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Proposed Educational Curriculum Using the Teaching Stations Strategy to Learn Some Defensive Skills in Handball

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Abstract

The current research aims to investigate the impact of a proposed educational curriculum using the teaching stations strategy on learning some defensive skills in handball among third-stage students, Department of Physical Education, College of Basic Education. The problem of the research lies in the fact that handball is a team sport characterized by its various and interconnected skills. The researcher found a variation in the skill performance level of defensive skills in handball. If the players cannot perform the defensive skills effectively, it will affect their level and, consequently, weaken the defensive aspect among the students. Therefore, it is essential to focus on these skills. To achieve the research goal, the researcher used the experimental method as it suits the problem of the research. The study was applied to a sample consisting of (40) students divided into two groups. The experimental group comprised (20) students who learned using the teaching stations strategy, while the control group consisted of (20) students who learned through the traditional method. Both groups were subjected to skill tests that were applied after ensuring the scientific foundations for their application in terms of validity, reliability, and objectivity. The results demonstrated the superiority of the experimental group, which learned using the proposed curriculum with the teaching stations strategy, over the control group that learned through the traditional method, and this achieves one of the sustainable development goals of the United Nations in Iraq which is (Quality Education). In light of the findings, The researcher recommended a set of recommendations, one of the most important being the necessity of using the educational curriculum with the teaching station strategy in learning some defensive skills in other sports.

Keywords | **Impact , Teaching Stations , Learning, Handball**

Introduction:

The current era is witnessing significant development in all scientific and practical fields. In recent years, serious attempts have been made by researchers and professors to improve the reality of physical education teaching and to find the best strategies, methods, and teaching styles that contribute to the success of the learning and teaching process. A study by Nuhad Alwan indicated that "in the context of this development and rapid change in the growth of society, there is an increasing need for an individual's personality to be balanced to keep pace with the progress occurring in society" (14). Indeed, physical education teachers need to select the most effective strategies and methods to enhance the teaching and learning process. As noted in the study by Sondus Jawad, the educational process requires teachers who can use their minds as a repository of knowledge rather than simply delivering information. The role of the teacher has evolved, becoming a supportive element for the students. This transformation allows the teacher to actively engage in all educational situations and foster positive interaction, ultimately leading to better learning outcomes (6), both the teacher and the student play essential roles in the educational process, and they both need to utilize modern strategies that place the learner at the

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center of the learning experience. This has led to the emergence of various modern and diverse teaching strategies, each of which plays a significant role in preparing students both physically and skill-wise. One of these modern strategies is the instructional stations strategy, as highlighted by Al-Zahrani. This strategy contributes to diversifying practical and theoretical experiences by structuring activities at each station within a multi-station setup, allowing students to benefit from a variety of learning opportunities (4). This strategy allows students to move through several centers or stations and enables the teacher to set instructions by integrating the students' interests. It supports abstract concepts that require repetition by the students for better recall and works to achieve the objectives of the lesson more effectively. The implementation of teaching stations can take several classes or an entire academic semester. A study by Pho and others indicates, "In this strategy, students rotate through many educational stations in a single lesson or lecture, meeting specific educational objectives through each student's rotation at every station, where they perform all the required activities. This strategy serves as an educational tool that accommodates individual differences among students" (22). This is further emphasized in the study conducted by Essam Sayed, which highlights that this strategy places a strong emphasis on the practical aspect and connects it with the theoretical aspect, depending on the nature of the learning content within the learning environment. It provides a conducive learning atmosphere that encourages movement and engagement for these groups in an organized manner. In this strategy, students gain diverse experiences that are directly related to the desired learning outcomes (8). A study by Qishta indicated that "in this strategy, each group of students passes through each learning station where they may watch educational material, conduct a specific experiment, or read a particular scientific material. This enhances their understanding and makes the performance of motor skills more enjoyable and exciting, leading to better skill acquisition. This strategy differs from rote learning and instruction, as each station presents images, models, readings, and learning technologies that elevate learners to a higher level and foster cooperation among students. All these factors create a positive interaction between learners, showing the teacher's role more in interaction with the students. The teacher moves away from being the sole source of information towards providing continuous support to achieve better learning. Thus, the physical education teacher works more effectively to achieve learning" (18). The teaching stations strategy is defined in a study by Al-Shammari as "a teaching strategy based on a variety of activities set by the teacher and executed by the students cyclically and sequentially in the classroom or laboratory to achieve specific objectives and in a time sequence that matches the nature of the educational activities" (3). Hanan Zaki's study defines it as "a strategy consisting of a series of stations through which learners pass and engage in the educational activities available at each station, which may be investigative, exploratory, visual, electronic, among others" (7). Additionally, in a study by Chambers, the strategy is defined as "a strategy that focuses on training students on practical activities through working in small groups consisting of (3-5) students. In this strategy, a student engages in dialogue, discussion, and cooperation with peers in various educational activities" (21). Iqbal Abdul Hussein's study highlights that "the role of the teacher in this strategy is to prepare conditions so that the learner responds and interacts with them. Therefore, the teacher translates the educational objectives into situations and experiences with which the student interacts and from which they acquire the desired behaviour. The teacher must possess a high level of expertise in their subject matter, both inside and outside the classroom" (10). Handball is one of the sports that requires integration in all its specific skills, necessitating speed and precision in executing its skills. Preparing students for

