

The Film Room: Exploring the Educational Benefits of Film Use in Sport Management Education

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Session 30: Teaching Presentation (25-minute)

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2:00 PM - 2:25 PM

Film, like sport, is able to mirror society in a plethora of ways. These two aspects of life can complement each other nicely, and this symbiotic relationship has been highlighted over the years in the form of cinematic masterpieces that have been based upon noteworthy sport occurrences and themes. Sport can provide vivid and lasting images to those who experience it. Taking this into account, and understanding the value that film has in regards to projecting powerful images that contribute to the educational process, the focus of this work is to make a concentrated efforts to identify dynamic ways in which educators can utilize film components as an education tool in Sport Management courses.

To date there is still an obvious void in the literature pertaining to educational use of the media aspects of film in Sport Management. A few studies have looked at the socio-cultural issues of film in sport (Crawford, 1988; Pearson, Curtis, Haney, & Zhang, 2003; Lee & Drane, in progress), and there are various references detailing film use for teaching aspects such as management principles (Champoux, 1999a; Huczynski & Buchanan, 2004; Proctor and Adler 1991; Zorn 1991), diversity education (Champoux, 1999b; Lee, Kane, Kane & Drane, 2007), and culture (Mallinger & Rossy, 2001). As well, there are articles detailing the use of animated film as a teaching resource (Champoux, 2001) and using movie directors in the classroom (Alvarez, Miller, Levy, & Svejenova, 2004).

This presentation and the associated line of research seek to identify the dimensions that film use can provide as an avenue for the enhancement of Sport Management education theory and objectives. This work will detail the varying benefits associated with film use while highlighting the importance of making, sometimes painstaking, efforts to ensure educational enhancement. Through the analysis and demonstration of a variety of engaging, yet educationally sound film scenes, the presenters hope to provide insightful yet practical information regarding film incorporation. Such details will be enhanced through the identification of primary themes documented by qualitative and quantitative research methodology. Additionally, areas of potential concern will be identified including logistics, time constraints, cost, and legalistic issues such as copyright laws.

Through appreciating the value of film, educators can reap the benefits associated with film's distinctiveness and flexibility. The uniqueness of film, coupled with film's ability to portray reality allows viewers a potent method for visualizing and recalling presented content.

The use of film can compliment course instruction in an assortment of ways, depending on the desired course content and learning objectives. Though the primary attention of this work will be given to application in areas addressing socio-cultural aspects of sport, there will be further considerations to other core areas of academic preparation within Sport Management curricula.

Sport Management educators are commonly called upon to seek and implement innovative and captivating methods of instruction and this presentation will give viable information regarding the use of the underutilized media of film. Film has proved to be a valuable educational device that allows viewers to experience strong visual and auditory images in a commanding, yet comfortable form. To date, the implementation of film use in educational settings has been a largely overlooked educational technique, and with the wealth of available resources (in both widely known and even more obscure film sources) it is encouraged that educators seek this medium to enhance their teaching methods and expand student learning opportunities.