

The Effect Using Play Method and Its Interaction with the Reciprocal and Cooperative Methods to Learning Some Basic Football Skills

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Abstract: This study's goals were to determine the impact of teaching kids certain fundamental football skills through play and how it interacted with cooperative and reciprocal exercise approaches. Additionally, to determine which of the two approaches is more effective in teaching pupils fundamental football skills. The research community and sample were represented by the first-stage students in the College of Physical Education and Sports Sciences at the University of Babylon for the academic year 2022-2023, numbering (128 students), because these skills selected for education are within the vocabulary of the educational curriculum prescribed for this stage. We chose a sample of (22 students), as (11) students were selected for each group, and those who failed, practiced football, and were not regular in attendance were excluded, as well as what the nature of the research requires in order to simulate the independent variable (playing style). The two experimental groups were determined by (11) students in each group. The first experimental group used the play method with the interaction of the cooperative exercise method, while the second experimental group used the play method with the interaction of the reciprocal exercise method. We used the experimental method for equivalent groups. After processing the data statistically by using the (t) test for the corresponding groups in the skill tests, and the (t) test for independent samples between the two groups. We concluded that the group of the play style combined with cooperative training was more developed than the second experimental group in the skills of passing, put down and rolling. We recommend the necessity of adopting the play style and cooperative training in learning the skills of passing, put down and rolling.

Keywords: Football Skills, Play Method, Reciprocal and Cooperative Methods

A. Introduction

The educational process needs analysis and diagnosis procedures from time to time in its methods and approaches for the purpose of evaluating it, addressing its negatives, and enhancing its positives. On this basis, researchers and specialists in the educational process tend to find new methods that are consistent with the goals of teaching and its reality in terms of philosophical foundations and rules.

As learners vary in their ability to learn as a result of individual differences between them, differences in game skills, and differences in the level of learners in their abilities and capabilities, in addition to differences in their educational stages and the possibilities available in the educational environment, it has become necessary to choose teaching methods that are consistent with the level of learners (Hussein, 2025). Choosing the appropriate effectiveness for that method within the available capabilities in the educational institution, and this alone is not sufficient for reinforcement, but rather it is necessary to move towards overlap between the teaching methods themselves and the methods of learning exercises (learning strategy) within the physical education lesson. It has been proven that the intervention in the educational environment is effective in achieving effective teaching, as it includes important steps that help in acquiring learning, developing it, mastering it, accelerating the learning process and transferring it to realistic situations similar to game situations, and this in itself is a primary goal for every teacher and trainer.

The educational process, in its modern concept, aims to involve the student in the vocabulary of its curricula, and in its practical applications, and to give him the opportunity to participate in making educational decisions within the methods of (Mosten), and to contribute to educational behavioral decisions from the minimum to the maximum and to reach effective teaching, in addition to developing methods of learning exercises, organizing them and scheduling them in a manner that is consistent with the capabilities of the learners, and the harmony of their objectives with the objectives of the chosen teaching methods (Giroux & McLaren, 1986). Moston's interest in teaching methods is regarded as a qualitative shift in the teaching process and has helped to change the goals and contents of teaching, particularly the inclusion of the principle of considering individual differences and participation based on their learning levels and desired choices. By involving all students in the learning process and varying the complexity of the material gradually, these issues embody the highest standards of education. The process of diversification and overlap in this way leads to achieving high rates of developing the skill, social, psychological, cognitive and moral qualities (Mannix, & Neale, (2005).

The significance of the research is summed up by selecting effective teaching strategies that focus on discipline, control, accuracy, increasing the number of repeated attempts, taking individual differences into consideration, involving the learner in educational behavioural decisions, diversifying the curriculum in a way that is appropriate for the learners' ages, abilities, and educational stages, and overlapping these strategies with learning exercise strategies (Hussein, & Hrebid, 2024). This in turn results in effective communication in the classroom, particularly when it comes to teaching and helping students at the College of Physical Education and Sports Sciences learn and develop some fundamental football skills.

The cooperative and reciprocal exercise methods are two of the methods used in the learning process. The cooperative exercise involves dividing students into small, diverse groups (including those with varying cognitive abilities) with three to six members each. Students in one group work together to accomplish a common goal or goals. This method makes students productive members of their groups because they interact with the teacher and their peers in a productive and influential way, which reduces students' feelings of embarrassment and fosters positive cooperative tendencies among them (Ahmed, 2009).