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handball requires integration in all its technical aspects. The importance of teaching stations lies in their ability to make the learner the focal point of the educational process, allowing them to build their knowledge independently and in cooperation with peers through practical and scientific activities by moving between stations. Each station is equipped with educational tools for practicing the learning process. Moreover, this strategy emphasizes the positive role of the learner, as learners work in small groups. Despite the variety of modern learning strategies, this strategy has proven its effectiveness in creating a fun and exciting environment, increasing learners' motivation during the lesson. The use of different educational tools increases the learning rate among students, which encouraged the researcher to explore this strategy by developing a teaching station-style strategy for learning some defensive skills in handball. The current research problem lies in the fact that handball is one of the team sports characterized by its multiple and interconnected skills. Through the researcher's observation of students, it was found that there is a variance in the skill performance level of defensive skills in handball. If a student is unable to perform the defensive skills effectively, it will impact their overall level and, consequently, weaken the defensive aspect among the students. Therefore, it is essential to focus on these skills in teaching handball. Therefore, students need to use various strategies that aim to enhance learners' skills and reach a better level. Given that the traditional teaching method, where the teacher is the focal point of the educational process and students are expected to follow the teacher's commands, is prevalent in universities, this traditional approach in teaching students highlights the need for modern strategies for teaching practical subjects. These strategies should allow students to be the central focus of the learning process. Consequently, the researcher has chosen the teaching stations strategy, which focuses on providing an appropriate environment for learner activity and creates an enjoyable atmosphere, thereby increasing their motivation to acquire knowledge independently. Teachers play a supportive role in helping students reach a better level in the learning process.

The current research aims to:

1. Develop an educational curriculum using the teaching stations strategy for learning some defensive skills in handball.
2. Examine the impact of the educational curriculum using the teaching stations strategy on learning some defensive skills in handball.

The hypotheses of the research are as follows:

- There is a statistically significant difference between the pre-test and post-test results of the control and experimental groups in the level of learning some defensive skills in handball.
- There is a statistically significant difference in the post-test results between the control and experimental groups in the level of learning some defensive skills in handball, favouring the experimental group.

The research domains are as follows:

1. Human Domain: Third-year students of the College of Basic Education at Al-Mustansiriyah University.
2. Temporal Domain: The period from 16/3/2022, to 17/05/2022.
3. Spatial Domain: The indoor hall of the College of Basic Education at Al-Mustansiriyah University.

- Method and Procedures:

The researcher employed the experimental method as it suits the nature of the research problem, relying on the design of two equivalent groups: experimental and control.

-The research population included students from the College of Basic Education/Department of Physical Education for the academic year (2021-

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2022). The sample was randomly selected through a lottery to represent students from section (1) as the experimental group, numbering (20) students, and section (3), also numbering (20) students, to represent the control group from the research community composed of three sections (1), (2), and (3) totaling (63) students. This was after excluding students with frequent absences, failing students, and those participating in a pilot study, to achieve homogeneity among the research sample members. The researcher conducted some physical measurements for variables (age, height, weight) for all research sample members before dividing them into two groups to determine if there were differences among the sample members, as shown in Table (1).

