

Utilizing electronic portfolios in sport management II

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**Professional preparation
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Abstract 477**

The use of technology to initiate learning and assessment in the field of sport management has undergone many challenges. The purpose of the workshop is to update innovative teaching and learning techniques for students and faculty involving electronic portfolios and provide a forum for discussion regarding their use in the NASPE-NASSM Sport Management Program Review along with a comparative analysis with the NCACE review system.

Implementation of digital learning communities in sport management education: Innovation, change, and relevancy

The focus of the presentation will be the use of electronic portfolios as part of the sport management professional preparation process. An e-portfolio is a purposeful compilation of things that a student has completed that is captured by electronic means. Standard evaluation instruments cannot display evidences of performance such as; the use of sound, text, video/audio testimonies, voice-over explanations, and scanned images. The portfolio serves as a creative exhibit of an individual's progress, achievement of future goals. The use of the digital format of portfolios is gaining popularity in the field of education and additional areas as more people discover the benefits of validating performance electronically (Fletcher, Kelley & Ridinger, 2005 NASSM Conference).

The use of electronic portfolios also supports the view of Entwistle, 1994, "Knowledge transformation depends, in part, on the nature of the concepts used. To have an impact on practice, in my view, the concepts have to be broad enough to map on to everyday experience and be couched in accessible language, preferably with metaphorical associations. Finally, impact depends on the findings provoking reflection on practice and suggesting useful changes to improve the existing situation: the conceptual framework provided should have pedagogical fertility" (Entwistle, 1994).

The use of electronic portfolios can also support learning communities along curricular lines and commons to career interests, avocational interests. Residential living areas and can be used to build a sense of group identity; cohesiveness and uniqueness; and to encourage continuity and the integration of diverse curricular and co-curricular experience to counteract the experience that many students feel (Astin, 1985).

The use of the free classroom initiatives and the internet allow a creative sharing approach and a supportive learning community for students throughout the world. The establishment of clear standards and learning outcomes along with NASPE/NASSM standards provide an opportunity to educate and show examples of a creative rigorous review of our field of sport management education.

It is becoming increasingly important for sport management educators to respond to the calls for innovation, change, and relevancy in sport management education. Danlychuk, and Weese (2003) reiterated the need for sharing best practices, creative ideas, alternative delivery modes and unique teaching strategies. Chelladurai, (1994) defines sport management as "coordination of limited human and material resources, relevant technologies, and situational contingencies for the efficient production and exchange of sport services". The essence of this diverse nature of sport management lends itself to education and training that reflect skills that will be needed to function in that environment.

One approach is the use of digital learning communities. Specifically, McClintock (1999) summarizes digital communities as "communities where people of many ages, interests, and achievements mix and work together in the effort of learning, sharing and helping each other, supported by complete digital libraries, by open wide-area networks, and by good tools for intellectual navigation, analysis, synthesis, and simulation, engaged in advancing culture, in adding to truth, in upholding value, in applying skill to the work of the world". McClintock (1999) Chappell and Schermerhorn (2003) addressed some of the structural policies of educational institutions to enable educators to use digital tools to full pedagogical effect and integrate learning tools that are skills and competency driven and career focused:

Managing time to promote sustained work on group projects and making space, physical and virtual, conducive to flexible intercommunications between diverse persons

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Shifting from motivation through competition, enforced through pervasive testing, to motivation through cooperation, guided by frequent feedback

Deploying a comprehensive curriculum comprising meaningful questions, tools of analysis and navigation, and complete presentation of cultural substance

Recruiting a mesh of people engaged in educational support, prepared to give effective assistance to all students as they pursue inquiries that lead them through the resources of the culture, gripping each as a participant in the work of its creation

Imparting a rationale for education that makes it the core, intrinsic purpose of the polity, a polity of democratic, cultural participation

The purpose of this presentation is to examine the implications of digital learning communities within the sport management curriculum. This presentation will also address structural policies in order to embrace the innovation and creative ideas for practical use in sport management. Discussion and sharing of "best practices" will conclude the session.