Many instructors use class time for student presentations in order to assess a student’s level of mastery of a particular topic and to provide an opportunity for practicing his/her public speaking skills. However, student presentations are usually a passive learning experience, where the instructor and students may endure repetitive, boring, and uncreative presentations. In some instances, in-class presentations can account for more than 15% of the course time. As an alternative, faculty could use current technology and allow students to create video projects that would ultimately increase creativity. These video projects would provide opportunities for students to work as a team instead of solely presenting his/her own part of the presentation, to learn the simple tools for creating and editing a video presentation, and to become engaged through a participatory learning process.

Encouraging cooperation among students and encouraging active learning are essential for creating a productive undergraduate educational experience (Chickering & Gamson, 1987). Thus, the purpose of my research presentation is twofold: (a) to assess students’ experiences of creating collaborative video projects for a sport management finance course, and (b) to provide sport management instructors the technological tools on how to develop student video projects. Furthermore, I will discuss my previous experiences using simple video technology (i.e., lower end video camcorders and Kaltura, an online video editing software) and provide the audience with some of the successes and challenges with student video projects.

Technology is imbedded in our society, and our students have been using technology for the majority of their educational careers. Current students, also known as Millennials, have many characteristics distinctive to them including gravitating toward group activity, having a fascination with new technology, possessing visual-spatial skills due to video games and internet experiences, needing fast response times, and wanting instant feedback (Oblinger & Oblinger, 2005). Moreover, one of the goals of technology should be to facilitate learning. Austin, Abbott, Mulkeen, and Matacalfe (2003) examined the use of technology (i.e., computer teleconferencing and videoconferencing) as a way to generate collaborative partnerships and increase cultural awareness and found that technology could help foster group work, increased literacy, self-esteem, and motivation to learn. Video projects can be a way for students to learn about the basic nuances of video technology and learn from each other.

From a practical point of view, sport managers are also focusing on the use of video in their marketing tools. For example, the Miami Heat recently spent up to $10 million for technology upgrades including the latest in video technology (Lombardo, 2009). The Sport Business Journal (2009) hosted a sport marketing seminar specifically concerning the use of video technology for sport teams. Videos have become an essential part of marketing, and our students should have more knowledge of its use and should understand the future implications of video technology.

Method

Students were to gather information that they learned in class, create some form of video presentation, deliver their work online, and discuss and rate other student videos. The participants (n = 38) were sport management students at a Southeastern university participating in a sport finance course. The questionnaires were distributed after the video projects were submitted online, and no extra credit was given for filling out the questionnaire. The sample was 14% female, 76% male, and 10% did not disclose their gender. A majority (81%) had attended the university for 3 or more years, and the average age was 22.

The questionnaire was developed to evaluate group dynamics, effective use of technology, level of creativity with the project, and learning outcomes of the project and contained questions with a 7-point Likert-type response format ranging from Strongly Disagree (1) to Strongly Agree (7). Reliability tests (i.e., Cronbach’s alpha), correlations, and descriptive statistics were generated using SPSS 16.0. All of the scales were shown to be reliable (a = .76 to .84).
Overall, students believed that making the videos allowed them to be creative (M = 4.7), and students also expressed positive group experiences (M = 5.8). There was a high correlation (r = .79) between level of creativity and enjoyment of creating the video project, and a moderate negative correlation (r = -.34) between wanting to do a video project in the future and difficulties with technology.

There were some issues with the software in this study. When asked, “If technology was not an issue when creating this video, the project would have been more enjoyable”, students (M = 4.8) agreed with the statement. I am currently collecting more data this semester as well using a different online software program. The results of the new data will also be covered in the presentation.

From the instructor’s perspective, the student outcomes of the videos were excellent. Students were engaged, creative, producing videos based on the material covered in class, and excited about the learning process. Students could also place the short video projects within their student portfolios for future job interviews.

As the use of technology evolves within the market place and the world, students need to have a better understanding of the basic nuances of videos. Technology continues to become easier to use thus providing a new avenue for the learning experience. Video projects can be used for an unlimited number of assignments. At the end of the presentation, faculty will have the simple and easy to use tools necessary for assigning video presentations to their students.