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Videos in Case-Based Teaching in the Sport Management Classroom

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Videos in Case-Based Teaching in the Sport Management Classroom

Summary

Videos which can be used to address most learning objectives in the university classroom are available online at an unparalleled level. With more than eight million reference files available on the video sharing site YouTube, educators are able to use sites like YouTube to find video clips to address a variety of instructional topics (YouTube, 2012). Advancements in technology including WiFi availability and the proliferation of online video website have increased the ease with which videos are accessed. With the rise of videos in university teaching, researchers have begun to explore their impact on learners. Specifically, Berk (2009) has explored how videos address different learning types, impact brain waves to relax or grab students' attention, and generally appeal to tech savvy students.

While videos are slowly becoming a prominent fixture in the classroom, story-telling and case-based learning have been a part of professors' repertoires for a significant period of time as a means of developing problem solving and analytical skills among students (Jonassen & Hernandez-Serrano, 2002). The following seminar will discuss the value of videos in case-based teaching, introduce the development of case studies connected to videos, and provide practitioners with a list of pertinent considerations when selecting videos.

Keywords

Sport management, videos, case-based instruction, You Tube, social media

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SUMMARY

Videos which can be used to address most learning objectives in the university classroom are available online at an unparalleled level. With more than eight million reference files available on the video sharing site YouTube, educators are able to use sites like YouTube to find video clips to address a variety of instructional topics (YouTube, 2012). Advancements in technology including WiFi availability and the proliferation of online video website have increased the ease with which videos are accessed. With the rise of videos in university teaching, researchers have begun to explore their impact on learners. Specifically, Berk (2009) has explored how videos address different learning types, impact brain waves to relax or grab students' attention, and generally appeal to tech savvy students.

While videos are slowly becoming a prominent fixture in the classroom, story-telling and case-based learning have been a part of professors' repertoires for a significant period of time as a means of developing problem solving and analytical skills among students (Jonassen & Hernandez-Serrano, 2002). The following seminar will discuss the value of videos in case-based teaching, introduce the development of case studies connected to videos, and provide practitioners with a list of pertinent considerations when selecting videos.

Keywords: Sport management, videos, case-based instruction, You Tube, social media

LEARNING OBJECTIVES

After participating in this seminar, participants will be able to:

- identify the value of using videos for case-based teaching;
- brainstorm creative, practical ways to use videos in their own personal teaching context to enhance student learning; and
- select videos for the classroom and know where to find appropriate videos for learning purposes.

REFERENCE SUMMARIES

Berk, R.A. (2009). Multimedia teaching with video clips: TV, movies You Tube, and mtvU in the college classroom. *International Journal of Technology in Teaching and Learning*, 5(1), 1-21.

Berk (2009) discusses the value that videos can add to the college classroom and provides a list of the potential outcomes of using video in the classroom. In addition, Berk (2009) outlines the impact of using videos on the brain. Specifically Berk (2009) identifies how videos engage the core intelligences (verbal/ linguistic, musical/rhythmic, and visual/spatial) and both hemispheres of the brain. He also details how the brain responds to videos via brain waves.

Following Berk's (2009) rationale for the value of videos in the classroom, he outlines key considerations for instructors to bear in mind when selecting videos for the classroom and how to preface the use of videos in the classroom. Berk (2009) also provides resources for instructors on where to find videos for different purposes. Berk (2009) concludes his article with a list of different ways in which videos can be used in the classroom.

This is a very practical article that outlines the value of videos in the classroom for instructors, how to obtain videos, and the main techniques that are associated with video use in the classroom. These key features of this article are presented in the workshop.

Mullen, R., & Wedwick, L. (2008). Avoiding the digital abyss: Getting started in the classroom with You Tube, digital stories, and blogs. *The Clearing House*, 82(2), 66-69.

Mullen and Wedwick's work informs the workshop by clearly articulating the value of using videos to enhance teaching in the classroom. This article presents a case study of how one instructor explored different ways of incorporating technology (You Tube, digital stories and blogs) into her classroom. In choosing to become more digitally friendly, this instructor cites the importance of preparing students for a technological world and enhancing their technological literacy.

