

REVIEW PAPER

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MARTIAL ART COURSE LEARNING OUTCOMES AND STUDENT LEARNING IN SPORT MANAGEMENT DEGREE PROGRAMS: A REVIEW OF HOW TO DEVELOP, ALIGN, AND ASSESS COURSE LEARNING OUTCOMES IN MARTIAL ART COURSES

Abstract

Content specific and appropriately developed martial art course learning outcomes are the foundation of robust and relevant sport management courses in higher education. Course learning outcome development in sport management is a structured and specific process that will enhance student learning. The suggested development of course learning outcomes in sport management courses is rooted in, 1) identifying the specific sport management skills and competencies, 2) course content to support the skills and competencies, 3) assign level of difficulty to sport management course content based on Bloom's taxonomy and action verbs, and 4) academic collaboration to ensure the relevance, accuracy, and measurability of the outcomes.

Key words: *sport management, martial art course learning outcomes, course development, student learning, sport management courses*

INTRODUCTION

Student learning is an increasingly debated topic across varying academic disciplines, Universities, and educational agencies. The increased focus on student learning will put the demand on faculty and educational administrators to develop, implement, and offer academically robust degree programs that emphasize specific student learning in preparation for the workforce. It is obvious that student learning is relevant in all academic disciplines; however, the sport management academic community has an opportunity to become a front-runner in emphasizing the development of vigorous sport management courses based on specific and measurable course learning outcomes.

RESEARCH METHODS

The intent of this work is to outline the importance, relevance and development of martial art course learning outcomes in sport management courses. In addition, within the scope of this discussion, a review of the effective alignment between student preparation, course content and course learning outcomes will be addressed.

STUDENT LEARNING AND MARTIAL ART COURSE LEARNING OUTCOMES IN HIGHER EDUCATION

According to Peterson, Wittstrom, and Smith (2011) course specific learning objectives and a course effectiveness assessment are essential components in improving student learning. Student learning is based on factors such as identifiable skills, competencies, learning outcomes, and course content. Moreover, these factors are interdependent and must align to enhance student learning on the subject matter in the course (Peterson, Wittstrom, & Smith, 2011). Hammer (2007) includes similar findings and proposes that there is a strong correlation between course outcomes, measuring student competencies, and student learning. Whetten (2007) describes the importance of student learning through the use of specific learning outcomes that identify the elements, concepts, practices, and subject matter to be learned in the course (Whetten, 2007). This is not a random process, but rather a detailed and purposeful attempt to narrow and define precise learning outcomes. Fajardo (2011) includes, "Desired learning outcomes are expressed in terms of competencies and skills that can be applied and evaluated" (p. 18). McNaught, Lam, and Cheng (2012) concur and propose that student learning in higher education should include a focus on outcomes based learning, which includes definite knowledge and abilities. Furthermore, Galbraith, Merrill, and Kline (2011) argue that Universities should take a greater interest in the quality of learning, learning outcomes, and the appropriate assessment of learning outcomes.

Student learning and martial art course learning outcomes in sport management

Even though the literature on martial art course learning outcomes in sport management is lacking, a few scholarly works were identified. Mondello, Andrew, Todd, and Mahony (2008) suggest that sport management courses and curricula must prepare students for the varying occupations in the field. According to Fletcher, Dunn and Prince (2009) the identified skills and competencies for a specific occupation or field in event management should be the foundation for developing post-secondary curriculums. Pierce, Petersen, and Meadows (2011) concur and propose that the post-secondary faculty and institutions offering sport management education are responsible for preparing learners with required occupational competencies based on relevant martial art curriculum development and assessment. Cheng, Fang, Liao and Lin (2013) emphasize the importance of student learning, curriculum content and relevant competencies in the field of sport management. Cheng et al. (2013) includes, From this study, we found that educators should adjust the arrangement of literature and the ways of enhancing students' fundamental knowledge and skills. In order to make the students in Sports and Leisure related fields competitive, educators should have more discussions and interactions with industry (Cheng et al., 2013, p. 70).

Barcelona and Ross (2004) analyze the importance of course content, curriculum and student preparation for the occupations in sport management. It is argued that there must be a correlation between course development, course delivery, curriculum, student learning, and the career required competencies (Barcelona & Ross, 2004).

