

Session: **Workshop: Improving university teaching in sport management I.**
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International sport and development: A course for sport management majors

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Aim: The aim of this course is three-fold: (1) to consider the role of sport in international policies, international relations and globalization; (2) to analyze the impact of sport on international, economic, social and political developments; and (3) to devise solutions using sport as a global transformational tool.

Content: Course content provides students with the opportunity to learn, analyze, synthesize and devise solutions in the use of sport as a global transformational tool. Topics include international transmission, diffusion and transformation of sport; theories of globalization and their relevance to sport; development and role of international sports federations; international sports politics; sports mega-events; role of sponsoring corporations and international media; nature of social and cultural continuity and change. Sources of social change are also contextualized through sport (i.e., changes to the physical environment; innovation; policy makers and planners; mass media; leadership; social movements; demographic changes). Linking actions globally to actions locally are interwoven throughout the course. Teaching strategies include interactive discovery, partner/group work, internet and Blackboard blending, debates, role playing, historical timeline development, and interviews. Evaluation methods include position papers on international development and sport; social transformation, community development and sport; and project sustainability. Also included is the creation and design of a grant proposal including a logic model that develops from the content presented in the course that critically analyzes need, quality of management, and sustainability of the project, using the United Nations Millennium Development Goals. A three-year business plan is designed, focusing on the project linking global actions to local ones; this is professionally presented to the class using Powerpoint. Finally, students develop a reflection log with other sport management students throughout the world using Facebook (or similar social network) to discuss issues that are germane to the content of this course.

Educational issues, experiences: Several issues in sport management are germane to this course. Rapid globalization and commercialization of sport has created new conflicting and competing interests. This has led to numerous parties that challenge the ability of the sports industry to competently govern itself. Good governance implies the commitment to strive toward continuous improvement, which is an inherent quality of sport (Burger, 2007). Inclusive community, social justice and collaborative service are pillars of corporate good governance (King II Report, 2002). The inclusion of this course in a sport management degree curriculum enlarges the young professional in sport management's knowledge of international and global policies and perspectives as they relate to appropriate practice through sport and development. Inclusive community and social justice are the cornerstones of community development. Using sport as a

vehicle for social change, young professionals develop strategies involving the impact of sport on development and develop appropriate governance practices by creating a project that evolves from the UN Millennium Development Goals (2000) and community development constructs.

Implications for sport and sport management: The course was developed to improve academic programming in upper division undergraduate and master of science programs in sport management in the area of international initiatives. Two professionals met at an international conference six years ago. They were instrumental in the creation of a Memo of Understanding, worked synchronously using expertise of two international sport management scholars to develop a course between two universities, that were part of degree programs in sport management at their respective universities. The course was initially developed and team taught at the University of Pretoria. The following year the course was team taught at Barry University. One young professional's project was selected to serve as a pilot project for total university and community involvement at both institutions. The project now serves as university outreach to community involvement and service learning for sport science, education and social work students at both universities. A detailed discussion of the process and outcomes will be included in the presentations.

References: Burger, S. (2007). The need for good governance in sport. Retrieved from www.srsa.co.za, April 1, 2010. *King II Report on corporate governance*. Retrieved from www.rtmc.co.za, April 1, 2010. Goslin, A., & Kluka, D. (2008). *Sport development module manual*. University of Pretoria/Barry University. Vanden Auweele, Y., Malcolm, C., & Meulders, B. (Eds.). *Sport and development*. Leuven, Belgium: Uitgeverij LamooCampus. Coalter, F. (2002). *Sport and community development: A manual*. Research Report 86, Sportscotland, University of Edinburgh: United Kingdom.