Innovative Strategies for Sport Management Course Design

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Professional preparation

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The resources for this study included both conceptual strategic approaches and multimedia tools for professional preparation. Innovation in course development involves both course design and redesign. Best practices in online learning continue to advance and multiply (Gentile, 2010). This innovation study helped demonstrate maximization of resources in the program, the department, the school, and the university. Collaboration across disciplines and centers, such as instructional design and multimedia services, created a sharing of best practices in course design. Sport management programs continue a quest for increased technology and interactive components for the students with many mobile resources (Kwak & Ke, 2011). This study explored innovative course design strategies aiming to align course objectives and outcome assessment, multimedia resources, enhanced course design and layout, interactive lesson components, and visual graphics and design.

A review of the literature indicated that the use of multimedia enhances the learning experience by presenting content in a combination of audio, video, graphics, and text. This multimedia approach addresses the different learning styles in a way that helps learners maximize their learning potential (Gong, Xu, & Yu, 2004). This study included a foundation of literature in teaching excellence. Teaching standards of high excellence served as the starting point for the project. Several theoretical models were used for this study (Banner, 2012; Chickering & Ehrmann, 1996; Loertscher, 2011; Porto, 2009; Reynolds, 2009; Swan, Garrison, & Richardson, 2009). The result from historical and most recent innovations in the literature led to courses that deliver the material in multimedia formats.

The purpose of the presentation will be to share the most innovative approaches to teaching in sport management courses to help entertain, retain, and prepare students for future careers through the usage of recognized teaching excellence strategies. Conceptually, the community of inquiry approach will be discussed to organize exemplary teaching around social presence, teaching presence, and cognitive presence. These approaches add engagement, meaningfulness, and transferability from the classroom. On the tangible side, a visual presentation will be provided on recent sport management multimedia simulations and usage of interactive video.

The impact on teaching quality is to provide meaningful educational experiences for the students through innovative teaching excellence that enriches the experience of the student. An innovative course provides examples of teaching excellence with scalability, durability, and quality by design. Part of an innovative course design is to allow easy replication of excellence by both full-time and adjunct faculty. Artifacts will be shared from a six month course redesign project for a sport management program. The artifacts involved collaboration from various academic sources along with sport management industry experts. Value is added through improved course design strategies to meet the needs of this generation of students.

Originality of the innovative course design involved an interactive multimedia format for each week of instruction. The multimedia components reached beyond the classical teacher to student one way structure. Faculty constructed the content, and multimedia experts facilitated the technological tasks. Examples of the interactive multimedia approaches included schemes in a flow chart that allow students to click on their desired content for that session. They could also explore more deeply into the textbook, syllabus, or rubrics in the interactive format. Part of the course appears like a library for choosing what topic to explore next from a click of the computer. Faculty could add their voice to the interactive movie format to help guide the student throughout the course. A narrative thread would guide students into each instruction. Students have opportunities to demonstrate their understanding of the course learning objectives throughout the process. This would occur in transferability of the course material to a real world simulation. They will be challenged by management aspects such as differing personality conflicts and likely problem scenarios. Through interactive procedures, the students create the best solution for the sport management problem or challenge.
In summary of the study findings, the innovative strategies for course design meet the standards for the community of inquiry theoretical model (Banner, 2012) with presence in teaching, social aspects, and cognitive stimulation. This approach creates a friendly interactive environment for the learners in sport management. A previously static course of content becomes an engaging process with the course material. The instructor presence will be recognizable more than previous online courses due to the voice and film components. The learner receives immediate feedback on each choice they make through the learning assessment scenarios. This allows them to apply their ideas from the lesson in knowledge checkpoints strategically placed throughout the presentations and the readings. These multimedia tools allow for easy conversion to mobile formats, such as the iPad, iPhone, Android, and Kindle Fire. In addition, social media and Web 2.0 are used throughout the innovation course design. The purpose is to keep students engaged through interactive tools. Twitter would be another option to share current news and events related to course objectives and subject matter. Scoop.it creates online magazines with recent content articles and latest trends. This could be used as an assignment for the students to create their own magazine. Students could share their magazines with other students and receive peer feedback and discussion. YouTube is embedded to aid course content and refers to course objectives. Videos add a visual and audio component in a facilitative way. Another section of the innovative course included multimedia originally-produced video. These may include clips of practitioners in the field sharing their knowledge and expertise. This approach advances the student experience by connecting to sport management careers. Another key component is live lessons between the faculty and the students. The live lesson has the potential to increase satisfaction and retention for both the faculty and the students. The interaction is real-time and allows for questions to be answered on demand for the students. Lastly, innovative strategies for course design focuses on multimedia that could include various constituents who add engagement that could include various university leaders, alumni, and sport management professionals to welcome sport management students into the newly designed or redesigned course that will interactively prepare them for the sport management profession.