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PEDAGOGICAL INNOVATIONS
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Pedagogical Innovations for the Millennial Sport Management Student: Socrative and Twitter

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Pedagogical innovation involving smartphone technology paired with complementary applications may offer sport management faculty the opportunity to create an environment of engaging instruction. Technologically enhanced and innovative assignments have the potential to stimulate student interest and critical-thinking skills by presenting new experiences and active learning opportunities via participatory education. Through the discussion of technology integration and pedagogical innovation when teaching millennial students, the purpose of this paper is to provide a conceptual framework—namely, the concerns-based adoption model (CBAM)—to introduce mobile technologies, such as Socrative and Twitter, into the sport management classroom.

Keywords*:* online learning, teaching, instructional technology, pedagogy, sport administration

Millennial college students have been called digital natives, the Internet generation, selfie-generation, me-generation, and/or the trophy-generation—they have been accused of being self-absorbed and only interested in promoting their own life experiences via social media. According to Twenge, Konrath, Foster, Campbell, and Bushman (2008) in Bergman, Fearrington, Davenport, and Bergman (2011, p. 706), millennials are "more narcissistic than previous generations." This piece of conventional wisdom is "related to Millennials' reported belief that others are interested in what they are doing and the desire for others to know what they are doing" (Bergman, Fearrington, Davenport, & Bergman, 2011, p. 716).

Research has concluded that "self-promoting SNS (social networking sites) behaviors represents an avenue through which narcissistic needs are expressed through social media," which supports previous findings of "positive associations between narcissism and selfies" (Weiser, 2015, p. 480).

Contrary to the traditional forms of passive learning in higher education (e.g., lecture, note taking, rote memorization, etc.), millennials have always had immediate access to information in a society focused on visual stimulation. They have not known the world without certain technologies, including personal computers or the Internet, and "for this reason, modern professors who want to establish stronger relationships with their students, must, besides communication, also improve the process of knowledge transfer by adjusting teaching strategies to the modern way of life students live" (Milosevic, Zivkovic, Arsic, & Manasijevic, 2015, p. 576). As we strive to engage, impact, and inspire our students through innovative educational experiences, faculty must adapt to the technological strengths (and access) of our current students.

Within higher education, the focus on, and need for, innovative pedagogy is the reality facing faculty members. Current pedagogical buzzwords include *flipped classroom, student-centered environment, active learning* (vs. passive learning), and *experiential, applied,* and *innovative assignments/assessments*. There is a desire for engaging instruction, improved writing abilities, enhanced critical-thinking skills, as well as support for the unique needs of first-generation college and transfer students. While lectures are the traditional approach in higher education, their effectiveness related to student learning outcomes has been questioned, as they require student learning to be passive and depersonalized (Smith & Cardaciotto, 2011). Although higher education may have been delayed in its appreciation for self-directed online learning (Scott, Sorokti, & Merrell, 2016), effective instructors understand learning as a social tool and

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the need for pedagogical strategies rooted in positive student engagement and communicative relationships (Osgerby & Rush, 2015).

Through the use of smartphone technology, specifically the integration of Socrative and Twitter, educators may be able to stray from the norm of passive learning and present new experiences and active learning opportunities via participatory education. Because student communications and social media relationships occur on smartphones (Lim, Hwang, Kim, & Biocca, 2015, p. 159), incorporating these devices into pedagogical innovation is a logical progression for the sport management classroom. What if educators embraced the use of cell phones and other forms of mobile technology educational tools? What if mobile technologies were encouraged or even required to be used in and outside of the traditional and virtual classrooms? Through the discussion of technology integration and pedagogical innovation when teaching millennial students, the purpose of this paper is to provide a conceptual framework—namely, the concerns-based adoption model (CBAM)—to introduce mobile technologies, such as Socrative and Twitter, into the sport management classroom.

Millennial Generation

Millennials, who were between the ages of 18 and 34 in 2015, are now the largest segment of the U.S. population, according to data from the U.S. Census Bureau—they outnumber the Baby Boomer generation, which comprises between 75.4 and 74.9 million living individuals (Fry, 2016). The millennial generation garners much interest from producers of goods and supplies, employers, and educators. There are countless attempts at understanding and describing the characteristics, values, traits, and potential that generation possesses (Donnison, 2007). Of course, to treat such a large group as homogeneous is impossible (Stein & Sanburn, 2013). While many may have similar traits and/or interests, collectively assigning characteristics to an entire generation can be problematic.

The relevance and importance of discussing millennial learning and teaching styles can be found in the size of this generation and its potential impact on the future of higher education. It will be the most educated generation in the United States (Rainer & Rainer, 2011). Thus, as educators, we must be open to shifting traditional teaching methodologies to meet the demands of the market (Gibson & Sodeman, 2014).

