Handbook of Teaching & Learning in Higher Education Sport

Student Engagement and Critical Pedagogies Edition

Hanya Pielichaty, Philippa Velija, Catherine Phipps and Nik Dickerson

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CRITICAL PEDAGOGIES IN SPORT

Critical Pedagogies in Sport

This teaching and learning (T&L) handbook is a product of the Critical Pedagogies in Sport (CPIS) international higher education (HE) network. The purpose of CPIS is to facilitate, support and share valuable practice relating to T&L in sports-based disciplines. CPIS was established by Professor Hanya Pielichaty (University of Lincoln, UK) in 2022 and has significantly developed under the leadership of Professor Philippa Velija, Dr Catherine Phipps and Dr Nik Dickerson. With over 85 members from across 18 countries, CPIS has grown into a far-reaching community of academics.

As a collective, we are interested in asking questions about *how* and *why* the curriculum within sport-based courses is selected and taught, as well as how students engage in issues of social justice in sport education. We recognise that what is taught reflects what is considered valuable knowledge about sport. For example, the knowledge that finds its way onto the curriculum (and that remains absent) relates to wider societal issues about what and whose knowledge is valued in sport. Understanding this means that we can do something about it and encourage our students to be advocates for social change, empowering them to dismantle inhibiting structures of privilege.

The objectives of the network are:

1. To provide a space for academics who teach across sport programmes to share, discuss, collaborate, and challenge the way in which T&L is framed, delivered, and understood within HE.
2. To host and facilitate network opportunities for critical pedagogical scholars to collaborate, innovate and create impact in T&L practice, scholarship and research.
3. To bring together and produce evidence-based research on critical pedagogies in sport to inform and transform T&L in sport-based HE.

We hope this student engagement and critical pedagogies edition is valuable to your own practice.

Editors

Professor Hanya Pielichaty (she/her) is Professor of Sport, Gender & Inclusive Education, University of Lincoln (UK). Hanya founded the Critical Pedagogies in Sport international network in 2022.

@HanyaPielichaty   @CritPedSports

Professor Philippa Velija (she/her) is Professor of Sociology and Deputy Dean in the School of Humanities and Social Sciences, University of Roehampton, UK

@pvelija

Dr Catherine Phipps (she/her) is a Lecturer in Sport Management, University of Chichester, UK.

@DrCatPhipps

Dr Nik Dickerson (he/him) is a Lecturer in Sport Sociology, School of Sport and Exercise Science, Loughborough University, UK.

@Fuhr_James83

Contents

Introduction

Critical pedagogy reflects on and challenges the neutrality of teaching and learning (T&L) across levels and contexts. This philosophical approach examines the structural matrices involved in T&L that are linked to power, privilege, and experiences. The term critical pedagogy is most associated with the writing of Paulo Freire (1972) who emphasised that education should be a social critique that enables people to identify injustice to strengthen democratic change. This handbook provides a viewing point to understand how our classrooms and educational offers facilitate and consolidate potential areas of imbalance or injustice. Specifically, this handbook offers practical examples of how education (in and outside of the classroom) can be delivered to engage students, aid deep-learning and create opportunities to flourish.

This edition of the handbook specifically focuses on student engagement and critical pedagogies in higher education (HE). Student engagement has moved on from a focus on purely 'disengaged' students and instead is viewed as important for all learners (Parsons and Taylor, 2011). Meaningful student engagement can be fostered through the adoption of critical pedagogical approaches to learning (McMahon, 2003) and the practice of 'critical pedagogy of engagement' has already received scholarly attention (McInerney, 2009; Zepke, 2017). The practical case studies in this handbook relate to student engagement, critical pedagogies and/or the relationship between the two within sports HE.

Research in HE sport curriculum has not been extensive, but some literature suggests there is a limited engagement with issues of social justice and equity. For example, Ličen and Jedlicka's (2022) analysis of sport management programmes in the United States argued that there has been an unwillingness to adapt and respond to areas of social justice that are needed to transform sport more radically in the future. The broader scholarship on subject areas such as sports business is also dominated by certain privileged voices (Knoppers and McLachlan, 2018) which has an adverse effect on resourcing and supporting teaching and learning. A more critical analysis of what is taught and how it is taught is needed to transform existing inequalities in sport, within and beyond the classroom. HE institutes have a duty to ensure students develop practical knowledge and skills, as well as the critical consciousness required to challenge inequalities of power in sport.

Sport, as a subject on HE courses, is reflective of wider social, economic and climate injustices prevalent across society. Sport courses draw on a range of disciplines making it a unique subject. The way in which sport is taught across degree programmes and the content covered is of value and significance to critical pedagogy scholars.

The globalisation of sport and the wealth and privilege afforded to some sports and individuals provides a useful framework to understand justice and equity more broadly. The critical way sports-based disciplines are taught and researched has pertinence to wider issues faced by the sport sector and by society. By investigating, examining, and reflecting upon the T&L practices within sports education there will be valuable learning opportunities for student development and for the associated literature and sector.

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Case Study 1 - A Critical Feminist Coaching Pedagogy; Actualizing bell hooks' Learning Community within a Football Team

Jennifer Larrick (Cardiff Metropolitan University, UK), Kerry Harris (Cardiff Metropolitan University, UK), and Jose Castro (Cardiff Metropolitan University, UK)

Mixed Age Level	Sports Coaching

Context

Jennifer Larrick, as a doctoral student in sport coaching, noticed a disconnect between the way coaching is taught and understood by campus coaching scholars and the way coaching is practiced within the university-associated football club. Despite an academic understanding of coaches as educators (Jones, 2006), the approach on campus pitches could most often be described as 'traditional' coaching (Cushion and Jones, 2006). Players were routinely threatened with physical fitness for not complying with coaches' expectations of effort, for example. Larrick additionally observed in players a passivity and disengagement from learning - they were "almost dead, quiet, asleep, not up, excited, and buzzing" (hooks, 1994, p.145). The learning environment was aligned with Freire's (2000) 'banking model' of education or hooks' 'dominator culture', where the classroom becomes a "mini-country governed by [teachers'] autocratic rule" (hooks, 2003, 85). Coaches tended to 'deposit' knowledge into players as opposed to co-constructing knowledge through dialogue. And players tended to unquestioningly accept the status quo instead of thinking critically or acting to change their environment (Freire, 2000).

Importantly, most players on the team were undergraduate students on campus studying sport coaching or other sport-focused fields. As Coakley (1978, 241) argues, receiving 'traditional' coaching as a player becomes an avenue "through which the traditional accepted methods of coaching become integrated into the behaviour of aspiring young coaches". Coaching this particular university group of student-athletes offered a chance to perpetuate the coaching status quo or experientially introduce counter-hegemonic team practices.

Purpose of activity

Larrick aimed to actualize bell hooks' notion of a learning community among university-associated women's football coaches and players (hooks,1994; 2003; 2009). For hooks, a learning community is a social group in which all members actively teach and learn from one another (hooks, 2003). Larrick's objective was to 'live' hooks' learning community ideals and to guide others (assistant coach and players) toward engaged responsibility for the shared creation of a learning community (Jones et al., 2023). Larrick worked toward players' reimagination of themselves as subject of their own experience, actively co-constructing their own learning context (hooks, 2003). Larrick also coached toward players' deepening critical consciousness about their world and actions within it. Over the course of the season, the team together began to critically reflect on their experiences of sexism in women's football and what they could, or would do, to change their context toward gender justice.

