chaiklin, S., & Wengrower, H. (2009). The Art and Science of Dance/Movement Therapy: Life is Dance. Routledge.
3. Allen, J. (2009). Event Planning: The Ultimate Guide to Successful Meetings, Corporate Events, Fundraising Galas, Conferences, Conventions, Incentives, and Other Special Events. Wiley.
4. Birringer, J. (2008). *Performance, Technology, and Science. PAJ Publications
5. Vicky Karkou, Sue Oliver, and Sophia Lycouris, (2017). The Oxford Handbook of Dance and Wellbeing, Oxford University Press, Oxford, UK.

COURSE OUTLINE

1. GENERAL

SCHOOL	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY, DUTH		
DEPARTMENT	PHYSICAL EDUCATION & SPORT SCIENCE/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**6th**
COURSE TITLE	TEACHER AND PROGRAM ASSESSMENT		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	COMPULSORY
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The purpose of this course is to provide students with knowledge concerning the nature and dimensions of evaluation of a) the teacher and b) the physical education programme.
Upon completion of this course, students will be able to:

1. Know and understand the nature and dimensions of evaluation of the teacher, and in particular the physical education teacher
2. Use a variety of tools for evaluating the teacher; and
3. Know and understand the nature and dimensions of evaluation of the physical education program and use appropriate evaluation tools
4. Analyze and interpret results

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

Search, analysis and synthesis of data and information
Adaptation to new situations

Decision making Autonomous work Teamwork Project design and management Equity and Inclusion Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical thinking

3. COURSE CONTENT

1. Effective teacher: the designer of learning 2. Teacher evaluation for personal development 3. Methods/sources for teacher self-evaluation 4. Teacher hetero evaluation and systematic observation 5. PE teacher evaluation and student learning 6. Evaluation tools of the PE teacher I 7. Evaluation tools of the PE teacher II 8. Workshop: Data collection, analysis, and interpretation of PE teacher evaluation. 9. Lesson planning and implementation evaluation 10. PE curriculum/program evaluation 11. Professional development through self-reflection 12. Projects presentation and feedback 13. Projects presentation and feedback

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face & distance lectures and applications
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching and communication with students • Digital slides • Video • MS Teams/e-class, webmail
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,*	The assessment of students may be carried out by written or oral examinations, mid-term progress examinations, written assignments, a combination of different assessment methods or other assessment methods appropriate to the type of educational process. The assessment of students is the

Activity	***Workload/semester***
Lectures (and exercises, applications)	26
Thematic discussions, bibliography search and analysis, home study	65
Study for individual and group assignments in class and/or exams	56
Exams	3
TOTAL	**150**

Clinical examination of a patient, Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	responsibility of the course leader and is announced at the beginning of the semester.

5. SUGGESTED BIBLIOGRAPHY

Marzano, R.J., Rains, C.L., & Warrick, P.B. (2020). Improving Teacher Development and Evaluation: A Guide for Leaders, Coaches, and Teachers (A Marzano Resources guide to increased professional growth through observation and reflection) 1st Edition, Kindle Edition. Marzano Resources.

Darling-Hammond, L. (2013). Getting Teacher Evaluation Right: What Really Matters for Effectiveness and Improvement. Teachers College Press.

Stronge, J., & Tucker, P. (2020). Handbook on teacher evaluation with cd-rom. Routledge.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**6th**
COURSE TITLE	TEACHING AND SPORTS GAMES II		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	5
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	OBLIGATORY
PREREQUISITES:	Teaching and Sports Games I
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to deepen students' understanding of teaching sports games, focusing on advanced strategies, game analysis, and student engagement.

After successful completion of the course, students will be able to:

- Apply advanced teaching methods for various sports games.
- Analyze gameplay to inform teaching practices.
- Develop inclusive lesson plans that cater to diverse learners.
- Foster a positive and motivating environment for sports education.
- Evaluate and improve student performance in sports games.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and

Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Search, analysis, and synthesis of data and information
- ICT use
- Decision-making
- Teamwork
- Application of knowledge in practice

3. COURSE CONTENT

1. Advanced Teaching Strategies in Sports
2. Game Analysis and Performance Evaluation
3. Inclusive Practices in Sports Education
4. Developing a Positive Sports Culture
5. Planning and Implementing Unit Plans for Sports
6. The Role of Technology in Sports Education
7. Ethics and Fair Play in Sports
8. Community Involvement in Sports Programs
9. Reflective Practice in Sports Teaching
10. Future Trends in Sports Education
11. Peer-teaching with implementation of lesson plans I
12. Peer-teaching with implementation of lesson plans II
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face-to-face Lectures and practical sessions
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity*** / ***Workload/semester*** Theoretical Lecture: 30 Practical Sessions: 40 Independent study: 55 **Total: 125** Lectures, group work, and lesson planning activities.
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others*	Assessment through unit plans, game analysis reports, and reflective journals.

Please indicate all relevant information about the course assessment and how students are informed	

5. SUGGESTED BIBLIOGRAPHY

1. Rink, J. E. (2010). Teaching Physical Education for Learning. McGraw-Hill.
2. Ennis, C. D. (2014). Curriculum: From Theory to Practice. Routledge.
3. Turner, A. P., & Robergs, R. A. (2014). Teaching and Assessing in Physical Education. Jones & Bartlett Publishers.
4. Kirk, D., & Macdonald, D. (2001). Physical Education Futures. Routledge.
5. Peters, K. (2011). Teaching Games for Understanding: A Model for Teaching and Learning Sports. Routledge.

COURSE OUTLINE

1. GENERAL

SCHOOL	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY, DUTH		
DEPARTMENT	PHYSICAL EDUCATION & SPORT SCIENCE/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**6th**
COURSE TITLE	LAB IN PHYSICAL EDUCATION AND SPORT SCIENCE		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Obligatory
PREREQUISITES:	No
TEACHING & EXAMINATION LANGUAGE:	English
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

This course aims in the understanding of testing and evaluation procedures of the parameters that delineate youth fitness, in Physical Education for students in all grades. Upon the completion of this course, participants will be able to:

- understand how growth and maturation affect fitness assessment for students in all grades
- understand principles of motor development related to fundamental motor skills, skillful movement, physical activity and fitness assessment for students in all grades
- evaluate the potential advantages and disadvantages of assessing fitness in physical education classes, for students in all grades
- identify ways to make fitness assessment a positive and worthwhile experience for youth
- evaluate the options for assessing physical literacy and physical activity for students in all grades
- considering fitness test scores not only at a single moment in time or in reference to standards, but also should take a long-term view and use assessment to understand how fitness is developing over time

- understand how measurement of physical activity behavior can also provide an appreciation of how lifestyle, growth, and development influence movement competence and physical fitness, and vice versa
- understand how to use fitness assessment to promote long-term development of both athleticism and health for students in all grades

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Search, analysis and synthesis of data and information, ICT Use
- Decision making
- Autonomous work
- Teamwork
- Working in an international environment
- Production of new research ideas
- Promoting free, creative and inductive reasoning

3. COURSE CONTENT

1. Introductory lecture: presentation of course requirements and structure as well as description of assessing fitness in Physical Education to preschool, elementary, middle, and high school students.
2. Introductory concepts: a) Growth, Maturation, Development, b) Chronological and Biological Age, c) Methods for measuring growth and maturation (Peak Height Velocity).
3. Assessment of “physical literacy” for students in all grades.
4. Comparison of the most common methods for assessing physical activity in youth.
5. Recommendations for effective implementation of fitness assessment for students in all grades.
6. Assessing movement skill competence (skill-related fitness) and fundamental motor skills.
7. Prominent test batteries for assessing physical fitness (health-related fitness) for students in all ages.
8. Assessing strength and power in children.
9. Assessment of strength and power in adolescents.
10. Assessing balance and flexibility in youth.
11. Assessment of speed and agility in children and adolescents.
12. Evaluation of cardiorespiratory fitness in childhood and adolescence.
13. Assessment of body composition and health indices during developmental ages.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY	Use of ICT in Teaching, in Laboratory Education, in Communication with students

<table>
<tr><td>(ICT)
Use of ICT in Teaching, in Laboratory Education, in Communication with students</td><td>• power points files
• video
• MsTeams/ e-class, webmail</td></tr>
<tr><td>TEACHING ORGANIZATION
The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</td><td><table><tr><th>Activity</th><th>Workload/semester</th></tr><tr><td>Lectures</td><td>26</td></tr><tr><td>Laboratory Exercise</td><td>50</td></tr><tr><td>Bibliographic research & analysis</td><td>54</td></tr><tr><td>Intermediate evaluation</td><td>20</td></tr><tr><td>Total</td><td>150</td></tr></table></td></tr>
<tr><td>STUDENT EVALUATION
Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others

Please indicate all relevant information about the course assessment and how students are informed</td><td>1. Formative assessment methods with multiple choices tests (40%)
2. Final exams (60%)</td></tr>
</table>

5. SUGGESTED BIBLIOGRAPHY

1. Faigenbaum A., Lloyd R., Oliver J. (2020). Essentials of Youth Fitness. American College of Sports Medicine, Human Kinetics.
2. Tomkinson, G.R., & Olds, T.S. (2008). Field tests of fitness. In N. Armstrong & W. van Mechelen (Eds.), Paediatric exercise science and medicine (pp. 109-128). Oxford, UK: Oxford University Press.
3. Tomkinson, G.R., Carver, K.D., Atkinson, F., Daniell, N.D., Lewis, L.K., Fitzgerald, J.S., . . . Ortega, F.B. (2017). European normative values for physical fitness in children and adolescents aged 9-17 years: Results from 2 779 165 Eurofit performances representing 30 countries. British Journal of Sports Medicine. doi:10.1136/bjsports-2017-098253.
4. Ulrich, D.A. (2000). Test of gross motor development (2nd ed.). Austin, TX: Pro-Ed.

COURSE OUTLINE

1. GENERAL

SCHOOL	PHYSICAL EDUCATION, SPORT SCIENCES & OCCUPATIONAL THERAPY		
DEPARTMENT	PHYSICAL EDUCATION & SPORT SCIENCES		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**6th**
COURSE TITLE	ADVANCED LAB WORK		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Elective course (Specific Scientific Area)
PREREQUISITES:	No
TEACHING & EXAMINATION LANGUAGE:	English
COURSE OFFERED TO ERASMUS STUDENTS:	Yes
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

After completing the course, students will be able to:

- know and understand, through field and laboratory measurements, the basic principles of the physiological evaluation of physical performance parameters
- apply health and fitness assessments batteries in youth
- know Kinanthropometry measurement techniques and body composition assessments
- know and implement cardiometabolic and hemodynamic assessments
- know to apply tests of aerobic and anaerobic capacity
- understand fundamental biomechanical concepts relevant to physical education
- record, analyze and assess student movement during common PE activities
- apply biomechanical assessments for improving motor skills, movement efficiency, and performance in PE settings.
- integrate biomechanical insights to foster injury prevention and healthy movement patterns in students.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, ICT Use

Project design and management

Equity and Inclusion

Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*
Teamwork	*Critical thinking*
Working in an international environment	*Promoting free, creative and inductive reasoning*
Working in an interdisciplinary environment	
Production of new research ideas	

- Search, analysis and synthesis of data and information, ICT Use
- Adaptation to new situations
- Decision making
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment
- Project design and management
- Equity and Inclusion
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Critical thinking
- Promoting free, creative and inductive reasoning

3. COURSE CONTENT

1. Introduction in physiological physical performance evaluation process – Health and fitness assessments batteries in youth [ALPHA-FIT Test Battery for Children and Adolescents, FitnessGram, Eurofit, American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), Canadian Physical Activity, Fitness & Lifestyle Appraisal (CPAFLA)]
2. Measurement techniques in Kinanthropometry
3. Body composition assessments
4. Measurements of resting metabolic rate – Glucose tolerance test
5. Cardiometabolic and hemodynamic assessment
6. Assessment of aerobic and anerobic capacity
7. Introduction to Biomechanics for PE Teachers
8. Postural control and balance assessment
9. Identifying and correcting movement errors
10. Assessing locomotor skills (Running, Jumping, and Walking)
11. Assessing manipulative skills (Throwing, Catching, Kicking)
12. Jumping and landing mechanics
13. Final Project presentations

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	– Face to face – Theoretical lectures – Laboratory courses – Distance learning
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Utilization of new technologies in teaching, laboratory education and communication with students
TEACHING ORGANIZATION	

Activity	***Workload/semester***
Lab exercises	45

The ways and methods of teaching are described in detail. *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	<table><tr><td>Project</td><td>20</td></tr><tr><td>Home study</td><td>10</td></tr><tr><td></td><td></td></tr><tr><td></td><td>**75**</td></tr></table>
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	1. Laboratory reports (weekly): 30% 2. Mid-term Practical Exam: 20% 3. Final Project presentation: 40% 4. Participation and attendance: 10% The assessment language is English.

5. SUGGESTED BIBLIOGRAPHY

- Garner, J.C., Allen, C., Chander, H., & Knight, A.C. (2022). Applied Biomechanics Lab Manual First Edition. Champaing, IL: Human Kinetics
- Beam, W. and Adams, G. (2023). Exercise Physiology Laboratory Manual, 9th Edition. McGraw-Hill LLC.

7th SEMESTER

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**7th**
COURSE TITLE	TEACHING AND MARTIAL ARTS		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	5
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	OBLIGATORY
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

This course introduces students to the theoretical and practical foundations of martial arts, to the teaching fundamental skills, emphasizing pedagogical techniques and the historical, cultural, and ethical aspects of various martial arts forms.

After the successful completion of the course, students will be able to:

- Understand the historical and cultural significance of different martial arts.
- Analyze and compare and apply various basic martial arts techniques and philosophies.
- Develop instructional strategies for teaching martial arts in educational settings.
- Assess the motor and ethical considerations and safety measures associated with martial arts training.
- Integrate martial arts principles into broader physical education curricula.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*

Decision making *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Sustainability* *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*

- Critical thinking and analysis
- Ethical reasoning
- Pedagogical strategies
- Cultural awareness
- Communication and teamwork

3. COURSE CONTENT

1. Introduction to Martial Arts: Historical origins and cultural significance.
2. Comparative Analysis: Philosophies and techniques of major martial arts forms (e.g., Karate, Taekwondo, Judo, Kung Fu).
3. Pedagogy of Martial Arts: Effective teaching strategies and methodologies.
4. Ethical Considerations: The role of ethics in martial arts training and instruction.
5. Safety in Martial Arts: Injury prevention, first aid, and safe training environments.
6. Martial Arts in Physical Education: Integrating martial arts into school curricula.
7. Development of Lesson Plans for different ages and purposes
8. Lesson plans to improve motor skills
9. Lesson plans to improve moral values
10. Lesson plans to improve strategies
11. Lesson plans' applications to fellow students I
12. Lesson plans' application to fellow students II
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face-to-face lectures supplemented by video demonstrations and case studies.
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of digital presentations and online resources for teaching and communication.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	*Workload/semester*
Lectures, demonstration and commentary on digital material, home study	50
Practical exercises, tutorial exercises	40
team works/group assignments	35
Total	**125**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,*	Description of the evaluation process: • Written Exam (60%): Multiple-choice and essay questions. • Assignment (40%): Comparative analysis of two martial arts forms.