There has been a significant amount of research addressing the communication gap between educators and millennials. Suggestions for engaging millennials in the classroom include providing student-centered learning methodologies, giving timely and meaningful feedback, and, of course, using technology (Monaco & Martin, 2007). But why is technology use important for engaging this generation in the classroom?

From narcissism to being sheltered to being described as the offspring of "helicopter parents," many of the characteristics of the millennial generation are negative. However, there are also many positive characteristics the generation has been shown to embody as well. Confidence, being team-oriented, a strong desire to succeed and high levels of cultural awareness are just a few of the positive attributes manifested within the generation (Monaco & Martin, 2007). While it may be difficult to simplify and/or generalize any generation's cultural awareness or desire to succeed, one might be hard-pressed to argue that millennials are not connected to the digital realm or that they do not understand/embrace technology as part of everyday life.

One way for educators to use technology in the classroom may be to embed technological skills and platforms into curricula and classroom delivery. However, the technology being used should reflect what millennials also use. Learning activities for students within multimedia environments should reflect the visually rich, interactive, and fun technologies that students engage with in their everyday life (Hills, Boshoff, & Jewell, 2013). We must consider how millennials communicate, their characteristics, and the tools they use. Effectively using technology is much more than the simple use of e-mail communication to keep students up-to-date and a PowerPoint presentation for lectures.

A common characteristic associated with millennials is their use of technology and continual connectivity to the digital world. Millennials have grown up with technology and contribute to the "65% of adults [using] Social Networking Sites (SNS)" in the United States (Perrin, 2015b). The use of technology is deeply ingrained into who they are, how they grew up, and how they learn. According to the Pew Research Center (2014b), 87% of Americans use the Internet and 73% of Americans go online on a daily basis. Along with the 21% who go online almost constantly, 42% go online several times a day and 10% go online about once a day" (Perrin, 2015a). These statistics are noteworthy as Internet usage is continually progressing away from desktop-type devices and more into mobile devices capable of continual Wi-Fi connectivity—81% of those between the ages of 18 and 29 were wireless Internet (Wi-Fi) users in 2010 (Lenhart, Purcell, Smith, & Zickuhr, 2010). It could be argued that progression away from desktop devices is actually not a future trend but a past one, as "nearly two-thirds of Americans own a smartphone, and for many, these devices are a key entry point to the online world" (Smith, 2015). For Americans between the ages of 18 and 29, the rate of cell phone ownership is at 98% (Pew Research Center, 2014a). The "connected generation" communicates through a variety of technologically based methods including applications and short-messaging services (SMS; McMahon & Pospisil 2005). Progression has occurred and the continual connection era is here—educators need to continue to embrace technology and connectivity.

The number of adults owning desktop and laptop computers has declined over the past 11 years (Lenhart et al., 2010). On the other hand, cell phone ownership and use has increased almost 30% in the past 11 years (Lenhart et al., 2010). With this increase in cell phone

usage and ownership, it is clear that traditional classrooms and traditional teaching methods are no longer suitable to serve today's college students (Olszewski, 2016). Millennials average 4 hr per day on their mobile devices (eMarketer, 2015), and 93% use some type of web-based social networking—e.g., Twitter, Facebook, and Instagram (Statista, 2014). However, 89% of students perceive the cell phone as a leisure device rather than as an educational tool (Lepp, Barkley, & Karpinski, 2014), and some instructors have a "no cell phone use" policy during class listed in their course syllabi. These types of technology-restrictive policies may further reinforce many students' convictions that cell phones are solely leisure devices.

Technology in Education

Defining technology in education can help clarify the value of allowing devices to assist in creating an effective learning environment. Technology in education, in its simplest form, is defined as anything that achieves a practical purpose and that can assist teachers in motivating students (e.g., gaining and engaging attention), providing unique instructional capabilities (e.g., providing learning tools and information, tracking learning), supporting new teaching styles (e.g., cooperative learning, problem solving, shared intelligence), increasing teacher productivity (e.g., assessment strategies, "flipped classrooms"), and instructing skills for the information age (Mohnsen, 2012).

The student standards of the International Society for Technology in Education (ISTE, 2016), which target the knowledge, skills, and abilities ISTE believes are needed to learn effectively and live productively within today's digital society, are: (a) students demonstrate creativity and innovation through utilizing technology; (b) students communicate and collaborate via digital mediums; (c) students collect, evaluate, and use information via digital tools; (d) students critically think and problem-solve utilizing digital tools; (e) students demonstrate digital citizenship through legal and ethical technology related behavior; and (f) students demonstrate knowledge of technology applications and concepts. By meeting the six standards described above, students may be able to make, share, find, solve, protect, and use technology effectively.

