

A TEACHING SPORT MARKETING THE HYBRID WAY: ADDING A NEW TWIST

**John Miller, Department of Health, Exercise, and Sport Sciences,
Texas Tech University, Box 3011, Lubbock, TX 79409-3011
john.miller@ttu.edu**

**Frank Veltri, Department of Health, Sport, and Exercise Sciences, Robinson Center,
University of Kansas, 1301 Sunnyside Ave., Lawrence, KS 66045-7520
Frank.Veltri@Colorado.EDU**

INTRODUCTION

For the past 15 years, learning institutions have been trying to develop a better understanding of the role of technology in facilitating learning and identify the learning outcomes. Over the past few years, the most rapidly growing use of online teaching has been in teaching hybrid courses. A potential benefit of hybrid teaching is the limited face-to-face interaction with the instructor. Traditional online courses provide no face-to-face interaction.

Distance learning has become an accepted educational tool and has broken into mainstream higher education. It is reported that over one-third of university faculty have taught an online course and find it as effective as face-to-face teaching (Kolowich, 2009). Online learning has been woven into the fabric of higher education and has become the fastest growing model. Online education has become fundamentally accepted and should have continued growth, faculty engagement, student demand, and recognition as a quality educational alternative. Carlson (2004) has suggested that slightly more than half of all colleges rate online learning as "essential to the overall strategy" of the learning environment (p.A30). In the academic year 2000-2001, 90% of 2-year colleges and 89% of 4-year public institutions offered some form of distance learning education (Tallent-Runnels, Thomas, Lan, Cooper, Adhern, & Shaw, 2006). Enrollment in online courses in the United States has increased by 33% per year (Pethokoukis, 2002). It has been estimated that 3.2 million students, or 1 in 6, completed at least one online course during the fall of 2005 (Hatfield, 2006).

Ponzurick, France, & Logar (2000) reported that distance learning has surfaced as a major education alternative, the question remains, should it differ from traditional classroom methods. In the past, the goal of distance learning was to offer students the online educational experience much like the face-to-face classroom instruction. There is a growing concern that face-to-face techniques will not work in a distance education format. One such problem is

the lack of dialogue in telecourses when compared to face-to-face instruction. Without interactivity, distance learning degenerates into the old correspondence course model of independent study with the student becoming autonomous and isolated (Sherry, 1995). Sherry (1995) also indicated that to be successful in distance learning, there must be interactivity between instructors, students, and the learning environment as well as active learning in the classroom. The goal of distance learning and traditional learning should be to achieve the same learning results with either model. It improves the comprehension of your conference presentation and is the basis of useful feedback from others interested in your ideas.

HYBRID MODEL

The majority of college students have grown up with the internet, text messaging, email, blogs and real-time interaction. Students are seeking immediate feedback on assignments and demand constant access to grades and class materials. Many colleges have used the combination or hybrid approach offering classes partially online and partially in class.

The hybrid model of teaching has ensured that the college mission of personal touch will continue at many universities. The hybrid models of education have resulted in the convergence of the traditional classroom and distance learning (Shale, 2002) which is a common trend that parallels the adoption of cost-saving and the blending learning methods in business programs. At business schools through the U.S., the hybrid model has gained increased success and acceptance under the banner of "blended learning." Blended learning incorporates the use of multiple technology modes that are combined with pedagogical approaches (Martyn, 2003). Blended learning has the joint effectiveness of face-to-face and technology with instructor interaction. The application of advanced information technologies has the potential to change educational processes in both the traditional classroom and distance-learning environments.

Online courses can be used in a variety of ways for various marketing courses. Sport marketing courses have seen continued growth in business schools throughout the United States. Sport marketing courses can be designed to use the hybrid model for faculty-student interaction. In designing the sport marketing course, I have added a new twist to the traditional hybrid course to include two meetings (the first and last days). This hybrid course was designed with a series of interactions with the students and a contribution of guest speakers. Nine class sessions were conducted online and the remaining were conducted by the faculty member and guest speakers. There were a number of problems associated with this new hybrid twist in teaching sport marketing. Some of these problems consisted of: coordinating the speakers, online assessments, and the discussion board.

