

Using technology in the classroom: A review of sport management educator's practices

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Abstract 339**

Technology is an area that has experienced sharp growth on college and university campuses in a relatively short period of time. In the eighteen years from 1990-2008, the available technologies and their utilization on higher education campuses has increased tremendously. Prior to 1990, email was virtually nonexistent. A host of other services and programs were birthed after 1990, including the World Wide Web. Faculty of 1970s and 1980s taught in an environment that largely lacked computer usage, but was dominated by chalkboards and overhead projectors. By contrast, students born after 1985 have essentially never known a world without email or the Internet.

In her incoming address as editor of *Quest*, DePauw (1998) noted, "Perhaps the most powerful external force and challenge to the university is technology" (p. 3). Technology has become integral to universities. Drawing from a Kinesiology and Physical Education perspective, DePauw (1998) noted the benefits of technology in data collection, data analysis, information sharing, distance learning and virtual education. Thus, technology should be "viewed as a tool for enriching the learning environment of our institutions" (p. 3).

In that regard, Vogel and Klassen (2001) noted several educational trends and issues relating to technology usage in higher education. Foremost in their evaluation was the impact of technology upon the individual teacher and in particular, upon teaching styles. "Teachers who are willing to re-evaluate traditional instructional methods have begun to discover that by broadening their range of teaching to include the use of new technologies, they will produce more effective learners.... Teaching methods that assume a single language and shared homogeneity of proficiencies, learning styles, and motivational systems are increasingly inadequate and inappropriate" (Vogel & Klassen, 2001, p. 105).

While technology had become an accepted part of society by the late 1990s, the educational community had not embraced it to the same extent (Jaber & Moore, 1999, citing Barron & Orwig, 1993). In the first decade of the new millennium, however, higher education administrators and faculty had begun utilizing and requiring technology in curriculum in greater amounts. Still, our professional literature in sport management has not seen a good number of studies addressing technology, and particularly, technology and pedagogy.

This study seeks to address two main topics: 1) the types of technologies taught to sport management students in sport management courses; and 2) the factors that sport management faculty members perceive to most affect their use of technology in teaching their sport management course(s).

As such, the study collected data from current sport management educators teaching at least one sport management course, undergraduate or graduate level, at a four-year institution, sampled from the entire United States. The data collected examines the different types of technologies available to faculty members, and the extent to which current faculty in sport management are using those technologies. As such, this data provides a benchmark, both for the field and for individual educators regarding the experience of other sport management faculty in the teaching of their courses. Further, this study seeks to address the factors which affect (aid or hinder) faculty use of technology on their campuses as it specifically applies to those teaching sport management.

In addition to providing benchmark data regarding technology usage in sport management pedagogy, this presentation will also provide specific illustrative examples of current practical uses of technology in the sport management classroom. As such, in addition to providing a benchmark, this study will also provide tips and ideas for sport management faculty seeking to address methods for increasing the technology component of their sport management courses and programs.