In that same vein, effective teachers strive to model and apply the ISTE (2016) student standards as they plan, implement, and assess learning experiences through adhering to the following ISTE (2016) teacher standards:

> Utilizing technology, effective teachers must . . . (1) . . . facilitate and inspire student learning and creativity, (2) . . . design and develop digital-age learning experiences and assessments, (3) . . . model digital-age work and learning, (4) . . . promote and model digital citizenship, and (5) . . . engage in professional growth.

Emerging technology develops at a pace only the millennial generation can follow—our students are the first to know about new applications, devices, and/or programs that can have an immediate impact on an online learning community.

Adapting Emerging Technologies to Various Teaching and Learning Styles

Technology and distance-based online teaching presents unique challenges to an educator. According to Coker (2013), learners can be broken into two information processing preference categories. First, "global learners" tend to learn more easily when the big picture is presented first and details are provided second. Anecdotes, humor, and pictures aid global learners when being introduced to new concepts. In contrast, "analytic learners" favor sequenced step-by-step directions that work toward the overall new main concept to be learned. Procedures, rules, and guidelines mostly assist analytic learners. However, some learners can be a combination of both profiles. Given these two main learner profiles, educators should present new material in both formats. If most of the class is filled with global learners, a problem may arise when an analytic teacher (i.e., college professor) presents material only in an analytic fashion. As Coker (2013) notes, "when instructional style and learning style match, learners are able to process information more effectively and, as a result, achieve greater learning" (p. 146).

Moreover, perceptual mode entails the way information is received and processed, with the modal strength relating to the way learners prefer to receive information. The four types of learners with varying modal strengths that instructors should consider are (a) visual learners (i.e., prefer to read, watch demonstrations, see pictures, or look at models), (b) kinesthetic learners (i.e., prefer feeling or experiencing the concept through movement), (c) analytic learners (i.e., prefer investigating a concept, problem solving, and analyzing), and (d) auditory learners (i.e., prefer to hear explanations of the concept) (Coker, 2013). Providing each student with new information within his or her modal strength may not be feasible with large classes, so instructors could constantly vary their methods of delivering material across all four styles.

Many learning style self-assessments exist online (e.g., Bixler, 2016; Pennsylvania Higher Education Assistance Agency, 2011). Instructors may wish to consider taking one of these assessments so that they become self-aware of their preferred style. By doing so, instructors may ensure information is not presented to others only in their own preferred mode. In addition, students could be assessed so instructors can become aware of the trends of preferred learning style for each class and tailor instruction accordingly. Pedagogical innovation involving incorporation of smartphone technology, specifically Socrative and Twitter, may help instructors reach students who have varying needs and learning styles.

Conceptual Framework

According to Tess (2013, p. A62), instructors should not only consider "the practical integration of the tool into course goals but also (and more importantly) the theoretical framework for implementing the technology as a learning resource." The conceptual, or theoretical, framework this article used is centered on the CBAM. The CBAM theory was developed in 1987 by Hall & Hord, and it encompasses the various stages of concern experienced by teachers regarding the development of teaching skills. It is often used for technology or innovation adoption within an education-specific setting (Hosman & Cvetanoska, 2009; Straub, 2009). The CBAM theory is based on adopting new techniques through the perspective of the adoptee. For this article, the authors are discussing the adoption of Twitter and Socrative within the classroom by sports management professors, who, in this case, are the adoptees.

The CBAM theory is based on cognitive concerns the adoptees would face in an educational setting. This theory is applied to this article and to the adoption of Twitter and Socrative within the sport management classroom because the theory does not focus on why innovation or technology is adopted. Instead, the CBAM focuses on the concerns a population may face when adopting something new (Straub, 2009). The CBAM theory is an appropriate conceptual foundation as many research studies exist showing the negative effects of cell phone or Internet usage. For example, Reed & Reay (2015) found that Internet use through digital learning tools "may be generating problems for some students, which will, in turn, negatively impact on the educational experience and outcomes (p. 721)." For this reason, some professors may have concerns about the adoption of the cell phone within a learning environment.

The CBAM is made up of seven different stages of concern. As it relates to sport management professors vaguely familiar with technology, these individuals fall within stages 0–1 of the CBAM model for adopting Twitter or Socrative within the classroom (the level placement may be different for each application). Socrative is a relatively new application and instructors may have little or a vague awareness of this innovation.

