Roundtable VIII Leigh Ann Danzey-Bussell, Trevecca Nazarene University
“On Your Mark, Get Set, ENGAGE!”

Today’s college student has high expectations for what college learning will impart during their tenure at a university. Employers’ expectations of new employees include not only experiences, but also transferable skills such as problem solving and critical thinking, teamwork/collaboration and the ability to effectively communicate. As faculty we must consistently design pedagogy that not only enlightens, but also entertains and engages at the expected levels for both constituents. For this reason, it is imperative for faculty to foster industry relationships that allow students to “practice what we preach” in our lecture courses. This sifting landscape challenges the professorate to be creative in designing projects and opportunities for both face-to-face and online students to be actively engaged. A discussion of assignments and projects along with rubrics that have been proven to be effective at actively engaging students during their college career will be discussed.

Roundtable VIII Thomas McMorrow, Florida State University & Mark DiDonato, Florida State University
“Engaging the Public: Educational and Philanthropic Student-run Events”

The purpose of sport management as an academic discipline has recently been debated amongst scholars (for examples, see Dane-Staples, 2013; Newman 2014; Yiamouyiannis, et al., 2013). A majority of sport management courses concentrate on preparing students for a career in the sport industry by focusing on practical skills related to sport marketing, finance, and management. These classes often align with efforts to sustain and maximize economic growth in the sport sector. Conversely, another perspective advocates for a comprehensive curriculum incorporating critical thinking, increased public engagement, and experiential learning initiatives connecting theory and practice. This presentation is focused on the latter – that is, educating sport management students through experiential learning and public engagement. As current instructors and former practitioners, we reflect upon our implementation of practical strategies incorporating sociology of sport, public engagement, and experiential learning into undergraduate Facility and Event Management courses. As a key component of the course, students engaged in planning and managing a sport-based charity event with proceeds of the event benefiting a local charitable organization. The students incorporated local businesses as sponsors and partners creating an educational, commercial, and philanthropic endeavor benefiting the community.
Friday, Nov. 4  NASSS 2016  2:30 – 4 pm