Table .1 It shows the arithmetic mean, standard deviation, median, and skewness coefficient (age, height, weight)

Variables	Measurement unit	Arithmetic mean	Standard deviation	Median	Skewness coefficient
Age	Year	21,4	0,57	66	0,28
Height	Cm	166,4	0,70	164	0,09
Weight	Kg	67,2	0,55	66	0,28

Equivalence of the Research Sample:
Equivalence for the two research groups was conducted using variance analysis (t-test), and Table (2) illustrates this.

Table .2 It shows the equivalence of the experimental and control research groups in the physical skills test under investigation.

Seq.	Tests	Control groups		Experimental group		Calculated t-value	Critical t-value	Significance
		Standard Deviation	Arithmetic Mean	Standard Deviation	Arithmetic Mean			
1	Intercepting and Dispersing	3,55	0,477	3,75	0,507	0,769	1,729	Not significant
2	Various Defensive Movements	6,130	0,647	6,350	0,389	1,24		Not significant
3	Blocking Wall	7,861	0,64	7,346	0,369	1,15		Not significant

Under the significance level of 0.05

Used Tests:
The tests were selected after being presented to a group of experts specialized in handball, and there was an agreement on choosing the tests that were applied in the research, as detailed in the appendices.

1- First Test: Ball Intercepting and Dispersing Test (Moteb, Ahmed Youssef) (19)
- Purpose of the Test: To measure the ability to cut and disperse the ball in handball.
- Test Specifications: The player being tested stands in front of the 6-meter area and prepares to move to cut or disperse the ball, provided they do not cross the line drawn in front of them at a distance of half a meter. Two of the testers make passes in front of the 9-meter area. The player is allowed (5) attempts within (30) seconds to try to cut and disperse the ball.
- Scoring for the Test:
- (3) points for intercepting and controlling the ball.

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- (2) points for dispersing the ball.
- (1) point for touching the ball and possession by the players.
- (0) points if the player does not touch or possess the ball.
- Equipment for the Test: Handball court, adhesive tape, stopwatch, whistle, video camera.
- Special Instrument for the Test: Timer, recorder to document test scores.

2- Second Test: Various Defensive Movements: (Ibraheem, Muneer Garges): (1)

- Purpose of the Test: To measure the skill of various defensive movements.
- Test Equipment: Adhesive tape to draw the figure of number (9) on the court.
- Performance Specifications: The player moves in a triangle shape drawn on the ground, with side lengths of (4, 5), each side (1, 5). The point (b) is for performing the defensive encounter, then moving from point (b) to point (c) through backward movement with a tilt, then from (c) to (a) moving sideways, and then repeating the same performance in transitioning from (a) to (b), then to (d), and back to (a). The player continues to repeat the performance for (30) seconds.
- Performance Evaluation: A (point) is awarded for each point (a, b, c, d) reached by the player being tested within (30) seconds.

3- Third Test: Two-Way Blocking Wall (Ibraheem, Muneer Garges) (1)

- Purpose of the Test: To measure the skill of the blocking wall.
- Test Equipment: Two bars, each with a height of (2.60) meters, fixed to the ground with a rope hanging from them, each rope is (50) cm in length with a ball hanging from each side, and the height of the ball from the ground is (2.10) meters in the (9) meter area.
- Test Performance: The tester stands on the (6) meter line, attempting to move forward with a lean to reach the (9) meter line. The distance between the player and the hanging ball is (3) meters, and the distance between the two balls is (3) meters. The player moves in an equilateral triangle shape with a side length of (3m), attempting to jump up and touch the ball with their hands, then move back to the (6) meter line and repeat the performance within a time of (30) seconds.
- Performance Evaluation: A (point) is awarded for each correct attempt where the player being tested touches the ball with their hands.

Pilot Study:

The researcher conducted a pilot study on Wednesday16/03/2022, as in the study by Omar (a preliminary experimental study conducted by the researcher on a small sample before undertaking their main research, to select their research tools and methods) (17) from outside the main research sample, consisting of (13) randomly selected students, with the following objectives:

1. To overcome the errors and difficulties that appear during the main experiment.
2. The efficiency of the assisting team.
3. To determine the time required to conduct the tests and exercises in the practical part.
4. To assess the efficiency of the proposed educational tools.
5. To understand the sample individuals' response and their interaction with the test and its suitability for them.

- Scientific Foundations of the Tests:

1. Validity of the Tests:

The researcher conducted face validity, which represents the square root of the reliability coefficient, as shown in Table (3).

Table .3 It illustrates the face validity of the skill tests proposed for implementation.