A basic awareness of Twitter may exist due its mainstream status and frequently used terminology (e.g., Twitter, Tweet, and follower), yet understanding of its use may be vague, and integration within the classroom may be logistically challenging. Thus, though awareness of Socrative/Twitter may be present at the basic level, the purpose of this paper is to provide knowledge to instructors on the utilization of Socrative and Twitter within the sport management classroom. Stages 0 and 1 of the CBAM process, displayed in Figure 1, allow the focus to begin with the goal of facilitating awareness and providing practical information to sport management professors.

Pedagogical Innovation

Socrative

Cell phone use in the classroom may come with a negative stigma or be associated with lack of student engagement. However, it has been shown that using web-based applications and tools can lead to an increase in classroom participation and in mental engagement (Wash, 2014). Specifically, web-based tools and applications are often accessible via cell phone. Mendez and Slisko (2013, p. 19) identified the following as benefits of adopting the cell phone into the classroom:

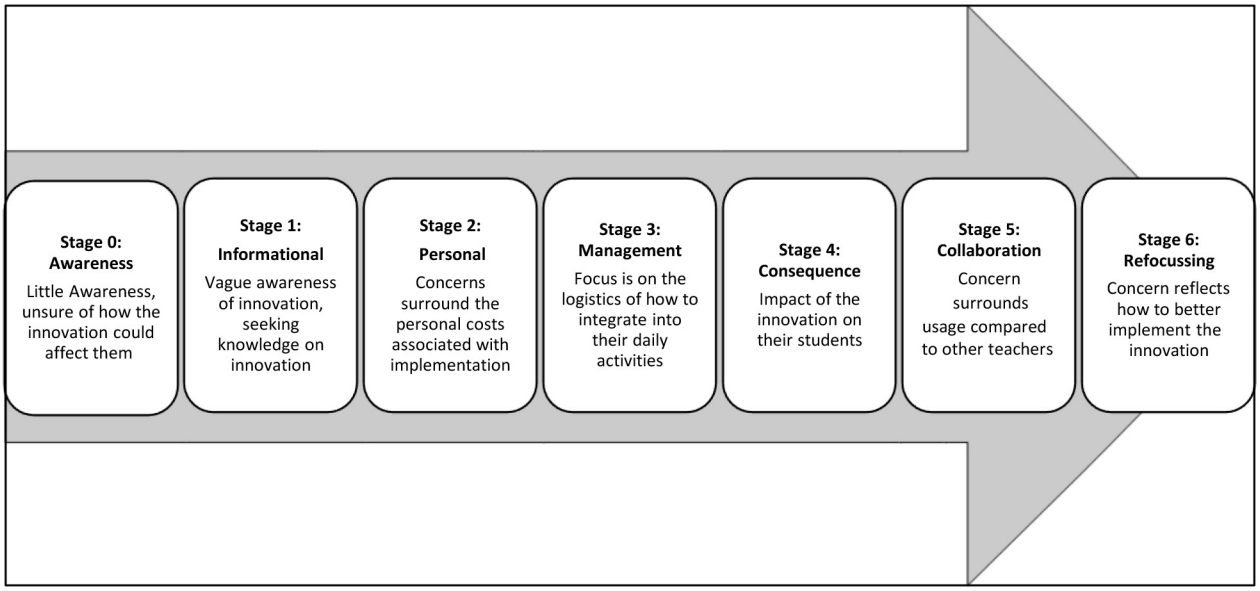

Figure 1 — Stages of concern for the CBAM Model (Hall, 1979; Straub, 2009).

1. Mobile learning can be used to encourage both independent and collaborative learning experiences.
2. Mobile learning helps remove some of the formality from the learning experience and engages reluctant learners.
3. Mobile learning helps learners remain more focused for longer periods.
4. Mobile learning helps raise self-esteem.
5. Mobile learning helps combat resistance to the use of ICT (information and communication technologies) and can help bridge the gap between mobile phone literacy and ICT literacy.
6. Cell phones can save money.
7. Students use cell phones very well.
8. Cell phones are very flexible; students can use them anytime, anywhere, from any source, at any pace.
9. Cell phones can empower students who are visually or hearing impaired.
10. Cell phones distract less than laptops.

One such cell phone–accessible, web-based application that can be used in the classroom is Socrative. Socrative is a user-friendly, cloud-based quizzing application. The two most appealing characteristics of Socrative may be its ease of use for both instructors and students, as well as the fact that it is cost-free. Both parties are able to download the application on any device that can connect to the Internet. Once an instructor signs up for Socrative, which only requires an e-mail address, they are assigned a classroom number that the instructor then is able to share with the students.

