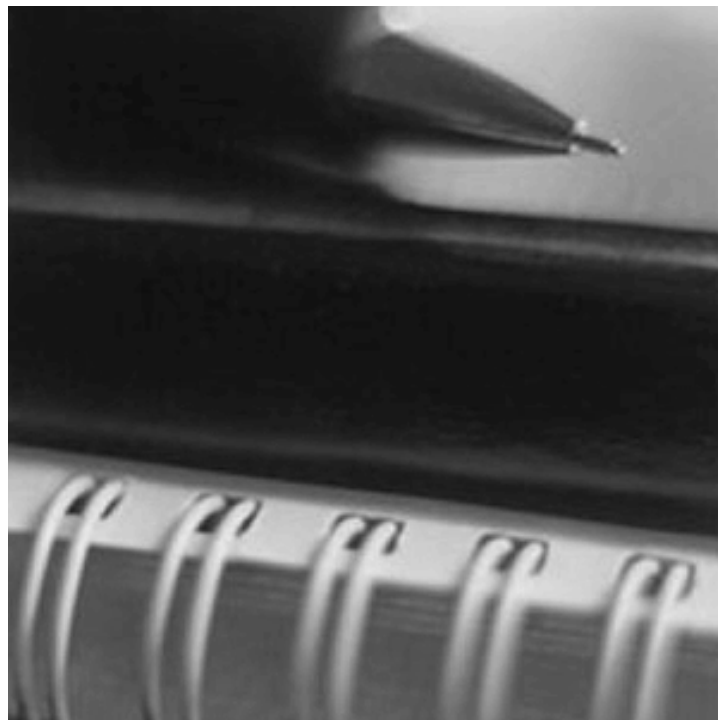


LEARNING AND TEACHING GUIDES

Problem Based Learning in Sport, Leisure and Social Sciences
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1. Introduction

This guide is designed to be a user-friendly introduction to problem-based learning (PBL) in sports sociology, drawing on the related areas of history and politics. It complements the HLST resource bank on problem-based learning in sport and the exercise sciences ([Duncan, 2008](#)); this resource was the result of one of HLST's Round 8 Pedagogic Research and Development Projects.

Advocates of this approach to teaching claim that learning increases when students are able to access and integrate information from a range of different disciplines, and thus PBL is compatible within a multidisciplinary module enrolling with students from different, yet related, programmes.

There exists an expectation amongst some staff that students will arrive in higher education already in possession of key skills; however, as [Wilson et al \(2006\)](#) show, skills such as independence, learner autonomy, researching, thinking, problem-solving, time management, connecting ideas and theories, literacy and numeracy are often insufficient for higher education and thus require active development. Tutors often ask themselves "How can I get my students to think?" and question whether students have forgotten *how to learn* (Coghlan & Horan, 2004). A student-focused, problem-based approach encourages students to *think for themselves* and to take direct responsibility for their own learning with the promotion of formative, rather than summative, forms of learning and assessment.

There is a diverse range of opinions on exactly what constitutes and defines PBL. This lack of agreement makes it somewhat difficult to offer a comprehensive, yet concise assessment as different researchers and practitioners often employ terms that differ from their peers. Although different approaches and terms are used by its practitioners, PBL can be seen as following the same basic steps. In short, PBL is an educational methodology that uses learning goals to create and structure an environment in which students, working in self-directed groups identify, synthesise and apply information to specific issues (within a case or problem format). The role of the tutor is to prepare the environment and facilitate discovery and learning, rather than to teach.

Topical problems, presented as case studies, can engage students in the learning process with the development of subject specific content and knowledge, and generic research skills. This pedagogic approach allows tutors to address students' over-reliance and inappropriate use of the internet and incidents of plagiarism, which can be designed out of the course. Correctly designed and implemented, problem-based learning can develop students confidence and understanding and increase levels of independence which develops the skills required and valued by both students and employers.

The popularity of PBL has resulted in a huge range of material being available, much of which can be freely accessed online. I do not want therefore to 'reinvent the wheel.' The intention of this guide is to act as an introduction to those interested in developing a problem-based module, or those who already have experimented and are looking for additional information or ideas. This guide identifies best practices, summarises and references the key literature. Where indicated, links are included to websites which offer reputable, authoritative, informative, and concise information and clearly explain the different elements of PBL.

