



**Impact of the SCAMPER Program on the Acquisition and Retention of Physical
Education Teaching Method Concepts and the Development of Creative Thinking
Skills**

ABSTRACT

This study investigates the impact of the SCAMPER instructional program on third-year students' comprehension and long-term retention of concepts related to teaching methods in physical education, as well as its influence on the enhancement of creative thinking skills. The research was conducted within the College of Physical Education and Sports Sciences at the University of Mosul during the 2022–2023 academic year. The study population included all third-year students enrolled in the college, from which a randomized sample of 53 students was selected, specifically from sections C and D. Section C served as the experimental group, while section D functioned as the control group. Prior to the intervention, statistical procedures confirmed the equivalence and homogeneity of both groups in variables relevant to the experimental conditions. An experimental methodology was employed, utilizing a pretest-posttest design with equivalent groups to evaluate the outcomes of the intervention. The SCAMPER-based instructional program was implemented over a six-week period, incorporating a range of educational activities structured around the SCAMPER model (Substitute, Combine, Adapt, Modify, Put to Other uses, Eliminate, Reverse). Key findings of the study included the following: (1) The SCAMPER program, when integrated with educational technology, significantly enhanced students' acquisition of physical education teaching concepts, (2) The program also positively affected the retention of these concepts over time, (3) The intervention contributed to the development of core components of creative thinking among the participants.