Socrative allows instructors to control the process, from question creation to student feedback. Once an instructor has an account, he or she can create quizzes, concept checks, or polls within the class. Figure 2 shows the interface of what an instructor would see upon logging in to Socrative.

A common use of Socrative by teachers is with assisting in delivering quick quizzes in class and providing occasional student concept checks. Quizzes may help the instructor with formative feedback to students on their grasp of the content as well as with summative assessments, which could be inserted at the end of a unit and may be part of a student's grade.

If an instructor creates a quiz, he or she can use a variety of question-formatting options, including short answer, survey, true/false, and multiple choice. Question and/or multiple-choice answer order can also be randomized within quizzes. The instructor can choose to give immediate feedback to students or to evaluate the answers first. The option of showing live results as students answer questions is also an option. Moreover, upon completion of the quiz the instructor is then able to download the results into an Excel spreadsheet or e-mail the results to him- or herself.

The "start vote" function permits quick polls to be taken by students, through which they may vote on a class-related decision (i.e., class project options,

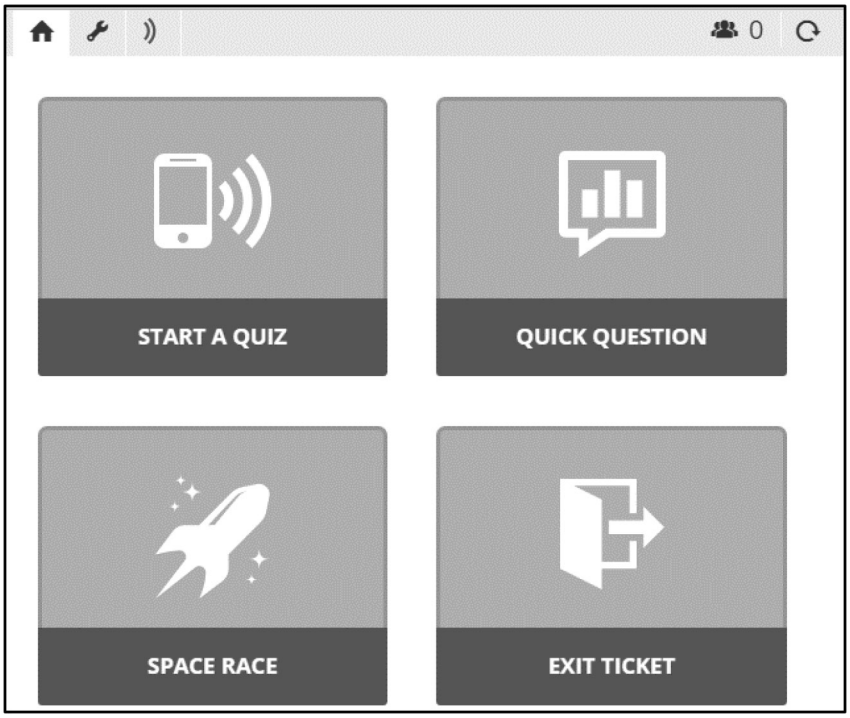

Figure 2 — Instructor view of Socrative upon log-in.

assignment topics, determining class due dates, meeting locations, order of content, etc.). The "exit ticket" may serve as an option to check for understanding of course content. Often done at the end of a class, teachers may pose a question relating to the lesson content to determine student understanding (e.g., "Describe the difference between internal validity and external validity."). If the results in Socrative indicate a general lack of understanding or common mistakes, a teacher may revisit a particularly difficult concept at the beginning of the next lesson in an effort to increase student comprehension. Conversely, if all students demonstrate understanding, the teacher may be able to confidently move on to the next concept and not waste time reviewing a topic that is already grasped by the students.

Socrative could be used also as a type of digital comment-and-question box where students could pose course questions throughout the semester. The instructors could post a short-answer question within Socrative such as "What question do you still have regarding this course?" The teacher could then consider starting each class answering any commonly asked questions to provide further clarity. When creating a question, options allow for an "unlimited number of responses per student," so students would be able to answer and ask questions throughout the entire semester of the course. In addition, the ability to choose the "anonymous" option allows for students' names not be associated with the question(s).

Although research related to the effectiveness of Socrative has thus far been limited, results indicate the use of Socrative to be effective in various ways. Preliminary research has involved samples of students who used Socrative, including a 2014 student opinion poll (Wash, 2014). A group of 40 students were asked if using Socrative enhanced class participation, improved mental engagement, stimulated class discussion, and increased learning. The results indicated a range of scores between 4.225 and 4.775 out of a 5-point Likert scale (Wash, 2014). Similarly, a 2013 pilot study of 33 students concluded that over 70% of students identified the use of Socrative in the classroom as having positive effects on attention, involvement, and interaction with classmates (Mendez & Slisko, 2013). In a 2015 study, students also identified the use of Socrative as significantly affecting learning performance (Awedh, Mueen, Zafar & Manzoor, 2015).