2. Some Background

The purpose of this guide is not to survey the range of possible teaching and learning strategies, but it is necessary to locate and briefly contextualise PBL and its relationship to other forms of teaching. Put very simply, there are two broad approaches to teaching,

1. Students are *taught* in a didactic manner the necessary information (essential concepts and procedures) via direct instruction in teacher-centred classrooms. This method is criticised by some for encouraging passive, surface, rote learning.
2. Students *learn* the relevant information primarily through self-directed activities in which they 'discover' the necessary information. This approach, which adopts a student-centred focus, has its foundation in social constructivist theories that

have become very popular in teaching, learning and assessment (see, for example, Savin-Baden and Major, 2004).

Although this guide includes a number of links to freely available Internet material, there are a number of books worth consulting when preparing a PBL module. Especially useful are:

- Boud, D. & Feletti, G. (1998) *The Challenge of Problem-Based Learning*.
- Duch, B. Groh, S. & Allen, D. (2001) (eds.) *The Power of Problem-based Learning*.
- Savin-Baden, M. (2000) *Problem-based Learning in Higher Education: Untold Stories*.
- Savin-Baden, M. (2003) *Facilitating Problem-based Learning*.
- Savin-Baden, M. & Major, C.H. (2004) *Foundations of Problem-based Learning*.

Enquiry-based learning (EBL) is an umbrella term for an approach that uses a range of different material to facilitate learning, and includes newspaper stories, photographs, films or artefacts. PBL is one version found within EBL and uses specially constructed scenarios (cases), which contain a 'problem' within; the students 'unpack' the problem and learn from issues embedded in the case. [Kirschner, Sweller and Clark \(2006:75\)](#) identify a number of terms by which the student-centered, minimally guided, pedagogic approach is known:

- Discovery learning
- Inquiry learning
- Experiential learning
- Constructivist learning,
- Problem-based learning

The focus on this Guide is on the last of these terms.

3. Synopsis of PBL

Students are presented with an open-ended problem usually in the form of a case study (which can range in length from one sentence to multiple pages). The presentation of each problem is deliberately *ill-structured*, as the intention is not to produce one specific *answer*, but rather to develop the skills needed by graduates to *think through a particular problem*. Students take responsibility for how they approach the problem and work collaboratively in small groups to prepare a response. A sequential approach is used to help the student to *unpack* the problem, beginning with identification of questions, knowledge already held and resources needed to prepare a response. In small groups, students share personal experiences and knowledge, developing their problem solving skills. Students are encouraged to take responsibility for their group and organise and direct the learning process. The students then present their findings using one out of a number of possible formats. However, the process does not end there. An important element is getting the students (individually and in their groups) to reflect on their experiences. In PBL, the tutor is a facilitator of learning, someone who scaffolds the learning process, rather than instructing and providing information. As the students become more practised and confident in using PBL, the tutor's interventions reduce, thus requiring the students to take on greater levels of responsibility for their own learning, of the necessary knowledge, skills and procedures.

4. PBL as a Pedagogic Approach

PBL (as part of a wider EBL approach) has become a very popular form of pedagogy in recent years. However, as with any pedagogic approach, the effectiveness of the approach is subject to serious debate. The links to PBL resources throughout this Guide are generally very supportive of the PBL approach. However, a recent paper by [Kirschner, Sweller & Clark \(2006\)](#) offers a critical analysis of the PBL approach. They suggest that the reasons for the ongoing popularity of what they see as a failed approach are unclear, with the proponents of PBL basing their claims on two assumptions;

1. Learners constructing their own solutions leads to the most effective learning experience;

2. Knowledge can best be acquired through experience based in the procedures of the discipline (p.76)

They argue that:

“the past half-century of empirical research on this issue has provided overwhelming and unambiguous evidence that minimal guidance during instruction is significantly less effective and efficient than guidance specifically designed to support the cognitive processing necessary for learning” (p.76).

By contrast, the paper by [Duncan, Lyons and Al-Nakeeb \(2007\)](#) reports of impact of problem-based learning on the student experience in sports and exercise biomechanics, with students reporting greater levels of autonomy, engagement and enthusiasm compared to traditionally delivered modules. As with all pedagogic approaches, one needs to consider both the advantages and the disadvantages.

Advantages and Disadvantages

There are a number of advantages and disadvantages, for both the staff and students, in the use of PBL. In the spirit of this document, a summary of the most common are now outlined.

