Transforming Pedagogy into Scholarship

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60-minute symposium, roundtable, or workshop 10:35 AM
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Examining pedagogical practices, curriculum, and faculty development is essential in improving the overall experience of students in higher education and each is an area ripe for investigation (Achen & Lumpkin, 2015; Angelo & Cross, 1993; Kreber & Canton, 2000). However, it can be challenging for faculty to find time to engage in research in these areas. Conducting pedagogical-based research also requires forethought as a research plan must be in place prior to the semester or learning activity beginning to be fully implemented within the classroom or learning environment. Sport Management doctoral students often have the opportunity to teach in the sport management undergraduate curriculum but often do not engage in pedagogical training. There are also not many faculty engaging in scholarship in this area so there is limited opportunity for mentoring in conducting pedagogical-based research.

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 the discipline. However, scholarship on teaching, learning, and professional issues 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. The journal offers the opportunity to publish traditional data-based research employing both quantitative and qualitative methodologies. The journal also offers a Pedagogical Innovations section for submissions that will advance new and inventive pedagogical practices or improvements on established teaching methods. These submissions fall into the broad categories of case studies, educational research reviews, and essays. An opportunity also exists to publish extended abstracts from presentations at the Teaching and Learning Fair held in conjunction with NASSM’s annual conference.

However, for faculty who have rarely, if ever, engaged in this type of research, it may be difficult to envision how their teaching and classroom practices translate into scholarship. It is important to engage in the promotion and evaluation of teaching, learning, and faculty development. The purpose of this panel is to provide strategies on how to transform pedagogy into scholarship. A panel of educators who have engaged in scholarly inquiry and published articles on pedagogy and faculty development will discuss the importance and process of furthering the literature in this area. They will share examples of their research projects and the process used to develop this line of inquiry. The goal of the panel is to provide information to aid sport management faculty in making scholarly contributions to further the literature on sport management pedagogy and faculty development.