What happened?

Larrick conducted a first-person, emancipatory action research project over the course of a seven-month football season (Carr and Kemmis, 1986). The first action cycle consisted of Larrick, as the head coach, aiming to practice in ways aligned with bell hooks' notion of a learning community (hooks, 2003). This change in coach behaviour was seen as a vital first step toward shifting a 'traditional' sport team learning dynamic. Showing players that I did not expect compliance opened new possibilities for interactions rooted in players' critical thinking. Resisting players' calls for Larrick to 'kick them up the ass' after a mistake, and explaining to players why she chose not to shout at or punish them proved important practices. Notably, there was not a concrete or sequential implementation process. Larrick understands critical pedagogy as a pedagogical tact to be 'lived', not a simple method to be implemented (Schugurensky, 2011; Jones et al., 2023). Thus, critical coaching consisted of 'doing' everyday socio-cultural, interpersonal coaching interactions 'differently' (Denison et al., 2017).

The subsequent action cycles involved explicitly discussing hooks' learning community ideas with others within the team context and asking them to take part in enacting them. The assistant coach and a small group of interested players were introduced to hooks' learning community in action cycles two and three respectively. During action cycle four, hooks' ideas were shared with all players at a team meeting, specifically emphasising hooks' concept of love.

What was the impact?

Initially, players demonstrated resistance to a team environment that invited them to take responsibility for their own learning, decision-making, and the team's development and culture. Players provided feedback in a team meeting that coaches should yell or 'give a *bollocking*' in order to motivate players. Additionally, player participation in dialogue during team meetings or pre-game or half-time talks was initially muted. By the end of the season, however, players demonstrated growing active engagement in creating the ways of acting and interacting within the team. For example, in a match toward the end of the season, midfielders decided to change tactical approach in live-time during a match instead of waiting for dictation from the coaching staff. Players also asked for and led strength and conditioning sessions. Players additionally demonstrated a growing critical consciousness about gender justice by the end of the season. They began discussing access to equitable refereeing and the need for referee anti-sexism training. Of note, this critical approach to coaching, within the specific coaching context, was repeatedly referred to as "exhausting" by Larrick. She struggled with the emotional, physical, temporal, and cognitive load of coaching rooted in hooks' critical pedagogy over the course of the season.

Reflections and implications

The next iteration of this work should consider several ideas: first, moving toward a more youth participatory action research (YPAR) approach. YPAR aligns with critical pedagogy in that it values participants as co-constructors of knowledge and practice throughout the research process (Luguetti, 2023). Next, insight can be developed from longer-term work. This season-long project yielded meaningful initial change in players' thinking about learning within sport teams, their social world, and their role within it. However, one season of experience in a hooks-informed learning community does not capture the potential impacts of sustained exposure to critical pedagogy. Finally, this critical approach to sport coaching should be shared with interested coaches. Persuading coaches of the value of a counter-hegemonic, feminist, critical approach, and understanding coaches' subsequent efforts to enact it is necessary to more widely shift coaching norms.

Advice

When actualising hooks' notion of a learning community within a sport team environment, expect and plan for resistance from fellow coaches and players (as well as possible internal self-questioning). Counter-hegemonic coaching was often perceived by others (and occasionally myself) as confusing or poor practice, especially during initial cycles of this action research project. Frequent explanations about what I am doing and why, along with validation of their emotional experience, seemed to help players process the changes in our team context (hooks, 1994; 2003). hooks notes the importance of such explanations: "In the transformed classroom there is often a much greater need to explain philosophy, strategy, intent than in the 'norm' setting" (1994, 42).

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Case Study 2 - Reengaging the Disengaged: Industry Driven Wild Cards

Sarah Wymer (Griffith University, Australia) and Kim Encel (Monash University, Australia)

Undergraduate Level 5 **Sport Management**

Context

Universities across Australia are grappling with declining student engagement. This decline is partly of their own making as many Australian universities do not require students to attend course offerings, particularly lectures (Skead et al., 2020). The rationale for non-compulsory lecture and tutorial attendance is often predicated on catering to students who live further away from universities or have employment commitments while studying. While catering to these students is important, non-compulsory attendance has led to reduced attendance by students, even those who live close to their campus and do not have significant work commitments. This lack of attendance can negatively impact learning outcomes for students (Kwak, Sherwood, and Tang, 2019).

Universities are starting to recognise that while providing flexible learning options are important, they can be detrimental to the engagement of a significant proportion of students. To address this challenge, some Australian universities are reshaping their learning content in the hope of reengaging students. As part of the student reengagement approach, Griffith University (the primary author's place of employment) encouraged lecturers to develop industry partnerships and leverage these partnerships to develop course materials. This guidance led to a partnership between the course Sport Management Principles, and the Gold Coast Titans, an Australian professional rugby league football club.

To reengage students through this partnership, the primary author has prioritised redesigning course content based on Project Based Learning (PBL). PBL is an inquiry-based method where learners construct knowledge through a meaningful real world approach, characterised by collaboration, educational activities, and artifact creation to solve authentic problems (Kokotsaki et al., 2016).

Purpose of activity

To effectively implement the PBL approach and leverage the Gold Coast Titans industry partnership, a case study was created which focused on enhancing community engagement by capitalising on increased participation. Importantly, this case study focus aligned with the Titans' 2030 strategic roadmap objectives. To bring this case study to life for students, the lecturer developed "Wild Cards".

Wild Cards are hypothetical scenarios representing unexpected challenges related to the case study, which impact the PBL process. Through using Wild Cards, students had to keep thinking about the case study in new and different ways which meant they were more engaged, in line with an experiential learning approach (Kolb and Kolb, 2017). Additionally, since the Wild Cards were only delivered in class, their addition encouraged students to attend classes.

What happened?

Each week, the instructor selected three Wild Cards to present to students in classes. These Wild Cards represented current issues in the sport environment related to the Gold Coast Titans and were linked to sport management principles, such as governance and leadership, ensuring theory-driven learning.

For example, a hypothetical Wild Card may be "a prominent Gold Coast Titans player is involved in a highly publicised criminal incident in Surfers Paradise". Consequently, students may devise their case study strategy to either emphasise community engagement amidst negative press coverage or revise using a prominent athlete as the face of a community engagement initiative.

During classes, 30 minutes were allocated for the Wild Cards, including delivery, an overview of each situation, background details, and discussion-prompting questions. Following discussions and observing student strategies during the PBL process, the Wild Cards were further developed. Wild Cards are dynamic elements, not merely pre-created resources, but were instead generated weekly to align with the evolving stages of case study discussions.

Throughout the semester, a total of 12 Wild Cards were introduced, with students required to choose two for their case study strategy presentations to discuss how these scenarios influenced their decision-making.

What was the impact?

