8A Catriona Higgs, Slippery Rock University
“Transforming Pedagogy: Reimagining the Teacher/Student Dynamic”

In the past it was thought that the most important factor that affects student learning is the teacher. However, transformative pedagogics now maintain that in order for students to succeed they must take the responsibility for learning and that the faculty role should be to teach students how to do this. This presentation will focus on how to reimagine the classroom and teaching role of professors to impart knowledge and foster learning. Specific examples of how do this will be provided to aid in understanding the application of this new dynamic in sport sociology classes.

8A Dana Munk, Grand Valley State University
“Developing Inclusive Learning Environments for Teaching the Sociology of Sport”

Inclusive teaching includes the use of pedagogical strategies that address the needs of students with a variety of backgrounds, learning interests, and abilities. These strategies contribute to an overall inclusive learning environment, in which students feel welcome and equally valued. Instead of standing in front of faculty and telling them how to engage students in sociology of sport classes, this session will be hands-on and minds-on. Easily adaptable strategies will be modeled which will help faculty think more deeply about how they relate to and engage with students. It will also help them consider how they can create more equitable and inclusive classroom spaces. Participants in this session will engage in learner-centered activities designed for the first days of class and which can be used to replace presentation of material via traditional methods. In addition, strategies for helping students take responsibility for their own learning will be discussed, including alternative final exams. This interactive, learner-centered session will demonstrate ways to build community and facilitate discussion around social issues in sport in ways that are thought provoking and fun.

8A Evie Oregon, Western Kentucky University & Lauren McCoy, Western Kentucky University
“Rethinking the Online Classroom: Incorporating Active Learning in Sport Sociology”

Many instructors take traditional learning strategies and conveniently transfer them into online versions when developing online courses, relying completely on asynchronous communication technologies (i.e. lecture slides, recorded lectures, discussion boards). After a number of students in the 100% online Sport Sociology graduate course expressed a desire for more collaboration and an in class experience given the topics covered in the course, an active learning strategy was implemented to enhance the online classroom environment. Active Learning means students engage with the material, participate in the class, and collaborate with each other. In short, active learning requires students to do more than listen and memorize instead has them analyze arguments, and participate in meaningful learning activities reflecting situations they may encounter as a sport professional. This presentation will assist in understanding the purpose, applicability and the educational value of incorporating Active Learning. Through the use of active learning, educators can cover research strategies designed to enhance learning in a way that highlights critical thinking in relation to sociology, whether meeting face-to-face or online. These strategies will also demonstrate to the instructor how to create active learning in your course design that will further student development and comprehension.

8A Marty Clark, Mount Royal University
“Teaching Sport Sociology: To Lecture or Not to Lecture?”
According to Ken Steele (2016), the advent of new technologies (i.e., social media), shorter attention spans, and empirical testing of learning outcomes, have led university educators to question the effectiveness of the longstanding tradition of the “transmission model” of teaching—the lecture. Carl Wieman (2016) argues that university teachers must abandon the lecture and incorporate evidence based, “active learning” methods of teaching and learning, such as problem solving and group work. In this paper, I engage with the scholarship of teaching and learning that calls for us to abandon the lecture and contemplate what this might look like in the sociology of sport. I will discuss my own experiences with active learning methods in a small classroom setting (40 undergraduate students or less) and will argue for a “blended” model of teaching: a combination of active learning methods and effective aspects of lecturing, such as storytelling. I will also discuss the practicality of incorporating active learning methods in the classroom in the context of expanding class sizes in the neoliberal university.