Clinical examination of a patient, Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	

5. SUGGESTED BIBLIOGRAPHY

Tong, A. W. (2022). The Science and Philosophy of Martial Arts: Exploring the Connections Between the Cognitive, Physical, and Spiritual Aspects of Martial Arts. Blue Snake Books

Morganelli, J.V. (2018). The Protector Ethic: Morality, Virtue, and Ethics in the Martial Way. YMAA Publication Center

COURSE OUTLINE

1. GENERAL

SCHOOL	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY, DUTH		
DEPARTMENT	PHYSICAL EDUCATION & SPORT SCIENCE/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**7th**
COURSE TITLE	PHYSICAL FITNESS AND NUTRITION		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	No
TEACHING & EXAMINATION LANGUAGE:	English
COURSE OFFERED TO ERASMUS STUDENTS:	No
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Following successful completion of the course, participants will be able to:

- understand the principles and concepts of training theories and how implemented in physical education,
- plan and implement physical education courses aimed at improving physical abilities,
- plan long-term lesson plans for the long-term development of physical fitness,
- identify macronutrients in nutrition and their importance in nutrition,
- identify the micronutrients and their importance in nutrition,
- provide information on the daily and weekly nutrition plan,
- recognize the benefits of the Mediterranean diet.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

- *Search, analysis and synthesis of data and information, ICT Use*
- *Production of new research ideas*
- *Teamwork*

- *Promoting free, creative and inductive reasoning*

3. COURSE CONTENT

1. Basic principles of exercise in developmental stages,
2. Specific characteristics of exercise in the period of Peak Height Velocity,
3. Structuring a physical education course with the aim of improving strength,
4. Structuring of a PE course to improve mobility,
5. Structuring a PE course to improve endurance,
6. Structuring a PE course to improve power,
7. Theoretical approach to long-term athletic development,
8. Nutrition basics and macronutrients,
9. The importance of micronutrients in performance and health,
10. Development of a daily nutrition plan in the school environment,
11. Developing a weekly nutrition plan in the school environment,
12. The importance of the Mediterranean diet,
13. Evaluation of eating habits in pupils.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to Face and Distance learning
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, education, and communication with students • power points files • video • MsTeams/ e-class, webmail
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	***Workload/semester***
Lectures	26
Final project	51
Study and analysis of literature	70
Final examination	3
Course totals	**150**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Home project (required) 35% Writing examination 65%

5. SUGGESTED BIBLIOGRAPHY

1. Essentials of Youth Fitness. Faigenbaum A., Lloyd R., Oliver J. (2020). American College of Sports Medicine, Human Kinetics.
2. Essentials of strength training and conditioning. Haff G., Triplett N. Champaign, IL, Human Kinetics, (2016), Fourth edition.

3. Lloyd, R. S., Oliver, J. L., Faigenbaum, A. D., Howard, R., de Ste Croix, M. B. A., Williams, C. A., Best, T. M., Alvar, B. A., Micheli, L. J., Thomas, D. P., Hatfield, D. L., Cronin, J. B., & Myer, G. D. (2015). Long-Term Athletic Development- Part 1. Journal of Strength and Conditioning Research, 29(5), 1439–1450. https://doi.org/10.1519/JSC.0000000000000756

4. Lloyd, R. S., Cronin, J. B., Faigenbaum, A. D., Haff, G. G., Howard, R., Kraemer, W. J., Micheli, L. J., Myer, G. D., & Oliver, J. L. (2016). National Strength and Conditioning Association Position Statement on Long-Term Athletic Development. Journal of Strength and Conditioning Research, 30(6), 1491–1509. https://doi.org/10.1519/JSC.0000000000001387

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**7th**
COURSE TITLE	PRACTICUM I		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	7
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	OBLIGATORY
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to provide students with practical teaching experience in physical education settings, allowing them to apply theoretical knowledge in real-world contexts. Students will work under the supervision of qualified teachers to develop their teaching skills and classroom management strategies.

After successful completion of the course, students will be able to:

- Apply pedagogical theories in practical teaching environments.
- Design and implement effective lesson plans for PE classes.
- Manage classroom dynamics and foster a positive learning environment.
- Reflect on their teaching practices and make necessary adjustments.
- Collaborate with experienced educators to enhance instructional effectiveness.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, ICT Use	*Project design and management* *Equity and Inclusion*

Adaptation to new situations *Decision making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Respect for the natural environment* *Sustainability* *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*

- Search, analysis, and synthesis of data and information
- ICT use
- Decision-making
- Teamwork
- Application of knowledge in practice

3. COURSE CONTENT

1. Overview of Practicum Objectives and Expectations
2. Lesson Planning and Implementation in PE
3. Classroom Management Techniques
4. Teaching Strategies for Diverse Learners
5. Assessment and Feedback Mechanisms
6. Collaboration with Mentor Teachers
7. Reflection and Self-Assessment in Teaching
8. Professional Conduct in Educational Settings
9. Developing Communication Skills with Students and Parents
10. Addressing Challenges in PE Classrooms
11. Ethical Considerations in Teaching
12. Final Reflection and Presentation of Experiences
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Field-based learning with mentorship
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity*** / ***Workload/semester*** Practical Training: 155 Reflection and reporting: 20 **Total: 175** Field training, observation, mentoring, and reflective practice.
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others*	Assessment through performance evaluations by mentor teachers, reflective journals, and a final presentation detailing practicum experiences.

Please indicate all relevant information about the course assessment and how students are informed	

5. SUGGESTED BIBLIOGRAPHY

1. Loughran, J. (2006). Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching. Routledge.
2. Korthagen, F. A. J. (2001). Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Routledge.
3. Danielson, C. (2013). The Framework for Teaching Evaluation Instrument. The Danielson Group.
4. Schön, D. A. (1983). The Reflective Practitioner: How Professionals Think in Action. Basic Books.
5. Tomlinson, C. A. (2014). The Differentiated Classroom: Responding to the Needs of All Learners. ASCD.

COURSE OUTLINE

1. GENERAL

SCHOOL	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY, DUTH		
DEPARTMENT	PHYSICAL EDUCATION & SPORT SCIENCE/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**7th**
COURSE TITLE	HISTORY OF PHYSICAL EDUCATION AND SPORTS		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	General Knowledge
PREREQUISITES:	No
TEACHING & EXAMINATION LANGUAGE:	English
COURSE OFFERED TO ERASMUS STUDENTS:	No
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

After the successful completion of the course, participants will be able to:

- understand the conditions that influenced the development of sports in ancient Egypt.
- comprehend the factors and processes that contributed to the foundation of the ancient Olympic Games and the evolution of Physical Education and Sports in ancient Greece.
- perceive the socio-political and historical conditions that influenced the interaction of athletic practices between ancient Egypt and Greece.
- learn about the Panhellenic sacred games (Olympic, Pythian, Isthmian, Nemean) and, by studying their particular characteristics, make comparisons with the present.
- understand the socio-political conditions that contributed to the revival of the Olympic Games and perceive the impact of the event on Greek and international reality.
- be familiar with the processes of the evolution of Physical Education in Egypt during different historical periods and socio-political conditions.

- understand the role, influence, and significance of Physical Education in modern Egyptian society and education.
- perceive the socio-political conditions that influenced Egypt's participation in the Olympic Games, as well as the role played by the Greek minority.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Search, analysis, and synthesis of data and information, using the necessary technologies
- Generation of new research ideas
- Respect for diversity and multiculturalism
- Demonstration of social, professional, and ethical responsibility and sensitivity on gender issues
- Exercise of criticism and self-criticism
- Promotion of free, creative, and inductive thinking

3. COURSE CONTENT

1. History of sports in ancient Egypt and Middle East.
2. History of sports in Minoan Crete and Mycenaean Greece. Comparisons with ancient Egypt.
3. Sports and education in ancient Greece. Athletic institutions.
4. The events of the ancient Greeks.
5. Ancient Olympic Games.
6. Other Panhellenic sacred Games
7. Women and sports in ancient Greece. The relationship between music and exercise
8. Sports during the Hellenistic and Roman periods – Sports in Egypt during the Ptolemaic dynasty-Sports in the Roman Provinces of north Africa and Middle East.
9. The revival of the Olympic Games. Olympic Games of 1896
10. The Olympic and athletic idea in Egypt: the role of the Greek minority and Angelos Volanakis
11. The evolution of Physical Education in Europe during the 19th century. The contribution of the German and Swedish gymnastic systems.
12. The evolution of Physical Education in Egypt
13. A brief history of Egypt's participation in the modern Olympic Games

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face and distance learning

<table>
<tr><td>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)
Use of ICT in Teaching, in Laboratory Education, in Communication with students</td><td>Use of ICT in Teaching and Communication with Students
digital slides
videos
MsTeams/e-class, webmail</td></tr>
<tr><td>TEACHING ORGANIZATION
The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</td><td><table><tr><th>Activity</th><th>Workload/semester</th></tr><tr><td>Lectures</td><td>26</td></tr><tr><td>Final Assignment</td><td>50</td></tr><tr><td>Study and analysis of bibliography</td><td>71</td></tr><tr><td>Exams</td><td>3</td></tr><tr><td>Total Course Workload</td><td>150</td></tr><tr><td></td><td></td></tr></table></td></tr>
<tr><td>STUDENT EVALUATION
Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others

Please indicate all relevant information about the course assessment and how students are informed</td><td>Home Assignment (mandatory) 35%
Written Examination 65%</td></tr>
</table>

5. SUGGESTED BIBLIOGRAPHY

- Robert Mechikoff, *A history and Philosophy of sport and Physical Education*, McGrawHill, 8th Edition 2024.
- Wolfgang Decker, *Sports and Games in ancient Egypt*, New Haven and London 1992
- Touny A.D. & Wenig Steffen, *Sport in ancient Egypt*, Lpzg Edition Leipzig, 1969
- Richard Mandel, *Sport: A cultural History*, Columbia University Press New York 1989.
- Amara, Mahfoud. *Sport, Politics and Society in the Arab World*. London: Palgrave MacMillan, 2012.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**7th**
COURSE TITLE	Project		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	ELECTIVE (6)
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

This course is designed to provide students with the opportunity to engage in an independent, self-directed project related to physical education or sports science. By the end of the course, students will be able to:

- Identify and define a research problem or project topic in the field of physical education or sports science.
- Conduct independent research and gather relevant data using appropriate methods and tools.
- Analyze and interpret data to draw meaningful conclusions.
- Demonstrate project management skills, including planning, execution, and evaluation.
- Communicate findings effectively through written reports, presentations, or other formats.
- Critically evaluate the outcomes of their project and reflect on areas for improvement.
- Apply theoretical knowledge to practical settings in physical education and sports.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Independent research and critical thinking
- Time management and project planning
- Data collection and analysis
- Academic writing and presentation skills
- Problem-solving and decision-making

3. COURSE CONTENT

1. Introduction to the Project: Understanding the requirements and expectations
2. Topic Selection: Identifying a suitable topic within physical education and sport science
3. Research Methods: Designing surveys, experiments, or case studies
4. Data Collection: Gathering data through fieldwork, surveys, or experiments
5. Data Analysis: Using statistical tools or qualitative analysis techniques
6. Project Management: Planning, budgeting, and managing resources for the project
7. Report Writing: Structuring the research report and presenting results
8. Presenting the Project: Developing and delivering presentations to showcase findings
9. Reflection: Evaluating the project process and identifying areas for improvement
10. Selection of a topic from a different purpose of Physical Education
11. Cooperation of the team inside and outside of the classroom
12. Presentation of the group works
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	• Independent study and project work • Regular consultation with project advisor or mentor • Group discussions and peer reviews • Seminars or workshops on research methods and project management
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	• Online databases and research tools for gathering data • Presentation software for project communication (e.g., PowerPoint, Prezi)

<table>
<tr><td></td><td>• Data analysis software (e.g., SPSS, Excel)</td></tr>
<tr><td>TEACHING ORGANIZATION
The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</td><td><table>
<tr><th>Activity</th><th>Workload/semester</th></tr>
<tr><td>Lectures,</td><td>26</td></tr>
<tr><td>Theoretical Intermediate Exam</td><td>7</td></tr>
<tr><td>Final Case Studies</td><td>18</td></tr>
<tr><td>Final Oral Exam</td><td>6</td></tr>
<tr><td>Final Theory Exam</td><td>18</td></tr>
<tr><td>Total</td><td>75</td></tr>
</table></td></tr>
<tr><td>STUDENT EVALUATION
Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others

Please indicate all relevant information about the course assessment and how students are informed</td><td>• Research Project Report: Comprehensive written document detailing the research process, findings, and conclusions
• Final Presentation: Oral presentation of the project, including research methods, results, and implications
• Project Proposal: A detailed outline of the proposed project, including objectives, methods, and timeline
• Continuous Assessment: Regular meetings with the project advisor and peer feedback</td></tr>
</table>

5. SUGGESTED BIBLIOGRAPHY

6. *Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Sage Publications.*
7. *Flick, U. (2018). An Introduction to Qualitative Research. Sage Publications.*
8. *Silverman, D. (2013). Doing Qualitative Research: A Practical Handbook. Sage Publications.*
9. *Neuman, W. L. (2014). Social Research Methods: Qualitative and Quantitative Approaches. Pearson.*

8TH SEMESTER

COURSE OUTLINE

1. GENERAL

SCHOOL	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY, DUTH		
DEPARTMENT	PHYSICAL EDUCATION & SPORT SCIENCE/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**8th**
COURSE TITLE	ADAPTED PHYSICAL EDUCATION		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Theoretical Course
PREREQUISITES:	No
TEACHING & EXAMINATION LANGUAGE:	English
COURSE OFFERED TO ERASMUS STUDENTS:	No
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Upon the completion of the course students will…

- …be able to deeply understand of the physical, cognitive, and emotional needs of individuals with disabilities.
- … be able to modify physical activities and sports to accommodate different abilities, ensuring inclusive participation.
- … be able to apply basic assessment methods to evaluate the abilities and needs of individuals with disabilities.
- …be familiar with the basic laws and regulations related to adapted physical education.
- …be able to design inclusive physical education programs that promote participation and engagement for all students.
- …have developed the basic skills to interact effectively with other educators, therapists, and families to support the needs of students with disabilities.
- …have understood how physical activity contributes to the overall health and well-being of individuals with disabilities.

