

Creating an international community through case based learning: A hybrid approach

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Presentation Overview

- **Sport International Course Description**
- **Theoretical Foundations**
 - Case Based Learning
 - Community of Inquiry
- **Student Feedback Results**
- **Discussion and Recommendations**

Course Overview

- Hybrid international course (started 2013)
 - JAMK University of Applied Sciences (Jyvaskyla, Finland)
 - Istanbul Bilgi University (Turkey)
 - The Hague University of Applied Sciences (The Hague, The Netherlands)
 - SUNY Cortland (USA)
- Co-taught; asynchronous learning hosted on Optima platform
- Case based learning method
 - International teams created at the beginning of the semester
- Week-long in-person seminar and case study competition at the end of the course

Course Overview

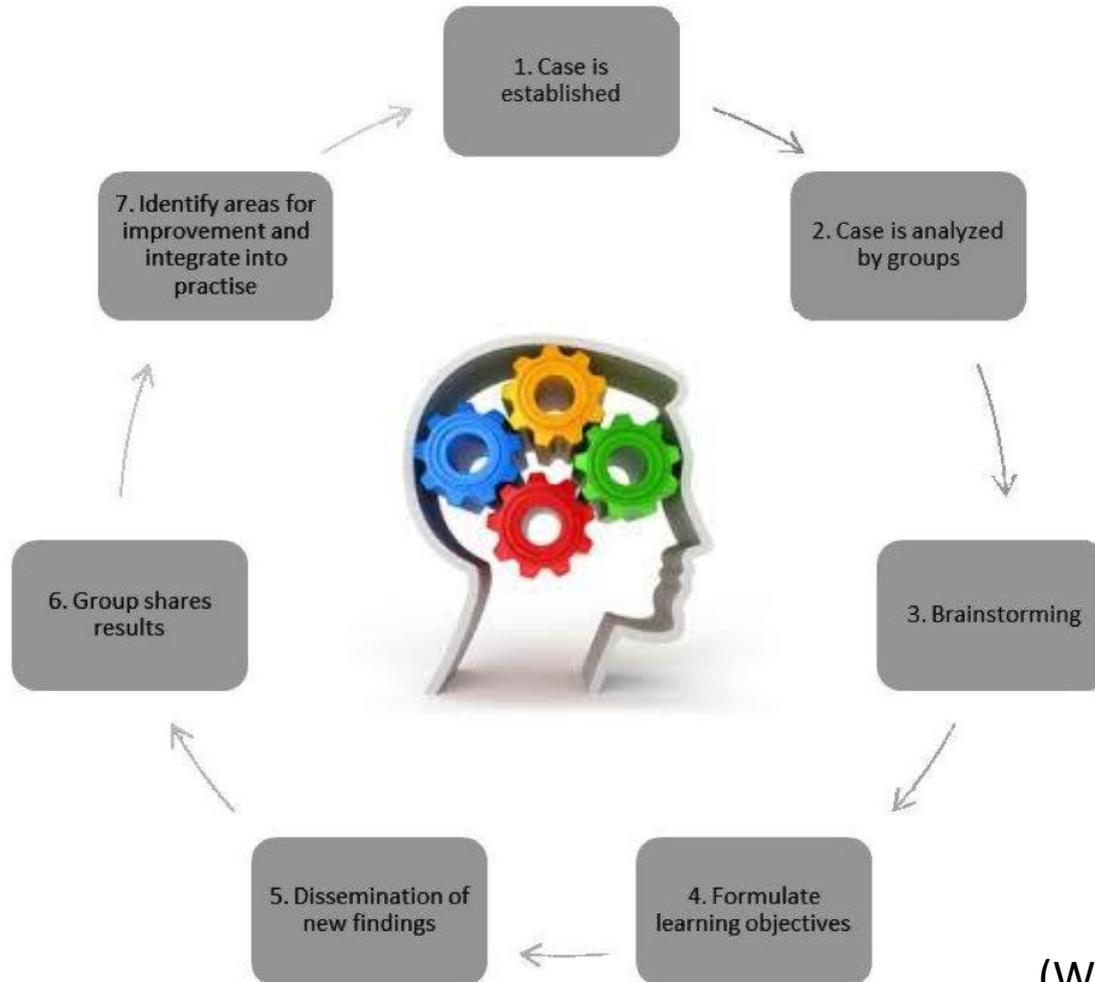
Student Learning Objectives

1. Enhanced knowledge of international sport management principals
2. A greater understanding of the diverse landscape of the global sport industry through cultural interactions with peers
3. Application of critical thinking skills to international sport management issues and concepts by analyzing a diverse cross section of case studies
4. The ability to think globally about the decisions made by international sport organizations and managers as evidenced through case study proposals and analyses

Theoretical Foundations

- **Case-Based Learning**
 - Rooted in constructionism
 - The learner has an important role in learning process and learning occurs from learners' experiences and interpretations (Kolodner & Guzdial, 2014)
 - Similar to problem-based learning (Kallioma, 2015)
- Students placed in the role of the decision-maker
- Students learn to effectively communicate ideas in teams and in large groups through proposals and presentations
 - Enhanced through cross-cultural interactions and experiences with teammates

Theoretical Foundations



(Williams, 2005)

Theoretical Foundations

- **Community of Inquiry (COI) Framework** (Garrison et al., 2000)
 - *Development of online learning communities to promote knowledge construction through “social, technological, and pedagogic processes”* (Shea & Bidjerano, 2009; p. 544)
- Previous research encourages (Akyol & Garrison, 2008; Garrison & Arbaugh, 2007):
 - Instructors to move beyond basic instruction to have a teaching presence
 - Find ways for students to have a social presence
 - Facilitate engagement and knowledge transfer

Student Feedback

- Survey
 - Perceptions of SLO's
 - Quality of online lectures, online platform, on-campus seminar, and the case assignments
 - Online lectures
 - On-campus seminar
 - Open-ended question to (1) identify the three key course take-away's, (2) provide feedback for the course, (3) provide overall rating of the course and willingness to refer friends

Student Feedback

Online Lectures	Mean (N = 78)
Content of the Lectures	3.83
Interactiveness	3.5
User Interface	3.66 (2.56)
Technical Quality Issues (Audio and Visual Lectures)	3.41
On-Campus Seminar	
Case Assignments	3.86
Case-Based Group Work	4.29
Overall Seminar Arrangements	4.15
Overall Feedback	
Overall satisfaction with the course	4.12
Willingness to recommend course to other students	4.53

Student Feedback

Qualitative Themes

- **Cultural differences:**
 - “Different ways to work depending where people come from.”
 - “That the same assignment sparks really different ideas when people are from different cultures.”
- **Group-Work:**
 - “The way of working from foreign students. Everyone had his or her own way of doing the assignments and dividing their time. Patience is the key word to get the best result.”
 - “i have learned from the other students what the differences is between our knowledge for example about management and how we can help each other learn more about it.”
- **Educational Impact of the course**
 - “How to look at different assignments.”
 - “Differences in managing a sport event in three different countries, Finland, Turkey and Holland.”

Student Feedback

- **Course challenges**
 - Learning Platform
 - R Campus (2.56) 2013, Optima (3.66) 2014, 2015
 - Increased social facilitation and interaction with peers
 - SLO
 - 25% of students did not know what problem solving was

Discussion and Recommendations

- Increase social facilitation
 - Assist in creating COI
 - COIL Academy: Ice breakers
- Increase peer and faculty interactions
 - Virtual office hours schedule
 - Use of flash meeting, wiki's and other interactive platforms
- Transparency in expectations and SLO's for the course
- Overall success--Always room for improvement

Questions

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