Seq.	Tests	Validity	Significance
1	Intercepting and Dispersing	0,91	Significant

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2	Various Defensive Movements	0,94	Significant
3	Blocking Wall	0,96	Significant

2. Test Stability:
The test was administered by applying it initially, and then reapplying it. The results of the initial survey experiment were adopted as the first application of the test. Subsequently, the test was reapplied to the same sample after one week, under the same time and place conditions. The correlation coefficient between the two tests was calculated using the Pearson correlation coefficient, as illustrated in Table (4).

Table .4 It illustrates the reliability of the selected skill tests for implementation.

Seq.	Used Tests	Reliability	Significance
1	Intercepting and Dispersing	0,84	Significant
2	Various Defensive Movements	0,90	Significant
3	Blocking Wall	0,93	Significant

Objectivity:
The tests utilized in the research are far from self-assessment and bias, clear, and easily understood by both the evaluators and the sample individuals. Therefore, the researcher considers them to possess high objectivity.

Pre-Tests:
- Pre-tests were conducted on both the experimental and control groups on Thursday 24/03/2022.
- All practical tests were conducted in the indoor sports hall of the College of Basic Education - Al-Mustansiriya University.
- Before conducting the tests, the researcher explained and clarified the procedures for administering the tests.
- The tests were conducted with the assistance of the supporting team and under the direct supervision of the researcher.
- Implementation of the Educational Curriculum:
  The researcher prepared a proposed educational curriculum by relying on scientific sources to ensure its validity. The curriculum was presented to a group of experts and specialists in the field of teaching methods and handball to solicit their opinions. Based on the experts' guidance, modifications were made, and the curriculum became ready for implementation as detailed in the appendices.
- The educational curriculum tailored for the experimental group was developed using the instructional stations strategy.
- The instructional stations strategy was utilized with the experimental group.
- The traditional approach commonly used by the teacher was employed with the control group.
- The educational curriculum lasted for eight weeks, with one instructional unit per week.
- The duration of each instructional unit was 90 minutes.
- The implementation of the educational curriculum began on Sunday 27/03/2022.
- The final instructional unit took place on 15/03/2022, covering the vocabulary of the curriculum.
- The researcher utilized presentation devices and tools such as a data projector, an electronic calculator, a collection of images related to defensive handball skills, and a handball book.

Post-Tests:
The post-tests were conducted after completing the implementation of the educational curriculum on Tuesday 17/05/ 2022, in the indoor hall of the College of

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Basic Education at Al-Mustansiriya University. The same procedures followed in the pre-tests were adhered to, with the assistance of the supporting team and under the direct supervision of the researcher. The statistical package SPSS was utilized by the researcher.

Results:

Table .5 It illustrates the significance of the differences between the pre-test and post-test results for the control group in skill tests (Intercepting and dispersion - various defensive movements - wall defense).

Test	Pre-Test		Post-Test		Calculated t-value	Critical t-value	Significance
	Standard Deviation	± Arithmetic Mean	Standard Deviation	± Arithmetic Mean			
Intercepting and Dispersing	3,55	0,477	4,520	0,545	6,08	1,729	Significant
Various Defensive Movements	6,130	0,647	7,24	1,855	8,12		Significant
Blocking Wall	7,861	0,769	6,750	0,841	8,822		Significant

(19)Under the significance level of (0.05) and degrees of freedom

Table .6 It illustrates the significance of the differences between the pre-test and post-test results for the experimental group in the skill tests (Intercepting and Dispersing, Various Defensive Movements, Blocking Wall).

Test	Pre-Test		Post-Test		Calculated t-value	Critical t-value	Significance
	Standard Deviation	± Arithmetic Mean	Standard Deviation	± Arithmetic Mean			
Intercepting and Dispersing	3,75	0,507	5,32	1,56	7,138	1,729	Significant
Various Defensive Movements	6,350	1,389	8,14	1,535	9,04		Significant
Blocking Wall	7,346	0,36	6,640	0,437	9,82		Significant

(19)Under the significance level of (0.05) and degrees of freedom

Table .7 It illustrates the post-test results for the experimental and control research sample groups in the skill tests (Intercepting and Dispersing, Various Defensive Movements, Blocking Wall).

