

Creating a global classroom through international collaboration and social media

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Sport often serves as a bridge to unite people from different cultures and countries. Colleges and universities around the world are educating the future leaders in the global sport industry. The trend toward globalization in the sports industry has prompted numerous higher education programs to embrace the concept of study abroad and internationalization of sport management curricula, which is now recommended by the North American accrediting body in sport management (Miller and Seidler, 2010; COSMA Accreditation Manual, 2010). How these programs "internationalize" for the benefit of the student experience varies widely and is often determined by financial constraints.

The American Council on Education (ACE) advocates that educational programs make use of technology to provide students with cross-cultural learning experiences (Bringing the world into the classroom, 2010). The SUNY Center for Collaborative Online International Learning (COIL) created the Cross National Project to develop internationally focused online coursework (About COIL n.d.). This approach intends to broaden the scope of international

education, creating unique opportunities for international learning to students unwilling or unable to study abroad. Furthermore, these adopted and adapted methods are relatively cost effective for both colleges and students. Finally, our concepts provide faculty and students a platform for learning and using new technologies in the classroom.

This project examines an "international" experience for sport management students who work on collaborative, online learning projects with fellow students from the USA, the Netherlands, and Norway. Students conducted interactive learning through a private Facebook group, Google documents, and Skype. Student communications via Facebook were coded and analyzed by the authors. A student satisfaction survey was also administered and analyzed. It was determined that students did benefit from this cultural exchange and were comfortable working with social media in the classroom.

References:

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