Twitter

In addition to Socrative, Twitter is the second pedagogical innovation suggested for further examination. Twitter is an application of social media. Social media is a "collection of Internet websites, services, and practices that promote collaboration, community building, participation, and sharing" (Junco, Heiberger, & Loken, 2011, p. 119). Twitter functions differently from other social media in that its users are able to post concise and focused Tweets of 140 characters or less (Osgerby & Rush, 2015), which may "help students write more concisely and think critically about the key elements to include in Tweets" (Crews & Stitt-Gohdes, 2012, p. 79).

Accounts on this user-friendly microblogging (O'Boyle, 2014) site can post 140-character messages, pictures, and/or videos through personal computers, laptops, and/or other smart devices (phones, tablets, watches, etc.). In its current state, Twitter technology allows for both asynchronous communication via Tweets and synchronous instructor-to-student and student-to-student capabilities via the Twitter message feature (Milosevic, Zivkovic, Arsic, & Manasijevic, 2015, p. 576). Twitter was established in 2006 (Carlson, 2011), and its use in the sport management (traditional) classroom has been discussed in academic literature. Benefits touted in the literature include a positive correlation between Twitter usage and engagement (Junco, Heiberger, & Loken, 2011; Marr & DeWaele, 2015; Scott & Stanway, 2015; Milosevic, Zivkovic, Arsic, & Manasijevic, 2015), as well as a platform for professors and students to participate in collaborative learning and enhanced dialogue (Marr & DeWaele, 2015; O'Boyle, 2014; Sanderson & Browning, 2015; Scott & Stanway, 2015). Although the use of social media has become more common in society, and Twitter possesses admitted pedagogic utility, sport management faculty must cautiously proceed with implementation due to a host of unknown factors, including student perceptions and motivations (Eagleman, 2013; Osgerby & Rush, 2015).

As a complementary course tool used to enrich learning, engagement, and discovery, stakeholder participation may occur through communication and dialogue and shared breaking news (Marr & DeWaele, 2015; Sanderson & Browning, 2015). Twitter is proposed as a tool for enhanced communication, as such dialogue has the potential to bring about an increased sense of community, as well as the ability to connect foundational course concepts with academic research and/or current events (O'Boyle, 2014; Sanderson & Browning, 2015). Through student-initiated Twitter communications, the virtual classroom can be flipped, barriers to learning can be overcome, and the passive, one-way learning of the past can be modified in favor of a blended-learning model (O'Boyle, 2014; Sanderson & Browning, 2015). Sport management courses can require students to make connections with industry professionals/organizations, analyze use of social media in marketing campaigns. Moreover, productive searches for internships/jobs can occur via Twitter (Sanderson & Browning, 2015).

Social media use is dominated by the younger, educated generations (Scott, Sorokti, & Merrell, 2016), and is an integral part of our college students' lives (Osgerby & Rush, 2015). It has redefined personal communication, social engagement development, contextual relationship building, emotional attachment, and the ability to feel a sense of community online (Lim, Hwang, Kim, & Biocca, 2015). Positive use of social media can result in increased communication, enhanced interaction, and the ability to establish meaningful relationships (Eagleman, 2013). Twitter is not just for personal and/or casual use;

it has relevance to business endeavors as well (Crews & Stitt-Gohdes, 2012), including interaction, relationship building, brand promotion, news, and access to insider information (Filo, Lock, & Karg, 2015). Gaining online traction and interest from stakeholders can be a direct result of social media accounts that tailor messages and content to meet the specific needs of followers (Watanabe, Yan, & Soebbing, 2015). Advantages of inexpensive social media usage by individuals and/or organizations include the development of greater connections, better interactions, ease of personalized communication, and the ability to say thank you (Eagleman, 2013; Filo, Lock, & Karg, 2015). Social media usage in education has the potential to make learning fun, modern, familiar, engaging, and collaborative (Joosten, 2012, as cited by Lebel, Danylchuk, & Millar, 2015).

Social media's pervasiveness and cultural impact (Filo, Lock, & Karg, 2015) on the current generation of college students is one reason sport management faculty members have taken notice of the advantages associated with social media usage from a research and pedagogical perspective. Use of social media by faculty can blend the dichotomous personas—that is, the personal and professional ones—when the sharing of publications, musings/opinions, infrequent personal updates, and social communications muddy the social media landscape (Veletsianos, 2011). Faculty members' interest in social media may relate to a desire to improve teaching effectiveness or its noted benefit in improved communication, engagement, and networking (Lebel, Danylchuk, & Millar, 2015). Milosevic, Zivkovic, Arsic, & Manasijevic (2015) tout the benefits of social media usage related to student learning outcomes, interaction, participation, critical thinking, and learning the culture of an institution of higher education.