Skill Tests	Control group		Experimental groups		Calculated t-value	Critical t-value	Significance
	Standard Deviation	Arithmetic Mean	Standard Deviation	Arithmetic Mean			
Intercepting and Dispersing	4,52	0,545	5,32	1,56	8,34	1,698	
Various Defensive Movements	7,12	1,855	8,14	1,535	10,19		Significant
Blocking Wall	6,750	0,841	6,640	0,437	11,23		Significant

Discussion:

Tables (5-6-7) demonstrate an improvement in learning some defensive skills in handball for the experimental group. The researcher attributes this to the fact that these skills form the foundation of the game and are equal in importance to offensive

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skills. A strong defence prevents goals from being scored, so there must be a high level of performance in defensive skills for each student. Defensive skills are equally important as offensive ones, as defence is not only about preventing goals but also about gaining possession of the ball to initiate an attack. Therefore, students must excel in defensive skills. When students master these skills, they can attack with greater speed and strength, preventing the opposing team from regrouping effectively. A study by Kadhum and Jabr indicates that the success of defensive manoeuvres in handball depends on the player's ability to engage with the attacking player and track them to prevent scoring. This requires sufficient knowledge from the student who is defending (13). Similarly, a study by Najlaa Abbas points out that learning skills should include educational units that are executed according to a mechanism that allows ample time for the learner to develop the skill they wish to learn (9). The educational curriculum prepared by the researcher had a significant impact through the use of the teaching stations strategy, where the student passes through many stations, providing the student with the opportunity to work in small groups consisting of (4-6). It also fosters cooperation between the teacher and the student through continuous dialogue between the teacher and the student and among the students themselves. It creates an atmosphere of enjoyment and movement to energize them and stimulate their motivation to become more positive in learning. Students are distributed across the stations, with each group at a station. The teacher instructs the students to move to the next station, with the movement of the students in a clockwise direction. Each group stays at a station for five minutes to allow all groups to visit all stations to complete the required tasks and then return to their designated places. The teacher discusses the worksheet and results of each station. A study by Afaf Abdul Kareem, through field experience in physical education, indicated that the most suitable duration for an exercise at each station is between (4-6) minutes, and the rest period between one station and another is about (30) seconds to two minutes. During this period, errors are corrected, and instructions about the workflow are given (12). The study by Khaji and Rasheed confirms that this strategy, with its variety of stations, serves as an attraction for students to work within the same group. Students work and discuss among themselves to achieve better learning (5). The study by Ali, Aida, and others highlights the fundamental role of this strategy, which relies on the teacher as a guide and counselor, in addition to considering the individual differences among learners to reach the desired level in skill performance (16). The researcher attributes the experimental group's superiority over the control group, which learned through the traditional method, to the fact that the traditional method relies on the verbal explanation of the skill by the teacher, the teacher's demonstration of the model, and repetition by the students, with the teacher correcting the learners during the learning process. The current research aligns with the research by Othman on the positive impact of the teaching station strategy on skill and cognitive achievement in the main part of the physical education lesson (20). The study by Huda Abdel Samie emphasizes that educational institutions must consider selecting modern teaching strategies and methods that build knowledge in learners to enhance the educational process (11). The study by Alwan and Ahmed pointed out that the benefit of using a variety of strategies and methods in physical education lessons helps to alleviate boredom and monotony among students resulting from the teacher's use of the same teaching style. A successful teacher employs diverse methods and strategies that suit students' interests and the skill being taught, under the resources and needs that align with the intended outcomes (15). The study by El-Zend suggested that this strategy is utilized to address teaching materials that require specialization and expertise, assisting in the use of various educational

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technologies as aids in the learning process (2). Therefore, those responsible for the educational process should expand the use of modern strategies that serve students to achieve the defined goal, which is success in the learning process. This is considered the general plan for teaching to complete the educational process and accomplish tasks efficiently and with high quality. The success of teaching lies in the teacher's familiarity with different teaching strategies and their ability to choose and use appropriate strategies to achieve the desired learning objectives. In light of activating the learner's role in the learning process, the role of teaching strategies that rely on self-reliance in learning to improve students' learning has emerged.

Conclusions:

- The experimental group, which learned through the proposed curriculum using the teaching stations strategy, excelled in learning some defensive skills in handball.
- The traditional method achieved learning but to a lesser extent than the experimental group.

Recommendations:

- The necessity of using the teaching stations strategy in teaching other skills in various sports.
- Conduct similar research on a sample of female students.
- Train teachers on using this strategy in a variety of sports.
- Conduct similar research for other educational stages.

