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## SPORT MANAGEMENT EDUCATION IN THE DIGITAL AGE

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Synopsis:

The purposes of this presentation are to explain digigogy, express how digigogy is a relevant model for sport management education in the digital age, and provide examples of how digigogy can be applied in sport management education.

Abstract:

AIM: Sport Management teaching and learning, even online and blended classes, have typically stalled in a “teaching is telling and learning is listening” traditional pedagogy. Such pedagogy fails to prepare students for careers in the digital age, an age where information is abundant and easily accessible (Cuban in Salo, 2014; McCusker, 2014; Kessler, 2012). To prepare for sport management careers in the digital age, the role of the educator must change from distributor of information to a coach who creates rich learning environments, and the role of the student must change from passive consumer of information to prosumer, active learner, and creator (McCusker, 2014). Digigogy, a new pedagogy that blends new technology (especially interactive social media) with active learning (i.e., learning by doing) models, is a pedagogy for the digital age (Fisher, 2012; McLaughlin, 2014). It transforms sport management educators into creators of high fidelity learning environments and empowers students to learn (singularly and collaboratively) by struggling with complex real-world sport business problems. Students use the available technology to find, vet, curate, and transform information about the problem into possible solutions, and then use technology to display this work for evaluation and publication. The purposes of this presentation are to explain digigogy, express how digigogy is a relevant model for sport management education in the digital age, and provide examples of how digigogy can be applied in sport management education. Data from a 2011-2014 Fan Market Study on Social Media use (SBRnet.com) will be used to demonstrate how educators can create active learning environments that require students to use technology to find, vet, curate, create, evaluate and

publish content in collaborative ways.

**PRACTICE DESCRIPTION:** This presentation explains and gives examples of how a new pedagogy, digigogy, can be used by university educators and students. Practitioners will learn 1) what digigogy is, 2) why it should be used to promote a better fit with what universities actually teach and what the digital age actually requires of college graduates in sport management, and 3) how to engage digigogy in sport management. Examples of digigogical assignments pertaining to sport management content will be given. Presenters will also engage the audience with brainstorming opportunities as to how individuals in the audience can translate one of their pedagogical assignments into a digigogical assignment.

**CONTEXT DESCRIPTION AND ACTORS INVOLVED:** This presentation primarily addresses sport management educators and students at the university level. However, corporate training in various sport management agencies could also use digigogical models in their training.

**IMPLICATIONS AND LEARNING:** From this presentation, the participants will learn about digigogy – what it is, why it should be used, and how to use it within the context of sport management content and real-world sport management related issues and problems. Participants will also have an opportunity to be coached on how to transform one of their classes, lessons, or projects of into a digigogy assignment.

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