- …be able to advocate for individuals with disabilities and promote their rights within physical education settings.
- …have developed a mindset of continuous improvement and professional development in the field of adapted physical education.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

Search, analysis and synthesis of data and information, ICT Use
Adaptation to new situations
Decision making
Teamwork
Working in an interdisciplinary environment
Equity and Inclusion
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

3. COURSE CONTENT

1. Introduction to Adapted Physical Education (APA) – Management – Terminology
2. Organization and Management of Adapted Physical Education Programs
3. Measurements, Assessment & Evaluation in Adapted Physical Education I
4. Development & Management of Personalized Training Programs
5. Disability & Adapted Sports
6. APA & Intellectual Disability
7. APA & Autism
8. Movement & Chronic Diseases
9. Movement, Learning Disabilities, Attention Deficit Hyperactivity Syndrome & Developmental Motor Coordination Disorder
10. Movement & Cerebral Palsy, Stroke and Traumatic Brain Injury
11. Measurements, Assessment & Evaluation in Adapted Physical Education II
12. The Physical Education Teacher as "Movement Coach"
13. Development of "Ecological Intervention" Programs

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Distance Learning (Synchronous) & Face to Face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in Teaching and Communication with students • Digital slides • Video • MsTeams/ e-class, webmail
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.*	

Activity	***Workload/semester***
Lectures	26
Final Assignment	50

Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc. *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	Study and analysis of bibliography: 71 Exams: 3 **Total: 150**
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Written exam (formative): 20% Written exam (summative): 80%

5. SUGGESTED BIBLIOGRAPHY

Winnick, J.P. & Porretta, D.L. (Eds) (2021). Adapted Physical Education & Sport (7th Edition). Champaign, IL: Human Kinetics.

COURSE OUTLINE

1. GENERAL

SCHOOL	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY, DUTH		
DEPARTMENT	PHYSICAL EDUCATION & SPORT SCIENCE/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	8th
COURSE TITLE	SPORTS MARKETING & ENTREPRENEURSHIP		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	6
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Mandatory
PREREQUISITES:	None
TEACHING & EXAMINATION LANGUAGE:	English
COURSE OFFERED TO ERASMUS STUDENTS:	
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Students should be able, after completing the course and assignments, to

i) Know the basic principles used to develop marketing actions,

ii) Be able to distinguish individual marketing mix elements and how they relate to the desired outcome,

iii) Gather information about the sports consumer, try to understand him/her and thus ensure that the services provided are designed to satisfy him/her,

iv) Conduct marketing surveys on a small scale

v) Synthesize the information obtained from the external and internal market, to formulate innovative or new proposals.

vi) Apply, to a certain extent, the theories acquired through the coordination of the different elements of the marketing mix.

vii) Understand that entrepreneurship can be taught and to develop an entrepreneurial mindset.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*

Decision making *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Sustainability* *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*
Search, analysis and synthesis of data and information Using technology to search for information Teamwork Demonstration of social, professional and ethical responsibility and sensitivity to gender, minorities and diversity issues Exercising critical and self-critical judgement Promoting free, creative and inductive thinking Decision-making	

3. COURSE CONTENT

1. The sports industry: the sports products/services
2. Marketing research
3. Understanding the sports consumer – market segmentation strategies
4. Branding of sports organizations
5. Positioning of a sports product/service – Price
6. Promotion mix in sports
7. Quality of sport and leisure services
8. Business mindset
9. Personal marketing – Cv development
10. Design and development of online presence
11. Corporate Social Responsibility in sports organizations
12. Case studies – presentation of projects
13. Case studies – presentation of projects

4. LEARNING & TEACHING METHODS – EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	1. Face to face 2. Distance learning
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in Teaching and in Communication with students Regular distance communication with students via email, eclass and other communication applications
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	***Workload/ semester***
Lectures	40
Case studies	20
Study & analysis of literature	30
Group work Test	60
TOTAL	**150**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam,*	Formative Group work (20%) Resume shaping (10%) Market research (10%)

Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	Written exams including: multiple choice tests, short answer questions and development questions aimed at solving problems (60%)

5. SUGGESTED BIBLIOGRAPHY

1. Alexandris, K., McDonald, H., & Funk, D. (2016). *Sport consumer behaviour: Marketing strategies*. Routledge.
2. Aulet, B. (2024). *Disciplined Entrepreneurship: 24 Steps to a Successful Startup, Expanded & Updated*. John Wiley & Sons.
3. Aulet, B. (2017). *Disciplined entrepreneurship workbook*. John Wiley & Sons.
4. Funk, D. C., Alexandris, K., & McDonald, H. (2022). Sport consumer involvement. In *Sport consumer behaviour* (pp. 157-177). Routledge.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**8th**
COURSE TITLE	PRACTICUM II		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	6	9
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	OBLIGATORY
PREREQUISITES:	Practicum I
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to further develop students' practical teaching skills in physical education, building on experiences from Practicum One. Students will have the opportunity to take on greater responsibility in planning and delivering lessons while receiving feedback from their mentors.

After successful completion of the course, students will be able to:

- Plan and execute comprehensive PE lessons with increasing autonomy.
- Utilize assessment strategies to gauge student learning and progress.
- Adapt teaching methods based on student feedback and performance.
- Demonstrate leadership in classroom management and student engagement.
- Engage in reflective practice to improve teaching effectiveness.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*

Autonomous work *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*

- Search, analysis, and synthesis of data and information
- ICT use
- Decision-making
- Teamwork
- Application of knowledge in practice

3. COURSE CONTENT

1. Building on Practicum One: Advanced Teaching Techniques
2. Lesson Planning: From Theory to Practice
3. Lesson planning with student-centered teaching styles
4. Individualizing Instruction for Diverse Student Needs
5. Leadership and Collaboration in PE Settings
6. Formative Assessment and Feedback in PE
7. Reflective Practice: Continuing Professional Development
8. Engaging Parents and the Community in PE
9. Ethical Considerations in Advanced Practicum Experiences
10. Navigating Challenges in Teaching Practice
11. Implementation of daily lesson plans to school I
12. Implementation of daily lesson plans to school II
13. Final Reflection and Presentation of Advanced Practicum Experiences

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Field-based learning with mentorship
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	*Activity* / *Workload/semester* Practical Training: 190 Reflection and reporting: 35 Total: 225 Field training, observation, mentoring, and reflective practice.
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others*	Assessment through performance evaluations by mentor teachers, reflective journals, and a final presentation detailing practicum experiences.

Please indicate all relevant information about the course assessment and how students are informed	

5. SUGGESTED BIBLIOGRAPHY

1. Loughran, J. (2006). Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching. Routledge.
2. Korthagen, F. A. J. (2001). Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Routledge.
3. Danielson, C. (2013). The Framework for Teaching Evaluation Instrument. The Danielson Group.
4. Schön, D. A. (1983). The Reflective Practitioner: How Professionals Think in Action. Basic Books.
5. Tomlinson, C. A. (2014). The Differentiated Classroom: Responding to the Needs of All Learners. ASCD.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	**8th**
COURSE TITLE	PROJECT PRESENTATION IN INTERNATIONAL CONGRESS		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	ELECTIVE (8)
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The course is designed to prepare students to create and present oral and poster presentations at scientific conferences as well as short or longer articles.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

- Independent research and critical thinking
- Time management and project planning
- Data collection and analysis
- Academic writing and presentation skills
- Problem-solving and decision-making

3. COURSE CONTENT

14. Completion of projects
15. Preparation for the presentation
16. Types of presentation (oral and posted)
17. Writing a short paper
5-9. Class presentation and feedback (5 lectures)
10-11. Presentation at a conference
12-13. Plenary discussion - Commenting on presentations

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	• Independent study and project work • Regular consultation with project advisor or mentor • Group discussions and peer reviews • Seminars or workshops on research methods and project management
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	• Online databases and research tools for gathering data • Presentation software for project communication (e.g., PowerPoint, Prezi) • Data analysis software (e.g., SPSS, Excel)
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	***Activity*** / ***Workload/semester*** Lectures: 26 Practical applications: 49 **Total: 75**
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	• Conference presentation and short paper

5. SUGGESTED BIBLIOGRAPHY

10. *Smith, T.D. (1991). Making Successful Presentations: A Self-Teaching Guide (Wiley Self-Teaching Guides)*

ELECTIVE COURSES

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	
COURSE TITLE	AEROBICS		
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
		2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Elective		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	ENGLISH		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:			

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

After successful completion, students will:

- Understand the principles and benefits of aerobics in physical fitness and health.
- Demonstrate basic and advanced aerobics techniques and routines.
- Develop and deliver aerobics class plans tailored to various fitness levels.
- Analyze the biomechanical and physiological aspects of aerobic exercises.
- Utilize music and rhythm effectively in aerobics sessions.
- Apply safety protocols during aerobics activities to prevent injuries.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

- Teamwork
- Critical thinking
- Adaptation to new situations
- Decision making
- ICT use
- Planning and executing fitness programs

3. COURSE CONTENT

1. Introduction to aerobics: History and evolution
2. Principles of aerobics and its impact on cardiovascular health
3. Basic aerobics moves and their progression
4. Designing aerobics routines: Structure, intensity, and duration
5. Music selection and synchronization
6. Safety measures and injury prevention
7. Teaching methods for group aerobics classes
8. Advanced techniques: Step aerobics, dance aerobics, and circuit training
9. Implementation of aerobic exercise routine with principles and strategies
10. Design and implementation of a group aerobic exercise routine with music
11. Selection and participation in aerobic activities of personal interest
12. Aerobic fitness assessment
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face lectures (Theoretical & Practical)
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Digital music systems, video analysis, online resources
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	• Practical Examination: Demonstration of aerobics routines and techniques • Written Examination: Short-answer and multiple-choice questions • Continuous Assessment: Class participation, quizzes, and assignments • Final Project: Development and presentation of a complete aerobics class plan

Activity	***Workload/semester***
Lectures,	26
Theoretical Intermediate Exam	7
Final Practical exercises, tutorial exercises.	18
Final Oral Exam	6
Final Theory Exam	18
Total	**75**

5. SUGGESTED BIBLIOGRAPHY

1. Cooper, K. H. (1982). Aerobics Program for Total Well-Being. Bantam Books.
2. Durstine, J. L., & Moore, G. E. (2003). ACSM's Exercise Management for Persons with Chronic Diseases and Disabilities. Human Kinetics.
3. Kravitz, L. (2015). Aerobics Instruction Manual. IDEA Health & Fitness Association.
4. Wilmore, J. H., & Costill, D. L. (2004). Physiology of Sport and Exercise. Human Kinetics.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	
COURSE TITLE	BALLROOM DANCING		
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
		2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Elective		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	ENGLISH		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:			

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to provide students with comprehensive knowledge and practical skills in ballroom dancing, including technical execution, musicality, partnering skills, and dance theory. Students will explore various ballroom dance styles, rhythm patterns, lead-follow dynamics, and choreographic principles while developing their physical coordination, social dance skills, and artistic expression.

After the successful completion of the course, students will be able to:

- Master the basic techniques and patterns of major ballroom dance styles (Waltz, Foxtrot, Tango, Quickstep)
- Understand and apply musicality, timing, and rhythm in dance execution
- Demonstrate proper frame, posture, and partnership skills
- Apply dance terminology and theoretical concepts in practice
- Develop and perform basic choreographies
- Understand the historical and cultural context of ballroom dancing

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, ICT Use

Project design and management

Equity and Inclusion

Adaptation to new situations *Decision making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Respect for the natural environment* *Sustainability* *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*

- Teamwork and partnership
- Non-verbal communication
- Adaptation to new situations
- Cultural awareness
- Artistic expression
- Physical coordination
- Social interaction
- Critical thinking
- Time management
- Performance skills

3. COURSE CONTENT

1. Introduction to Ballroom Dancing: History, Styles, and Basic Principles
2. Dance Posture, Frame, and Partnership Fundamentals
3. Basic Rhythm, Timing, and Musicality
4. Waltz: Basic Figures, Technique, and Patterns
5. Foxtrot: Fundamental Steps and Style Characteristics
6. Tango: Basic Elements and Character Development
7. Quickstep: Basic Patterns and Movement Quality
8. Leading and Following Techniques
9. Floor Craft and Dance Floor Etiquette
10. Dance Terminology and Theory
11. Choreography Development and Performance Skills
12. Social Dancing Applications and Practice
13. Performance Preparation and Evaluation

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face practical sessions and demonstrations
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching (music systems, video analysis) and communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	
STUDENT EVALUATION *Description of the evaluation process*	Description of the evaluation process: • Description of the evaluation process:

Activity	*Workload/semester*
Lectures,	26
Theoretical Intermediate Exam	7
Final Practical exercises, tutorial exercises.	18
Final Oral Exam	6
Final Theory Exam	18
Total	**75**

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	• Practical examinations of dance technique and choreography • Continuous assessment of progress and participation • Partner work evaluation • Written tests on dance theory and terminology • Final performance presentation • Assessment of social dancing skills

5. SUGGESTED BIBLIOGRAPHY

1. Howard, G. (2007). *Technique of Ballroom Dancing*. International Dance Teachers Association.
2. Imperial Society of Teachers of Dancing. (2020). *The Ballroom Technique*. ISTD.
3. Moore, A. (2002). *Ballroom Dancing*. Routledge.
4. Herbison-Evans, D. (2015). *Technical Analysis of Ballroom Dancing*. Dance Books Ltd.
5. Wright, J.P. (2013). *Social Dance: Steps to Success*. Human Kinetics.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	
COURSE TITLE	BIKING		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	ELECTIVE
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

This course aims to build competence in basic biking techniques, improve physical fitness, and promote biking as an eco-friendly and sustainable lifestyle. The course will cover bike handling, safety protocols, bike maintenance, environmental benefits of cycling, and the promotion of biking for personal health and well-being.