The activity was evaluated through pre-, mid-, and post-surveys, reflective essays, and feedback from the students. The comprehensive evaluation demonstrated that the Wild Card approach effectively bridged the gap between academic theory and practical application, providing a rich, engaging learning experience that prepared students for real-world challenges in sport management (Heaviside et al., 2016). For example, one student commented, "I found that the content in relation to the collaboration with the Gold Coast Titans was very enjoyable and made the assessments feel like I was completing a real-life situation".

The course saw consistently high attendance in classes, with students actively participating and showing increased motivation throughout the trimester. According to the mid-course engagement survey, 79% of students reported that the case study motivated them to attend class, 93% found it relevant to the real world, and 82% expressed a desire to excel in the course.

The end-of-course evaluation survey highlighted two main themes students were most proud of from engagement in the Wild Card activities including enhanced communication and collaboration. One student noted, "everyone contributed, had good ideas, and came to class wanting to do well in the course".

Reflections and implications

Developing the partnership with the Gold Coast Titans and the associated Wild Card activities required a significant time investment which was worth it considering the increased student engagement and attendance. While it would be ideal if all courses were able to have this amount of investment to increase student engagement and attendance, the reality of academia is that it is often not possible. In terms of specifics, regular updates about the Gold Coast Titan's performance and weekly news made the case study more relevant and demonstrated the dynamic nature of sport events.

Advice

Wild Cards work to reengage students as part of a broader PBL approach to learning, but as stated earlier, this takes time and effort to develop. To effectively incorporate Wild Cards into a course, there need to be interesting scenarios that reflect real-world challenges. Developing interesting scenarios is aided through collaborating with

industry partners, such as the Gold Coast Titans, who can provide a rich context for these scenarios. Regular Wild Card updates which reflect current news and performances are also important to keep the content relevant and impactful.

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Case Study 3 - Beyond the Surface: Embedding Learning using Human Body Donors into Anatomy for Sport Rehabilitation Students

Amy Tomlinson (University of Hull, UK) and Kat Sanders (Hull York Medical School, UK)

Undergraduate Level 4

Sport Rehabilitation

Context

Sport rehabilitation is a regulated healthcare profession focusing on neuromusculoskeletal injury assessment, management and also prevention. Undergraduate degree programmes typically begin with a level 4 (first year) human anatomy module, which holds great importance as anatomy plays a vital role in the foundations of healthcare education; adequate knowledge is essential for safe and effective practice (Cheung et al., 2021; Shead et al., 2020; Turhan, 2020).

It is acknowledged that anatomy is challenging to learn, and it has been suggested that teaching within rehabilitation may require additional interactivity in order to enhance student motivation and academic learning (Terrell, 2006; Turhan, 2020).

Various methods are used to teach anatomy to sport rehabilitation students, including surface anatomy demonstrations, didactic lecturing, textbooks, and models. However, the use of human body donors is considered the 'gold standard' in anatomy education more widely (Mutalik and Belsare, 2016; Narnaware and Neumeier, 2021). Body donor anatomy education provides students with the essential opportunity to visualise structures and tissue layers, as well as the opportunity to consolidate textbook learning and reinforce anatomical concepts (Cheung et al., 2021). While not common practice within sport rehabilitation anatomy modules, it has a long, successful history in medical education, resulting in positive student outcomes (Anyanwu and Ugochukwu, 2010).

In addition to enhancing student outcomes, the rich hidden curriculum of using body donors in anatomy learning for healthcare students has long been shown, further developing students' humanity, empathy, and professional attitudes, all of which are

important qualities for sport rehabilitators (Leeper et al., 2024; McGarvey et al., 2015; Wu et al., 2022).

This case study reports on the process of embedding weekly body donor lab sessions into a sport rehabilitation human anatomy module, specifically using prosections (professionally dissected specimens) given their resource efficiency and region specificity (Koh et al., 2023).

Purpose of activity

The purpose of embedding body donor lab sessions into a sport rehabilitation human anatomy module was to diversify the learning and teaching methods used and subsequently increase opportunities for learning. This was needed as anatomical knowledge underpins every aspect of the sport rehabilitation degree and profession, and historically, students struggle with the scientific nature of the topic and the high volume of factual information in their first trimester of university study. In addition to the improved retention of factual, surface level information, the body donor lab sessions served as an opportunity for the promotion of deeper learning and knowledge transfer.

For clarity, the body donor lab sessions were presented to students as providing them with three key opportunities. The opportunity to:

- **Apply** – theoretical knowledge and surface anatomy to human tissue.
- **Revise** – content from the previous week/s.
- **Explore** – the prosections, specifically tissue layers, relationships, structure, and function.

What happened?

The human anatomy module lead worked closely with the clinical anatomy team within the medical school to plan and prepare for the body donor lab sessions. Prior to the first body donor lab, a senior lecturer in clinical anatomy provided the sport rehabilitation teaching team with the opportunity to attend three 'upskill' sessions to increase their confidence working with human tissue. Weekly, one-hour body donor lab sessions were embedded within the human anatomy module and were facilitated by a minimum of two members of the sport rehabilitation teaching team.

Each session focused on the area of the body that had been covered in the previous teaching week in order to allow time for consolidation. Sessions involved approximately 35 students across two connecting lab spaces, a dry lab area containing models and diagrams, and the anatomy facility containing prosections. Laminated sheets providing structures lists, basic tasks, and labelled diagrams were placed next to prosection stations in order to guide students who were struggling to apply their theoretical and surface anatomy to the human tissue.

Sessions were self-paced, and as such students were able to move between the two lab spaces and individual stations at their leisure. Sport rehabilitation staff were present to answer questions, encourage engagement, and ensure rules and regulations were adhered to, but did not complete any didactic teaching.

What was the impact?

Students were asked to complete an evaluation survey during the final session. They reported a variety of benefits, including a greater ability to understand relationships between structures and link structure to function, as well as enhanced revision and learning reinforcement, and better knowledge and understanding overall. Some specific comments read:

> *"It has been such a good way to help me visualise what the muscles/bones etc. actually look like. It has really helped me get a better understanding of human anatomy in general."*

> *"It has benefitted my knowledge of the locations of structures, origins and insertions and how everything is linked together."*

> *"Better than any textbook and the whole experience was truly fascinating and worthwhile."*

On average, students strongly agreed (4.6/5) with all Likert-scale statements investigating whether resources were useful, whether there was sufficient support, if they enjoyed the self-paced nature of the sessions, if the sessions were enjoyable, whether their knowledge had improved, if their future modules and practice would benefit, and whether the sessions had added value to the module.

Students demonstrated greater autonomy and self-management with regards to their anatomy learning, and staff also observed an increase in compassion and respect for body donation and human tissue across the sessions.

Reflections and implications

The self-paced nature of the sessions worked particularly well, with student awareness of how to most effectively use their time increasing as the weeks progressed. Having access to two adjoining lab facilities, one containing body donors and one containing models and diagrams, was also beneficial in engaging all students in learning activity irrespective of their level of comfort around human tissue.

Given that sport rehabilitation was the programme of study for the students involved here, there was the potential for the body donor lab sessions to have had more of a musculoskeletal injury focus. This could have been incorporated by including short tasks on the laminated sheets that required students to link anatomical structures to common injuries.