Development of martial art course learning outcomes in sport management

The development of course learning outcomes includes several elements. To set the basic direction and purpose of the course specific martial art course learning outcomes the faculty

must ask specific questions. These may include, 1) How many course learning outcomes should be included for a course? 2) How will the course learning outcomes be measured? 3) What type of assessment will be utilized to assess student learning? 4) How will the content in the course learning outcomes represent what the student needs to learn? 5) How will the course learning outcomes be aligned with methods of instruction, instructional practices, and the resources to instruct the course? The answers to these questions vary significantly depending on each institution.

Martial art course learning outcomes define the curriculum structure and content. Furthermore, the curriculum supports the demands of the specific occupational skills and requirements in the field of sport management. To address the questions of student learning, course learning outcomes, and preparing students for a career in the field, the following section will address a suggested process of developing appropriate course learning outcomes in a sport management course. Driscoll and Wood (2007) suggest that the course learning outcomes are the foundation of developing and writing a course. One of the fundamental elements of developing course learning outcomes include the question, What do the students need to learn and know to be prepared for the occupation on the specific topic? This is not a random process, but rather a specific attempt to identify the knowledge, competencies, and abilities related to an occupation (Driscoll & Wood, 2007). These elements can be identified through reviewing sport management job descriptions, professional/accreditation associations' suggested requirements, and previously published scholarly research.

Sport management and degree program subject matter

When analyzing martial art course learning objectives and student learning in sport management it is helpful to review Universities' sport management degree program offerings and subject matter content. The following review of the University degree programs in sport management is not exhaustive, but general in nature to gain an understanding of the major subject matter areas of study. In Sweden, the sport management degree program offered by the Swedish School of Sport and Health Sciences include subject matter such as leadership, financial management, legal aspects, media, ethics, event management, and social responsibility (GIH Swedish School of Sport and Health Sciences, 2014). In the United States, the University of Michigan sport management program emphasizes financial management, marketing, facility management, legal aspects, research methods, ethics, and organizational strategy and behavior (University of Michigan, 2014). In the United Kingdom, the Coventry University sport management degree includes financial management, leadership in sports organizations, marketing and sponsorships, facilities and event management, legal aspects of sports and media (Coventry University, 2014).

The European University in Geneva, Switzerland, offers an MBA with emphasis in sport management that includes traditional business courses, but also, sport related courses, such as sport marketing, event management, financial management, sponsorships, and management issues in sports (European University, 2014).

Deakin University in Australia provides a degree in business-sport management and include subjects, such as financial management, event management, legal aspects of sports, leadership, marketing, social aspects of sport, and sport performance (Deakin University, 2014). The sport management degree offered by Hanyang University in Korea is inclusive and includes a large number of courses; however, the general direction of the content emphasizes financial and economic elements, sport and culture, leadership in sports, facilities and event management, sociology of sports, sport and consumer behavior, sport business, and marketing (Hanyang University, 2014). The general trends of subject matter included in the various Universities'

degree programs outline content such as financial management and economic elements of sports, leadership and management in sports, legal and ethical aspects of sports, facilities and event management, marketing and sponsorships, social/societal elements of sport. The subject matter and course offerings provide an insight to the content and course requirements when considering course learning objectives in sport management.

Course learning outcome development: a sample

Financial management in Sports (the title of the course may vary) is a course offered across the University programs outlined in the previous section. In addition, Mondello, Andrew, Todd, and Mahony (2008) propose that financial management in sports is an important component of sport management curricula. However, it is also suggested that there are varying perceptions and thoughts in the academic community on the content and content delivery in the financial management in sport courses (Mondello et al., 2008). In a later section of this work a sample of course learning outcomes for a financial management in sports course will be described. The reader should be aware that the sample course learning outcomes for the course included in this work are; 1) based on Blooms Taxonomy of Learning, 2) for an undergraduate, graduate level, and PhD course, 3) based on content and subject matter as outlined in Fried, Shapiro, and DeSchriver (2008). This content includes the basics of financial management in sports, such as principles of financial analysis, capital structuring, financial management, profits, and financial troubleshooting (Fried, Shapiro, & DeSchriver, 2008).

