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**The learning effect and identification of the “learning by doing” teaching method in undergraduate sport marketing course ~ alumni vs. student**

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**Background and objectives**

Management subjects such as strategy, marketing, and human resource management are difficult for undergraduate students without working experience to realize [9]. College graduates often complain they are unable to apply the knowledge learned fragmentarily at school on the job [6]. Learning by doing teaching method used in sport marketing management courses have been reported effective [1][2][3][4][5][7][8]. A project was found on the tone of learning by doing teaching method in 2006 by the author in the college 3<sup>rd</sup> year class of sport marketing management. Each student group had to create its own event out of nothing, which means from the creative thinking, marketing proposal writing, sponsorship selling, and to event hosting. In doing so, students had chances to apply the theory of sport marketing management and other related disciplines [2]. As the project in 2006 turned out to be successful, it continued for 4 years. Till 2010, some 500 students had participated the project and a total of 30 sporting events had been created and held in public. All together more than 14,000 spectators came on the event sites and 150 news stories were covered by the media in 5 years. Evidences did show that the learning by doing worked well in the course of sport marketing [2][3][4]. But students graduated find the experiences learned by the method still useful on the job? And the students who are currently taught under the method and those who haven't support the idea? Do they identify or agree with the teaching method they actually experienced or going to experience? The learning effects was studied on students' professional abilities gained, challenges faced, self development obtained, and social interchanged achieved. The study objectives were to:

1. Discover the learning effect and identification of the method by the alumni.
2. Discover the learning effect and identification of the method by the students.
3. Discover the identification of the method of the students who haven't taken it.

**Method**

The questionnaire for current students and alumni comprised mainly two sections, 30

questions for learning effect and 17 questions for identification. The questionnaire for future students comprised only 17 identification questions. Cronbach's  $\alpha$  and factor analysis was used to verify with the validity and reliability of the questionnaire after pretesting. A total of 600 questionnaires were issued; 400 for alumni, 100 for current

students and 100 for future students who haven't taken the class yet. 350 questionnaires were returned. Statistical analyses of t-test, one-way ANOVA, coefficient of correlation, factor analysis, regression analysis were conducted through software of SPSS17.0 version.

### **Result**

The alumni provided more positive feedback on the learning effect of the method. Alumni would like to see the continuation of the method by more students. They also agreed that the method and its outcomes are special which can represent the department and the huge publicity generated will benefit the school and the department. Students who just completed the project confirmed the learning effect but pointed the drawbacks. The high learning effects of both alumni and current students have positive impact on identification. Students who haven't taken the class found a mix feeling toward the method. The class instructor played an important role in facilitating the method, or the project. Conclusion and recommendation were further drawn based on the findings above.

### **Reference**

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