The instructor engaged in using videos from You Tube to explain concepts and grab her students' attention. Throughout the school year, the students also began to engage in the creation of their own You Tube videos to display their learning. The culmination of this technological experiment involved the students creating digital stories. Their stories combined several testing skills into one assignment, which required script writing, taping and visual display of their concept and editing. The final piece of technology that was introduced to the class was a blog. A class blog was set-up that allowed both students and teacher to make written posts, comment on other posts, and share interesting stories and videos on the web.

Jonassen, D.H. & Hernandez-Serrano, J. (2002). Case-based reasoning and instructional design: Using stories to support problem solving. *Educational Technology Research and Development*, 50(2), 65-77.

Jonassen and Hernandez-Serrano (2002) begin their article by outlining the pervasiveness of storytelling throughout time as a teaching method, and its current lack of use in the classroom. Jonassen and Hernandez-Serrano (2002) propose the use of real-life stories for case-based teaching in the classroom. The authors support the use of stories for learning as they include many nuances, sub-problems, multiple stakeholders and outcomes that are often lacking in formulaic cases used for teaching. Jonassen and Hernandez-Serrano (2002) suggest that by using real stories, the students will be better prepared for problem solving in the “real world” where problems are multi-layered and often no single answer exists.

Within this article, Jonassen and Hernandez-Serrano (2002) also outline instructional design for teaching with stories. The authors indicate that there are two primary ways to teach with stories—first to perform task analysis and second as a learning support during teaching. The authors also share key considerations when selecting stories to use for case-based teaching including:

1. Eliciting stories from skilled practitioners
2. When interviewing practitioners for stories use the *PARI* system to elicit the appropriate information. The *PARI* system includes identifying Precursors relevant to the story, Actions (decision), and an Interpretation of the Results

In conclusion, Jonassen and Hernandez-Serrano provide three key reasons for using stories in case-based teaching. First, they can be used as examples of concepts, principles or theories. Second, they can be used for problem-solving, by having the students work through the story to solve the situation. Third, stories can be used to provide advice to students as to what has been successful in particular contexts and not in others. This article informs the workshop by highlighting the need for story-based/case-based teaching to assist students in developing problem solving skills that will be applicable outside of their academic careers.

CONTENT AND ORGANIZATION

Pre-Workshop Instructions:

1. All participants should bring a laptop or mobile device that provides them with access to You Tube
2. Workshop instructor should pre-load all videos related to the presentation on the classroom computer prior to the commencement of the workshop

Duration (min)	Topic	Details	Presentation Strategies
15	Introduction	After showing the You Tube video, participants will be	Show the following You Tube video (<i>RSA Animate - Changing Education Paradigms</i> http://www.youtube.com/watch?v=zDZFcDG)

		<p>asked to brainstorm what value they see in using You Tube videos in their classroom. As the facilitator ensure that some (if not all) of the following topics are identified:</p> <ul style="list-style-type: none"> • Grab students' attention • Focus students' concentration • Generate interest in the class • Create a sense of anticipation • Energize or relax the students for learning • Draw on students' imagination • Improve attitudes toward content and learning • Build a connection with other students and instructor • Increase retention of content • Increase understanding • Foster creativity • Stimulate flow of new ideas • Foster deeper learning • Provide an opportunity for freedom of expression • Serve as a vehicle for collaboration • Inspire and motivate students • Make learning fun • Set an appropriate tone or mood • Decrease anxiety and tension on disturbing topics • Create memorable visual images 	<p>pL4U&feature=fvwrel</p> <p>This video illustrates the underlying paradigm present in the education system and proposes changes to match present day society. The purpose of this video is to get participants thinking about the methods they employ in the classroom and whether their methods are effectively meeting the needs of students.</p> <p>Following the viewing of the video, brainstorm with participants what value this particular video and others could bring to the classroom.</p> <p>In addition, ask participants to discuss the value of story-based/case-based learning. In particular be sure to cover the following points:</p> <ol style="list-style-type: none"> 1. Cases can be used as examples of concepts, principles or theories. 2. Cases can be used for problem-solving, by having the students work through a real life story to solve a situation. 3. Cases can be used to provide advice to students as to what has been successful in particular contexts and not in others
10	The power of videos in the classroom	As the workshop leader you will present information on how videos in the classroom address a variety of learning styles simultaneously, as	As the instructor please discuss the following: <i>Simultaneous Engagement of Learning Styles:</i> The core intelligences that every student possesses to varying degrees are: verbal/linguistic, visual/spatial, and musical/rhythmic. If a professor stimulates more than one intelligence while teaching,