Advantage:

It inculcates and develops within the students an active learning mindset, with students more engaged in the learning process. It can facilitate ‘deep learning’ enhance content knowledge, retention and improves understanding. PBL allows the students to engage in a ‘process of struggle’ by encouraging them to learn content and develop critical thinking skills, ultimately developing generic life long learners.

Disadvantage

Puts responsibility onto the student. With widening participation, this approach might not be their preferred learning style. Students might lack confidence in using the PBL approach. Students might see excessive demand placed on their time (i.e. they have to find the resources – rather than being supplied with a reading list!).

Advantage

Develops student independence, problem-solving abilities. Develops self-directed learning skills.

Disadvantage

Places additional demands on resources; staff time, rooms.

Advantage

Facilitates the development of students communication skills.

Disadvantage

Group work. Perennial problem of ‘freeloaders’ with the stronger students carrying the group.

Advantage

Uses ‘real world problems’ that have resonance and relevance to the students and their future careers.

Disadvantage

Students not clear on the module objectives or the standard of work required. Students unclear on how much work to prepare (either preparing too much or too little).

Advantage

Potentially more enjoyable for students and staff.

Disadvantage

Reluctance of tutor to employ PBL, who might prefer a didactic style of delivery. Tutors become frustrated with ‘facilitator’ role, preferring to teach. Tutors might not possess the necessary skills in facilitation, and therefore need training.

The disadvantages identified above can be addressed with careful curriculum planning, explanation to students and monitoring during implementation.

5. Current Practitioners and Resources

PBL was initially developed at McMaster University in Canada in the 1970s and has since developed into a highly popular and diffuse pedagogic approach. The literature is vast and for the sake of usability, the focus here is on three leading practitioners and their resources.

1. The **University of Manchester** host the **Centre for Excellence in Enquiry-Based Learning (CEEBL)** contains extensive, comprehensive resources (including guides, case studies, evaluations, research papers, CETL-related material, and references to the wider range of other on-line [resources](#))

2. The **Higher Education Academy Subject Centres** contain an extensive amount on material related to PBL. These are usually based around its subject areas. Useful information and examples can be found at the following Subject Centre sites:

- [Physical Sciences Centre](#) has a listing of web resources.
- [C-SAP \(Sociology, Anthropology and Politics\)](#) contains a clearly presented and useful information.
- [Materials](#) includes a listing of useful web resources.
- [HCA \(History, Classics and Archeology\)](#) prefers the use of EBL, but the site contains some useful information.
- The [Hospitality, Leisure, Sport & Tourism Network's](#) e-journal (JoHLSTE) has two useful papers:
 - [Martin, West & Bill \(2008\)](#): *Incorporating Problem-Based Learning Strategies to Develop Learner Autonomy and Employability Skills in Sports Science Undergraduates*
 - [Duncan & Al-Nakeeb \(2006\)](#) *Using Problem-Based learning in Sports Related Courses: An Overview of Module Development and Student Responses in an Undergraduate Sports Studies Module*

3. The [University of Delaware](#) operates a **Problem-Based Learning Clearinghouse** You have to register (free) for their clearing house.

6. Planning Stages

i) Curriculum design

What are your own curricular objectives and how do you assemble a PBL curriculum?

Although it is possible, it is perhaps unwise to seek to base an entire programme of study on PBL. Working in HE it is probably more preferable (and more achievable) to seek to introduce PBL into those areas where it *best fits*, and in areas in which the tutor feels most comfortable with the subject material. The guide by [Kahn & O'Rourke \(2004\)](#) offers a useful discussion of issues relating to curriculum design, and for a more comprehensive discussion of all stages in curriculum design see [Butcher, Davies and Highton \(2006\)](#)

It is necessary to ensure that PBL is placed at the heart of the module, rather than being intermittently used within a primarily teacher-focused, didactic pedagogical approach. The reason for this is by mixing it into a traditional teacher-led pedagogy, the student is likely to experience confusion over what is required. What is preferred is a sustained, consistent approach that allows the student to achieve a full realisation of the benefits offered by a PBL approach (See http://www.pbli.org/pbl/generic_pbl.htm)

Also, see [Wood \(2003\)](#) for a simple ten-stage template for those considering introducing PBL into their teaching.