Next steps involve maximising the reach and benefits of the body donor lab sessions by collaborating with other health programmes across the institution.

Advice

1. Ensure students are aware of the self-paced nature of the sessions in advance, and can therefore arrive with an idea of what they would like to get out of the session and how they will manage their time to achieve this.
2. Complete an introductory session explaining body donation, the regulations governing human tissue, expected conduct within the lab sessions, and the different types of tissue the students will be studying.
3. Be conscious of the varying levels of tissue mobility dependant on embalming processes, and plan stations accordingly to ensure all students feel comfortable to engage with something within the sessions. For example, colleagues may have a station containing models and diagrams only, and a station containing bones only for those uncomfortable with human soft tissue.

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Case Study 4 - A Comparative Study Investigating the Efficacy of Two Practical Skill Teaching Methods in Sport Rehabilitation Practice

Charlotte Park (University of Hull, UK)

Undergraduate Level 4	Sport Rehabilitation

Context

In medical education, the 'see one, do one, teach one' approach is a traditional method for teaching practical skills, but research suggests its effectiveness may be limited. Mason and Strike (2003) found that 42 percent of health professionals felt inadequately trained using this approach. Blended learning, which combines electronic media with face-to-face teaching, has emerged as an alternative instructional strategy, particularly due to the COVID-19 pandemic (Domokos et al., 2020). Maloney et al. (2011) conducted a study comparing web-based and face-to-face delivery methods for teaching fall prevention exercises to health professionals. They found both methods to be equally effective across various outcome domains.

Ford et al. (2005) investigated the efficacy of different instructional methods for teaching musculoskeletal (MSK) special tests. Their study compared computer-assisted instruction, live demonstration, and textbook instruction, revealing that computer-assisted instruction was as effective as live demonstration and more effective than textbook instruction.

Recognising the challenges of delivering extensive MSK therapy curricula, Osborn and Tentinger (2003) explored the use of teaching technology as a supplementary tool. Despite encountering some software accessibility issues, they found that video clips were a valuable adjunct for instruction.

Coffee and Hiller (2008) and Sole (2013) investigated student and faculty perceptions of multimedia learning resources. However, Sole et al. (2013) cautioned against overestimating multimedia's impact, as faculty doubted its influence on examination score or skill translation to clinical practice compared to previous cohorts.

Purpose of activity

The use of blended learning in healthcare education has both advantages and drawbacks for students and faculty alike (Mishra et al., 2020). However, due to the hands-on nature of healthcare professions, there remains a fundamental need for practical, live instruction (Finlay et al., 2022). Merely watching a video is insufficient for mastering complex skills (Iuliano et al., 2021). While I believe a blended approach can supplement student learning, it should never replace hands-on experience.

My interest in this topic stems from my involvement in a practical module that incorporated both pre-recorded videos and live instruction. I aimed to gain student perceptions of this blended approach and its impact on their learning. Understanding student perspectives is crucial as it could affect my teaching methods.

Thus, this research aimed to gain student perceptions of this blended approach and its impact on their learning, by comparing the effectiveness of a live demonstration versus a pre-recorded video.

What happened?

A comparative design was used to examine the effectiveness of two teaching methods in a clinical anatomy module, considering prevalent use of technology within academia. The aim was to gain student perceptions of this blended approach and its impact on their learning.

Students from the sport rehabilitation programme at UWE Bristol took part in this study, which was conducted during a revision session for the clinical anatomy and kinesiology module.

The session compared a practical live demonstration with a pre-recorded video tutorial. Both methods focused on passive accessory mobilisations of the lower limb at the hip joint, a topic which was covered earlier in the semester.

After the demonstrations, students engaged in a focus group discussion to articulate their perceptions of the teaching methods. The discussion, guided by five questions, sought to gather insights into preferences and perceptions of each method, as well as strengths and weaknesses, thereby contributing to understanding the optimal approach for teaching practical skills in healthcare education.

What was the impact?

The impact highlighted the students' preference for practical live demonstrations as their favoured method of delivery, supported unanimously by the focus group participants citing various reasons. Five key themes were identified from the research analysis.

Feedback emerged as crucial for student development, allowing for real-time interaction and adjustment of technique (Ferguson, 2011). Questions, an integral aspect of meaningful learning, were limited in the pre-recorded videos compared to live demonstrations (Chin and Osborne, 2008). The importance of memory was emphasised with live demonstrations adding retention through contextual relevance (Willingham, 2003). Repeatability, whilst advantageous in videos for review, posed challenges regarding consistency. Pacing and clarity were different between mediums, with videos offering pause options (Coffee, 2007) but potentially lacking clarity. Despite the benefits of videos, live demonstrations were favoured for their immersive and interactive nature.

In healthcare education, practical elements remain crucial for competency assessment. While pre-recorded videos offer benefits, they should complement rather than replace live demonstrations. Consistency in video content, aligned with live sessions, can enhance student understanding. As identified in previous research, a blended approach incorporating both methods is optimal for teaching practice.

Reflections and implications

In future academic research, I aspire to delve into various topics through scholarly inquiry, particularly focusing on investigating teaching styles and refining resource utilisation based on student feedback, ultimately enhancing my pedagogical approach.

Reflecting on the current study, I managed to effectively conduct a small-scale qualitative enquiry, formulated pertinent questions for the focus group, and successfully engaged students in participation.

However, a notable oversight was that I did not determine whether students felt adequately prepared by the pre-recorded video. Moving forward, I could enhance the study by increasing student involvement, diversifying participants, and facilitating longer focus group discussions by incorporating sub-questions for deeper exploration.

Advice

1. Be prepared to conduct multiple sessions and focus groups to capture a broader and more diverse group of students, ensuring a comprehensive understanding of various perspectives.

2. Ensure you incorporate sub-questions into the focus group discussions to allow for deeper exploration of student perceptions, providing valuable insights into their experiences.

3. Consider expanding the study scope by demonstrating not only new skills but also potentially more complex ones, ensuring students are not already proficient in skill acquisition. This approach will enrich the research findings and offer a more comprehensive understanding of student preferences and learning experiences.

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Case Study 5: Trialling 'Relatedness Nudges' to Support Student Engagement

Nicola McCullogh, Alison Goodall, Stephen Williamson and Stuart Goodall (Northumbria University, UK)

> Undergraduate
>
> Level 4 - 6

> Sport & Exercise Science

Context

At the time the project was planned in the summer of 2023, student belonging was becoming a priority concern for many HE institutions in the UK, underlined by Advance HE introducing a programme on fostering student belonging during the following year (Morgan, 2024). As the Advance HE programme explains, there are benefits of belonging not only for student retention and wellbeing, but also for institutional finances, as greater retention leads to more stable income.

Self-determination theory (Ryan and Deci, 2000) suggests that people have three basic psychological needs: for competence, autonomy, and relatedness. Meeting these needs promotes a sense of wellbeing and intrinsic motivation, which in turn should support engagement in the associated activity; in this case, one's university studies. Meeting students' relatedness/belonging needs can, however, be challenging with large cohorts of students. One way in which this might be achieved is by addressing students' sense of relatedness in university messaging (Blumenstein et al., 2018). Blumenstein et al. discuss 'nudges' as a form of messaging which can promote student engagement and success, with nudges in the broader sense being any simple interventions which can influence decision-making and alter behaviour without coercion. Furthermore, nudges are not just for those students at risk (e.g. of drop-out) but can be addressed to all learners to promote ongoing engagement. Therefore, sending nudge messages which promote a greater sense of relatedness between university students and the staff on their programmes should support students' engagement with their studies, with benefits for their retention and wellbeing.

