

Combining Problem-Based Learning and Collaborative Learning with Sport Management Online Classes: Does It Work?

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**Session 12: Teaching
Presentation (25-minute)**

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The Web is emerging as a viable teaching and learning platform for learner-centered instruction at the same time that there is a call for incorporating approaches in education (Bonk, Wisher, & Lee, 2004). Online enrollments continue to attract more students and now account for about a fifth of all continuing and professional education (Ashburn, 2006). Gradually more educators are turning to learning technologies as potential answers to problems connected with delivering quality programs effectively (Freeman, 1998). Approaches such as problem based learning (PBL), collaborative learning in combination with online learning are popular topics in education today. Each holds the possibility of promoting active, authentic learning situations. However, what happens when all three are combined?

First a differentiation must be made between collaborative learning and problem-based learning. Collaborative learning is a method that encourages the interaction between students. It has been recognized as being entrenched in a theory of learning that focuses on social interaction as a way of building knowledge (Gerlach, 1994). On the other hand problem-based learning employs authentic problems and materials for learning. As such students in a PBL environment are required to apply their knowledge to advance potential solutions. Through the introduction of problem-based learning students in sport management classes are provided an opportunity to learn from authentic circumstances and engage in applying in higher order thinking skills described in Bloom's taxonomy in a classroom setting (Miller & Smucker, 2006).

Although certain challenges exist when introducing collaborative or problem-based learning into the instructional design and organization of classes, employing computers, though extremely promising, may create even more challenges. The purpose of this presentation will be to address what challenges may occur by combining problem-based learning and collaborative learning with online instruction. The audience will also be encouraged to share their online teaching experiences.