An important element in the curriculum design is the assessment. One of the core ideas underpinning PBL is that the students' skills and abilities which are used to produce the assessment are relevant and are of value to the students in their graduate working lives. Useful documents when preparing the assessment include:

- [Understanding the Impact of Assessment on Students in Problem-Based Learning \(2004\)](#) explores assessment in the context of problem-based learning (PBL) at three different levels.
- [A Briefing on Assessment in Problem-Based Learning \(2004\)](#) offers an extended discussion on learning environment and assessment methods. It focuses on the

importance of aligning the objectives and student learning outcomes of the course. Available at,

- [Assessment Strategies for Enquiry and Problem-based Learning \(2005\)](#)
- [Developing Group Learning Through Assessment](#)

ii) Designing the Structure

Using PBL requires a step-wise approach and whilst there are minor differences in the number of steps or stages, common patterns can be identified. For example:

- [ParaBL](#) - Linked to University of Manchester. This site is a very useful, easy to understand example of PBL – well worth a visit to see how it is done in eight steps.
- [The Tutor in PBL. A Novices Guide](#) - The originators of the PBL approach (McMaster University) use seven stages in their approach.
- [University of Maastricht's 'seven jump' approach](#) - The whole curriculum is built around problem solving learning system, based on a seven-step process called “the seven jump” that guides students. Check their '[links](#)' tab for an extensive listing of materials.

It is important that each stage is carefully planned. This is where the work and skills of the tutor are needed. It might be easy to leave out the final stage (of student reflection), but this is central to PBL for it to be effective, and for the students to develop an important life-long skill in self-reflection and evaluation of their performance.

iii) What Makes a Good Problem?

Creating an effective scenario is one of the most ‘enjoyable’ stages – letting your imagination and artistic creativity come to the fore! However, having an idea is not sufficient; as these have to be turned into problems. A number of resources can help in the structuring of the case, but it will be your experience and knowledge that will form the basis of the problem.

The problem, embedded in the case study, should be at the same level of the student – in terms of their subject knowledge, skills and abilities. The problem should be of

interest to the students; they are more likely to engage in the process if it is something to which they can relate. It will also help if they can see the relevance of the subject and skill development for their future career. The problem is left deliberately unformulated, the intention being to open up issues, rather than close them down. This can be done by including a number of different cues, individual and stakeholders acting to stimulate the activity; it is thus useful to include a range of characters offering different perspectives on the problem. Including a range of issues allows students to go to a number of different learning resources and related subject areas (i.e. sociology, politics, and history).

Resources include

- A summary of [generic problem-based learning essentials](#)
- Suggestions on '[what makes a good case?](#) And some useful *rules* on good storytelling.
- [University of Delaware PBL Clearinghouse](#) offers ideas and worked examples of PBL. This site requires registration but is a useful resource for ideas.
- A useful book, but difficult to source, is David Hachen's ***Instructor's Manual for Sociology in Action: Cases for Critical and Sociological Thinking***. Also worth tracking down is the same author's ***Sociology in Action: Cases for Critical and Sociological Thinking***.

iv) The Role Of The Tutor

Teaching using PBL is different and often more challenging for the staff, especially relatively new teachers. 'Control' is passed to the students, with the staff responding to the students rather than delivering a prepared plan; allowing students to take the lead creates more space for students to ask 'awkward questions'. Often different tutor skills are required, in particular, it is the skill of facilitation, possibly ahead of subject knowledge, which is significant in PBL. However, there are numerous benefits, for both staff and students, which are usually worth the investment.

- LuAnn Wilkinson and Edward Hundart (1998) 'Becoming a Problem-based Tutor: Increasing Self-awareness Through Faculty Development,' chapter in *The Challenge of Problem-based Learning* by Boud & Feletti.
- The paper by Maudsley (1999) discusses the roles and responsibilities of the problem-based learning tutor in the undergraduate medical curriculum. Although focused on medical professions it is worth a read and includes some valuable pointers.

When planning to develop a module based on PBL it is important to ensure there is sufficient support from the department / faculty / institution for all the staff involved. Look out for training (by professional area or generically, perhaps led by the Higher Education Academy) that offers guidance and support on creating a student centred, motivating environment. This can include guidance on managing group dynamics and providing feedback.

v) Group Work and PBL

The students work in groups and therefore strategies for managing the groups are essential, as is an understanding of the problems that can arise in group work. Group work can be especially rewarding for students when it works well – but is very problematic for students and tutors when it does not work; as any tutor who has used group work before can vouch for.

