

iPods: An Overview of Uses in the Teaching of Sport Management

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**Session 23: Teaching
Presentation (25-minute)**

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8:30 AM - 8:55 AM

The objective of this presentation is to provide educators of Sport Management with an overview and opportunity to discuss the uses of the iPod (or MP3 player) in teaching and learning. Sport management scholars have discussed the importance of integrating technology into sport management program experiences (Fletcher, Lukow, Wright, 2005). Participants will see some simple examples of how this relatively new technology can be easily used in the classroom both by instructors and students to enhance the learning environment. Participants will also engage in discussion to generate additional ideas for integrating this technology into their courses and programs.

Apple Computer introduced the iPod in 2001. Initially, critics viewed the iPod as no more than a toy with no place in higher education. After a short time, faculty members at a few colleges began to see the impact this device could make in an educational setting by converting lectures, musical selections, tutorials, and the like into audio files for use in enhancing learning. As a result, the idea of podcasting was born. Podcast is a hybrid term that is a contraction of the words iPod and broadcast. Named word of the year in 2005 by the New Oxford American Dictionary, search engines reported that "hits" on the internet for the term podcast went from a few dozen to billions in the course of a few years. Technically, podcasts are similar to music files in that the audio files can be downloaded to a computer for transfer to an iPod or MP3 player for listening. The file sizes are typically small, even for audio programs with long running times. An hour-long program can be uploaded in less than a minute with a broadband connection (Komando, 2006).

Podcasts and "course casting" can be used by instructors to make pre-assignments, enhance lectures, review material, free up lecture time for discussion, guest interviews, and/or create tutorials (Tyre, 2006). In addition, there are thousands of free podcasts that anyone can download to their computers and then upload to their iPods for on-the-go listening anywhere. Students can also make their own podcasts for course requirements. All that is needed are a computer and microphone. Today's millennial student is typically more than equipped to use this technology. In the event that someone is not, it is a relatively simple technology to learn. As importantly, they are very accustomed to listening to audio forms. The possibilities are endless and are a new twist on traditional instructional design that may be more interesting for the students and instructors.

OUTCOMES:

1. introduce the technology.
2. demonstrate how it can be used in sport management programs.
3. explain required equipment and software.
4. discuss additional uses for sport management programs.