		<p>well the impact of videos on brainwaves.</p>	<p>they are allowing almost every student to use their strong intelligence as well as strengthen their weaker intelligences. Videos can tap into all three core intelligences.</p> <p>As well, the brain has separate hemispheres that relate to verbal and nonverbal thinking. A video clip engages both hemispheres. The left side processes the dialogue, plot, rhythm, and lyrics; the right side processes the visual images, relationships, melodies and relationships.</p> <p><i>Brain Wave Frequencies</i> Another aspect of brain functioning is the brain wave frequencies. Alpha Waves: occur when students are in a relaxed state of awareness. The right hemisphere is primarily engaged in alpha (i.e., reading, studying or reflecting). Slow, reflective, though-provoking video clips foster alpha waves. They relax the brain, which can be useful when reviewing content so it passes into long-term memory.</p> <p>Beta Waves: patterns of a fully awake mind, when the left hemisphere of the brain is dominant. This is also the dominant brain wave when students are multitasking (i.e., checking Facebook and/or texting, while simultaneously taking lecture notes). Fast action video will keep students alert and ready for activities the instructor has planned.</p> <p><i>Conclusions</i> The value of a video clip as a teaching tool lies in its potential to: 1. Tap simultaneously into core intelligences, 2. Engage both hemispheres of the brain, 3. Manipulate students' alpha and beta brain waves (relax or make them alert)</p> <p>See Berk (2009) for more details</p>
25	Sport Management Case Study Example	Provide a case study example to work through to show the power of video when conducting case-based learning.	<p><i>Out Of Synch: Male Synchronized Swimming Team Barred From London Olympics.</i> http://www.youtube.com/watch?v=hQN0QM4CW00</p> <p>As a large group watch the above You Tube video. Have the large group split into smaller work groups (4-5 participants) and have them complete the case study worksheet.</p> <p>After 10 min of small group discussion come</p>

			<p>back together as a large group to discuss the similarities/differences in responses from the questions posed on the case study worksheet.</p> <p>Have participants reflect on how the video impacts on the case study.</p>
25	You Tube: Context Specific	Participants are encouraged to brainstorm ways in which videos could be used in their context and develop a case study to be used in the classroom.	<p>Sport management is a varied discipline covering several domains. Have participants break into groups based on their teaching or research interests (i.e., history, marketing, leadership, policy, human resource management, finance, sponsorship).</p> <p>Each of the above sub-groups has a suggested You Tube video below for participants to use to build a case study around.</p> <p>History: Politics & Olympics http://www.youtube.com/watch?v=DEUEN-CB2pA</p> <p>Marketing: Ambush Marketing echo as Meares TV ad gets axe http://www.smh.com.au/olympics/news-london-2012/ambush-marketing-echo-as-meares-tv-ad-gets-axe-20120711-21waf.html</p> <p>Leadership: Joe Paterno's Legacy Dies at 85: ESPN Tribute http://www.youtube.com/watch?v=VnNTbqRTsOU&feature=related</p> <p>Policy: Canadian Athletes Now Fund PSA 'Job' http://www.youtube.com/watch?v=i4gqny8CbAU</p> <p>Human Resource Management: Morrison reflect on NHL lockout 2012 http://www.youtube.com/watch?v=f2BjgNj8mVs</p> <p>Finance: Olympic Legacy Equals Huge Debt http://www.youtube.com/watch?v=eoSct1kZuYY</p> <p>Sponsorship: State of the Sport: Sponsorship Planning http://vimeo.com/49472454</p>
10	Toolkit for videos in the classroom	Review handout 'Videos in Case-Based Teaching in	<p>Use the handout to:</p> <ol style="list-style-type: none"> 1. Highlight different places to find videos appropriate for the classroom.

		Sport Management'	<p>Ask participants if they know of other resources for video sourcing.</p> <ol style="list-style-type: none"> 2. Identify the websites and books that already have case studies created for specific video clips. These resources are useful to those new to video case-based teaching to learn how others have developed case studies around video clips. 3. Discuss the considerations presented in the handout pertaining to selecting a video. Do participants agree with these considerations? Are there other items to consider when selecting a video? 4. Review the 8 Steps for Using a Video Clip. Remind participants that for videos to be effective their use in the classroom must be planned and purposeful to the learning of the students.
5	Conclusion	Session is concluded.	<p>Workshop instructor highlights the learning take-home points:</p> <ol style="list-style-type: none"> 1. Videos can be beneficial in the classroom for numerous reasons 2. Using videos requires pre-planning (selecting video, developing appropriate discussions). 3. Refer to handout for resources on locating videos and pre-developed case studies.

