



**Course Description**

College of Physical Education					<b>The college</b>
7	<b>NQF level</b>	Physical Education			<b>section</b>
There is no	<b>Prerequisite</b>	193101	<b>The symbol</b>	Foundations of Physical Education	<b>Course Name</b>
	<b>Practical</b>	2	<b>Theoretical</b>	2	<b>Credit hours</b>
<a href="mailto:s.bataineh@jadara.edu.io">s.bataineh@jadara.edu.io</a>			<b>Emails</b>	DR. Sohaib bataineh	<b>Course Coordinator</b>
<a href="mailto:s.bataineh@jadara.edu.io">s.bataineh@jadara.edu.io</a>			<b>Emails</b>	DR. Sohaib bataineh	<b>The teachers</b>
Integrated	<b>Form of attendance</b>	C310	<b>The place</b>	Monday 1:00–11:30 and Saturday	<b>Lecture time</b>
2026–3–24	<b>Modification Date</b>	-10–17 2021	<b>Preparation Date</b>	2026second	<b>Semester</b>

<b>Course Description</b>	
<p>The subject of Foundations of Physical Education and its Philosophy consists of several chapters that cover related topics concerning the concept of physical education and its development. The subject also addresses the concept of philosophy and education and their relation to social physical education, and it touches upon the history of physical education through different eras up to the present time, including sports in Jordan.</p>	
<b>Course Objectives</b>	
<p>After completing the course, the student is expected to be able to recognize basic concepts related to physical education and its development and its relationship with other sciences, trace the historical development of physical education in the world and in Jordan in particular, and also for the student to become familiar with the philosophy of physical education, review the organizations supporting the sports movement, including the International Olympic Committee, as well as to understand the importance of physical fitness, its components and elements, and how to develop it.</p>	

<b>CILOs Learning Outcomes</b>
<b>A. Knowledge - Theoretical Understanding</b>
Definition of concepts and terms of the foundations of physical education, its philosophy, and its historical development ((K1
<b>B - Knowledge - Practical application</b>
Applying scientific and mathematical principles and foundations in work fields (K4)
<b>C. Skills - General problem-solving and analytical skills</b>
Interpretation of the Importance of the Foundations of Physical Education in the Fields of 1 Sports Work (S1)
<b>DSkills - Communications, Information and Communication Technology, and Accounting</b>
Using information technology tools in research on the foundations of physical education, its historical development, and ways to develop the elements of physical fitness. ((S4
<b>Competencies: Autonomy, Responsibility, and Context .E</b>
Discussion of the importance of the Jordanian sports movement (C1) c 1
<b>Methods of learning and teaching</b>
Face-to-face education. Discussion and dialogue within the scope of the lecture. Inductive and deductive thinking. Brainstorming.
<b>Evaluation methods</b>
<b>Theoretical tests.</b> <b>Continuous assessment during lectures.</b> <b>Midterm and final exams.</b> <b>Scientific research and reports resulting from the use of technology.</b>

### Course content

Evaluation methods	Methods of learning and teaching	Topics	Outputs	Hours	Week
<p>Theoretical tests. Continuous assessment during lectures.  Midterm and final exams.</p>	<p>Distance learning. Discussion and dialogue within the lecture scope.  Inductive and deductive thinking. Brainstorming.</p>	<p>The concept of sports, and the common elements of the concept of physical education and sports. The importance and objectives of sports and the basic functions of sports.</p>	a1	2	The first
<p>Theoretical tests. Continuous assessment during lectures. Midterm and final exams.</p>	<p>Distance learning. Discussion and dialogue within the lecture scope.  Inductive and deductive thinking. Brainstorming.</p>	<p>Philosophy of Sport and Its Concept General Philosophy and Its Applications in Sport. Origins of the Philosophy of Sport. Objectives of Studying the Origins of the Philosophy of Sport.</p>	a1 + b 1	2	second
<p>Theoretical tests. Continuous assessment during lectures. Midterm and final exams.</p>	<p>Distance learning. Discussion and dialogue within the lecture scope.  Inductive and deductive thinking. Brainstorming.</p>	<p>The Philosophy of Physical Education and Its Relation to Education</p>	b 1 + a1	2	The third
<p>Theoretical tests. Continuous assessment during lectures. Midterm and final exams.</p>	<p>Distance learning. Discussion and dialogue within the lecture scope.  Inductive and deductive thinking. Brainstorming.</p>	<p>The historical development of sports through the ages Sports in primitive society. Sports in ancient Mesopotamian civilization. Sports in ancient Egyptian civilization. Sports in ancient Indian civilization.</p>	a1 + a2	2	The fourth

