

Session: **Workshop: Improving university teaching in sport management II.**

Abstract nr: **EASM-0044**

### **Using cross-institution student presentations to internationalise the sport management curriculum**

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#### **Background**

Mega-events, multi-national sports agencies and professional sport leagues all offer sport management graduates an opportunity to pursue their career across the globe. To prepare our graduates for work in this international sport industry it is essential that the sport management curricular reflects this global perspective.

#### **Literature**

At present there is no clear consensus around the term internationalisation, or how best it might be operationalised in an institutional context. However, internationalisation of the curricular can be seen as a vehicle through which international issues are integrated into the classroom. Reviewing the body of research discussing internationalisation of sport management curricular, key issues identified include: academic staff expertise in international sport management education, opportunities for international exchange (academic staff and students), international collaborative research opportunities and ways of internationalising programme content (Masteralexis & McDonald, 1997; Li et al., 2002; Jones, et al., 2008).

#### **Teaching Innovations and Impact on Teaching Quality**

This presentation discusses the development, implementation and evaluation of a collaborative teaching and learning activity between an Australian and a UK sport management undergraduate degree program. A class within each program was selected for trial, and the internationalisation activities were undertaken in the areas of both teaching and assessment. The project was implemented within the sport development teaching area, a subject that combines theoretical and practical issues and has areas of both international similarity and difference as points of comparison for student reflection.

Internationalisation of the teaching delivery was undertaken quite simply through the recording of guest lectures or video podcasts which focussed on the specific aspects of the national sport development models. This material was shown in class and uploaded to web-based teaching spaces and formed the basis of in-class discussions.

The internationalisation of an assessment activity was more complex and involved recording student group presentations on sport development activities of national Olympic sport organisations. Combining the Olympics with sport development seemed like the perfect focus of a UK / Australia collaborative project. Students were asked to prepare presentations that clearly outlined the policy and programs associated with their national sport, with particular regard to

presenting for an international audience. The completed presentation recordings were then shared with the international partner student cohort for peer-review and a comparative analysis of the two nation's sport development programs. This assessment activity provided both cohorts of students with the opportunity to learn about their nation's sport development programs, to communicate with an international audience, to learn about another nation's sport development programs, and most importantly, to undertake a comparative analysis of the effectiveness of each nation's sport development policy and programs. By embedding the international perspectives and content into an assessment activity, this ensures that the students engage with the materials at a deeper level, and additionally, are directly involved in facilitating learning for another cohort of students.

Evaluation of this international teaching and learning activity was undertaken via structured student feedback during the activity, and at the completion of the subject, together with reflective journaling of activities, teaching practice and the process of implementing the project by the academics involved.

Reflective practice is about the process of teaching, rather than about the evaluation of teaching, questioning why we do something rather than how, and learning by this process (Kuit, Reay & Freeman, 2001; Pereira, 1999; Rogers, 2001). This presentation will conclude therefore with a discussion of the value of reflective teaching practices to the scholarship of teaching and learning, and approaches to the management and collaboration of the process of reflection between international research partners.

This project provides a timely and innovative approach to the development, implementation, evaluation and reflection on internationalising the sport management curriculum in an international cross-institution context.