Due to accessibility and functionality, social media applications have the potential to enhance learning and meet diverse pedagogical needs of students in higher education while fostering personal development (Lebel, Danylchuk, & Millar, 2015; Milosevic, Zivkovic, Arsic, & Manasijevic, 2015). Social media sites can help improve student–instructor communication, establish a professional social media profile, develop a personal (online) brand, and showcase students' preprofessional experiences. Further, incorporating the use of social media in the curriculum can create a virtual classroom to assist with student development and engagement with academic peers (Milosevic, Zivkovic, Arsic, & Manasijevic, 2015). Due to the platform's ability to send and receive Tweets almost immediately, "Twitter lends itself to a more engaging and continuous conversation" (Junco, Elavsky, & Heiberger, 2013, p. 284). The potential exists to positively interact, learn student interests, support psychosocial development, and enhance learning outcomes (Junco, Heiberger, & Loken, 2011; Lebel, Danylchuk, & Millar, 2015; Milosevic, Zivkovic, Arsic, & Manasijevic, 2015).

Use of Twitter for educational purposes relevant to course concepts can positively affect grades, student engagement, and enhance the learning environment (Junco, Heiberger, & Loken, 2011; Lebel, Danylchuk, & Millar, 2015). Specifically, "when students are required to use Twitter for a course and faculty engage with them regularly on the platform, there is an increase in student engagement and grades that was not seen when students were allowed to choose whether or not to use Twitter and when faculty rarely interacted with them on the platform" (Junco, Elavsky, & Heiberger, 2013, p. 283).

Beyond the ability to direct students to course information, reminders, and/or topics online (Veletsianos, 2011), Scott and Stanway (2015) suggest the incorporation of social media as an fundamental pedagogical component—recommended incorporation into the curriculum included required student posts about relevant course concepts, contemporary issues, and connections to recent lectures/topics. While Tess (2013) suggests "book discussion, class reminders, low-stress means of asking questions, [and] conversations that could continue after class" as potential means of improving student engagement via Twitter, Osgerby & Rush (2015) identify eight main themes proposed as "pedagogic uses of Twitter":

1. Broadcasting and coordination
2. Microblogging
3. Trend following
4. Polling
5. Personal project and representation
6. Online discussion
7. Resource sharing
8. Feedback

Twitter can serve as a complementary component to the course platform BlackBoard in an online learning community, as graduate sport management students are challenged to "get out from behind their computers and experience the world of sport facilities." In only 140 characters, students are able to informally communicate with classmates and post pictures and information about their facility visit. Benefits of conversation in social media, formulated outside traditional BlackBoard course shells and/or brick-and-mortar classrooms, include a lack of formality, absence of an instructor presence, as well as a place that fosters students' critical thinking, informal communication, and reflection (Scott, Sorokti, & Merrell, 2016).

Socioethical Issues in Sport

A graduate sport management course focusing on socioethical issues in sport and supplemented with Coakley's textbook, *Sports in Society: Issues and Controversies,* involves the "advanced study of such social issues as gender, race and ethnicity, aggression, politics, religion, and class and social mobility within the context of the sport industry." In an online environment where synchronous communication and intragroup engagement may be difficult to generate, an adaptation of the live-tweeting approach previously suggested for in-class lectures (Sanderson & Browning, 2015) and significant events

such as presidential debates (Hawthorne, Houston, & McKinney, 2013) or State of the Union addresses (Al-Bahrani & Patel, 2015) may promote student engagement. The ultimate goal is to "increase student understanding of . . . concepts, elicit deeper retention of information, and spur increased interest in the field" (Al-Bahrani & Patel, 2015, p. 56).

In this instance, the use of Twitter was suggested through a submission to the 2016 NASSM Teaching and Learning Fair and included live-tweeting individual and group reactions to a film relevant to the course (Davies, 2016). In a variation of this live-tweeting approach, group members viewed the film while tweeting reactions to the events presented. Group members were required to communicate ethical issues identified, along with connections to concepts from the textbook (required information in the student Tweet included the handle @instructor and the course hashtag). This activity was offered as an extracredit opportunity and as a precursor to the group's required PowerPoint project, in which the ethical issues and themes identified in the movie were submitted as a formal presentation.