Group working is a key graduate skill which, despite the problems associated with student group work, is worth the investment; even when it does not work well, lessons can be learnt and this is one of the reasons why it is important for the students to reflect upon completion of the case study. Students need to evaluate each other's performance and their own (a key part of the process) so sufficient time needs to be built into the schedule to make this possible. While a large percentage of the work is done as a group, it will be necessary to establish appropriate levels of collaboration permissible on formally assessed work in order to deal with issues of plagiarism.

The paper by Dolmans et al (2001) discusses how tutors do not always experience the anticipated positive effects of group work. Occasions arise whereby students maintain

an appearance of being actively involved, but let others in the group do the work. In their research they found that, in such cases, tutors chose solutions based on their own experience during professional training, i.e. using the teacher-directed model. It is concluded that such actions are not effective in improving group work and suggest tutors choose actions that are consistent with the student-directed view of education promoted by PBL. Group work can prove one of the most significant challenges to undergraduate students, and thus requires the tutor to employ a range of strategies to overcome any students negative approach. The Higher Education Academy has an area dedicated to [Group Work](#) with extensive links to supporting information and guidance.

7. Implementing PBL

Students are likely to be new to problem-based learning, with some initial reluctance with those students unfamiliar with the approach being introduced. Given students' expectations and current learning experience in HE, some orientation is essential. This can be done in a lead session, with one option being to complete a fully worked example within a class setting. In this first session, the tutor explains the purpose, structure and stages involved in PBL. The primary role of the tutor is to ensure the students are provided with the best environment in which to learn. This can be achieved with careful planning in the early stages and by allowing sufficient time each week for students to undertake the necessary self-directed learning. Other basic preparation includes:

- Booking the right type of room (not tiered lecture space – but a room with chairs that can allow groups to work together). If groups are making presentations, check on the presentation options (e.g. PowerPoint, internet link)
- Make sure groups are familiar with each other and have each others contact details. Use a brief icebreaker activity if necessary. Clear guidance on the procedures should a group not be functioning properly are needed.
- Make sure there are opportunities for the students to book rooms for their independent group work.
- Ensure the learning materials can be accessed by the students.

- Make sure the students can contact you if there are any major problems (and are aware of your policy on responding to email), especially when they are studying independently.
- If the higher education establishment has an online learning platform, this can be especially useful in supporting the students, including the issues listed above, as well as contacting the students regarding progress, making available information and advice, and answering common questions and problems arising.

During the sessions, the primary aim of the tutor should be as facilitator. This presents challenges to those tutors who prefer a teacher-led style: standing at the front, and getting all the facts across to the students. [Mills \(2006\)](#) offers a useful and clear, concise model for implementation or as he terms '*putting it in to practice*'

8. Evaluating

It should not just be the students who undertake evaluation. [Duncan, Lyons and Al-Nakeeb \(2006\)](#) offer an account of the introduction of PBL to a Sports Science module and the students' responses. The tutor(s) need to conduct an evaluation, one that is on-going (each week, after each workshop), and also at the end of the module. It is likely the learning curve will be steep, and unlikely that everything will work well the first time around. There will always be areas to improve upon once the module has been piloted with this guide hopefully acting to avoid some of the potential pitfalls.

9. Personal Reflection on Developing and Implementing a PBL Module

One of my main motivations for exploring and subsequently employing PBL was that I wanted to develop my teaching style away from traditional lecture-seminar format; I also wanted more interaction with the students and get them to take greater responsibility for their own learning. My prior experience of PBL was negligible, using it neither as an undergraduate student nor in my teaching career. Despite the steep learning curve in the planning and implementation stages, I feel that while not producing a sea-change in the students' motivation (or marks), there were a number of benefits for both myself

(using a different approach, one that drew on different pedagogic skills) and for the students (as indicated by positive student feedback).

I chose a second year undergraduate module in which to introduce a PBL approach. There was one semester of twelve weeks available. The module recruited c.75 students, which allowed for three workshops, each containing 25 students per session (with five groups of five students). There were two module learning objectives:

1. Demonstrate an understanding of the relationship between sport, politics, culture and society.
2. Conduct an investigation and offer analysis of sport in a social setting.

The assessment was a 2500 word, individual written report.

My Timetable

1. Lead Lecture

- All students
- Module Introduction / aims / structure
- Outline PBL
- Students organise themselves into groups

2. Workshop Case Study 1: Animals Sports

- In-class worked example (*see 'Running order' below).
- Case Study 2 issued at the end of the session. Students complete this in the intervening week, working in their groups.