As for the reciprocal exercise: it is one of the educational methods that was first introduced by (Moston), as it gave the learner a major role in the educational process after his role in the old traditional methods was negative and limited to reception. In the interactive method, the teacher's role is limited to explaining the skills that must be learned and giving a model of them. Then he asks the learners if they have any ambiguity or clarification about any point so that he can re-explain and clarify it. After he is assured that his instructions and explanations have been understood by the learners, he provides them with a special form called the information form, which includes all the information that the learner will perform and how to do it during the lesson. From what he has learned, the teacher divides the students in one class into pairs to work together in turns, one of them performs and the other observes. The observer's role is to provide feedback, the aim of which is to give information to the student who is performing about his performance and to help him determine when the work can be completed and whether it has been completed or not.

The research's issue is that the teaching process was pre-planned for every student, without exception, and without accounting for the varying degrees of their starting performance efficiency. This indicates a lack of concern in accounting for the individual variations in students' performance. As a result, when a single curriculum is implemented in a uniform manner for all students at all levels, we observe that the curriculum has varying effects on kids' education and development. It could have a significant impact on one group while having less of an impact on another. Hence, we decided to choose some teaching methods that suit the level and capabilities of the learners and fit the requirements of the game, and help them by giving them better educational opportunities through their participation in teaching decisions within the game method with the addition of the idea of overlapping between it and the methods of sequential and reciprocal exercise to achieve many goals aimed at finding advanced teaching alternatives and accelerating the learning process in time and effort, the work of these groups is within the curriculum of teaching football to students of physical education and sports sciences.

This research objectives were 1) determine how teaching with the play technique affects students' acquisition of some fundamental football abilities and how it interacts with the cooperative exercise method; 2) determine how teaching with the

play technique affects students' acquisition of some fundamental football abilities and how it interacts with the reciprocal exercise approach; 3) determine which of the two teaching strategies is better at helping pupils develop some fundamental football skills. Research fields were 1) Human field: Students of the College of Physical Education and Sports Sciences at the University of Babylon for the academic year 2022-2023; 2) Time field: From 1/12/2022 to 5/2/2023; 3) Spatial field: The stadium of the College of Physical Education and Sports Sciences at the University of Babylon in Babylon Governorate/Hillah/Iraq.

B. Methods

We used the experimental method with a design of two randomly equivalent groups to suit the nature of the problem. We determined the research community using the intentional method, which is the first-stage students of the College of Physical Education/University of Babylon for the academic year 2022-2023, numbering (128 students), because these skills chosen for education are within the vocabulary of the educational curriculum prescribed for this stage. We chose a sample of (22 students), as (11) students were selected for each group, and those who failed, played football, and did not attend school were excluded, in a manner that suited the nature of the experiment in terms of using the playing style and its overlap with the researched styles. The first experimental group (playing style with cooperative) was determined by (11) students, and the second experimental group (playing style with reciprocal) by (11) students in each group. The first experimental group used the play method in conjunction with the cooperative exercise method, while the second experimental group used the play method in conjunction with the reciprocal method, as shown in the following table 1.

Table 1. The Sample Specifications and Method of Operation

Groups	Number	Age	Skills To Be Learned	Total Research Community	Sample Percentage %	Educational Method Used
First Experimental Group	11	(18-20) Years	1- Passing	128	17.18%	Play Style+ Cooperative Exercise
Second Experimental Group	11		2- Put Down			Play Style +Reciprocal
			3- Dribbling			

Field research procedures:

Selecting research variables and tests: After selecting the skill variables under study (Passing, Dribbling, Put Down), their tests were determined and the scientific foundations and exploratory experiment were conducted. The tests were: Passing test "passing and receiving the ball on a target drawn on the wall measuring (1 x 1 m) from a distance of 3 m for 30 seconds" to measure the accuracy of passing and receiving Unit of measurement: Most number. Dribbling ball test between (5)

markers” to measure rolling in the shortest time. Unit of measurement is seconds. Put Down test (Put Down the ball inside a square measuring 2m*2m) (the highest test score is 12 degrees) of 6 balls * 2 degrees

Homogeneity and equivalence:

The sample in this way is homogeneous after excluding the failures, learners and players, and being from learners who are beginners in football and from the same age and educational stage and from males. For the purpose of equality and starting from one starting point between the research groups, we relied on conducting preliminary tests for the three skills (Passing, Dribbling, Put Down) using the t-test between the two groups, the results of which are shown in Table 2. Pre-tests: Pre-tests of the variables were conducted.