The initial face-to-face meeting familiarizes the students with the technology and creates a sense of community with fellow students and teacher (Martyn, 2003). The first class presented the course outline, learning outcomes, assessments, chat room set-up, discussion board, video lecture, online quizzes, final exam, projects, and guest speakers from sport organizations. The organizational structure of the course was designed to interject the blending of online instruction with the face-to-face experience. The effects of hybrid models on learning processes and outcome is not well understood, leading to the adoption of teaching programs (Smith, 2001).

The hybrid course can take advantage of the pedagogical strengths of on-campus and online teaching. The hybrid course is stuck in the middle of two disparate pedagogies, the traditional in classroom and online instruction. Bersin (2004) has suggested that the hybrid format was developed to minimize the weaknesses of distance learning. The printing of the proceedings will stem directly from electronic MSWord files. In order to ensure consistency and quality appearance the following instructions must be followed precisely. It will not be possible to publish papers that deviate from formatting instructions. Using the following instructions, the electronic file that you submit should reflect the paper in the exact form to appear in print.

THE ROLE OF THE INSTRUCTOR

The role of the instructor is very different from the traditional. The instructor's central role is facilitator of instruction and discussion leader. The instructor must listen, attend the first and last classes, and comprehend student statements. The instructor

must then choose questions for discussion and guide the students through towards critical thinking. The instructor's responsibility is to design and deliver course material in a timely matter.

OBJECTIVES OF GUEST SPEAKERS

The goal of the guest speaker model is to enhance discussion between the students in the classroom (Lynn, 1999). Using the discussion board, the class will unfold as a complicated interaction of situations that the guest speaker and instructor provide throughout the learning environment. The cases and discussion questions are posted and student comments are posted and provide a framework of relevant information and robust understanding of case or discussion questions.

THE PURPOSE OF THE STUDY

Previous researchers have considered specific positive and negative aspects of distance-learning (Jackson & Helms, 2008). Studies on students' perceptions of online education have typically included questionnaires or surveys. It has been difficult for researchers and educators to determine if students perceive the same quality elements as do administrators and faculty.

In this observation and teaching model, we introduced a different method of teaching the sport marketing hybrid course. Specifically, our investigation focused on the guest speaker hybrid and online aspect approach to teaching the course. The results will be analyzed using a student questionnaire of the learning outcomes and effectiveness of the hybrid and guest speaker involvement. This analysis should increase student engagement with guest speakers and student-peer interaction. Our results provide insights in two important areas. First, they address the impact of blending online and classroom instruction, with potential educational outcome. Second, the results will address the type of outcome with the use of guest speakers.

The design of the course is as follows:

- a. Half of the class is traditional classroom environment, video lectures, and a number of guest speakers throughout the semester;
- b. Three online exams;
- c. Final project is recorded in studio and linked online for students' view and access with written critique;

- d. Online lectures are posted: video lectures of faculty member discussing designed chapters;
- e. Guest speakers with various backgrounds presenting to the class;
- f. Cases and discussions are posted for students to answer and comment on the posted discussion answers from fellow students;
- g. In-class quizzes and online quizzes.

We will survey students in two sections of upper level sport marketing courses. We will conduct the survey online using the WebCT Vista platform and administer it during the final week of the semester 2009. We will provide students with instructions to follow in the completion of the survey. A total of 78 students will be a useable response to the survey. We will encourage students to participate in the survey but will not grade them on their response.

The questionnaire asks students to check a range of values the course had to offer. Students were asked to evaluate interaction with faculty, interaction with guest speakers, and with other students in the hybrid class. The instructor's responsibility includes variables relating to delivery and content of the course.

RESULTS

Data from this study is being collected Fall semester 2009. Educators and students will be able to view issues related to student's issues in the hybrid/guest speaker distance-learning course. The research will provide a list of comments regarding the learner's and instructor's responsibility in distance education. The results will be during at our MEA conference presentation.

References Available on Request