It is recognized that the content obtained from Fried, Shapiro, and DeSchriver (2008) may not concur with everyone's perception or experience of what should be included in a financial management in sport course; the content is simply a guide for potential content. In addition, some institutions do not recognize that a course text or publications function as the basis for the content in the development of course learning outcomes; however, for simplicity purposes of this exercise, it is. It has been proposed that Bloom's taxonomy of learning is an effective means of developing and supporting student learning and course learning outcomes (Bloom, 1956; Driscoll & Wood, 2007; Hammer, 2007; Morgan et al., 2002; Whetten, 2007). The Bloom's categories are; knowledge, comprehension, application, analysis, synthesis, and evaluation represent cognitive skills (Driscoll & Wood, 2007). In addition, the Bloom's taxonomy action verbs, which support the categories of learning, will allow specific application of the cognitive skills (Driscoll & Wood, 2007).

Figure 1 –

See Figure 1 for Bloom's taxonomy actions verbs. Thus, the action verbs, when included in the course learning outcomes, represent sets of cognitive skills that support Bloom's categories of learning. The categories, verbs, and course learning outcomes promote student learning that focus on level of difficulty of course work (Hammer, 2007; Morgan et al., 2002). In essence, the students are required to utilize different types of cognitive skills to the course learning outcomes and course requirements. Hammer (2007, p. 52) includes, "taxonomies allow the classification of cognitive (and other) learning objectives, which in this case are cumulative, with lower order cognitive skills such as the recall of facts being subsumed by comprehension, extrapolation, application, and so on."

Bloom's Taxonomy Action Verbs

| Definitions | Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
|---------------------------|---|---|--|--|--|--|
| Bloom's Definition | Remember previously learned information. | Demonstrate an understanding of the facts. | Apply knowledge to actual situations. | Break down objects or ideas into simpler parts and find evidence to support generalizations. | Compile component ideas into a new whole or propose alternative solutions. | Make and defend judgments based on internal evidence or external criteria. |
| Verbs | <ul style="list-style-type: none"> • Arrange • Define • Describe • Duplicate • Identify • Label • List • Match • Memorize • Name • Order • Outline • Recognize • Relate • Recall • Repeat • Reproduce • Select • State | <ul style="list-style-type: none"> • Classify • Convert • Defend • Describe • Discuss • Distinguish • Estimate • Explain • Express • Extend • Generalized • Give example(s) • Identify • Indicate • Infer • Locate • Paraphrase • Predict • Recognize • Rewrite • Review • Select • Summarize • Translate | <ul style="list-style-type: none"> • Apply • Change • Choose • Compute • Demonstrate • Discover • Dramatize • Employ • Illustrate • Interpret • Manipulate • Modify • Operate • Practice • Predict • Prepare • Produce • Relate • Schedule • Show • Sketch • Solve • Use • Write | <ul style="list-style-type: none"> • Analyze • Appraise • Breakdown • Calculate • Categorize • Compare • Contrast • Criticize • Diagram • Differentiate • Discriminate • Distinguish • Examine • Experiment • Identify • Illustrate • Infer • Model • Outline • Point out • Question • Relate • Select • Separate • Subdivide • Test | <ul style="list-style-type: none"> • Arrange • Assemble • Categorize • Collect • Combine • Comply • Compose • Construct • Create • Design • Develop • Devise • Explain • Formulate • Generate • Plan • Prepare • Rearrange • Reconstruct • Relate • Rate • Reorganize • Revise • Rewrite • Set up • Summarize • Synthesize • Tell • Write | <ul style="list-style-type: none"> • Appraise • Argue • Assess • Attach • Choose • Compare • Conclude • Contrast • Defend • Describe • Discriminate • Estimate • Evaluate • Explain • Judge • Justify • Interpret • Relate • Predict • Rate • Select • Summarize • Support • Value |

(Clemson University Office for Institutional Assessment, 2014)

When developing martial art course learning outcomes one can apply the action verbs that one considers relevant to the level of difficulty sought on the specific course content and topic (Driscoll & Wood, 2007; Morgan et al., 2002). The application of the action verbs and level of difficulty assigned may differ between institutions; however, for the purpose of this work, 1) knowledge, comprehension and application relate to undergraduate degree level of difficulty, 2) analysis and synthesis involves graduate level of difficulty, and 3) synthesis and evaluation include PhD level of difficulty. Listed below are sample course learning outcomes with the application of the action verbs for an undergraduate, graduate and PhD level financial management in sport course.

Undergraduate level course

The action verbs applied to the course learning outcomes for this undergraduate level course are based on knowledge, comprehension and application levels of difficulty.