Table 2. The Arithmetic Means, Standard Deviations, Calculated, Tabular and Significant (t) Values for the Two Methods and in the Pre-Tests of the Research Sample With the Variables Under Study (Equivalence)

Variables	Measureme nt Unit	Reciprocal		Cooperative Exercise		(T) Calculated	(T) Tabular	Sig Type
		Mean	Std. Deviation	Mean	Std. Deviation			
Put Down	Degree	5.5	1.04	4.9	0.95	0.56		Non Sig
Passing	Number	4.4	1.44	4.8	1.08	0.86	2.01	Non Sig
Dribbling	second	15.66	1.88	14.92	1.68	1.58		Non Sig

At 20 degrees of freedom and 0.05 significance level.

Table 2 shows that there are no significant differences between the two groups, which indicates that the sample is equivalent in its initial performance. Pre-tests: The Pre-tests (pre-skills) (Passing, Dribbling and Put Down) were conducted on 1/12/2022.

Main experience

The main experiment started on Monday (5/12/2022) when the educational curriculum prepared to teach football skills (Passing, Dribbling and Put Down) was applied to the two groups. The curriculum was implemented for a period of 8 weeks (two months) starting from (5/12/2022) until (5/2/2023) with (16) educational units and at a rate of two educational units for each group per week. The duration of each educational unit was (90) minutes. Football skills were taught as follows: (5) Educational units to learn the skill (Passing); (5) Educational units to learn the skill (Put Down); (6) Educational units to learn the skill of Dribbling.

We prepared the vocabulary of the educational curriculum for some of the main football skills, relying on their experience in the field of work in physical education.

We took into account the correct scientific steps in preparing the educational curricula and designing them in balance with skill tests, clarifying the motor skill, determining the repetitive attempts and giving a sufficient amount of time to practice the exercise in addition to providing the learner with feedback.

We followed the sequential educational steps, taking into account the conditions for designing educational curricula for football, their preparation, timings and requirements, as follows: First: Supporting the curriculum with modern, specialized physical and mental exercises in preparation for preparing the body for the muscular work specific to football skills and to avoid injury that the student is exposed to. Second: Distributions of the exercise schedule and its organization in light of the concepts of motor learning to know the best exercise practice that is suitable for beginners and for this sample. Third: Follow the method of explanation and presentation first, and gradually teach motor skills from easy to difficult, and follow the method of teaching skills, and give learners sufficient opportunity to practice practical exercises for the purpose of increasing repeated exercise attempts and making efficient use of time. Fourth: The final time included a football game (11×11), sudden movements, and the teacher’s discussion with the sample members about their mistakes, educational recommendations and instructions, and feedback related to information in the form of performance. Post-tests: After completing the main experiment, post-tests were conducted for the research sample in the skill variables (Passing, Dribbling and Put Down) and under the same conditions and variables that were used in the initial tests. Statistical method used: To analyze the research results, we relied on the following statistical treatments: 1) Arithmetic means and standard deviations; 2) (t) test for corresponding groups in skill tests; 3) (t) test for independent samples.

C. Result and Discussion

Table 3. The Arithmetic Means and Standard Deviations of the Pre- and Post-Tests and the Calculated and Tabulated (t) Value for the Group of Teaching Method by Playing With Reciprocity

Variables	Measure ment Unit	Pre- Test		Post-Test		(t) Calculat ed	(t) Tabular	Sig Type
		Mean	Std. Deviation	Mean	Std. Deviation			
Put Down	Degree	5.5	1.04	7.66	0.77	4.2		Sig
Passing	Number	4.4	1.44	8.8	0.92	3.36	2.9	Sig
Dribbling	Second	15.66	1.88	13.48	1.44	3.24		Sig

At 10 degrees of freedom and 0.05 significance level

Table 4. The Arithmetic Means And Standard Deviations of the Pre- and Post-Tests and the Calculated and Tabulated (t) Value For The Group of Teaching Method Using Cooperative Play

Variables	Measure ment Unit	Pre- Test		Post-Test		(T) Calculat ed	(T) Tabular	Sig Type
		Mean	Std. Deviation	Mean	Std. Deviation			
Put Down	Degree	4.9	0.95	8.89	1.22	4.04		Sig
Passing	Number	4.8	1.08	6.22	1.16	3.44	2.9	Sig
Dribbling	Second	14.92	1.68	12.44	1,21	3.12		Sig

At 10 degrees of freedom and 0.05 significance level

Table 5. The Arithmetic Means, Standard Deviations, Calculated, Tabular and Significant (t) Values for the Two Methods in the Post-Tests of the Research Sample with the Studied Variables

Variables	Measure ment Unit	Reciprocal		Cooperative Exercise		(T) Calculat ed	(T) Tabular	Sig Type
		Mean	Std. Deviation	Mean	Std. Deviation			
Put Down	Degree	7.66	0.77	8.89	1.22	3.52		Sig
Passing	Number	8.8	0.92	6.22	1.16	3.66	2.9	Sig
Dribbling	second	13.48	1.44	12.44	1.21	3.53		Sig

At 20 degrees of freedom and 0.05 significance level

It is clear from the results shown in Tables (3, 4) to know the effect of teaching methods and their interaction with exercise methods in students learning some football skills. The (t) tests showed that there was a clear development in both groups, but in a different way in the effect, and that the two experimental groups achieved their goal in the moral effect in learning the skills.