		Sports in Chinese civilization.			
Theoretical tests. Continuous assessment during lectures. Midterm and final exams.	Distance learning. Discussion and dialogue within the lecture scope.  Inductive and deductive thinking. Brainstorming.	Sports among the Arabs in the Pre-Islamic Era. Sports games among the Arabs. Sports in the Islamic Era. Forms of sports in Islam.	a1 + b1	2	The fifth
Theoretical tests. Continuous assessment during lectures. Midterm and final exams.	Distance learning. Discussion and dialogue within the scope of the lecture  Inductive and deductive thinking. Brainstorming and discussions	Sports in the modern era. Sports for all. The Olympic Games. The origin of the Olympic Games. The modern Olympic Games.	a1 + b2	2	Sixth
		Midterm exam		2	Seventh
Theoretical tests. Continuous assessment during lectures. Midterm and final exams..	Distance learning. Discussion and dialogue within the lecture scope.  Inductive and deductive thinking. Brainstorming.	Olympic Definitions. For the International Charter of Physical Education, Physical Activity, and Sport.	a 1	2	Eighth
Theoretical tests. Continuous assessment during lectures. Midterm and final exams.	Distance learning. Discussion and dialogue within the lecture scope.  Inductive and deductive thinking. Brainstorming.	Arab and Jordanian sports organizations	a1 + b1	4	The ninth and tenth

Theoretical tests. Continuous assessment during lectures. Final exams.	Distance learning. Discussion and dialogue within the lecture. Inductive and deductive reasoning. Brainstorming.	Physical fitness and its components	a1 + a2	4	Eleventh and Twelfth
Scientific research and reports resulting from the use of technology. Continuous assessment during lectures. Final examinations.	Distance learning. Discussion and dialogue within the lecture. Inductive and deductive reasoning. .Brainstorming.	Contemporary challenges and globalization and their impact on physical education. Challenges facing the physical education profession.	b2 + a1 + a2 + c1	4	Thirteenth and fourteenth
		Final exam			fifteenth and sixteenth

the components	
Sports in Our Lives (Dr. Ismail Al-Aoun, 2018) Shahrazad Publishing and Distribution House  (Dr. Sihaib bataineh, 2026) Foundations and Philosophy of Physical Education.	<b>The book</b>
Philosophy and History of Physical Education, Hassan El-Shafei, 2008  El-Khouli, Amin Anwar (2001). Principles of Physical Education and – Sports.	<b>the reviewer</b>

<p>Sharaf, Abdel Hamid (2005). Physical and Motor Education. –</p> <p>Mamsar, Mohamed Khair, Shehata, Mohamed (1985). Physical – Education.</p> <p>Foundations of Physical Education and Sports (Dr. Ismail Al–Aoun, – 2016)</p> <p>Foundations and Programs of Physical Education (Dr. Akram Khataybeh)</p> <p>Foundations of the Philosophy of Physical Education in Light of Social Understanding (Dr. Ismail Khalil Ibrahim, 2010)</p>	
<p>Sports in Our Lives (Dr. Ismail Al–Aoun, 2018), Shahrazad Publishing and Distribution House</p>	<b>Recommended reading</b>
<p>A series of lectures on the fundamentals of physical education</p> <p><a href="https://www.sportazharboys.live/2021/05/320212020_77.html">https://www.sportazharboys.live/2021/05/320212020_77.html</a> Fundamentals of physical education and training principles for children, youngsters, and adolescents <a href="https://www.youtube.com/watch?v=skPTBSM6jsw">https://www.youtube.com/watch?v=skPTBSM6jsw</a></p>	<b>electronic material</b>
<p>Digital library for accessing scientific journals, master's theses, and doctoral dissertations</p>	مواقع أخرى

Course Assessment Plan						
Outputs					Degree	Evaluation methods
c1	b2	b1	a2	a1		
1		5	5	19	30	First exam (midterm)
-	-	-	-	-	-	Second exam (midterm)
4	11	11	10	4	40	final exam
-	-	-	-	-	30	Chapter work
	-	-	-	-		Jobs
-	-	-	-	-	-	Cases for study
	-	-	-	10		Discussion and interaction
-	-	-	-	-	-	group activities
-	-	-	10		-	Laboratory tests and jobs
-		-		-		Presentations
	-	-	10	-		Short exams
5	11	16	35	33	100	the total

Quarterly work assessments

**Plagiarism**

Plagiarism is when someone takes another person's work and claims it as their own. The university has a strict plagiarism policy, and if plagiarism is detected, this policy will be enforced. Penalties also apply to anyone who assists someone else in committing plagiarism (for example, by knowingly allowing someone to copy your code).

Plagiarism differs from group work, where several individuals share ideas on how to approach coursework. We strongly encourage you to work in groups, and you will certainly not be penalized for doing so. This means you can collaborate on a project or assignment. The important thing is to have a thorough understanding of all aspects of the coursework. To allow for proper assessment, you must strictly adhere to the project or assignment requirements as outlined above. These requirements are in place to encourage teamwork, individual understanding, facilitate individual assessment, and prevent plagiarism.