Sport Venue and Event Management

Sport venue and event management, described in the course catalog as providing "a practical background in all facets of managing a sports event and facility," used Fried's textbook, *Managing Sport Facilities.* Adding a picture to the student's BlackBoard profile aimed to create a more personal connection with the instructor and peers, while the incorporation of Twitter was intended to "make classroom activities/information available to others and to provide opportunities for students to interact with individuals outside the classroom" (Veletsianos, 2011, p. 343). Twitter as a social network is a virtual community that is able to foster engagement and build a sense of community among participants and students (Scott & Stanway, 2015; Watanabe, Yan, & Soebbing, 2015, p. 620). In addition to adding BlackBoard profile pictures, students were required to create a Twitter account, follow the instructor, and send an introductory Tweet with the course hashtag. The main use of Twitter for the term included student visits to athletic facilities during the online modules and tweeting about their experiences. Directions included "In 140 characters, describe the facility which you visited for this module and what, in particular, you will be examining (connection to readings). Make sure to include a picture and our course hashtag." Topics examined in the course included risk management, the ECT approach, limited duty rule/baseball rule, Americans with Disabilities Act, site and design, operations and maintenance, and green facilities management (Fried, 2015).

These real-world examinations became facility-visit papers in which students connected their experiences to the textbook and to an academic journal article of their choice. This experience was relevant to students' professional interests and/or anticipated career endeavors. The goal was to connect/apply the foundational theories and concept found in the textbook, as well as selected academic articles to the practical/experiential assignments. Facility-visit papers "give students an opportunity to apply their writing to real-world situations" (Crews & Stitt-Gohdes, 2012, p. 79), while also emphasizing the importance of academic connections. Required components of the paper included (1) overview of facility and why you chose it, (2) what [the student] saw/experienced during the facility visit; (3) connection to course materials and student-selected academic article(s); and (4) significant takeaways from the experience—what [the student] learned, how it will make [the student] a better professional, and connection(s) to career goals.

Assigned facility visits conducted by graduate students have occurred at baseball/softball fields, basketball arenas, football stadiums, aquatic venues (pools, natatoriums, etc.), fitness facilities (YMCA, campus recreation centers, CrossFit, gymnastics, etc.), and community/public parks and/or recreation centers (which may include tennis, soccer, golf, and playground). In the final online course module, students were given an opportunity to visit a unique athletic facility of their choice, which resulted in examinations of trampoline parks, a specialized FastPitch academy, rock-climbing gyms, skate parks, hockey/ice-skating rinks, Topgolf (a sports entertainment facility), multipurpose facilities, bowling alleys, disc golf courses, roller-skating rinks, Pure Barre, Talladega Superspeedway (NASCAR), tailgating areas/facilities for NCAA football, and Rails-to-Trails conversions.

Discussion

Millennial students in sport management are tech-savvy and possess immense computer skills, which the industry requires of its new hires. For this reason, faculty must challenge themselves and students through the incorporation of innovative technology and social media into classroom activities and course assignments (Lebel, Danylchuk, & Millar, 2015). The examination of best practices of social media use in the sport management classroom has been suggested (Lebel, Danylchuk, & Millar, 2015; Scott & Stanway, 2015) to assist and support those faculty who lag behind in adopting emerging technology in the classroom. To further benefit the field of sport management, the authors recommend continued empirical study of instructor intent/effectiveness, student perception/motivation, and the significance of increase/decrease in student engagement related to integration of smartphone technology in the classroom. Further examination should also attempt to better understand emerging technology supporting asynchronous and synchronous communication, as well as the benefits of both based on student learning needs/styles. The next steps may include integration of multiple emerging technologies and/or of streaming-video technologies such as Periscope, Zoom, Meerkat, Skype, and Google Hangout.

Challenges related to the incorporation of technology into the virtual and/or traditional classroom centers on meeting the diverse educational needs of the students

enrolled in the course. Participant perceptions, positive impact on learning outcomes, and degree of increased student engagement will ultimately determine incorporation of pedagogical innovation in the classroom. The ultimate goal is to improve student learning outcomes and faculty member experiences through the avoidance of traditional forms of passive learning in favor of more active, technologically enhanced learning in both traditional and virtual environments. Technologically enhanced environments may allow for the critical analysis of current issues and trends in sport management. Critical thinking gives our students the tools to encourage active participation in their educational journey. Participatory learning encourages the use of problem-solving skills, the advancement of in-depth analysis, and promotion of autonomous learning. Ultimately, the ideal result is enhanced faculty teaching experiences through motivated instruction, as well as improved students learning outcomes, retention of information, and narrowing of any existing critical-thinking skills gap.

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