Purpose of Activity

As the number of students on our course has increased over recent years (from 375 in 22/23 to 458 in 23/24 alone), the risk of students feeling a lack of belonging to the

programme has also grown. Across the university, students whose attendance and engagement data indicate a risk of poor outcomes (e.g. drop-out) are sent nudges to encourage re-engagement; however, these messages are sent from teams unknown to the students and as such there was scope to increase the sense of relatedness offered in nudge messaging. The nudges in this project were sent by the programme leader, allowing reference to be made to specific modules and upcoming deadlines in addition to making the programme leader more visible. Subsequently, we anticipated positive effects on metrics and that students would feel more comfortable in reaching out to the programme leader with any difficulties they were experiencing.

What happened?

Throughout the 23/24 academic year, the programme leader for Sport and Exercise Science (SES) sent 'relatedness nudges' reminding students of support structures, upcoming assessments, and other information relevant to their programme.

Sixteen batches of emails were sent (5-6 per year group). Batches were differentiated into two types of messages: those for students with 'good' engagement and those with 'concerning' engagement, according to learning analytics data on recent attendance levels and engagement with online learning materials. Data were routinely collected by the university for consenting students, though workload implications were evident for the project team. Consistent with the aim to promote relatedness, both nudges were positively framed and differed only slightly in their content, e.g. phrases such as 'keep it up' were used in the opening of 'good' messages, whereas there was a focus in the 'concerning' messages on reminding students that staff were available to help.

Emails were supplemented by four batches of telephone calls following key assessment periods. While the time required for this will remain similar going forward, time for planning the schedule and writing nudges will be reduced in future years now that templates exist. Responding to return emails took around 1-2 hours for each batch of nudges, depending on the number and complexity of responses.

What was the impact?

Students engaged with the relatedness nudges to a greater degree than messages sent from central university teams at a similar time, with seemingly greater open (69

vs. 57%) and click-through rates to further information (8 vs. 3%). The number of direct replies to each batch of nudges ranged from 0 to 9 (Mean ± SD = 2.13 ± 2.36).

Although various factors impact retention rates, it is noteworthy that the number of withdrawals for the SES programme was 12 in 23/24, compared to 23 in 22/23 and 22 in 21/22, observed in the face of greater student numbers on the programme which can reduce students' sense of relatedness. Moreover, during the last two academic years, SES has accounted for 37-47% of total withdrawals in the department and that figure is only 27% this year.

Only 2.4% of students did not submit two or more of their Semester 1 assessments and received follow-up telephone calls about this. We particularly monitored submission rates for the first of the Level 4 assessments as an indicator of first-year students' likely continuation on the programme. Three weeks prior to the assessment a nudge was sent to remind students about the deadline, and only 1.8% of the 169 students failed to submit; a favourable finding given the non-submission rates of 4.1, 6.2, and 7.8% for the same module from other sport programmes within the department (with smaller cohorts of 122, 97, and 64, respectively).

Reflections and implications

For the next stage of the project, we intend to collect qualitative data from students to further enhance the nudges based on input regarding aspects such as the content and timing of the messages. The greatest workload implications came in identifying the students with different engagement levels, and we are looking into ways to make this more efficient. One of the most valuable outcomes of the project was that several students felt able to come forward with difficult personal circumstances in response to the nudges and were offered further wellbeing support.

Advice

After the initial planning regarding the timeline and data/systems required, this was a relatively straightforward project which we would recommend to other organisations. One point to bear in mind when crafting the messages is that the wording should be considered from the perspectives of different recipients to avoid confusion and depersonalisation, affecting the 'relatedness' element of the nudges. For instance, advice such as to contact "your personal tutor" or "your dissertation supervisor" should

be avoided in messages being sent to a group that includes students who are the sender's personal tutees or supervisees.

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Case Study 6: Challenging Norms: Mahmoud Abdul-Rauf's National Anthem Protest and its Pedagogical Implications

Gyasmine George-Williams (California State Polytechnic University, Pomona United States)

Undergraduate Level 5

Sociology of Sport

Context

The mid-1990s in the United States were marked by significant racial and social tensions, underscored by high-profile racial incidents and an emerging discourse on multiculturalism and identity politics. These discussions profoundly influenced the educational landscape, prompting a re-evaluation of race, identity, and equity both within academia and in broader societal contexts. During this period, Mahmoud AbdulRauf, a professional basketball player for the Denver Nuggets, launched a controversial form of protest by refusing to stand for the national anthem. Citing his Islamic beliefs and viewing the U.S. flag as a symbol of oppression, his protest predated and arguably laid the groundwork for future demonstrations, like Colin Kaepernick's kneeling during the anthem to protest racial injustice and police brutality.

Abdul-Rauf's actions challenged the traditional view of athletes as merely entertainers, highlighting the conflict between personal convictions and professional expectations. This shift is mirrored in sports education, which has increasingly begun to address the role of sports in society, focusing on issues such as race and politics. The theoretical framework for analysing Abdul-Rauf's protest is rooted in Critical Race Theory, as developed by scholars like Delgado and Stefancic (2017). It also draws on SportsCrit, a novel pedagogical approach proposed by George-Williams (2024), which melds Critical Race Theory with sports studies, emphasising an interdisciplinary approach to understanding racial issues in athletic contexts. This integration facilitates a deeper exploration of the complexities of athlete activism, enhancing the discourse around sports and social justice within educational settings.

Purpose of activity

This case study delves into Mahmoud Abdul-Rauf's national anthem protest to explore the complexities of athlete activism, highlighting its ideological and religious

motivations and the subsequent societal and professional reactions. By examining Abdul-Rauf's actions, this study serves to deepen understanding of the dynamics and consequences of athlete activism within professional sports. It is essential for educators seeking to teach students about the intersection of sports, politics, and personal identity, demonstrating how athletes use their platforms to spotlight social issues. The case study aims to stimulate critical thinking about the influence of sports figures on public discourse and policy, and to enhance understanding of the challenges and opportunities facing athlete activists. Ultimately, it provides educators with valuable insights to encourage informed discussions among students about the pivotal role athletes play in societal change.

What happened?

This case study is designed for undergraduate students at level 5 and involved:

- **Multimedia**: Educators utilised video footage showing Abdul-Rauf during the national anthem to give students a real-time view of his protest. This visual element helped in setting the context for discussions.
- **Document analysis**: Students were provided with copies of league statements and player interviews. This allowed them to explore various perspectives surrounding the issue, including the official stance of the NBA and AbdulRauf's personal explanations of his actions.
- **Articles**: The course included readings from scholarly articles that discuss the broader phenomenon of athlete activism and political expression, crucial for understanding the theoretical underpinnings of sports activism and its impacts.

