

2008 North American Society for Sport Management Conference (NASSM 2008)

Cooperative, collaborative, and active learning in sport management

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Teaching

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Workshop/Symposium/Forum

(75-minute)

Session 11

8:30 AM - 9:45 AM

Abstract 395

How can instructors increase student's learning and retention of information? How can active learning, critical thinking, and problem solving be facilitated in the classroom? Enhanced teaching and student learning is vital because the sport management field is always changing. Springer, Stanne, and Donovan, (1999) conducted a meta-analysis on cooperative learning and found that student learning increased by one-half of a standard deviation when involved with well-structured cooperative group activities. Other researchers indicated that positive impacts of collaborative learning include cognitive growth, increased academic goal attainment, high levels of enthusiasm for the topic, and positive attitudes toward learning (Hilton, Millis, and Kopera-Frye, in press). "Sport managers of the 21st century will have to solve problems that we can not even conceptualize today" (Keeley, Parks, & Thibault, 2003, p. 48). As new problems and issues arise daily, students need to be prepared with the adequate analytical and critical thinking skills needed to address these challenges and sport management instructors must facilitate this type of thinking in their students. One way to accomplish this is through cooperative, collaborative, and active learning because students learn more and retain information for longer periods of time by becoming actively involved (Angleo, 1993).

Therefore, the purpose of this workshop is to help 1) enhance the teaching of sport management material, and 2) facilitate students' learning, retention of information, and problem-solving skills through the use of cooperative, collaborative, and active learning techniques. This session will inform sport management faculty, instructors, and teaching assistants about a variety of in-class activities that can be used to promote active learning and problem-solving in the classroom and inform them of strategies to hold students accountable for the information. These techniques can be used to supplement lecture and reading material, as a combination of teaching strategies may be a more effective means to facilitate learning in students than lecture alone. The in-class activities and teaching techniques are guided by information such as Barbara Millis' (2007) cooperative and active learning strategies for higher learning. The activities and teaching strategies are unique in that they have been adapted from other teaching environments and applied to the sport management field to provide instructors relevant information for their courses. Active learning examples and applications for a variety of classes ranging from an introductory sport management course to legal aspects of sport will be reviewed. Discussion of these activities and strategies will be provided by university faculty who have received training in and have used cooperative and active learning in their classrooms.

In the first portion of the presentation, types of active learning techniques that facilitate active learning, cooperative learning, critical thinking, and problem solving will be covered. In the second portion of the workshop, strategies to engage the students and hold them accountable for the discussion and reading information will be discussed. In the third portion of the workshop, participants will be guided as to how they could apply the activities to their own courses. Lastly, the workshop will close with a question and answer session. This interactive workshop takes a hands-on approach and has a high potential for impacting teaching quality and students' learning in programs across North America.