Engaging in the scholarship of teaching and learning is essential for improving pedagogical practices and enhancing student learning, especially since Angelo and Cross (1993) suggest improving teaching is the best way to improve learning. According to Kreber and Cranton (2000), “the scholarship of teaching and learning also include(sic) the acquisition of knowledge about teaching through reflection on practice and research on teaching in faculty’s own disciplines” (pg. 478). Kreber and Cranton (2000) used transformative learning theory (Mezirow, 1991) to describe a knowledge system of teaching using content, process, and premise reflection. Their discussion involves three types of knowledge that can be assessed through these reflections including instructional (teaching strategies), pedagogical (understanding student learning), and curricular (why we teach the way we teach) knowledge (Kreber & Cranton, 1997). These three types of knowledge can be systematically examined through the scholarship of teaching and learning when educators actively engage in assessing their teaching and student learning. When faculty choose to do so, they are engaging in instrumental, communicative, or emancipatory learning about their teaching (Kreber & Cranton, 2000). Faculty should experiment with methods for improving student learning and then assess these strategies (Achen & Lumpkin, 2015).

Although the scholarship of teaching and learning encourages faculty to evaluate their courses, strategies, and processes, it can be difficult to find time to engage in projects assessing teaching and learning and bring them to fruition as manuscripts. This may be further exacerbated by a lack of experience in designing, implementing, and assessing innovative and effective projects and writing up the results as scholarly inquiry. Examples of the types of studies that could be conducted by sport management educators include evaluating strategies to increase student engagement, stimulate critical thinking, assess student learning, and develop rapport with students. Dallimore, Hertenstein, and Platt (2004), Larson and Lovelace, 2013), and Tofade, Elsner, and Haines (2013) provide excellent examples of the types of studies that sport management educators could conduct.

While the field of sport management has a journal focused on education (Sport Management Education Journal; SMEJ) and dedicated programming at its national conference (i.e., the Teaching and Learning Fair) for sharing effective teaching and learning strategies in our discipline, scholarship on teaching and learning is lacking. SMEJ is a peer-reviewed publication of NASSM that “promotes advancement of the body of knowledge in pedagogy as it relates to sport management education and disseminates knowledge about sport management courses, curricula, and teaching” (About SMEJ, n.d.). This journal encourages research on many topics, such as online learning, effective teaching methods, and experiential education. Additionally, many Teaching and Learning Fair presentations may be well-suited for the “Pedagogical Innovations” section that encourages” the exchange of pedagogical practices in sport management,” and, “solicits contributions that aid SMEJ readers in both a scholarly and expressly practical manner” (About SMEJ, n.d.). However, for faculty who have rarely, if ever, engaged in this type of research, it may be difficult to see how their research on teaching and learning could translate into scholarly, yet practical, manuscripts. As colleagues and educators, it is important we support and engage one another in the promotion and evaluation of teaching and learning.

The purpose of this panel is to provide background information on the scholarship of pedagogy and discuss how sport management educators can engage in and improve teaching and student learning. Additionally, we will provide suggestions and strategies for turning research on teaching and learning into manuscripts. The three phases of the development of the scholarship of teaching as discussed by Weston and McAlpine (2001) include growing and developing one’s own teaching, discussing teaching with colleagues, and sharing expertise and developing knowledge.
about teaching that impacts the field. As part of this process, a panel of educators who have engaged in scholarly inquiry and published articles on teaching and learning will discuss the importance and process of furthering the literature in this area. They will share examples of their research projects and provided suggestions to help others. The second half of the panel presentation will involve answering questions from audience members. Attendees are encouraged to bring current projects to discuss.

Members of the panel have worked on a variety of projects, which have been published in the Sport Management and Education Journal and other scholarly outlets related to teaching and learning. Each panel member has experience with different types of projects. For example, Lumpkin and Achen (2015) explored the effectiveness of flipping a Sport Finance and Economics class and reported on their findings. They detailed the systematic process of assessment and suggested that other teachers carry out a similar evaluation of their classes.

Hardin has examined student satisfaction in service learning and physical activity courses (Hardin, Fitzhugh, & Mirabito, 2012; Wozencroft & Hardin, 2014), establishing a student co-curricular club (Hardin, Pate, & Bemiller, 2013), and faculty-student interaction (Taylor, Hardin, & Rode, in press).

Additionally, Miller has investigated using group work in the classroom as a pedagogical strategy (Miller, Gillentine, & Podlog, 2013), enhancing sport marketing service-learning using Kolb’s experiential education model (Miller, Meaney, & Podlog, 2012), and creating a traditional format for online learning (Miller, Koo, & Chelladuria, 2016). Primarily, the studies indicated the issues of active learning from the student perspective. Magnusen and Perrewé (2016) developed an educational research review centered on the role of social effectiveness in leadership. Leadership, with particular reference to effective leadership, is highly relevant to the daily activities of sport professionals. Leadership also represents a popular area of inquiry and exploration amongst sport journalists and scholars. So, with that information in mind, Magnusen and Perrewé conducted a critical research review and synthesis that explored the following question: What are the ways leadership is presented in sport management textbooks and is this complete?

To advance and enhance the quality of instruction in sport management programs, it is imperative that faculty members engage in the scholarship of teaching and learning. Disseminating the results of evidence-based teaching practices can help to improve the quality of graduates leaving our respective institutions. This panel will provide information to aid sport management faculty in making scholarly contributions to further the literature on teaching and learning.