The preparation involved:

- **Gathering materials**: Visual media, textual documentation, and academic literature. This comprehensive approach ensured that students could access a wide range of information.
- **Designing engagement**: Educators designed assignments and discussion prompts that required students to critically engage with the material, debate different viewpoints, and reflect on the implications of activism in sports.
- **Balanced presentation**: This involved presenting diverse opinions and interpretations of Abdul-Rauf's protest to allow for a multifaceted understanding of the case. The educators aimed to challenge students'

thinking without advocating for a particular stance, fostering an environment of open inquiry and critical discussion.

What was the impact?

Through the comprehensive study materials and active discussion formats, students were able to explore the intersections of sports, politics, and personal beliefs. The use of diverse resources helped students visualise the real-world implications of such protests and the media narratives that surround them. The benefits were as follows:

- Students benefited by gaining a deeper insight into the role of athletes as social activists and the potential consequences of such activism. The module also helped develop their critical thinking and analytical skills as they evaluated different perspectives on Abdul-Rauf's actions.
- Educators benefited from the development and delivery of this module by refining their ability to curate balanced educational content and facilitate discussions on sensitive and complex topics.

The module's effectiveness was evaluated through several methods:

- **Student assessments**: Written assignments and exams provided measurable outputs of student learning and understanding.
- **Class discussions**: Participation levels and the quality of discourse during class discussions helped gauge students' engagement and comprehension of the subject matter.
- **Feedback forms**: Students submitted feedback on the module, which included their thoughts on the resource materials used, the balance of perspectives presented, and the overall educational value of the topic.

Reflections and implications

The module on Mahmoud Abdul-Rauf's national anthem protest was highly effective in fostering a nuanced understanding of athlete activism. The use of diverse multimedia resources was particularly successful, enabling students to engage deeply with the material.

For future iterations, integrating more interactive elements, such as guest lectures from activists or sports sociologists, could enhance the learning experience.

Additionally, increasing the frequency of discussion sessions might allow for more thorough exploration of students' thoughts and feelings about the complex issues presented. This adjustment would ensure an even deeper engagement and facilitate a more comprehensive dialogue among students.

Advice

For colleagues interested in exploring athlete activism within their courses, I recommend integrating multimedia resources and real-world case studies, such as Mahmoud Abdul-Rauf's protest, to enhance engagement and provide concrete examples. It's crucial to present balanced perspectives to foster a nuanced understanding of the issues. Encourage active learning through discussions, debates, and role-playing exercises, which help students critically analyse and articulate their thoughts on complex topics. Finally, continuously seek student feedback and be flexible in adjusting the curriculum to ensure it remains relevant and impactful in promoting deep, critical thinking.

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Case Study 7: Creating a Virtual Sneaker Museum: Learning and Building Connections

Heather Van Mullem (Lewis-Clark State College, United States)

Undergraduate Level 5 - 6	Sociology of Sport

Context

Sneakers* have had an impact on culture since the 1920's (Chrisman-Campbell, 2016). In addition to their practical use for athletes, sneakers are a form of art, fashion, and protest. Connected to industrialisation, politics, human rights, and social and cultural shifts, "the cultural meaning behind sneakers is a constantly evolving dialogue between the people who produce the sneakers and the people who wear them" (Chrisman-Campbell, 2016, para. 3). Sneaker culture continues to grow in popularity. Many of my students are self-identified "sneakerheads" and they want to talk about shoe design, marketing, sales, and the roles of sneaker culture in sport culture and athlete identity.

Identifying new ways to encourage engagement in the learning process is an ongoing challenge. The assignment was designed to improve students' information literacy, enhance their understanding of connections between social, economic, and political factors, and sport culture throughout history, and to learn how to use a new technology platform, TimelineJS. This platform was chosen for several reasons including, (1) it was a free web-based platform, (2) it interacted with Google Sheets, a tool students were familiar with, to build the project, (3) the platform contained a number of examples for students to review, (4) it offered a comprehensive overview of how the program worked and suggestions for troubleshooting, and (5) it provided space for students to include text, images, videos, or links to audio files.

The theoretical underpinning for the design of this assignment was cognitivism. More specifically, the assignment design attempted to utilize Gagné's (1985) conditions for learning. Time was taken during class sessions to introduce the project and it's required components, TimelineJS and how it worked, and to aid with helping students utilize library search engines to locate resources. Additionally,

students were invited to schedule appointments or come to office hours for additional help, as needed.

* Referred to as trainers in the UK

Purpose of activity

This assignment was created to engage students in learning and making connections across multiple disciplines about a topic of interest. As virtual sneaker museum curators, students were tasked with exploring a specific shoe within social, political, economic, and historical contexts of the time when the shoe was created and made available for sale. Encouraging students to explore, understand, and make connections between factors throughout time that have impacted sport culture is an important step in helping them to become critical consumers of sport and enhancing their understanding of the role of sport in society and in their lives.

What happened?

An approved shoe list was created as a Google doc by the professor and posted in the class shell within the learning management system (LMS). The Google doc included the following information for each selected shoe: a photo of the shoe, the name of the shoe, the company that made the shoe, and the date the shoe was first sold.

Students chose their preferred shoe by signing up on the Google doc. In the class shell on the LMS, the instructor included a list of article and video resources about sneaker culture to help students get started with the project. TimelineJS, a web-based platform, was used by students to create their sneaker museum project.

Students were asked to identify and explain four examples of things happening socially, politically, and economically during the decade when their shoe was made. Additionally, students were asked to identify and explain four examples of things that happened throughout history decades before their shoe was made that influenced sport and society, and ultimately the design of their shoe. Students were instructed to choose and include a picture, video, or podcast that illustrated/supported/enhanced the information shared for each of the sixteen examples chosen. The interactive nature of the program provided students with opportunities to help them tell an engaging and multi-faceted story about their shoe and what was happening socially and culturally at the time it was created and sold. Students submitted a digital link to their project and

an APA formatted reference page for all sources, including images, videos, and/or podcasts chosen, through the submission link posted in the course LMS.

What was the impact?

This was a fun, but challenging, activity. A rubric was used to score organisation of the material, presentation clarity, the presence of required content, that information included in the timeline was presented in chronological order, and use of appropriate resources. After individual projects were scored and feedback was provided to each student, a space was created in the class LMS shell where a link to each project was hosted. The projects were used as a learning tool during the remainder of the semester for in-class participation points or as resources to enhance class discussions. Revisiting the projects throughout the semester centred student voice in the learning process and encouraged exploration of material from different perspectives. Additionally, the project helped students make meaningful connections across different social, political, and economic factors throughout history while exploring the social-cultural value and place of sport and sneakers in society.

Reflections and implications

Upon reflection, the biggest challenge was helping students navigate using a new technology. To improve the learning experience, I should have built in more time to "play" with the platform in class. In retrospect, I should have required students to bring to class examples of material they wished to include in their project. Instead of me showing them how to use the platform, I think the process could have been improved by holding one to two sessions during which students solely worked on building their project in class with material they planned to use as I showed them how to use the platform. I intend to assign this project again in future semesters but will provide students with the option to choose from a pre-determined list of technology platforms. By allowing student choice, I hope students will feel more freedom to design and create a project that speaks to them and their communication style.