3. Workshop Case Study 2: Sponsoring the School Sports Team

- Short presentation by each group based on their questions and research.
- Peers and tutor assess the presentation.
- Tutor led de-briefing of Case Study 2.

- Case Study 3 issued at the end of the session. Students complete this in the intervening week, working in their groups.

4. Workshop Case Study 3: Grass Roots Funding

- Short presentation by each group based on their questions and research.
- Peers and tutor assess the presentation.
- Tutor led de-briefing of Case Study 3.
- Case Study 4 issued at the end of the session. Students complete this in the intervening week, working in their groups.

5. Workshop Case Study 4: BMX Clash with Skateboarders

- Short presentation by each group based on their questions and research.
- Peers and tutor assess the presentation.
- Tutor led de-briefing of Case Study 4.
- Case Study 5 issued at the end of the session.

Weeks 6-11: Independent research on Case Study 5: *Touchline Rage*

Weeks 12: Submission of work

Running order for the first workshop

In the first workshop, the focus was on building the students confidence and ability to learn and develop in a problem-based learning environment.

1. Students sit in their groups (the groups are self-selected, with any non-aligned students being placed in groups).
2. Case study issued to each group. Groups read case study. *[15 mins]*
3. Groups identify stakeholders (records these on a sheet and passes to the tutor). *[10 mins]*

4. Groups identify key questions – questions that can assist them in preparing to answer the hypothetical assessment. Groups then sort the questions into essential / subsidiary / clarification. (Students record these on a sheet and passed to the tutor). *[20 mins]*
5. Groups identify possible sources to address their questions. (Students record these on a sheet and passes to the tutor). *[10 mins]*
6. Each group feedbacks to the instructor their key stakeholders. Instructor records these on a board *[5 mins]*
7. Each group feedbacks to the instructor their key questions. Instructor records these on a board *[5 mins]*
8. Each group feedbacks possible sources to consult. Instructor records these on a board *[5 mins]*
9. Instructor issues sheet identifying their ideas of the stakeholders and key questions. Groups reflect on their ability to work as a group to identify a range of possible stakeholders and questions. *[10 mins]*
10. Instructor issues list of possible resources that contain information. *[10 mins]*
11. Groups then reflect on how well they approached the topic and complete the group evaluation sheet. *[10 mins]*
12. Instructor issues Case Study 2. Explains what the students need to prepare for next week and takes questions. *[15 mins]*

The following section contains eight examples of problem-based examples I have used in my teaching.

Case Study 1: Blood Sports

Synopsis of case

Having won their battle against the foxhunting, animal rights activists are now turning their attention to pheasant shooting and other animal sports. The case study includes quotations from anti-blood sport groups (such as the Hunt Sabs and LACS) outlining their plans. Contrasting quotations are used to illustrate the position of those in favour of animal sports (e.g. Countryside Alliance and landowners).

The assessment is hypothetical (a 2500 word essay on the current state of blood sports and the possible future of 'blood sports'). The students are required to get themselves into a position from where they could begin to write, by preparing a file of notes and resources.

Student learning objectives

- To understand the structure and working of PBL.
- To understand what is meant by 'blood sports' (and the different positions and resources available to them).
- To identify the various parties who have a stake in the debate.
- To identify use appropriate websites (recognising the different positions on the topic and therefore are used accordingly).

Format / structure of session

1. In their groups (formed in the first week) students read a 2-page case study in class
2. Identify all the stakeholders.
3. Identify the research questions (see below).
4. Groups identify what they know and what questions they need to ask. Identify 10-15 basic questions, and then sort these questions into a) essential; b) subsidiary; c) clarification. The questions should help the students form a better 'understanding' the issues and prepare the student to write the essay. Other questions can be added as the research progresses.

5. Identify likely sources (in the widest sense) to research in order to answer these questions (See below).

Example Questions

- 1) What is the history of animal sport? (Defining 'blood / animal' sports)
- 2) Is shooting and fishing different to hunting with dogs?
- 3) Who are the stakeholders – what is their position and what evidence do they have to support their claims?
- 4) What is the role of government (state) vis-à-vis animal sport?
- 5) What were (are) the consequences of hunting with hounds for local communities?
- 6) What is the number of shooting events in the UK / What is the income generated by shooting?
- 7) What is the number of anglers / economics of angling / range of angling?
- 8) What might be possible consequence of a shooting / angling ban?