Author's declaration:

Conflicts of interest: None

We confirm that all tables and figures in this article are ours and written by the researchers themselves.

Ethical-Clearance: this manuscript approved by local ethical committee of physical education and sport sciences college for women on (November /2023)

Author's contributions:

All contributions of this study were done by the researchers (A. A.) who get the main idea and work on writing and concluding also with number of experts, Jassim Mohammed Ali (University of Dyala) in Statistics, Ali Makki in revision, Inaam Ghalib in translating, Huda Shihab in proofreading

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Appendices

Appendix Number (1)

Names of the Experts and Specialists in Teaching Methods and Handball on Whom the Handball Skill Tests Were Presented

Seq.	Name	University and College	Specialization
1	Prof. Dr. Ismail Abd Zaid	Al-Mustansiriyah University / College of Basic Education	Teaching Methods / Football
2	Prof. Dr. Israa Yaseen	Al-Mustansiriya University / College of Basic Education	Teaching Methods / Handball
3	Prof. Dr. Emad Ta'ama	Al-Mustansiriya University / College of Basic Education	Teaching Methods / Basketball
4	Prof. Dr. Muhammed Raheem	Al-Mustansiriya University / College of Basic Education	Teaching Methods / Racquet Sports
5	Prof. Mayada Khaled	Al-Mustansiriya University / College of Basic Education	Teaching Methods / Basketball
6	Asst. Prof. Dr. Firas Ajeel	Al-Mustansiriya University / College of Physical Education	Teaching Methods / Swimming
7	Asst. Prof. Dr. Qaisar Abdul Sada	Al-Mustansiriya University / Department of Student Activities	Teaching Methods / Handball
8	Lect.Dr. Omar Nouri	Al-Mustansiriya University / College of Basic Education	Handball
9	Lect. Dr. Nu'mat Karim	Al-Mustansiriya University / College of Basic Education	Handball

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10	Lect. Louay Abdul Sada	Al-Mustansiriya University / College of Basic Education	Handball

Appendix Number(2)

Names of the Experts and Specialists in Teaching Methods and Handball on Whom the Proposed Educational Curriculum Was Presented

Seq.	Name	University and College	Specialization
1	Prof. Dr. Ismail Abd Zaid	Al-Mustansiriya University / College of Basic Education	Teaching Methods / Football
2	Prof. Dr. Israa Yaseen	Al-Mustansiriya University / College of Basic Education	Teaching Methods / Handball
3	Prof. Dr. Emad Ta'ama	Al-Mustansiriya University / College of Basic Education	Teaching Methods / Basketball
4	Prof. Dr. Muhammed Raheem	Al-Mustansiriya University / College of Basic Education	Teaching Methods / Racquet Sports
5	Prof. Mayada Khaled	Al-Mustansiriya University / College of Basic Education	Teaching Methods / Basketball
6	Asst. Prof. Dr. Firas Ajeel	Al-Mustansiriya University / College of Physical Education	Teaching Methods / Swimming
7	Asst. Prof. Dr. Qaisar Abdul Sada	Al-Mustansiriya University / Department of Student Activities	Teaching Methods / Handball
8	Lect.Dr. Omar Nouri	Al-Mustansiriya University / College of Basic Education	Handball
9	Lect. Dr. Nu'mat Karim	Al-Mustansiriya University / College of Basic Education	Handball
10	Lect. Louay Abdul Sada	Al-Mustansiriya University / College of Basic Education	Handball

Educational Unit Model Using the Teaching Stations Strategy (Experimental Group)

Stage: Third
Educational Unit: First Date: 27 / 3 / 2011
Number of Students: 20 Students Time: 90 minutes
Educational Objective: Learning the skill of forward and backward defensive movements

Pedagogical Objective: Emphasizing order, discipline, and respect

Sections of the Educational Unit	Time	Handball Defensive Skills	Organization	Observations
Preparatory Part Introduction	20 min 5 min	Taking attendance, preparing tools for the teaching stations circle strategy (data show) - pictures of defensive skills - handball book - computer	× × × ×student Δ teacher	
General Warm-up	8 min	General preparation for all body parts	×××××× × × ×Δ×	
Specific Warm-up	7 min	Specific preparation serving the main section, with some ball exercises aimed at feeling the ball		