After the successful completion of the course, students will be able to:

- Understand the basic skills and knowledge needed for cycling.
- Improve physical fitness through cycling.
- Understand and Apply Road Safety and Cycling Etiquette.
- Understand the Environmental Benefits of Cycling.
- Understand the health benefits of cycling.
- Explain essential bike maintenance and repair techniques.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and

Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Search, analysis, and synthesis of data and information
- Adaptation to new situations
- Decision making
- Teamwork
- Critical thinking
- Application of knowledge in practice

3. COURSE CONTENT

1. Introduction to Cycling and Bike Basics: History of biking and its evolution - types of bicycles (road, mountain, hybrid, and electric) - benefits of cycling (health, environmental, economic).
2. Essential cycling gear (helmets, gloves, clothing, lights).
3. Introduction to bike safety: helmet use, visibility, and protective gear.
4. Basic Bike Handling and Control: Understanding bike balance and stability - techniques for efficient pedaling and gearing.
5. Correct posture while cycling to prevent strain or injury.
6. Road Safety and Traffic Rules: understanding road signs and bike lane rules
7. Riding in traffic: lane positioning, signaling, and communication.
8. Rules of the road: cycling laws and etiquette.
9. Techniques for hill climbing, descending, and dealing with rough terrain.
10. Health benefits of cycling: cardiovascular health, muscle strengthening, and weight management.
11. Group riding techniques: maintaining a safe distance, riding in formation.
12. Practical application
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face lectures (Theoretical & Practical)
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, and in communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	***Workload/semester***
Lectures,	26
Theoretical Intermediate Exam	7
Final Practical exercises, tutorial exercises.	18
Final Oral Exam	6
Final Theory Exam	18
Total	**75**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others*	Description of the evaluation process: ▪ **Theoretical Intermediate Exam:** It focuses on the assessment and understanding of the theoretical knowledge and understanding acquired by students regarding biking. The exam may include various question formats, written exams with multiple-choice questions, short-answer

Please indicate all relevant information about the course assessment and how students are informed	questions, synthetic questions, development questions, case studies, or other structures. ▪ **Final Theoretical Exam:** It focuses on the assessment and understanding of the theoretical knowledge and understanding acquired by students regarding biking. The exam may include various question formats, written exams with multiple-choice questions, short-answer questions, synthetic questions, development questions, case studies, or other structures. ▪ **Final Practical examination:** The candidate presents a short teaching session about biking, following a prepared training plan that includes training objectives, exercises, teaching methods, training materials and demonstrates basic technical skills in swimming required to practice the specific sport. Demonstrating bike handling skills, safety practices, and maintenance techniques. ▪ **Final Oral Exam:** It focuses on the assessment and understanding of the theoretical knowledge and understanding acquired by students.

5. SUGGESTED BIBLIOGRAPHY

1. Racing Weight: How to Get Lean for Peak Performance" by Matt Fitzgerald (2011)
2. The Ride of Your Life: A Roadmap for Cyclists" by Daniel Coyle (2012)
3. The Ultimate Bicycle Owner's Manual" by Darryl D. F. Huget (2015)

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	
COURSE TITLE	ENHANCING FITNESS THROUGH SWIMMING		
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
		2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	ELECTIVE		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	ENGLISH		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:			

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The course aims to improve their overall conditioning using swimming as the primary method. It provides a comprehensive approach to swimming techniques and exercises that develop both aerobic and anaerobic fitness. The focus will be on understanding the physiological benefits of swimming and learning how to apply them to specific training goals.

After the successful completion of the course, students will be able to:

- Define conditioning and explain its importance in physical fitness.
- Identify and understand the physiological benefits of swimming, including cardiovascular health, muscle strength, and overall physical conditioning.
- Explain the different types of conditioning—aerobic, anaerobic, muscular, and flexibility—and their role in swimming training.
- Develop and implement aerobic conditioning techniques through swimming for improved stamina and endurance.
- Create a periodized training plan, incorporating various intensities and recovery techniques to maximize performance and prevent overtraining.
- Track and evaluate progress in swimming conditioning, adjusting the training plan as needed to achieve fitness goals.
- Understand energy participation and how different energy systems are utilized during swimming.

- Plan and implement annual training cycles, ensuring proper training loads, recovery phases, and goal achievement.
- Explain the principles of altitude training and its application to improve swimming performance.
- Recognize the signs of overwork and overtraining, and apply strategies to prevent or manage them effectively.
- Understand and practice safety measures in swimming, prevent injuries, and manage hydration strategies to optimize performance and recovery.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Search, analysis, and synthesis of data and information
- Adaptation to new situations
- Decision making
- Teamwork
- Critical thinking
- Application of knowledge in practice

3. COURSE CONTENT

1. Introduction to Conditioning and Swimming: Definition of conditioning, Physiological benefits of swimming and Types of conditioning: aerobic, anaerobic, muscular, and flexibility conditioning.
2. Building aerobic conditioning through swimming.
3. Periodization of training: developing a conditioning plan, recovery techniques and tracking progress.
4. Energy participation.
5. Annual training planning.
6. Altitude training.
7. Overwork – Overtraining.
8. Safety, Injury Prevention, and Hydration.

9-11. Practical applications for different ages

12. Presentation and feedback
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face lectures (Theoretical & Practical)
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, and in communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning,*	

Activity	*Workload/semester*
Lectures	26
Theoretical Intermediate Exam	7
Final Oral Exam	18
Practical examination	6

Study visits, Study / creation, project, creation, project. Etc. *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	Final Theory Exam: 18 **Total: 75**
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Description of the evaluation process: ▪ **Theoretical Intermediate Exam:** It focuses on the assessment and understanding of the theoretical knowledge and understanding acquired by students regarding swimming. The exam may include various question formats, written exams with multiple-choice questions, short-answer questions, synthetic questions, development questions, case studies, or other structures. ▪ **Final Oral Exam:** It focuses on the assessment and understanding of the theoretical knowledge and understanding acquired by students. ▪ **Practical examination:** The candidate presents a short teaching session about swimming, following a prepared training plan that includes training objectives, exercises, teaching methods, training materials and demonstrates basic technical skills in swimming required to practice the specific sport. ▪ **Final Theory Exam:** The exam includes a wide range of topics, comprehensively reflecting the material presented during the course. The exam may include various question formats, written exams with multiple-choice questions, short-answer questions, synthetic questions, development questions, case studies, or other structures.

5. SUGGESTED BIBLIOGRAPHY

1. Maglischo, E. W. (2003). *Swimming fastest* (4th ed.). Human Kinetics.
2. Anderson, P. M., & Swenson, M. R. (2009). *The swimming drill book*. Human Kinetics.
3. Eichner, E. R. (2012). *Swimming physiology: A guide to the science of swimming*. Human Kinetics.
4. Thrasher, A., & Cooke, C. (2017). *The swimmer's toolbox: An essential guide to the techniques, training, and performance of competitive swimmers*. Meyer & Meyer Sport.
5. Gillespie, D. (2005). *The swimmer's body: How to achieve a lean and muscular physique for swimming success*. Stackpole Books.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	
COURSE TITLE	FITNESS AND PHYSICAL ACTIVITIES		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Elective
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

After the successful completion of the course, students will be able to:

- Understand and explain the fundamental components of fitness, including cardiovascular endurance, muscular strength, flexibility, and body composition.
- Design and implement personalized fitness programs for strength, endurance, flexibility, and overall wellness.
- Demonstrate proficiency in a variety of exercise techniques, including aerobic, strength, and flexibility exercises.
- Assess and track personal fitness progress using tools such as fitness tests and progress monitoring techniques.
- Identify and apply injury prevention strategies, including proper warm-up, cool-down, and correct exercise form.
- Understand the relationship between nutrition and fitness, making informed decisions about diet to support physical performance and recovery.
- Utilize motivation and mindset strategies to maintain consistent exercise habits and overcome mental barriers to fitness.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Search, analysis, and synthesis of data and information
- Adaptation to new situations
- Decision making
- Teamwork
- Critical thinking
- Project design and management
- Application of knowledge in practice

3. COURSE CONTENT

1. Introduction to Physical Fitness: Components of Health-Related Fitness

2. Aerobic vs Anaerobic Exercise: Benefits and Training Principles

3. Strength Training: Basic Principles and Techniques

4. Flexibility and Mobility: Stretching Techniques and Importance

5. Endurance Training: Building Cardiovascular and Muscular Endurance

6. Functional Fitness: Exercises for Daily Movement and Posture

7. Exercise Programming: Designing Effective Workouts for Different Goals

8. Nutrition for Fitness: Fueling the Body for Performance and Recovery

9. Injury Prevention: Warm-Up, Cool-Down, and Injury Management

10. Monitoring Progress: Fitness Testing and Evaluation

11. Psychological Aspects of Exercise: Motivation, Mindset, and Mental Health

12. Group Fitness: Leading Classes and Creating Inclusive Environments

13. Trends in Fitness: HIIT, CrossFit, and Other Emerging Training Methods

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face lectures and laboratory sessions
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, in laboratory education, and in communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.*	

Activity	***Workload/semester***
Lectures,	26
Theoretical Intermediate Exam	7

Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc. *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	Final Practical exercises, tutorial exercises. — 18 Final Oral Exam — 6 Final Theory Exam — 18 **Total** — **75**
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Description of the evaluation process: • Written exams with multiple-choice questions, short-answer questions, and problem-solving exercises. • Continuous assessment through quizzes, in-class activities, and lab reports. • Final project involving movement analysis and application of kinesiology principles.

5. SUGGESTED BIBLIOGRAPHY

1. Hall, S.J. (2014). *Basic Biomechanics*. McGraw-Hill.
2. Floyd, R.T. (2013). *Manual of Structural Kinesiology*. McGraw-Hill.
3. Knudson, D. (2007). *Fundamentals of Biomechanics*. Springer.
4. Hamill, J., & Knutzen, K.M. (2015). *Biomechanical Basis of Human Movement*. Wolters Kluwer.
5. Thompson, C.W. (2010). *Applied Kinesiology: A Training Manual and Reference Book of Basic Principles and Practices*. North Atlantic Books.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	
COURSE TITLE	FREE WEIGHTS		
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
		2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Elective		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	ENGLISH		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:			

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

After the successful completion of the course, students will be able to:

- Understand the principles of resistance training using free weights.
- Demonstrate proper form and technique for basic and advanced free weight exercises.
- Identify and correct common errors in free weight training.
- Design safe and effective training programs for different fitness levels and goals.
- Analyze the biomechanical and physiological principles underlying free weight exercises.
- Apply safety protocols to prevent injuries during free weight training.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

- Search, analysis, and synthesis of data and information

- Adaptation to new situations
- Decision making
- Teamwork
- Critical thinking
- Project design and management
- Application of knowledge in practice

3. COURSE CONTENT

1. Introduction to free weights: History, types, and benefits
2. Anatomy and physiology of strength training
3. Basic exercises: Squats, deadlifts, bench press, overhead press, and rows
4. Advanced techniques: Variations, tempo training, and progressive overload
5. Spotting techniques and safety guidelines
6. Designing individualized training programs
7. Assessing performance and tracking progress
8. Common injuries in weightlifting and prevention strategies
9. Integration of free weights into overall fitness plans
10. Strength training design for children up to 12 years old and for adolescents
11. Selection and participation in weight activities of personal interest
12. Implementation of weight exercises for different ages
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face lectures and laboratory sessions
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, in laboratory education, and in communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Description of the evaluation process: • Written exams with multiple-choice questions, short-answer questions, and problem-solving exercises. • Continuous assessment through quizzes, in-class activities, and lab reports. • Final project involving movement analysis and application of kinesiology principles.

Activity	*Workload/semester*
Lectures	26
Theoretical Intermediate Exam	7
Final Practical exercises, tutorial exercises	18
Final Oral Exam	6
Final Theory Exam	18
Total	**75**

5. SUGGESTED BIBLIOGRAPHY

1. Hall, S.J. (2014). *Basic Biomechanics*. McGraw-Hill.
2. Floyd, R.T. (2013). *Manual of Structural Kinesiology*. McGraw-Hill.
3. Knudson, D. (2007). *Fundamentals of Biomechanics*. Springer.
4. Hamill, J., & Knutzen, K.M. (2015). *Biomechanical Basis of Human Movement*. Wolters Kluwer.
5. Thompson, C.W. (2010). *Applied Kinesiology: A Training Manual and Reference Book of Basic Principles and Practices*. North Atlantic Books.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	
COURSE TITLE	JOGGING		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Elective
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

After the successful completion of the course, students will be able to:

- Understand and explain the fundamental principles of jogging, including the physiological and psychological benefits of regular running.
- Demonstrate proper jogging technique, including posture, stride, and breathing to maximize efficiency and reduce injury.
- Develop and follow a personalized jogging program that progressively builds cardiovascular endurance, stamina, and overall fitness.
- Identify and address common jogging injuries, such as shin splints and runner's knee, through injury prevention strategies.
- Utilize pacing strategies and effective breathing techniques to maintain a consistent jogging rhythm and improve race times.
- Track and monitor performance using tools like running apps, GPS watches, and heart rate monitors to gauge improvements in endurance and speed.
- Understand the importance of recovery, including the role of rest, stretching, and proper nutrition after jogging sessions.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Search, analysis, and synthesis of data and information
- Adaptation to new situations
- Decision making
- Teamwork
- Critical thinking
- Project design and management
- Application of knowledge in practice

3. COURSE CONTENT

1. Introduction to Jogging: Benefits, History, and Fundamentals
2. Proper Running Form: Posture, Stride, and Footwear
3. Warm-Up and Cool-Down: Techniques for Injury Prevention
4. Endurance Training: Building Stamina for Long-Distance Running
5. Pacing and Breathing: Strategies for Efficient Jogging
6. Jogging for Weight Loss: Combining Cardio with Diet and Recovery
7. Mental Strategies for Jogging: Motivation, Focus, and Goal Setting
8. Common Running Injuries and Prevention: Shin Splints, Runner's Knee, etc.
9. Running Programs: 5K, 10K, and Half-Marathon Preparation
10. Interval Training: Boosting Speed and Endurance through Sprints
11. Tracking Performance: Using Technology to Monitor Progress (Pedometers, Apps)
12. Jogging in Different Environments: Road, Trail, and Treadmill Running
13. Recovery and Nutrition: Post-Jogging Recovery Techniques for Optimal Performance

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face lectures and laboratory sessions
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, in laboratory education, and in communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	***Workload/semester***
Lectures,	26
Theoretical Intermediate Exam	7
Final Practical exercises, tutorial exercises.	18
Final Oral Exam	6
Final Theory Exam	18
Total	**75**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others*	Description of the evaluation process: • Written exams with multiple-choice questions, short-answer questions, and problem-solving exercises. • Continuous assessment through quizzes, in-class activities, and lab reports.

Please indicate all relevant information about the course assessment and how students are informed	• Final project involving movement analysis and application of kinesiology principles.

5. SUGGESTED BIBLIOGRAPHY

1. Hall, S.J. (2014). *Basic Biomechanics*. McGraw-Hill.
2. Floyd, R.T. (2013). *Manual of Structural Kinesiology*. McGraw-Hill.
3. Knudson, D. (2007). *Fundamentals of Biomechanics*. Springer.
4. Hamill, J., & Knutzen, K.M. (2015). *Biomechanical Basis of Human Movement*. Wolters Kluwer.
5. Thompson, C.W. (2010). *Applied Kinesiology: A Training Manual and Reference Book of Basic Principles and Practices*. North Atlantic Books.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	
COURSE TITLE	JUDO		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	ELECTIVE
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The Judo course is designed to introduce students to the art and discipline of Judo, emphasizing its historical, cultural, and physical aspects. Through a combination of theoretical knowledge and practical training, students will develop an in-depth understanding of Judo techniques, rules, and strategies. This course aims to equip students with the skills necessary for effective performance in Judo, while fostering respect for its values of discipline, humility, and mutual welfare.