Advice

If including a project like the Virtual Sneaker Museum is of interest to you, I encourage you to consider exploring the use of other platforms. While other platforms will provide different experiences, the learning outcomes can still be met. Other platforms I initially considered using included Adobe Spark, Podbean, and WordPress. Perhaps allowing

students to choose which platform to use would result in a more rich and diverse learning resource library for students to use and enhance their understanding of the material during this and subsequent semesters.

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Case Study 8: Critical Engagement with Social Issues in Sports: A Student-Centred Approach

Nicholas Zoroya (Madonna University, United States)

Undergraduate Level 4 - 5	Sociology of Sport

Context

At the time of this case study, the HE education environment was increasingly shifting towards student-centred learning approaches, emphasizing critical thinking, personal engagement, and collaborative learning. In the realm of sports sociology, there was a growing recognition of the importance of addressing social issues within sports to develop well-rounded professionals capable of navigating complex societal challenges.

The theoretical perspective guiding this case study is based on critical pedagogy, as articulated by scholars like Paulo Freire and Henry Giroux. Critical pedagogy encourages students to question and challenge societal norms, develop critical consciousness, and engage in transformative learning (Freire, 2000; Giroux, 2011). This approach is particularly relevant in sociology of sport, where issues such as access, equity, and representation are central themes.

In practical terms, the course "Social Issues in Sports" aimed to bridge theoretical knowledge with real-world applications. The activity designed for this course was meant to activate students' critical thinking and empathy, essential skills for future sports management professionals. By choosing and exploring social issues that mattered to them personally, students were able to connect their lived experiences with academic content, making the learning process more meaningful and engaging.

The broader institutional context at Madonna University also supported this approach, with resources and support systems in place to facilitate active learning and student engagement. This supportive environment was crucial in implementing an activity that required students to openly share and discuss personal perspectives on sensitive social issues.

Purpose of activity

The specific objectives of this activity are to help undergraduate students , particularly during the opening weeks of the semester, gain a broader understanding of societal issues within the context of sports. By encouraging students to learn from each other, the activity aims to foster a deeper investment in the course content, the active and interactive nature of the teaching style, and their classmates' perspectives.

We aim to develop students' critical thinking and empathy, two essential skills that will be increasingly helpful as the course content becomes more intense and activities such as classroom debates escalate. Traditional settings rarely provide opportunities for students to put themselves in someone else's shoes so immediately, but this activity allows them to see how an issue impacts others compared to how it impacts themselves.

The key component is for students to think about the issue from their perspective while understanding there are many other lenses to view the issue. This approach also lends itself to problem-solving, as their personal solution to an issue might not address the same problems for others and could even create new challenges that failed to predict.

What happened?

The activity was designed to engage students in a critical exploration of social issues in sports. It began with me challenging the students to choose a social issue in sport that matters to them. They had 20 minutes to choose their topic and write down their reasoning and possible solutions or actionable steps to improve the issue.

Next, students shared their chosen topics with the class by writing only the subject on the whiteboard, such as "Youth access to sport." Afterward, each student picked another issue from the board and repeated the assignment, understanding they might not be personally invested in the topic but needed to grasp its impact and propose solutions. This step took about 10-15 minutes.

Students then presented their initial topics to the class, which took approximately 30 minutes, allowing everyone to understand how these issues affect different people. Finally, students wrote down how their understanding of the second issue evolved from listening to others' perspectives, which took another 10 minutes.

The entire activity was conducted in an 80-minute class period using a whiteboard and writing utensils or computers for note-taking. My preparation was minimal, mainly ensuring I had a list of potential topics to guide students. The students were initially a mix of excited and annoyed, but the activity's design ensured active participation. The main challenge was encouraging students to think broadly and apply their personal experiences to the course material, which was addressed by helping them find relatable topics and understand the broader social issues in sports.

What was the impact?

The immediate result of the activity was a noticeable increase in engagement and participation among the students. Reviewing the written feedback on how perceptions had changed revealed that nearly every student gained a new perspective they hadn't considered before, thanks to comments from their peers. This immediate impact highlighted the effectiveness of the activity in fostering critical thinking and empathy.

The benefits were mutual, as each student's topic and reasoning were unique to their lived experiences, allowing both me and their classmates to gain insights into their perspectives. The students learned from each other while practicing empathy, enhancing their understanding of diverse social issues in sports.

The primary source of feedback was the reflection students turned in at the end of the class, which detailed how their perception of the second issue had evolved and why. This reflection served as a valuable assessment tool, providing insights into the activity's impact. I observed many "light bulb" moments where students visibly connected the dots and saw the bigger picture of the exercise.

In the future, ensuring that a variety of issues are discussed, even at a surface level, in earlier lessons can help students feel more confident in selecting their topics and suggesting solutions. This preparation would likely enhance their engagement and the overall effectiveness of the activity.

Reflections and implications

Overall, the activity was successful in promoting engagement, critical thinking, and empathy among students. The exercise of discussing social issues from personal and others' perspectives fostered a deeper understanding and collaboration. Moving forward, I plan to introduce a broader range of issues earlier in the semester to give students more confidence in their topic selection and solutions. Additionally,

incorporating more structured peer feedback sessions could further enhance the learning experience. Ensuring a balance between personal connection and academic analysis will continue to be crucial in effectively teaching social issues in sports.

Advice

For colleagues wanting to try this activity, ensure you create a supportive environment where students feel comfortable sharing personal perspectives. Start by introducing a variety of social issues early in the course to build a foundation of knowledge. Encourage active listening and respectful dialogue to foster mutual understanding. Use reflective exercises to help students process and articulate their thoughts. Incorporate structured peer feedback to enhance the learning experience. Be prepared to guide students in connecting their personal experiences to broader social issues, helping them see the relevance and impact of their contributions in sports sociology.

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Case Study 9: Students as Co-Creators in Facilitating Strategies to Enhance Competence in Teaching Primary PE

Ellen-Alyssa F. Gambles, Alexandra Brown and Steven D. Anderson (University of Sunderland, UK)

Undergraduate Level 4 - 6

Primary Education with Qualified Teacher Status

Context

Research has highlighted the significance of how the subject-specific training students receive during their degree programme (Freak and Miller, 2017; Morgan and Hansen, 2008), coupled with negative experiences of PE throughout schooling, impacts on their confidence and competence for teaching PE (Elliot et al., 2011). Although primary Initial Teacher Training (ITT) courses provide theoretical and practical opportunities for students to learn general and subject-specific aspects of teaching within the university, student experiences vary widely on placement (Randall, 2023). The shift in provision of PE in school towards the practice of outsourcing to external activity providers (McEvilly, 2021) effectively de-skills generalist primary teachers and can also have a significant effect on PE teaching opportunities for ITT students (Randall, 2023).

Occupational Socialisation Theory (Lawson, 1983a, 1983b) was used to examine the backgrounds of trainee teachers through the three phases of acculturation (childhood), professional socialisation (teacher training) and organisational socialisation (on-the-job experiences), to identify the influences and beliefs that impact their teaching practice. In addition, a critical pedagogical approach was adopted as it positions both student primary teachers and university PE lecturers as co-researchers in the creation of knowledge (Bhavnani, Chua and Collins, 2014) to discern the barriers to teaching PE faced by the students, and to develop facilitating strategies for implementation at university and on placement.