Sample Course Learning Outcomes

1. Analyze the financial structures, practices and processes in varying forms of sports organizations.
2. Examine the financial concepts, systems, and statements as related to sport organizations.
3. Compare the concepts and practices of budgeting, financial management, inventory, and production management in relation to managerial roles in sport organizations.
4. Analyze the taxation, legal, and ethical issues involved in the financial management of sport organizations.

Phd level course

The action verbs applied to the course learning outcomes for this PhD level course are based on synthesis and evaluation level of difficulty.

Sample Course Learning Outcomes

1. Design the financial structures, practices and processes in varying forms of sports organizations.
2. Develop the financial concepts, systems, and statements as related to sport organizations
3. Assess the concepts and practices of budgeting, financial management, inventory, and production management in relation to managerial roles in sport organizations.
4. Evaluate the taxation, legal, and ethical issues involved in the financial management of sport organizations.
5. Compare the current financial trends and issues faced by managers in sports organizations (Fried, Shapiro, & DeSchrive, 2008).

The course learning outcomes for the undergraduate, graduate and PhD level course include the same content; however, the level of difficulty vary based on the application of Bloom's taxonomy and action verbs. The action verbs and levels of difficulty will require the students to apply different cognitive skills; in addition, there is a progression of applying and utilizing the action verbs. The level of difficulty and expectations of students' abilities to apply the cognitive skills increase in the varying degree programs (Morgan et al., 2002). It is evident that a few of the action verbs are similar in nature and specific in definition; however, based on the level of each course, each faculty member has expectations related to level of performance, which will influence the actual grading of the student's work. In other words, faculty discretion will determine the student's level of performance based on the action verbs.

Challenges to martial art course learning outcome development

Developing and writing outcomes is a specific and purposeful process. It is a structured and proactive endeavor that requires structure and direction in correlation with student learning. There are challenges with developing course learning outcomes. The course outcomes may be too generic in scope, the outcomes may be too narrow in focus on content, there are too many or too few outcomes, faculty bias may influence content, the outcomes may not be measurable, assessments utilized may not align with the intent of the outcomes, the use of the action verbs may be standardized and not related to level of difficulty (DeMeres, 2009; Hammer, 2007). Očigledno je da su neki od aktivnih glagola slični po prirodi i specifični po definiciji; međutim, u odnosu na složenost svakog od stepena, svaki član nastavnog osoblja ima očekivanja koja se odnose na stepen izvođenja, što će utjecati na stvarnu ocjenu rada studenta. Drugim riječima, osoblje po vlastitom nahodjenju utvrđuje stepen izvođenja studenta na osnovu aktivnih glagola. Due to the differences between institutional practices and expectations there is not one single answer to address these challenges. Driscoll and Wood (2007) imply that there is not one single answer to identify the correct or right number of outcomes, content or format.

However, Morgan et al., (2002) suggests that the process must be based on sound educational practices. In addition, DeMeres (2009) propose that developing course outcomes is a collaborative effort and requires the insights and critique of several academics to ensure the development of adequate outcomes. Driscoll and Wood (2007) concur and argue that course outcomes is rooted in a collaborative effort and requires a common understanding of the purpose, intent and application of the outcomes.

To address challenges or questions related to the purpose, relevancy, accuracy, and measurability of outcomes, the author of this work suggests a collaborative effort between faculty and administrators. Addressing and answering the following questions as a group of educators will allow for a positive discourse on the development and utilization of course learning outcomes. 1) Is the number of outcomes sufficient or too many? 2) Have we defined how the course learning outcomes will be measured? 3) Is the assessment identified appropriate to assess student learning? 4) ? 4) Does the content in the course learning outcomes represent what the students need to learn? 5) Do the methods of instruction, instructional practices, and the resources align with and support the intent and purpose of the course learning outcomes?

CONCLUSION

The faculty and educational administrators in sport management are responsible for the development, implementation, and offering of academically robust degree programs that emphasize specific student learning in preparation for the workforce. Included in this process is the development and application of course learning outcomes. The suggested development of martial art course learning outcomes in sport management addressed in this work is rooted in, 1) identifying the specific sport management skills and competencies, 2) course content to support the sport management skills and competencies, 3) assign level of difficulty to sport management course content based on Bloom's taxonomy and action verbs, and 4) academic collaboration to ensure the relevance, accuracy, and measurability of the outcomes. It is important to recognize that there is not one single method or process to write or develop course learning outcomes. However, the academic community in sport management has an opportunity to take the lead in emphasizing the development of robust sport management courses based on specific and measurable course learning outcomes.

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