After successful completion of the course, students will be able to:

- Understand the history, philosophy, and principles of Judo.
- Master fundamental Judo techniques, including throws, holds, and submissions.
- Analyze the biomechanics of Judo techniques for effective execution and injury prevention.
- Demonstrate competency in Judo etiquette and rules of competition.
- Apply strategic thinking and tactical approaches in sparring and matches.
- Design training programs for skill development and conditioning in Judo.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues

Working in an international environment *Working in an interdisciplinary environment* *Production of new research ideas*	*Critical thinking* *Promoting free, creative and inductive reasoning*

- Search, analysis, and synthesis of data and information
- Working in an interdisciplinary environment
- Adaptation to new situations
- Decision making
- Teamwork
- Critical thinking
- Promoting free, creative and inductive reasoning

3. COURSE CONTENT

18. Introduction to Judo: History, philosophy, and core principles
19. Judo etiquette and safety measures
20. Fundamental techniques: Ukemi (breakfalls), nage-waza (throws), and ne-waza (groundwork)
21. Advanced techniques: Combinations and counterattacks
22. Tactical training: Strategies for offense and defense
23. Rules and scoring in Judo competitions
24. Conditioning and flexibility training for Judo practitioners
25. Injury prevention and rehabilitation in Judo
26. Effective performance of fundamental techniques
27. Effective performance of advanced techniques
28. Performance and assessment of skills in simple and complex fight conditions
29. Organizing and officiating Judo matches
30. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face lectures (Theoretical & Practical)
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, and in communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others*	• Practical Examination: Demonstration of core and advanced Judo techniques • Written Examination: Short-answer and multiple-choice questions on Judo history, rules, and biomechanics

Activity	***Workload/semester***
Lectures,	26
Theoretical Intermediate Exam	7
Final Practical exercises, tutorial exercises.	18
Final Oral Exam	6
Final Theory Exam	18
Total	**75**

Please indicate all relevant information about the course assessment and how students are informed	• Continuous Assessment: Class participation, sparring evaluations, and in-class activities • Final Project: Organizing a mock Judo match, including rule application and officiating

5. SUGGESTED BIBLIOGRAPHY

1. *Kano, J. (1994). Kodokan Judo: The Essential Guide to Judo by Its Founder. Kodansha International.*
2. *Adams, N. (2013). Judo: Skills, Techniques, Tactics. Crowood Press.*
3. *Harrison, J. (2005). Judo Unleashed: Essential Throwing & Grappling Techniques for Intermediate to Advanced Martial Artists. Tuttle Publishing.*
4. *Yamashita, Y. (2016). The Principles of Judo: Insights and Inspiration. Meyer & Meyer Sport.*

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	
COURSE TITLE	KARATE		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	ELECTIVE
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

This course provides a comprehensive introduction to Karate, blending its traditional philosophy with modern athletic techniques. Students will explore the art of Karate through practical training in fundamental techniques, theoretical knowledge of its principles, and an understanding of its historical roots. The course emphasizes skill development, self-discipline, and the application of Karate as a means of physical and mental conditioning.

After successful completion of the course, students will be able to:

- Understand the history, philosophy, and values of Karate as a martial art.
- Demonstrate fundamental Karate techniques, including stances, strikes, kicks, and blocks.
- Execute Kata (formal exercises) with precision and understanding.
- Apply Kumite (sparring) strategies in both practice and competition settings.
- Analyze the biomechanics and principles of movement in Karate techniques.
- Develop training plans to improve physical conditioning and technical skills.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, ICT Use *Adaptation to new situations* *Decision making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Project design and management* *Equity and Inclusion* *Respect for the natural environment* *Sustainability* *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*

- Critical thinking and problem-solving
- Adaptation to dynamic situations in sparring
- Teamwork and collaboration during group training
- Application of knowledge in practical contexts
- Decision-making and self-discipline

3. COURSE CONTENT

1. Introduction to Karate: History, philosophy, and significance
2. Fundamental techniques: Stances, punches, kicks, and blocks
3. Kata: Learning and practicing formal sequences
4. Kumite: Sparring techniques, strategies, and safety
5. Rules and etiquette in Karate competitions
6. Conditioning and flexibility training for Karate athletes
7. Injury prevention and safety in Karate practice
8. Tactical and mental preparation for competitions
9. Effective performance of formal sequences
10. Effective performance of techniques
11. Performance and assessment of skills in competition conditions
12. Organization of and arbitration in Karate competitions
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face lectures (theoretical & Practical)
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, and in communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	***Workload/semester***
Lectures,	26
Theoretical Intermediate Exam	7
Final Practical exercises, tutorial exercises.	18
Final Oral Exam	6
Final Theory Exam	18
Total	**75**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written*	• Practical Examination: Demonstration of core Karate techniques and Kata performance • Written Examination: Questions on Karate history, philosophy, and rules

Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	• Continuous Assessment: Class participation, sparring evaluations, and assignments • Final Project: Designing a Karate training program or strategy plan

5. SUGGESTED BIBLIOGRAPHY

1. *Funakoshi, G. (1973). Karate-Do: My Way of Life. Kodansha International.*
2. *Nakayama, M. (1986). Dynamic Karate: Instruction by the Master. Kodansha International.*
3. *Cook, H. (2001). Shotokan Karate: A Precise History. Fighting Arts International.*
4. *Urban, P. (1991). The Karate Dojo: Traditions and Tales of a Martial Art. Tuttle Publishing.*

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	
COURSE TITLE	KETTLEBELL		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Elective
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

After the successful completion of the course, students will be able to:

- Understand and explain the basic principles and benefits of kettlebell training for strength, conditioning, and functional fitness.
- Perform fundamental kettlebell movements such as the swing, clean, snatch, and press with proper form and safety.
- Design and execute kettlebell workouts that target strength, power, endurance, and flexibility.
- Apply advanced kettlebell exercises such as Turkish Get-Ups and Windmills to enhance core strength and stability.
- Integrate kettlebell training into a comprehensive fitness regimen, balancing strength training with cardiovascular conditioning.
- Identify and prevent common injuries associated with kettlebell training by emphasizing proper form, load management, and warm-up/cool-down routines.
- Develop mental toughness and focus, particularly when performing high-intensity kettlebell circuits or complex lifts.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking
Promoting free, creative and inductive reasoning

- Search, analysis, and synthesis of data and information
- Adaptation to new situations
- Decision making
- Teamwork
- Critical thinking
- Project design and management
- Application of knowledge in practice

3. COURSE CONTENT

1. Introduction to Kettlebell Training: History and Benefits
2. Basic Kettlebell Movements: Swing, Clean, Snatch, and Press
3. Kettlebell Grip and Stance: Proper Form and Safety Techniques
4. Core Strength and Stability: Key Exercises and Benefits
5. Full-Body Conditioning: Developing Strength, Power, and Endurance
6. Kettlebell Flow: Combining Movements for Dynamic Workouts
7. Kettlebell Programming: Structuring Workouts for Strength, Conditioning, and Fat Loss
8. Kettlebell Variations: Single and Double Kettlebell Techniques
9. Injury Prevention: Safe Lifting and Posture Awareness
10. Advanced Kettlebell Movements: Turkish Get-Up, Windmill, and Bottoms-Up Press
11. Kettlebell for Athletic Performance: Power, Speed, and Explosive Training
12. Mental Focus and Motivation in Kettlebell Training
13. Integrating Kettlebell Training into Cross-Training and Sport-Specific Programs

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face lectures and laboratory sessions
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, in laboratory education, and in communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	***Workload/semester***
Lectures,	26
Theoretical Intermediate Exam	7
Final Practical exercises, tutorial exercises.	18
Final Oral Exam	6
Final Theory Exam	18
Total	**75**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam,*	Description of the evaluation process: • Written exams with multiple-choice questions, short-answer questions, and problem-solving exercises.

Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	• Continuous assessment through quizzes, in-class activities, and lab reports. • Final project involving movement analysis and application of kinesiology principles.

5. SUGGESTED BIBLIOGRAPHY

1. Hall, S.J. (2014). *Basic Biomechanics*. McGraw-Hill.
2. Floyd, R.T. (2013). *Manual of Structural Kinesiology*. McGraw-Hill.
3. Knudson, D. (2007). *Fundamentals of Biomechanics*. Springer.
4. Hamill, J., & Knutzen, K.M. (2015). *Biomechanical Basis of Human Movement*. Wolters Kluwer.
5. Thompson, C.W. (2010). *Applied Kinesiology: A Training Manual and Reference Book of Basic Principles and Practices*. North Atlantic Books.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	
COURSE TITLE	KUNG FU		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	ELECTIVE
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

This course provides a comprehensive introduction to the art of Kung Fu, focusing on both its physical and philosophical aspects. Students will learn foundational techniques, traditional forms (Taolu), and practical applications. The course will emphasize balance, flexibility, strength, and mental discipline. After completing the course, students will be able to:

- Understand the historical and philosophical roots of Kung Fu.
- Demonstrate fundamental Kung Fu techniques, including strikes, blocks, and stances.
- Perform traditional Kung Fu forms (Taolu) with accuracy and fluidity.
- Apply Kung Fu techniques in self-defense and sparring situations.
- Cultivate mental focus, discipline, and internal energy (Qi).
- Develop an understanding of traditional Kung Fu weapons and their application.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, ICT Use	*Project design and management* *Equity and Inclusion*

Adaptation to new situations *Decision making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Respect for the natural environment* *Sustainability* *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*

- Teamwork and collaborative learning
- Critical thinking and decision-making in self-defense and combat
- Adaptability and flexibility in martial arts practice
- Focus and concentration for mastery of techniques
- Application of philosophy in daily practice and life

3. COURSE CONTENT

1. Introduction to Kung Fu: History, philosophy, and core principles
2. Basic techniques: Strikes, blocks, stances, and footwork
3. Traditional Kung Fu forms (Taolu): Learning and performing sequences
4. Self-defense techniques: Application of Kung Fu in real-life scenarios
5. Internal Kung Fu: Developing Qi (internal energy) and cultivating focus
6. Sparring and controlled combat techniques
7. Traditional Kung Fu weapons: Introduction to staff, sword, and spear
8. The philosophy of Kung Fu: Meditation, discipline, and personal growth
9. Injury prevention, recovery, and health benefits of Kung Fu practice
10. Effective performance of basic techniques
11. Effective performance of techniques with traditional weapons
12. Performance and assessment of skills in simple and complex combat conditions
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face lectures (theoretical & Practical)
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, and in communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	*Workload/semester*
Lectures,	26
Theoretical Intermediate Exam	7
Final Practical exercises, tutorial exercises.	18
Final Oral Exam	6
Final Theory Exam	18
Total	**75**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam,*	• Practical Examination: Demonstration of Kung Fu techniques, forms, and self-defense application • Written Examination: Questions on Kung Fu history, philosophy, and techniques

Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	• Continuous Assessment: Participation, class activities, and ongoing evaluations • Final Project: Development of a personal Kung Fu training plan or self-defense strategy

5. SUGGESTED BIBLIOGRAPHY

1. *Chen, Y. (2007). The Essence of Kung Fu: The Art of Traditional Martial Arts. Shaolin Temple Press.*
2. *Wong, K. (2010). Kung Fu Basics: A Complete Guide to Martial Arts Training. Tuttle Publishing.*
3. *Zhang, H. (2015). The Complete Kung Fu Handbook: A Comprehensive Guide to the Techniques, Traditions, and Philosophy of Kung Fu. Black Belt Books.*
4. *Li, X. (2012). Kung Fu: History, Philosophy, and Practice. Dragon Press.*

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	
COURSE TITLE	LEADERSHIP		
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
		2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	ELECTIVE		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	ENGLISH		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:			

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

This course provides students with the knowledge and skills required to be effective leaders in the field of physical education and sport. It explores leadership theories, styles, and practical applications in a variety of sport and physical education settings. By the end of the course, students will be able to:

- Understand the key concepts and theories of leadership.
- Identify different leadership styles and their applications in PE and sport.
- Develop skills in team building, decision-making, and conflict resolution.
- Apply leadership strategies in managing sports teams and PE classes.
- Analyze the role of ethics, communication, and motivation in leadership.
- Reflect on personal leadership qualities and develop a leadership philosophy for PE and sport.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*

Teamwork *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*

- Communication and interpersonal skills
- Conflict resolution and negotiation
- Team management and motivation
- Decision-making and problem-solving
- Self-reflection and personal development

3. COURSE CONTENT

1. Introduction to Leadership: Definitions, theories, and approaches
2. Leadership Styles: Autocratic, democratic, laissez-faire, and transformational leadership
3. Leadership in Sport and PE: Application of leadership in teaching, coaching, and team management
4. Decision-Making in Leadership: Tools and techniques for effective decision-making
5. Building and Leading Teams: Creating cohesive and high-performing teams in PE and sport
6. Motivation and Leadership: Understanding and applying motivational theories to lead effectively
7. Ethical Leadership: Integrity, fairness, and ethical decision-making in PE and sport
8. Communication Skills for Leaders: Verbal and non-verbal communication, active listening, and feedback
9. Conflict Resolution: Strategies to manage and resolve conflicts within teams or classes
10. Developing a Leadership Philosophy: Personal leadership development and self-assessment
11. Leadership scenarios and prevention
12. Leadership scenarios and problem solving
13. Discussion and Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	• Face-to-face lectures and group discussions • Case studies and role-playing activities • Guest lectures from leaders in the field of sport and physical education
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	• Online discussions and forums for leadership reflection • Digital platforms for collaborative group projects and presentations 7.
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning,*	

Activity	***Workload/semester***
Lectures,	26
Theoretical Intermediate Exam	7
Final Case Studies	18
Final Oral Exam	6

Study visits, Study / creation, project, creation, project. Etc. *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	Final Theory Exam: 18 **Total: 75**
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	• Group Project: Development and presentation of a leadership strategy for a sport or PE setting • Written Examination: Test on leadership theories, styles, and their application in PE and sport • Continuous Assessment: Class participation, leadership reflections, and group activities • Final Leadership Portfolio: A personal reflection on leadership skills, development, and philosophy

5. SUGGESTED BIBLIOGRAPHY

1. *Northouse, P. G. (2018). Leadership: Theory and Practice. Sage Publications.*
2. *Côté, J., & Gilbert, W. (2009). An Integrated Model of Coaching Effectiveness. International Journal of Sports Science & Coaching.*
3. *Leverett, S., & Kirk, D. (2014). Sport and Physical Education Leadership. Routledge.*
4. *Moran, A. (2015). Sport Coaching: The Basics. Routledge.*

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	
COURSE TITLE	LIFEGURDE & FIRST AIDS		
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
		2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	ELECTIVE		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	ENGLISH		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:			

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The course's purpose is to enable students to provide necessary theoretical and practical knowledge for rescue techniques and first aids in areas under life guarding supervision in incidents they may face at school, in the gym, and in any other place of sports/exercise. Through a variety of scenarios, students broaden their knowledge of dealing with emergencies, taking responsibility for coordinating people in the area, maintaining composure, and implementing specific protocols for each case.