APPENDICES

Appendix A: Activity Handout - 5 Rings of Discrimination: Male Participation in Synchronized Swimming

Appendix B: Handout - Videos in Case-Based Teaching in Sport Management

Appendix A:

5 RINGS OF DISCRIMINATION: MALE PARTICIPATION IN SYNCHRONIZED SWIMMING

SPORT MANAGEMENT CASE STUDY (MINUTES 25 – 50 OF WORKSHOP)

In your small groups, please watch the You Tube video: *Out Of Synch: Male Synchronized Swimming Team Barred From London Olympics*.

<http://www.youtube.com/watch?v=hQN0QM4CWO0> and discuss the following questions:

1. Why would the IOC rule against males participating in synchronized swimming?
 2. What arguments could you present to both support and repeal this ruling?
 3. If the international governing body (in this case FINA) allows participation of males at World Championships why would the IOC differ from that?
 4. Which federation should have the ultimate ruling in this situation IOC or FINA?
-

INSTRUCTOR NOTES:

The purpose of this video and subsequent discussion questions is to have participants reflect upon discrimination in sport. Remember not all members of the workshop may be well versed in the legal requirements of evaluating discrimination. Keep the discussion at a general level, but when you bring the group back together as one large group, some interesting discussion points to reflect upon are:

The most common forum for an allegation of discrimination within sport is through a claim under the *Human Rights Act*, which requires that the following elements be satisfied:

It is a discriminatory practice in the provisions of goods, services, facilities or accommodation customarily available to the general public:

- (a) to deny, or deny access to, any goods, service, facility, or accommodation to any individual, or
- (b) to differentiate adversely in relation to any individual, on a prohibited ground of discrimination

(c) In order to success in a claim, the claimant must prove a *prima facie*¹ case by meeting four tests

- Is the impugned act or activity included under the Act?
- Is the impugned act or activity available to the public?
- Is there discrimination in the provision of the act or activity?
- Is the discriminatory act or activity based on a prohibited ground?

If a claim for discrimination is proven, in many cases there may be an opportunity for the respondent to argue a reasonable justification for the discrimination.

Corbett, R., Findlay, H, & Lech, D. (2008). *Legal issues in sport tools and techniques for the sport manager*. Emond Montgomery Publications Limited: Toronto, ON

Appendix B:

VIDEOS IN CASE-BASED TEACHING IN SPORT MANAGEMENT

WHAT TO CONSIDER WHEN SELECTING A VIDEO:

1. Students' characteristics, which relates to socio-demographic characteristics: age, gender, ethnicity, and language-dominance.
2. Offensiveness of video: Instructors need to consider content irrelevant to the reason for showing the video such as: put-downs, ridicule of females, racial or ethnic groups, professions, politicians, celebrities, mental or physical abuse, drug use and other offensive material. Videos should be used to facilitate—not impede—learning.

When using offensive content is a part of the message or content students should be cautioned of the material and reminded of the purpose of the video.

3. Video structure, how long the video is, the language used, and number of characters.

8 STEPS FOR USING A VIDEO CLIP:

1. Pick a particular clip
2. Prepare specific guidelines
3. Introduce video
4. Play the clip
5. Stop the clip to highlight a point or replay
6. Set a time for reflection
7. Assign an active learning activity
8. Structure a discussion

WHERE TO FIND VIDEOS:

1. You Tube
2. TeacherTube
3. School Tube
4. United Streaming
5. OneWorldTV
6. Yahoo!Video
7. Google Video

TOOLS FOR DEVELOPING CASE STUDIES WITH VIDEOS

Champoux (2001, 2004, 2005, 2006, 2007) has workbooks and video clips organized into different topics, see <http://featurepresentation.swlearning.com>

Websites with movie clips including learning guides, lesson plans, and are indexed by subject matter

<http://www.teachwithmovies.com>

https://www.geocities.com/sportmovies/SPMD_theme_index.htm?200719

Adapted from Berk, R.A. (2009). Multimedia teaching with video clips: TV, movies YouTube, and mtvU in the college classroom. *International Journal of Technology in Teaching and Learning*, 5(1), 1 – 21.

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