Purpose of activity

The current Primary Education degree programme provides 3 hours of subject-specific practical PE training in both Year 1 (Level 4) and Year 2 (Level 5), with a more intense

provision of 15 hours in Year 3 (Level 6). However, as the literature highlighted concerns with PE training for student teachers, the findings from the current pilot study informed a review of the course content and delivery to assure the provision of appropriate quality teacher education to better meet the learning outcomes.

Learning from insights into the challenges these trainees face, this pilot study aimed to purposefully create supportive approaches to develop their competence and confidence for delivering PE as qualified teachers.

Through the lens of Occupational Socialisation Theory and critical pedagogies, students were engaged as active agents in critically evaluating how these barriers can be overcome and acted as co-creators in devising creative strategies to promote trainee engagement with PE and develop their competencies and confidence in teaching primary PE (Randall, 2023).

What happened?

In total 13 students were recruited as participants across three focus groups. The focus groups were conducted individually with each of the three-year groups and moderated by the PE lecturer from the degree course and another PE lecturer without teaching responsibilities for the course. Each audio recorded focus group utilised a hybrid format with a duration of up to 60 minutes.

Open-ended questions explored the participants' PE experiences in childhood, university, on placement, and of additional opportunities working with children. They were also queried for challenges they have faced when engaging with or teaching PE, and their strategies to overcome these.

Using the phases of Occupational Socialisation Theory, the audio recording transcripts were thematically analysed to identify the influences, beliefs and PE-specific knowledge of the student teachers and gain an understanding of the facilitators and barriers to teaching PE. The study employed a critical pedagogies perspective of supporting student voices and ownership to direct the research into ways to do this.

What was the impact?

The impact can be understood across the following areas:

- CHILDHOOD: Students shared positive experiences of primary school PE, although attitudes towards competitive games affected their enjoyment of secondary PE and participation in sports.
- UNIVERSITY: Engagement and attendance at practical PE sessions decreased between Y1 (60%) and Y2 (23%). Significantly higher attendances in Y3 (84%) were attributed to a growing realisation of impending employment and opportunities to gain a recognised qualification.
- PLACEMENT: Student accounts illustrated diverse opportunities for teaching PE within placement schools, with PE delivery often being outsourced. Students without a strong sport/PE background relied on PE teaching schemes of work.
- FACILITATORS: Students and lecturers co-constructed facilitating strategies to reinforce a shared philosophy between the university and placement school of the high priority of PE, underpinned by increased PE provision across the degree programme. Course content modifications identified widening appeal by broadening the physical activities and sports curriculum, training towards recognised awards and linking of assignment(s) to PE.

In relation to **barriers** the trainee's faced, the following themes were generated:

- CHILDHOOD: Access to PE and sports were affected by family finances, travel, gender of pupils and teacher influenced curriculum offerings, availability of clubs, and school teams dominated by more elite players. Other aspects were social anxieties/pressures, dislike of competitiveness, and PE being used as punishment.
- UNIVERSITY: Timetabling, travel/parking, finances, timing of assignments, devaluation of module due to short duration, social anxieties, fear of judgement, attitudes towards competitiveness, and preferences for different activities.
- PLACEMENT: Time allocated, timetabling, curriculum breadth, negative attitudes towards PE by school/mentor, prioritisation of SATs (assessment tests for UK school pupils) over PE, outsourcing of PE, Planning, Preparation and Assessment (PPA) time scheduled during PE lessons, and behaviour management concerns.

Reflections and implications

Based upon student directives and the aforementioned facilitators of this pilot study, PE specific elements have been embedded in a successfully revalidated Primary Education programme whereby PE provision for Y1 and Y2 has been doubled. Furthermore, sport-specific CPDs have increased, in Y2 a subject specialism option has been introduced to deliver an additional 12 hours of PE and additional facilitators are being explored.

Strengths of study:

- The range of both positive/negative comments show the students were candid and felt safe to be open when sharing their opinions.
- The minimum target number of participants was achieved.

Limitations of study:

- Absence of demographic data

Future research:

- Conduct quantitative surveys of students' experiences and perspectives of PE/sport utilising Occupational Socialisation and critical pedagogies.
- Conduct focus groups involving participants representing characteristics of the teaching workforce (across gender, ethnicity, ages, disability for example) consistent with HM Government (2023) statistics.
- Expanding inclusion of students in designing strategies to overcome barriers to create a course that meets their needs.

Advice

Key areas of advice cover:

- Include multiple year groups and diverse identity characteristics - gender, disability, ethnicity, upbringing, experiences of university/placement provision etc.
- Strengthen relationships with placement providers to ensure university provision is translated and supported in practice.
- Encourage student voice and ownership.
- Be aware of ethical implications of double agency.

- Consider the implications of students' occupational socialisation as their differing experiences of PE could impact their attendance and engagement. For example, those individuals who disliked PE or whose placements outsourced PE.

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Case Study Contributors

Alexandra Brown, Lecturer, Faculty of Education and Society, University of Sunderland, UK.

Alison Goodall, Student Library and Academic Services, Northumbria University, UK.

Amy Tomlinson, Lecturer in Sport Rehabilitation, University of Hull, UK.

Charlotte A. Park, Lecturer in Sport Rehabilitation, University of Hull, UK.

Ellen-Alyssa F. Gambles (PhD), Lecturer in Secondary PE, Department of Education, University of Sunderland, UK.

Gyasmine George-Williams (PhD), Assistant Professor of Race, Sport & Social Justice, California State Polytechnic University, Pomona, US.

Heather Van Mullem (PhD), Professor of Kinesiology, Division of Physical, Life, Movement and Sport Sciences, Lewis-Clark State College, US.

Jennifer Larrick, Doctoral student and coach, Cardiff School of Sport and Health Sciences, Cardiff Metropolitan University, UK.

José Castro (PhD), Senior Lecturer in Physical Education and Youth Sport, Cardiff School of Sport and Health Sciences, Cardiff Metropolitan University, UK.

Kat Sanders (PhD), Senior Lecturer in Clinical Anatomy, Hull York Medical School, UK.

Kerry Harris (PhD), Senior Lecturer, Cardiff School of Sport and Health Sciences, Cardiff Metropolitan University, UK.

Kim Encel (PhD), Lecturer, School of Curriculum Teaching & Inclusive Education, Monash University, Australia.

Nicholas Zoroya (EdD), Assistant Professor, Madonna University, US.

Nicola McCullogh (PhD), Assistant Professor, Department of Sport, Exercise and Rehabilitation, Northumbria University, UK.

Sarah Wymer (PhD), Lecturer, Department of Tourism, Sport and Hotel Management, Griffith University, Australia.

Stephen Williamson, Student Library and Academic Services, Northumbria University, UK.

Steven D. Anderson (PhD), Senior Lecturer, Faculty of Education and Society, University of Sunderland, UK.

Stuart Goodall (PhD), Associate Professor, Department of Sport, Exercise and Rehabilitation, Northumbria University, UK.