After the successful completion of the course, students will be able to:

- Demonstrate individual skills for Lifeguards.
- Understand Lifeguards Swimming techniques and swimming with the victim.
- Understand the role of individual responsibility for safe practices and injury prevention in the home, school and community.
- Describe and apply primary emergency assessment, explain, and apply cardiopulmonary resuscitation (CPR) to adults and practicing children.
- Describe and implement the necessary actions in emergencies, such as traffic accidents, fires, electricity accidents, water accidents, exercise injuries and sports.
- Explain and implement the necessary actions in the case of an adult, child, or infant with loss of consciousness.

- Demonstrate leadership skills in an emergency and implement appropriate practices for immediate response.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Search, analysis, and synthesis of data and information
- Adaptation to new situations
- Decision making
- Teamwork
- Critical thinking
- Application of knowledge in practice

3. COURSE CONTENT

1. Background and evolvement of lifeguarding. Contents of the course (theory).
2. Basic equipment (theory).
3. Lifeguarding in coasts and swimming pools.
4. Entrance in water. Special swimming techniques (practice).
5. Swimming techniques (breaststroke, sideways) (practice) and Swimming for physical fitness. Underwater swimming (practice).
6. Swimming with clothes. Use of equipment (practice).
7. Swimming with the victim (practice).
8. Encountering with the victim. Techniques (practice).
9. Getting the victim out of the water (practice).
10. First Aids. Cardiopulmonary resuscitation for infant, child and adult (theory).
11. First Aids. Cardiopulmonary resuscitation (practice).
12. Incident management. Actions in emergencies, road accidents, fires, accidents with electricity, accidents in water, injuries during exercise and sports (sprain, contusion).
13. Effects of cold and heat. Effects of cold and heat on the human body. Burns, dehydration, heat stroke, hypothermia, and frostbite. Prevention and response to emergencies that occur in cold and hot environments (theory).

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face lectures (Theoretical & Practical)
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, and in communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.*	

Activity	***Workload/semester***
Lectures	26
Theoretical Intermediate Exam	7
Final Practical exercises, tutorial exercises.	18
Final Oral Exam	6
Final Theory Exam	18

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.	**Total** | **75**
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Description of the evaluation process: ▪ **Theoretical Intermediate Exam:** It focuses on the assessment and understanding of the theoretical knowledge and understanding acquired by students regarding Lifeguard and first aids. The exam may include various question formats, written exams with multiple-choice questions, short-answer questions, synthetic questions, development questions, case studies, or other structures. • **Final Theoretical Exam:** Written exams with multiple-choice questions, short-answer questions, synthetic questions, or other structures. • **Final Practical examination:** The candidate demonstrates the basic skills of lifeguard and first aids, this may include technical, tactical, and physical skills required to practice. • **Final Oral Exam:** It focuses on the assessment and understanding of the theoretical knowledge and understanding acquired by students. • Continuous assessment through quizzes, in-class activities.

5. SUGGESTED BIBLIOGRAPHY

1. American Red Cross. (2019). Lifeguarding: Official manual (8th ed.). American Red Cross.
2. National Safety Council. (2016). Lifeguard manual. National Safety Council.
3. Smith, R. L., & Harris, D. L. (2015). Lifeguarding and water safety. Pearson.
4. American Lifeguard Association. (2020). Lifeguard training manual. American Lifeguard Association.
5. American College of Emergency Physicians. (2019). First aid manual. DK Publishing.
6. Le, T., & Bhushan, V. (2020). First aid for the USMLE Step 1. McGraw-Hill Education.
7. St. John Ambulance. (2018). St. John Ambulance first aid manual (10th ed.). DK Publishing.
8. American Red Cross. (2020). The Red Cross first aid/CPR/AED participant's manual. American Red Cross.
9. Brown, T. (2007). First aid, survival, and CPR. St. Martin's Press.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	
COURSE TITLE	MODERN FENCING		
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
		2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Elective		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	ENGLISH		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:			

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

After the successful completion of the course, students will be able to:

- Understand and explain the history, rules, and equipment involved in modern fencing, including the differences between foil, epee, and sabre.
- Demonstrate proficiency in basic fencing techniques, such as lunges, parries, and ripostes, with proper footwork and blade control.
- Apply tactical strategies in fencing, such as distance control, timing, and feinting, to outmaneuver opponents.
- Develop speed and agility through specific footwork drills and reaction time exercises to improve performance in competitive matches.
- Identify and prevent common injuries in fencing, such as sprains, strains, and overuse injuries, by using proper form and safety precautions.
- Enhance mental focus and strategy during competition by learning to stay calm under pressure and adapting to different opponents' tactics.
- Evaluate and analyze personal performance through match analysis and video feedback to refine technique and strategy.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Search, analysis, and synthesis of data and information
- Adaptation to new situations
- Decision making
- Teamwork
- Critical thinking
- Project design and management
- Application of knowledge in practice

3. COURSE CONTENT

1. Introduction to Modern Fencing: History, Types of Fencing, and Equipment
2. Fencing Stances: En Garde Position, Ready Position, and Footwork
3. Fencing Weapons: Foil, Epee, and Sabre - Differences and Rules
4. Basic Fencing Moves: Lunge, Parry, Riposte, and Advance
5. Footwork and Agility: Building Speed and Precision on the Strip
6. Fencing Strategy: Offense vs Defense, Feints, and Deception
7. Scoring in Fencing: The Electrical System and Referee Signals
8. Refining Technique: Blade Control, Timing, and Distance Management
9. Physical Conditioning for Fencers: Agility, Speed, and Strength
10. Mental Toughness in Fencing: Focus, Reaction Time, and Strategy
11. Fencing Etiquette and Safety: Rules, Sportsmanship, and Injury Prevention
12. Advanced Fencing Techniques: Counter-Attacks, Parries, and Ripostes
13. Analyzing Fencing Matches: Reviewing Tactics, Strategy, and Performance

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD
Face to face, Distance learning, etc.

Face to face lectures and laboratory sessions

USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)
Use of ICT in Teaching, in Laboratory Education, in Communication with students

Use of ICT in teaching, in laboratory education, and in communication with students

TEACHING ORGANIZATION

The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.

Activity	***Workload/semester***
Lectures,	26
Theoretical Intermediate Exam	7
Final Practical exercises, tutorial exercises.	18
Final Oral Exam	6
Final Theory Exam	18
Total	**75**

STUDENT EVALUATION

Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written

Description of the evaluation process:

- Written exams with multiple-choice questions, short-answer questions, and problem-solving exercises.

Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	• Continuous assessment through quizzes, in-class activities, and lab reports. • Final project involving movement analysis and application of kinesiology principles.

5. SUGGESTED BIBLIOGRAPHY

1. Hall, S.J. (2014). *Basic Biomechanics*. McGraw-Hill.
2. Floyd, R.T. (2013). *Manual of Structural Kinesiology*. McGraw-Hill.
3. Knudson, D. (2007). *Fundamentals of Biomechanics*. Springer.
4. Hamill, J., & Knutzen, K.M. (2015). *Biomechanical Basis of Human Movement*. Wolters Kluwer.
5. Thompson, C.W. (2010). *Applied Kinesiology: A Training Manual and Reference Book of Basic Principles and Practices*. North Atlantic Books.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	
COURSE TITLE	OUTDOOR AND ENVIRONMENTAL EDUCATION		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	ELECTIVE
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

This course provides students with an in-depth understanding of outdoor and environmental education, blending theory and practical experiences to foster a greater appreciation for the natural environment. The curriculum focuses on outdoor activities, environmental awareness, sustainability, and how outdoor education can be used as a tool to teach about ecological systems, conservation, and environmental stewardship. By participating in a variety of outdoor activities, students will develop critical thinking skills, leadership abilities, and the confidence needed to teach and engage others in outdoor settings.

After the successful completion of the course, students will be able to:

- Understand the history and evolution of outdoor and environmental education.
- Recognize the benefits of outdoor learning for personal and academic growth.
- Understand the mental and physical health benefits of engaging in outdoor activities.
- Explain the developmental benefits of outdoor play for children, including cognitive, emotional, and physical growth.
- Understand the causes and impacts of climate change, deforestation, and pollution.
- Identify and implement green technologies and eco-innovations to promote sustainability.

- Design and plan outdoor learning activities that align with educational and environmental goals.
- Plan and manage the budget and logistics required for organizing successful outdoor education programs.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Search, analysis, and synthesis of data and information
- Working in an interdisciplinary environment
- Adaptation to new situations
- Decision making
- Teamwork
- Respect for the natural environment
- Sustainability
- Critical thinking
- Promoting free, creative and inductive reasoning

3. COURSE CONTENT

1. Introduction to outdoor and environmental education: definition and history of outdoor and environmental education-benefits of outdoor learning-overview of Environmental Issues.
2. Sustainable practices and eco-friendly habits.
3. Outdoor skills and safety: shelter building, first aid - risk management in outdoor education and group leadership and safety protocols in outdoor settings.
4. The psychological and physical benefits of outdoor activities.
5. Outdoor Play and its Impact on child development.
6. Global Environmental Issues: Climate Change, Deforestation, Pollution.
7. Solutions for Sustainable Development.
8. Green Technologies and Eco-Innovation.
9. Designing Environmental Education Programs for Schools
10. Building Awareness Through Outdoor and Environmental Education.
11. Planning outdoor and environmental education activities.
12. Budgeting and logistics for outdoor education programs.
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face lectures (Theoretical & Practical)
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, and in communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical*	

Activity	***Workload/semester***
Lectures,	26
Theoretical Intermediate Exam	7
Final Practical exercises, tutorial exercises.	18

Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc. *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	<table><tr><td>Final Oral Exam</td><td>6</td></tr><tr><td>Final Theory Exam</td><td>18</td></tr><tr><td>Total</td><td>75</td></tr></table>
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Description of the evaluation process: ▪ **Theoretical Intermediate Exam:** It focuses on the assessment and understanding of the theoretical knowledge and understanding acquired by students. The exam may include various question formats, written exams with multiple-choice questions, short-answer questions, synthetic questions, development questions, case studies, or other structures. • **Final Theoretical Exam:** Written exams with multiple-choice questions, short-answer questions, synthetic questions, or other structures. • **Practical examination:** Practical application of outdoor skills (during fieldwork, Ability to implement risk management and safety protocols in outdoor education settings and Leadership skills during outdoor group activities and their ability to guide and support peers. • Continuous assessment through quizzes, in-class activities.

5. SUGGESTED BIBLIOGRAPHY

1. *Beames, S., Higgins, P., & Nicol, R. (2012). Outdoor learning: A revolution in the making? The Journal of Outdoor and Environmental Education.*
2. *Dyer, J. (2015). Green technologies: A sustainable approach to environmental change. Elsevier.*
3. *Greenwood, D. (2007). Environmental Education and Sustainable Development. Earthscan.*
4. *White, R. (2013): The power of outdoor play for young children's development. The Outdoor Learning Journal.*

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	
COURSE TITLE	PADDED WEAPONS		
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
		2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	ELECTIVE		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	ENGLISH		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:			

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

This course introduces students to the art and sport of padded weapons combat, blending historical context with practical application. Students will learn fundamental techniques, safety protocols, and tactical strategies while developing coordination, agility, and teamwork. The course aims to foster an understanding of the discipline's physical, mental, and ethical aspects, preparing students for both recreational and competitive settings.

After successful completion of the course, students will be able to:

- Understand the history and purpose of padded weapons training.
- Demonstrate fundamental techniques, including strikes, blocks, and defensive maneuvers.
- Apply safety measures and rules during training and simulated combat.
- Develop strategies for individual and team combat scenarios.
- Analyze the biomechanics of movements to enhance performance and reduce injury risks.
- Design training drills to improve agility, accuracy, and reaction time.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Teamwork and collaboration
- Decision-making in dynamic combat scenarios
- Critical thinking and strategy development
- Adaptation to new challenges in practice and competition
- Application of theoretical knowledge to practical settings

3. COURSE CONTENT

1. Introduction to padded weapons: History and modern applications
2. Equipment and safety protocols
3. Fundamental techniques: Striking, blocking, and footwork
4. Rules and etiquette in padded weapons combat
5. Tactical approaches: Offensive and defensive strategies
6. Physical conditioning and drills for agility and strength
7. Simulated combat scenarios: Individual and team-based
8. Injury prevention and recovery in padded weapons training
9. Organizing and officiating padded weapons tournaments
10. Effective performance of basic techniques
11. Effective performance of offensive and defensive strategies
12. Performance and assessment of skills in combat conditions
13. Summary

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face lectures (theoretical & Practical)
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, and in communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	***Workload/semester***
Lectures,	26
Theoretical Intermediate Exam	7
Final Practical exercises, tutorial exercises.	18
Final Oral Exam	6
Final Theory Exam	18
Total	**75**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	• Practical Examination: Demonstration of core techniques and simulated combat performance • Written Examination: Short-answer and multiple-choice questions on rules, strategies, and history • Continuous Assessment: Class participation, sparring evaluations, and in-class activities • Final Project: Development and execution of a padded weapons training session or combat plan

5. SUGGESTED BIBLIOGRAPHY

1. *Clements, J. (1998). Medieval Combat: A Padded Weapons Training Manual. Paladin Press.*
2. *Ashlin, P. (2010). The Art of Safe Sparring: Padded Weapons Edition. Fighting Arts Publications.*
3. *Lewis, G. (2017). Modern Padded Weapons Training: Techniques and Strategies for Sport and Recreation. Meyer & Meyer Sport.*
4. *Johnston, R. (2020). Combat Tactics: A Comprehensive Guide for Padded Weapons Enthusiasts. Human Kinetics.*

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	
COURSE TITLE	RHYTHMIC GYMNASTICS		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Elective
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to provide students with comprehensive knowledge and practical skills in rhythmic gymnastics, encompassing fundamental body movements, apparatus techniques, choreography, and teaching methodologies. Students will develop understanding of artistic expression, technical elements, and coaching principles while mastering the use of various apparatus (rope, hoop, ball, clubs, and ribbon).