We attribute this development to the regularity and continuity of the educational training units for a period of (8 weeks) in which the students practiced new methods that were not known in the regular units, which makes use of the time invested in skill performance. This is what both (Kamel, & Al-Hashemi, 1987) indicated, that “increasing the actual time for skill performance will lead to an increase in physical abilities”.

This state provides stability, firmness, and comprehension of the movement, which improves the players’ experience in addition to raising the morale of the movements and their comprehension. According to Al-Talib (1976), instructional strategies and approaches have a significant role in the educational process and have an impact on students’ rate of learning (Al-Talib, 1976).

In addition to what most sources and studies related to learning and education have mentioned about the importance of feedback and its benefits in the basic learning and acquisition stages, it is a process that accompanies learning. Rather, we can say

that there is no learning without feedback, and that it is the variable that controls learning and performance. This was confirmed by (Darby, 2006; Brandsma, & Blasch, 2019) when he said, "Feedback increases the energy and motivation of individuals, enhances correct performance and avoids incorrect performance, and increases the learner's independence in relying on himself to identify errors, address them, and suggest corrective methods for that, on the one hand" . On the other hand, teaching using the inclusion method had a clear impact in determining multiple degrees of difficulty and helped the learner to start at the level he desired, and encouraged and motivated the learner and increased his desire to perform according to his needs and requirements. In addition, it helped the learners to bear the responsibility of making their decisions and gave them the opportunity to strengthen their individual abilities and personalities and move towards correct performance.

Therefore, the game method and its interaction with other methods under study are considered distinctive methods in taking into account individual differences, equality, and the participation of all learners, each according to his level. Kicken et al (2009) stated, "Learners evaluate their performance of the skill, which is a reference for self-evaluation, and they will compare the implementation of the skill and the model, and in light of it they will determine what is right and wrong in their performance, and this is a reflection of their thinking and level of performance" (Kicken et al., 2009). Giving the student the chance to engage with the task at a level suitable for him results in moral success and satisfaction for the student, which in turn causes the student to perform at a high level (Natsis et al., 2018).

What increased the success of learning is the interference and diversification in the educational environment, and the use of the play method with the exercise methods because it led to achieving a set of goals through diversifying the performance, and increasing the ability to control and dominate and participate in accelerating the learning process and investing time and effort within the duration of education, and this is what was confirmed by Shernoff, (2013) and he stated that "the phenomenon of interference in the learning environment aims to organize the exercise and diversify it and its impact in a better way in learning (Shernoff, 2013; Jonassen, 2010).

The results proved that the cooperative and reciprocal exercise organization methods achieved a high percentage of influence in different cases in light of learning requirements. We attribute this to the importance of diversification and overlap between teaching methods and exercise methods for the purpose of bringing the learner to a state close to the reality of play. This was confirmed by (Green, & Bavelier, 2008; Isen, & Baron, 1991) when he said, "Organizing the exercise in a diverse or variable manner using stimuli is more influential in learning".

Overlap, or variety through ongoing changes in the form of exercises, distances, directions, and time, is thought by us to be one of the causes of this development. Diversifying the research variables from the increase in running, jumping, receiving,

passing, rolling, and other skills and movements that help students better adapt to the demands of the game and control and manage their performance level is also important because it keeps students motivated to keep performing in order to deal with the shifting game situations that arise during competition. By reviewing Table 5, the significant difference appeared in favor of the experimental group that used the play method and its interaction with the cooperative exercise method in the three skills under study.

We attribute the reasons for these differences to the fact that the cooperative learning method has had an impact on increasing the learners' skill achievement compared to the impact of the reciprocal method. The reason for this may be attributed to the optimal investment of the time for performing the skill that each learner performs, receiving immediate and direct feedback from the group leader at times, and from the subject teacher at other times. In addition to the help between the students themselves, which helped the learner gain additional experiences from the group leader on the one hand and from the teacher on the other hand, each of which has a kinetic form of artistic performance and movement that serves the learner according to different circumstances, while in the reciprocal learning group the learner waits for a specific period of time in order to receive feedback from his colleague only. Sometimes the teacher does not see the student while performing the exercises due to the large number of students compared to the cooperative learning group, as (Boud, & Molloy, 2013) indicates that "feedback is one of the most important basic requirements in the learning process".