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Main Part Educational Section	60 min 15 min	Directing a set of questions to the students about performing the defensive skill, followed by an explanation of the forward and backward defensive movements by the subject teacher using (data show device, displaying pictures, using a handball book, and using a computer) in the form of consecutive educational stations, one after another, to teach the skill.	×××××××× × × ×Δ×	
Practical Section	45 min	Students practice the skill from a standing position, spreading out on the court, and from a standing position facing a peer, using the tools that serve the strategy, which include a data show device, pictures of defensive skills, a handball book, and a computer.	× ×Δ	**Emphasizing the movement parts and the general form of the skill**
Concluding Part	10 min	Mini-game Performing the farewell greeting followed by an orderly dismissal.	×××××Δ	**Emphasizing order**

Educational Unit Model Using the Teaching Stations Strategy (Control Group)

Stage: Third
Educational Unit: First Date: 27 / 3 / 2011
Number of Students: 20 Students Time: 90 minutes .
Educational Objective: Learning the skill of forward and backward defensive movements

Pedagogical Objective: Emphasizing order, discipline, and respect

Sections of the Educational Unit	Time	Handball Defensive Skills	Organization
Preparatory Section Introduction	**20 min** 5 min	Taking attendance, preparing the tools for the teaching stations circle strategy (data show), pictures of defensive skills, a handball book, and a computer.	× × × ×Student Δ Teacher
General Warm-up	**8 min**	General preparation for all body parts	×××××× × × ×Δ×
Specific Warm-up	7 min	Specific preparation serves the main section, with some ball exercises aimed at feeling the ball	

Main Part Educational Section	60 min 15 min	Explanation of the forward and backward defensive movements by the subject teacher and demonstration of the performance model by him.	××××××××× × × × Δ×

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Practical Section	45 min	Students practice the forward and backward defensive movements through repeated performance of the skill by the students.	× ×Δ
Concluding Part	10 min	Mini-game Performing the farewell greeting followed by an orderly dismissal.	×××××Δ

منهج تعليمي مقترح باستخدام إستراتيجية المحطات التعليمية في تعلم بعض المهارات الدفاعية بكرة اليد

اسماء عزيز فالح
الجامعة المستنصرية/ قسم النشاطات الطلابية

مستخلص البحث

هدف البحث الحالي الى معرفة تأثير منهج تعليمي مقترح باستخدام إستراتيجية المحطات التعليمية في تعلم بعض المهارات الدفاعية بكرة ا ليد لدى طلاب المرحلة الثالثة قسم التربية الرياضية كلية التربية الأساسية وتكمن مشكلة البحث في ان كرة اليد من الالعاب الجماعية التي تمتاز بمهاراتها المتعددة والترابطة ووجدت الباحثة ان هناك تباين في مستوى مستوى الاداء المهاري للمهارات الدفاعية بكرة اليد اذا لم يتمكن من اداء المهارات الدفاعية سيؤثر على مستواه وبالتالي يضعف الجانب الدفاعي لدى الطلاب لذلك لابد من التركيز على هذه المهارات وتحقيقا لهدف البحث استخدمت الباحثة المنهج التجريبي لملائمته مشكلة البحث وطبق البحث على عينة مكونة من (40) طالب موزعين على مجموعتين المجموعة التجريبية بلغت (20) طالب وتعلمت بأستراتيجية المحطات التعليمية أما المجموعة الضابطة تكونت من(20) طالب تعلمت بالطريقة التقليدية وأخضعت المجموعتين لاختبارات مهارية تم تطبيقها بعد التأكد من الأسس العلمية لتطبيقها من صدق وثبات وموضوعية وتم تطبيق المنهج التعليمي باستخدام استراتيجية المحطات التعليمية وأثبتت النتائج تفوق المجموعة التجريبية التي تعلمت باستخدام المنهج المقترح بإستراتيجية المحطات التعليمية على المجموعة الضابطة التي تعلمت بالطريقة التقليدية ، وهذا ما يحقق احد اهداف التنمية المستدامة للامم المتحدة في العراق (التعليم الجيد). وفي ضوء النتائج التي توصلت لها الباحثة أوصت بمجموعة من التوصيات من أهمها ضرورة استخدام المنهج التعليمي بأستخدام إستراتيجية المحطات التعليمية في تعلم بعض المهارات الدفاعية في العاب رياضية أخرى.

الكلمات المفتاحية | **التاثير ، المحطات التعليمية ، التعلم ، كرة اليد**