After the successful completion of the course, students will be able to:

- Execute fundamental body movements and technical elements of rhythmic gymnastics
- Demonstrate proficiency with all rhythmic gymnastics apparatus
- Create and perform original choreographic compositions
- Apply principles of music interpretation and artistic expression
- Design progressive training programs for different skill levels
- Understand FIG Code of Points and competition requirements
- Implement appropriate teaching methods for various age groups and abilities
- Apply safety protocols and injury prevention strategies

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Search, analysis, and synthesis of data and information
- Adaptation to new situations
- Decision making
- Artistic creativity
- Critical thinking
- Project design and management
- Application of knowledge in practice
- Music interpretation and rhythmic coordination

3. COURSE CONTENT

1. Introduction to Rhythmic Gymnastics: History, Evolution, and Basic Principles
2. Fundamental Body Elements: Jumps/Leaps, Pivots, Balances, and Flexibility
3. Basic Floor Work: Body Waves, Pre-acrobatic Elements, and Dance Steps
4. Rope Techniques: Jumps, Swings, Throws, and Catches
5. Hoop Techniques: Rotations, Rolls, Throws, and Body Movement Integration
6. Ball Techniques: Bounces, Rolls, Throws, and Catches
7. Clubs Techniques: Small Circles, Mills, Throws, and Catches
8. Ribbon Techniques: Spirals, Snakes, Throws, and Pattern Formation
9. Music Interpretation and Artistic Expression
10. Choreography Development and Composition Principles
11. Competition Rules and Scoring System (FIG Code of Points)
12. Training Methodology and Physical Preparation
13. Safety Considerations and Injury Prevention

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face lectures, practical sessions, and performance analysis
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, video analysis, and communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	***Workload/semester***
Lectures,	26
Theoretical Intermediate Exam	7
Final Practical exercises, tutorial exercises.	18
Final Oral Exam	6
Final Theory Exam	18
Total	**75**

STUDENT EVALUATION
Description of the evaluation process
 	
Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others
 	
Please indicate all relevant information about the course assessment and how students are informed
	Description of the evaluation process:
	• Practical skills assessment (40%)
	  ○ Technical elements execution
	  ○ Apparatus handling
	  ○ Choreographic composition
	• Written examination on theory and rules (20%)
	• Teaching demonstration (20%)
	• Individual routine performance (10%)
	• Continuous assessment of progress (10%)

5. SUGGESTED BIBLIOGRAPHY

1. FIG. (2022). *Code of Points Rhythmic Gymnastics*. International Gymnastics Federation.
2. Jastrjembskaia, N., & Titov, Y. (2019). *Rhythmic Gymnastics: Teaching Methods of Body Elements and Apparatus Techniques*. Human Kinetics.
3. Palmer, H. (2020). *Teaching Rhythmic Gymnastics: A Developmentally Appropriate Approach*. Education Press.
4. Laffranchi, B. (2018). *Fundamentals of Rhythmic Gymnastics*. Meyer & Meyer Sport.
5. Wilson, V., & Kwon, T. (2021). *Applied Principles of Choreography in Rhythmic Gymnastics*. Artistic Sports Publications.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	
COURSE TITLE	SOCIOLOGY		
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
		2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	ELECTIVE		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	ENGLISH		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:			

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

This course explores the role of social factors in shaping physical education (PE) and sport. Students will examine key social issues within these fields, such as gender, race, class, and the impact of societal norms and values on sport and physical activity. After completing this course, students will be able to:

- Understand the sociological theories and concepts relevant to PE and sport.
- Analyze the influence of social structures (e.g., gender, race, and class) on participation in physical education and sport.
- Evaluate the role of sport in society, including its impact on identity, socialization, and culture.
- Critically assess the commercialization and globalization of sport.
- Identify and address issues such as inequality, discrimination, and access to physical education and sport.
- Apply sociological principles to enhance practice in the field of PE and sport.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, Project design and management

ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*
Teamwork	*Critical thinking*
Working in an international environment	*Promoting free, creative and inductive reasoning*
Working in an interdisciplinary environment	
Production of new research ideas	

- Critical thinking and analysis of social issues
- Awareness of social and cultural diversity in sport and PE
- Ability to engage with and discuss controversial topics
- Communication and collaboration in group discussions and projects
- Application of sociological theories to real-world PE and sport contexts

3. COURSE CONTENT

1. Introduction to Sociology: Basic concepts and sociological perspectives
2. The Role of Sport in Society: Sport as a social institution
3. Socialization and Identity: How sport shapes individual and group identity
4. Gender in Sport: Gender inequality, stereotypes, and women in sport
5. Race and Ethnicity in Sport: Participation, representation, and racism in sport
6. Class and Social Inequality: Access to PE and sport in different social classes
7. Sport and Media: The role of media in shaping sport culture and audience perceptions
8. Commercialization and Globalization of Sport: The impact of economics on sport
9. Issues of Inequality and Discrimination in PE and Sport
10. Social Movements and Sport: The role of sport in social change and activism
11. Selecting and editing a sociological topic in groups
12. Presentation of the paper
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	• Face-to-face lectures and seminars • Case studies and group discussions • Guest speakers from the fields of sociology, PE, and sport
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	• Online reading materials and multimedia resources • Online discussions and forums for debating social issues in sport
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	*Workload/semester*
Lectures,	26
Theoretical Intermediate Exam	7
Final Case Studies	18
Final Oral Exam	6
Final Theory Exam	18
Total	**75**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	• Group Project: In-depth analysis of a specific social issue in PE and sport • Written Examination: Test on sociological theories, social issues, and their application in PE and sport • Continuous Assessment: Class participation, debates, and case study evaluations • Final Research Paper: A research paper on a social issue in PE and sport, demonstrating critical analysis and sociological application

5. SUGGESTED BIBLIOGRAPHY

1. Coakley, J. (2017). Sport in Society: Issues and Controversies. McGraw-Hill Education.
2. Hargreaves, J. (2015). Sport, Culture and Society: An Introduction. Routledge.
3. Jarvie, G. (2013). Sport, Culture and Society: An Introduction. Routledge.
4. Whitson, D., & Horne, J. (2012). Sport in the Global Society: Contemporary Perspectives. Routledge.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	
COURSE TITLE	SPEEDBALL		
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
		2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Elective		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	ENGLISH		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:			

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to provide students with comprehensive knowledge and practical skills in speedball, encompassing fundamental techniques, game strategies, and teaching methodologies. Students will develop proficiency in both individual and team play while understanding the unique aspects of this multi-skill sport that combines elements of tennis, handball, and football.

After the successful completion of the course, students will be able to:

- Master fundamental speedball techniques for both individual and team play
- Demonstrate proficiency in all playing positions and roles
- Execute various serving and striking techniques using different body parts
- Apply tactical strategies in both singles and doubles competitions
- Design and implement effective training programs for different skill levels
- Understand and enforce official rules and regulations
- Develop coaching strategies for different age groups and ability levels

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, *ICT Use* *Adaptation to new situations* *Decision making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Project design and management* *Equity and Inclusion* *Respect for the natural environment* *Sustainability* *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*

- Search, analysis, and synthesis of data and information
- Adaptation to new situations
- Decision making
- Teamwork
- Critical thinking
- Project design and management
- Application of knowledge in practice
- Leadership and coaching abilities

3. COURSE CONTENT

1. Introduction to Speedball: History, Equipment, and Basic Rules
2. Fundamental Skills: Ball Control and Basic Strikes
3. Serving Techniques: Hand Serve, Foot Serve, and Head Serve
4. Individual Play Techniques: Solo Games and Skill Development
5. Partner Play: Doubles Strategies and Team Coordination
6. Advanced Striking Techniques: Overhead Strikes, Volleys, and Spins
7. Defensive Techniques and Positioning
8. Team Play Strategies and Formations
9. Competition Formats: Singles, Doubles, and Team Events
10. Physical Conditioning for Speedball
11. Game Analysis and Performance Assessment
12. Tournament Organization and Officiating
13. Teaching Methodologies and Coaching Strategies

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face lectures and practical sessions
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, video analysis, and communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	
STUDENT EVALUATION *Description of the evaluation process*	• Practical Examination: Demonstration of individual and team skills in speedball

Activity	*Workload/semester*
Lectures,	26
Theoretical Intermediate Exam	7
Final Practical exercises, tutorial exercises.	18
Final Oral Exam	6
Final Theory Exam	18
Total	**75**

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	• Written Examination: Short-answer and multiple-choice questions on rules, strategies, and history • Continuous Assessment: Class participation, quizzes, and in-class activities • Final Project: Organizing and executing a speedball match as a coach or referee

5. SUGGESTED BIBLIOGRAPHY

1. Ahmed, A. (2010). *Speedball: Rules and Techniques*. Sports Publishing.
2. Smith, J. R. (2015). *Tactical Games for Team Sports: Speedball Edition*. Human Kinetics.
3. Wilson, G. P. (2018). *Coaching Speedball: A Comprehensive Guide*. Meyer & Meyer Sport.
4. Young, K. (2020). *Sport-Specific Training: Speedball and Conditioning*. Stackpole Books.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	
COURSE TITLE	SQUASH		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Elective
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

After the successful completion of the course, students will be able to:

- Understand and explain the basic rules and regulations of squash, including scoring systems and etiquette.
- Demonstrate proficiency in key squash techniques such as grip, footwork, and shot execution (forehand, backhand, serve, volley).
- Analyze and apply tactical strategies for both singles and doubles play, including court positioning and shot selection.
- Enhance physical conditioning specific to squash, improving agility, endurance, and strength to support high-intensity gameplay.
- Identify and prevent common injuries associated with squash through proper warm-up, cool-down, and recovery techniques.
- Develop mental resilience and focus, applying psychological strategies for handling pressure and improving match performance.
- Evaluate and critique personal performance and technique using video analysis or peer feedback.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Search, analysis, and synthesis of data and information
- Adaptation to new situations
- Decision making
- Teamwork
- Critical thinking
- Project design and management
- Application of knowledge in practice

3. COURSE CONTENT

1. Introduction to Squash: History, Rules, and Equipment

2. Basic Techniques: Grip, Footwork, and Swing Mechanics

3. Squash Court Dimensions and Surface Types

4. Key Strokes in Squash: Forehand, Backhand, Serve, and Volley

5. Tactical Play: Positioning, Shot Selection, and Court Coverage

6. Physical Conditioning for Squash: Agility, Speed, and Endurance

7. Mental Toughness in Squash: Focus, Resilience, and Strategy

8. Injury Prevention and Recovery: Common Squash Injuries and Treatment

9. Advanced Squash Techniques: Drop Shots, Lobs, and Deception

10. The Role of Cardio Fitness and Core Strength in Squash Performance

11. Squash Etiquette and Sportsmanship: Rules, Fair Play, and Communication

12. Match Analysis: Reviewing Performance, Strategy, and Tactical Adjustments

13. Fitness Drills and Practice Matches for Skill Development

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face lectures and laboratory sessions
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, in laboratory education, and in communication with students
TEACHING ORGANIZATION	

Activity	*Workload/semester*
Lectures,	26

The ways and methods of teaching are described in detail. *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	Theoretical Intermediate Exam: 7 Final Practical exercises, tutorial exercises.: 18 Final Oral Exam: 6 Final Theory Exam: 18 **Total: 75**
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Description of the evaluation process: • Written exams with multiple-choice questions, short-answer questions, and problem-solving exercises. • Continuous assessment through quizzes, in-class activities, and lab reports. • Final project involving movement analysis and application of kinesiology principles.

5. SUGGESTED BIBLIOGRAPHY

1. Hall, S.J. (2014). *Basic Biomechanics*. McGraw-Hill.
2. Floyd, R.T. (2013). *Manual of Structural Kinesiology*. McGraw-Hill.
3. Knudson, D. (2007). *Fundamentals of Biomechanics*. Springer.
4. Hamill, J., & Knutzen, K.M. (2015). *Biomechanical Basis of Human Movement*. Wolters Kluwer.
5. Thompson, C.W. (2010). *Applied Kinesiology: A Training Manual and Reference Book of Basic Principles and Practices*. North Atlantic Books.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	
COURSE TITLE	SWIMMING		
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
		2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	ELECTIVE		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	ENGLISH		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:			

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The course aims to educate and develop students' understanding and application of both basic and advanced principles of swimming. Specifically, it provides a comprehensive framework for organizing and planning swimming lessons, while focusing on the learning and improvement of technical swimming skills, both in and out of the water. Additionally, the course emphasizes the application of water safety principles and aims to build a strong understanding of the fundamental teaching methods in swimming.

After the successful completion of the course, students will be able to:

- Understand and recall elements from the historical route of swimming.
- Explain the rules of conducting the different styles of swimming.
- Identify and describe teaching methods and teaching styles from swimming styles and apply them both in physical education class and in coaching athletes at the collegiate level.
- Demonstrate individual skills from swimming events with a technique based on principles of biokinetics.
- Develop teaching plans for swimming lessons, improving their administrative and organizational skills.
- Create and demonstrate lesson plans for learning swimming styles.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Search, analysis, and synthesis of data and information
- Adaptation to new situations
- Decision making
- Teamwork
- Critical thinking
- Application of knowledge in practice

3. COURSE CONTENT

1. Introduction to swimming and water safety.
2. Basic principles of teaching swimming.
3. Breath.
4. Technique exercises in the water .
5. Learning basics of the technique of each style.
6. Principles of hydrodynamics – resistance – buoyancy.
7. Turning – starting – finishing technique.
8. Technical & Mechanical analysis of swimming.
9. Lesson teaching plan.
10. Effective performance of the technique of each style I
11. Effective performance of the technique of each style II
12. Effective performance of turning and starting techniques
13. Performance and assessment of skills in race conditions

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face lectures (theoretical & practical)
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, and in communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	*Workload/semester*
Lectures	26
Theoretical Intermediate Exam	7
Final Practical exercises, tutorial exercises.	18
Final Oral Exam	6
Final Theory Exam	18
Total	**75**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test,*	Description of the evaluation process: • **Theoretical Intermediate Exam:** It focuses on the assessment and understanding of the

Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	theoretical knowledge and understanding acquired by students regarding swimming. The exam may include various question formats, written exams with multiple-choice questions, short-answer questions, synthetic questions, development questions, case studies, or other structures. • **Final Oral Exam:** It focuses on the assessment and understanding of the theoretical knowledge and understanding acquired by students. • **Final Theoretical Exam:** Written exams with multiple-choice questions, short-answer questions, synthetic questions, or other structures. • **Final Practical examination:** A) Microteaching: The candidate presents a short teaching session, following the prepared lesson plan. This includes course objectives, exercises, teaching methods and training materials. B) Basic Skills of the Sport: The candidate demonstrates and demonstrates basic skills related to the respective sports field. This may include technical, tactical, and physical skills required to practice the specific sport. • Continuous assessment through quizzes, in-class activities.