Schmidt et al., (2018) confirms that if we want to achieve complete motor performance, this does not come through exercise alone, but rather through exercise plus feedback. Another possible explanation for this result is that the cooperative learning method makes the focus on performance under the supervision of the group and its leader more than the traditional method, and this increases and raises the factors of accuracy and focus when implementing educational tasks in a better way. In addition to that, there are those who monitor the learner from the leader and members of the group when implementing the exercise. The directions, guidance and instructions that the learner receives from the group leader and its members and the positive interaction between them pushes the learner to achieve a better skill level with the aim of achieving better collective achievement, as the learner is an active participant in the learning process and not just a recipient of information.

Gillies, R. M., & Ashman, (2007) (3) confirms that "the advantages of cooperative learning are the positive connection between the student's achievement and learning with the rest of the group members to which he belongs." This opinion agrees with what (Manning) indicated when he said that "the use of cooperative learning works on effective participation among students" . It shows constructive cooperation through which the capabilities of the students of one group are benefited from, as it leads to the integration of these capabilities into one result that unites together so

that the members of one group benefit from it and they feel that they are responsible for the achievement of each individual in achieving a collective goal or common goals.

Analysis and discussion of the results of tables (3-4-5)

By observing the results of Table (3), which shows the amount of development in the performance of skills in the first experimental group that used the interplay method with the reciprocal exercise between the pre- and post-tests, the arithmetic mean of the Put Down skill in the pre-test was (5.5) and the post-test was (7.66), and the arithmetic mean of the passing skill in the pre-test was (4.4) and the post-test was (8.8), and the arithmetic mean in the pre-test for the Dribbling skill was (15.66), and the arithmetic mean of the post-test was (13.489).

By observing Table (4), which shows the amount of development between the pre-test and post-test in the second experimental group, which uses the interplay method with cooperative exercise, the arithmetic mean for the Put Down skill was (4.9), while the post-test was (8.89), and the pre-test for the passing skill was (4.8). The post-test is (6.22) and the pre-test of the Dribbling skill was (14.92) and the post-test is (14.44). Through these results, it is clear that the reason is the use of the interplay style with the reciprocal and cooperative styles.

By observing Table No. (5) and comparing the results of Tables (3-4) for the post-test of the skills, it became clear that the arithmetic mean of the extinguishing skill in the first experimental group is (7.66) and in the second group it is (8.89). This indicates the superiority of the second group that uses the play method combined with cooperative exercise.

The arithmetic mean of the post-test of the passing skill for the first group was (8.8), while for the second group it was (6.22). Here we notice the superiority of the first group that uses the interlocking playing style with reciprocal training. The result of the post-test for the rolling skill in the first group was (13.48), while the result of the post-test for the second group was (12.44), and this indicates the superiority of the first group that uses the interplay method with the reciprocal exercise.

Through the above presentation and analysis of the test results for the two groups, we notice that the first group was better than the second group in developing the skills of (passing and dribbling), and the first group had the advantage in the skill of Put Down.

D. Conclusions

In light of the results reached by us after conducting practical applications of using the playing method and its interaction with the cooperative and reciprocal training

methods and its effect on students learning and retaining some football skills, we concluded the following:

1. The emergence of a positive effect in using the playing style and their interaction with the cooperative and reciprocal training styles in acquiring and retaining the skills of Put Down, passing and Dribbling with the football in a different way.
2. The playing style group with cooperative training was more developed than the experimental group with the playing style with reciprocal training in the skills of (Put Down, Dribbling and Passing).
3. The educational curriculum, the distribution of repetitions, and the duration of practicing the exercise have proven their sufficiency and comprehensiveness in learning and retention through the development of learning, performance, and acquisition.

Benefit from using the educational curriculum by using the interaction between the play teaching method and the cooperative exercise method. Conducting subsequent studies and research using other teaching methods with different exercise methods (fixed and variable, intensive and distributed, partial and total) to determine their effect in different individual or group games, and for different samples in their stages, ages and gender. The necessity of conducting a comprehensive review of the Ministry of Education's curricula due to the obsolescence of the methods used in teaching and the necessity of using methods of overlap between teaching methods and learning exercise methods in its curricula.

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