5. SUGGESTED BIBLIOGRAPHY

1. Maglischo, E. W. (2003). *Swimming fastest* (4th ed.). Human Kinetics.
2. Anderson, P. M., & Swenson, M. R. (2009). *The swimming drill book*. Human Kinetics.
3. Eichner, E. R. (2012). *Swimming physiology: A guide to the science of swimming*. Human Kinetics.
4. Thrasher, A., & Cooke, C. (2017). *The swimmer's toolbox: An essential guide to the techniques, training, and performance of competitive swimmers*. Meyer & Meyer Sport.
5. Gillespie, D. (2005). *The swimmer's body: How to achieve a lean and muscular physique for swimming success*. Stackpole Books.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	
COURSE TITLE	TABLE TENNIS		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Elective
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to provide students with comprehensive knowledge and practical skills in table tennis, covering technical fundamentals, tactical strategies, and coaching methodologies. Students will develop an understanding of the game's rules, techniques, and teaching methods while advancing their own playing abilities and analytical skills for both recreational and competitive settings.

After the successful completion of the course, students will be able to:

- Master fundamental table tennis techniques including serves, returns, drives, loops, pushes, and footwork patterns
- Understand and apply tactical strategies in both singles and doubles play
- Analyze and correct technical errors in player performance
- Design and implement progressive training programs for different skill levels
- Demonstrate knowledge of official rules, tournament organization, and equipment specifications
- Apply appropriate teaching methodologies for different age groups and skill levels

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, Project design and management

ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*
Teamwork	*Critical thinking*
Working in an international environment	*Promoting free, creative and inductive reasoning*
Working in an interdisciplinary environment	
Production of new research ideas	

- Search, analysis, and synthesis of data and information
- Adaptation to new situations
- Decision making
- Teamwork
- Critical thinking
- Project design and management
- Application of knowledge in practice
- Leadership and coaching abilities

3. COURSE CONTENT

1. Introduction to Table Tennis: History, Equipment, and Basic Rules
2. Fundamental Techniques: Grip Types, Basic Strokes, and Stance
3. Service Techniques: Variations, Spin Types, and Tactical Applications
4. Return of Service: Reading Spin, Placement, and Strategic Responses
5. Advanced Strokes: Loops, Flips, Smashes, and Counter Hits
6. Footwork Patterns: Movement Techniques and Court Coverage
7. Singles Play: Tactics, Strategy, and Match Analysis
8. Doubles Play: Partnership, Communication, and Team Tactics
9. Training Methodology: Progression, Drills, and Exercise Design
10. Performance Analysis: Video Analysis and Technique Correction
11. Physical Conditioning for Table Tennis
12. Tournament Organization and Match Officials
13. Teaching Methods and Coaching Principles

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face lectures, practical sessions, and video analysis
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, video analysis, and communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	***Workload/semester***
Lectures,	26
Theoretical Intermediate Exam	7
Final Practical exercises, tutorial exercises.	18
Final Oral Exam	6
Final Theory Exam	18
Total	**75**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	• Practical Examination: Demonstration of individual and team skills in table tennis • Written Examination: Short-answer and multiple-choice questions on rules, strategies, and history • Continuous Assessment: Class participation, quizzes, and in-class activities • Final Project: Organizing and executing a table tennis match as a coach or referee

5. SUGGESTED BIBLIOGRAPHY

1. Tepper, G. (2020). *ITTF Table Tennis Handbook*. International Table Tennis Federation.
2. Hodges, L. (2016). *Table Tennis: Steps to Success*. Human Kinetics.
3. McAfee, R. (2015). *Table Tennis: Skills, Techniques, Tactics*. Crowood Press.
4. Geske, K.M., & Mueller, J. (2018). *Table Tennis Tactics: Your Path to Success*. Meyer & Meyer Sport.
5. Zhang, X., & Xiao, D. (2019). *Fundamentals of Table Tennis Coaching*. China Sports Publications.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	
COURSE TITLE	TAE KWON DO		
TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
		2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	ELECTIVE		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	ENGLISH		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:			

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

This course offers a comprehensive introduction to Tae Kwon Do, emphasizing its cultural heritage, physical techniques, and philosophical underpinnings. Students will develop proficiency in fundamental and advanced techniques, gain an understanding of competition rules, and cultivate mental discipline through practical and theoretical training. The course aims to foster physical fitness, strategic thinking, and respect for the values of martial arts.

After successful completion of the course, students will be able to:

- Understand the history, philosophy, and cultural significance of Tae Kwon Do.
- Demonstrate fundamental techniques, including kicks, punches, and blocks.
- Perform Poomsae (forms) with precision and adherence to style guidelines.
- Apply sparring techniques and strategies in controlled settings.
- Analyze biomechanical principles to enhance performance and prevent injuries.
- Develop individualized training plans to improve technical and physical skills.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

- Teamwork and collaboration
- Decision-making in dynamic combat scenarios
- Critical thinking and strategy development
- Adaptation to new challenges in practice and competition
- Application of theoretical knowledge to practical settings

3. COURSE CONTENT

1. Introduction to Tae Kwon Do: History, philosophy, and principles
2. Fundamental techniques: Kicks, punches, blocks, and stances
3. Poomsae (forms): Learning and performing sequences
4. Sparring (Kyorugi): Techniques, tactics, and rules
5. Physical conditioning and flexibility for Tae Kwon Do practitioners
6. Competition rules and scoring systems
7. Mental preparation and focus in martial arts
8. Injury prevention and recovery in Tae Kwon Do training
9. Effective performance of fundamental techniques
10. Effective performance of skill sequences
11. Performance and evaluation of Tae Kwon Do skills in match conditions
12. Organizing and officiating Tae Kwon Do matches
13. Synospis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face lectures (theoretical & Practical)
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, and in communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	

Activity	*Workload/semester*
Lectures,	26
Theoretical Intermediate Exam	7
Final Practical exercises, tutorial exercises.	18
Final Oral Exam	6
Final Theory Exam	18
Total	**75**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	• Practical Examination: Demonstration of fundamental techniques, Poomsae, and sparring • Written Examination: Questions on Tae Kwon Do history, philosophy, and rules • Continuous Assessment: Class participation, practice evaluations, and in-class activities • Final Project: Developing a training plan or competition strategy for Tae Kwon Do

5. SUGGESTED BIBLIOGRAPHY

1. Choi, H. H. (2009). Tae Kwon Do: The Art of Self-Defense. International Tae Kwon Do Federation.
2. Kim, K. (2004). Tae Kwon Do Basics: Everything You Need to Get Started in Tae Kwon Do. Tuttle Publishing.
3. Park, J., & Lee, Y. (2013). Taekwondo: Traditions, Philosophy, Technique. Sterling Publishing.
4. Kukkiwon (2014). Taekwondo Textbook. Kukkiwon.

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	
COURSE TITLE	WALKING FOR HEALTH AND PHYSICAL FITNESS		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Elective
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of the course is to provide students with comprehensive knowledge about walking as a fundamental form of physical activity and its impact on health and fitness. Students will learn about the biomechanics of walking, health benefits, program design, and assessment techniques for different populations. The course combines theoretical knowledge with practical applications to promote walking as an accessible and effective form of exercise.

After the successful completion of the course, students will be able to:

- Understand and explain the biomechanics and physiology of walking
- Design and implement walking programs for different populations and fitness levels
- Assess walking technique, posture, and gait patterns
- Implement walking programs for health promotion and weight management
- Utilize various tools and technologies to monitor walking activities and progress
- Apply principles of exercise progression and adaptation to walking programs

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*

Decision making *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*Sustainability* *Demonstration of social, professional and moral responsibility and sensitivity to gender issues* *Critical thinking* *Promoting free, creative and inductive reasoning*

- Search, analysis, and synthesis of data and information
- Adaptation to new situations
- Decision making
- Teamwork
- Critical thinking
- Project design and management
- Application of knowledge in practice
- Promoting health and wellness in diverse populations

3. COURSE CONTENT

1. Introduction to Walking as Exercise: History, Benefits, and Contemporary Applications
2. Anatomy and Biomechanics of Walking: Gait Analysis and Posture
3. Physiological Responses to Walking: Cardiovascular, Respiratory, and Metabolic Effects
4. Walking Assessment Techniques: Stride Analysis, Speed, and Intensity Monitoring
5. Walking Program Design: Principles of Progression and Adaptation
6. Technology in Walking Programs: Activity Trackers, Apps, and Modern Tools
7. Special Populations and Walking: Older Adults, Rehabilitation, and Clinical Applications
8. Walking for Weight Management and Metabolic Health
9. Environmental Considerations: Indoor vs Outdoor Walking, Surface Types, Safety
10. Group Walking Programs: Leadership, Motivation, and Community Engagement
11. Walking Technique Enhancement: Posture, Arm Movement, and Breathing. Integration of Walking with Other Forms of Exercise
12. Program Assessment and Outcome Measurements
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face lectures and practical outdoor/indoor sessions
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT in teaching, activity tracking, and communication with students
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.*	

Activity	***Workload/semester***
Lectures,	26
Theoretical Intermediate Exam	7
Final Practical exercises, tutorial exercises.	18
Final Oral Exam	6
Final Theory Exam	18
Total	**75**

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Description of the evaluation process: • Written exams covering theoretical aspects of walking health and fitness • Practical assessments of walking technique and program design • Project work involving creation and implementation of walking programs • Continuous assessment through participation in practical sessions • Final project presenting a comprehensive walking program for a specific population

5. SUGGESTED BIBLIOGRAPHY

1. Morris, J.N., & Hardman, A.E. (2020). *Walking to Health: A Comprehensive Guide*
2. Rippe, J.M. (2018). *Walking for Fitness: The Complete Guide*
3. Perry, J., & Burnfield, J.M. (2016). *Gait Analysis: Normal and Pathological Function*
4. Rose, J., & Gamble, J.G. (2015). *Human Walking*
5. McPoil, T., & Cornwall, M.W. (2017). *Walking Program Design and Implementation*

COURSE OUTLINE

1. GENERAL

SCHOOL	HELWAN UNIVERSITY, FACULTY OF SPORTS SCIENCE FOR GIRLS		
DEPARTMENT	FACULTY OF SPORTS SCIENCE FOR GIRLS/JFLUPS: PHYSICAL EDUCATION TEACHING		
LEVEL OF STUDIES	6		
COURSE CODE		**SEMESTER**	
COURSE TITLE	YOGA		

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	2	3
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	ELECTIVE
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS:	YES
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The course aims to improve their overall theory and practice of yoga. The focus will be on its history, philosophy, physical postures (asanas), breathing techniques (pranayama), and meditative practices.

After the successful completion of the course, students will be able to:

- Understand the fundamental principles of yoga, including history, philosophy, and ethics.
- Learn basic yoga postures (asanas) and breathing techniques (pranayama).
- Explore the connection between mind, body, and spirit.
- Develop a regular yoga practice to promote physical fitness, mental clarity, and emotional well-being.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,
ICT Use
Adaptation to new situations
Decision making
Autonomous work
Teamwork
Working in an international environment
Project design and management
Equity and Inclusion
Respect for the natural environment
Sustainability
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking

Working in an interdisciplinary environment *Promoting free, creative and inductive reasoning* *Production of new research ideas*
▪ Search, analysis, and synthesis of data and information ▪ Working in an interdisciplinary environment ▪ Adaptation to new situations ▪ Decision making ▪ Teamwork ▪ Critical thinking ▪ Promoting free, creative and inductive reasoning

3. COURSE CONTENT

1. Introduction to Yoga: definition and history of Yoga- different types of Yoga.
2. Anatomy and Physiology of Yoga: basic anatomy relevant to yoga practice- how yoga affects muscles, bones, joints, and the nervous system - Understanding alignment in yoga postures.
3. Importance of posture in yoga and its health benefits.
4. The principles of alignment and modifications for different body types.
5. Breath control and its impact on the body and mind.
6. How yoga postures improve flexibility and strength.
7. Understanding the role of core strength and balance in yoga.
8. The therapeutic benefits of yoga: Improving posture, joint health, digestion, and sleep.
9. Yoga for specific health conditions: Back pain, stress, high blood pressure.
10. How yoga reduces stress and promotes relaxation.
11. How to create a personalized yoga routine based on your needs and goals.
12. Presentation of designed routines
13. Synopsis

4. LEARNING & TEACHING METHODS - EVALUATION

<table>
<tr><td>TEACHING METHOD
Face to face, Distance learning, etc.</td><td>Face to face lectures (Theoretical & Practical)</td></tr>
<tr><td>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)
Use of ICT in Teaching, in Laboratory Education, in Communication with students</td><td>Use of ICT in teaching, and in communication with students</td></tr>
<tr><td>TEACHING ORGANIZATION
The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</td><td>
<table>
<tr><th>Activity</th><th>Workload/semester</th></tr>
<tr><td>Lectures</td><td>26</td></tr>
<tr><td>Theoretical Intermediate Exam</td><td>7</td></tr>
<tr><td>Final Practical exercises, tutorial exercises.</td><td>18</td></tr>
<tr><td>Final Oral Exam</td><td>6</td></tr>
<tr><td>Final Theory Exam</td><td>18</td></tr>
<tr><td>Total</td><td>75</td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION
Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,</td><td>Description of the evaluation process:
• Theoretical Intermediate Exam: It focuses on the assessment and understanding of the theoretical knowledge and understanding acquired by students regarding Yoga. The exam may include various question formats, written</td></tr>
</table>

Clinical examination of a patient, Artistic interpretation, Other/Others *Please indicate all relevant information about the course assessment and how students are informed*	exams with multiple-choice questions, short-answer questions, synthetic questions, development questions, case studies, or other structures. • **Final Oral Exam:** It focuses on the assessment and understanding of the theoretical knowledge and understanding acquired by students. • **Final Theoretical Exam:** Written exams with multiple-choice questions, short-answer questions, synthetic questions, or other structures. • **Final Practical examination:** This includes demonstrating proper technique in yoga, performing correctly, and engaging in meditation to show both physical and mental integration. • Continuous assessment through quizzes, in-class activities.

5. SUGGESTED BIBLIOGRAPHY

1. The Yoga Sutras of Patanjali (translation and commentary) (2012).
2. The Heart of Yoga: Developing a Personal Practice by T.K.V. Desikachar (1999).
3. Light on Yoga by B.K.S. Iyengar (2001).
4. The Yoga Bible by Christina Brown (2003).