Indicative Student Resources

History of blood / field sports

Cashmore, E. (2001) *Making Sense of Sport*. (Ch. 4: 'Animal Spirits')

Griffin, E. (2007) *Blood Sport: Hunting in Britain Since 1066*.

Polley, M. (1998) *Moving the Goalposts. A history of sport and society since 1945*.

Reid, D. (1990) 'Beasts and brutes: popular blood sports c. 1780-1860.' in Holt, R. (Ed.) *Sport and the working class in modern Britain*.

Sport and the law

Gardiner, S. (2001) *Sports Law* (2nd Ed). (Ch. Sport and Animals)

Morgan, W. and Meier, K. (Eds.) (1995) *Philosophical Inquiry into Sport*. 2nd Edition. (Part VII – The Morality of Hunting and Animal Liberation.)

Other

PACEC (2006) *Shooting Sports. Findings of an economic and environmental survey*.

Journal Article

Using Sports Discuss electronic database to identify:

Franklin, A. (1998) Naturalising Sports. Hunting and Angling in Modern Environments. *International Review for the Sociology of Sport*. 33(4): 355-366.

Atkinson, M. and Young, K. (2005) Reservoir Dogs. Greyhound Racing, Mimesis and Sports-Related Violence. *International Review for the Sociology of Sport*. 40(3): 335-356.

Electronic Resources

Newsbank and LexusNexus (for financial stories related to hunting / blood sports).

Key websites

- **BBC News** '[The Ban on Hunting](#)'
- UK Government's Inquiry into Hunting With Dogs in England and Wales '[The Burns Inquiry](#)'

- **Pro-hunting organisations**
[BASC](#) / [Countryside Alliance](#) / [Countryside Foundation](#) / [Game Conservancy Trust](#) / [Moorland Association](#)

- **Anti-hunting organisations**
[Hunt Saboteurs Association](#) / [International Fund for Animal Welfare](#) / [League Against Cruel Sports](#) / [RSPCA](#)

Case Study 2: Sponsorship for the School Sports Team

Synopsis of case

A school receives an offer from a local business to sponsor the school's sports day (or minibus). But the problem is that the business is considered, by some, to be producing an 'unhealthy' food product. The school has to decide whether to accept the offer or not. The dilemma is based on reconciling the issue of the children's health (inc. messages) and providing the best sports opportunities in the school.

[Hypothetical] Assessment: In advance of a meeting of the school's governors, the students have been asked to provide a Report to Governors.

Student learning objectives

- To show an awareness of the issue of sponsorship.
- To understand wider economic pressures facing state schooling, including the role of sport in the curriculum and the increasing prevalence of private sponsors.
- To explore the moral, ethical and philosophical debate of private sponsorship in education.
- To demonstrate group working and presentation skills.

Format / structure of session

In groups and prior to the next class session (i.e. in the students own time / independent study) students are to:

- 1) Students read the case study.
- 2) Identify stakeholders
- 3) Identify and list all the research questions after reading the case – what are the key research questions in order to better understand the topic and begin to prepare for the (hypothetical) assessment. Sort questions into essential / subsidiary / clarification.
- 4) Identify sources (widest sense) to research in order to answer these (i.e. the questions).
- 5) Undertake background research to answer these questions.
- 6) Pool the group's findings and prepare a presentation.
- 7) In the workshop students deliver a 10-minute presentation identifying and answering

key questions including an annotated bibliography of the resources consulted as part of the background research.

Example Questions

1. What is the history of (sport) sponsorship?
2. Is there any government guidance on general sponsorship (inc. restrictions)?
3. How is a product defined as 'healthy'? (ditto 'junk food')? What criteria are used?
4. Why do corporations offer sponsorship? How can one decide what / who is an appropriate sponsor? Is it appropriate to limit which corporations can sponsor sport?
5. What examples are there of controversial sponsorship deals?
6. Do the ends justify the means?
7. What are current levels of school sports provision (and participation)?
8. What is the government's position on school sport and PE?
9. Who is responsible for providing after school sport (extra-curricula activity)?
10. Are there other opportunities for sponsorship?

Indicative Student Resources

Journal articles

Collin, J. & MacKenzie, R. (2006) The World Cup, Sport Sponsorship and Health. *The Lancet*. 376 (9527) pp 1964-1966.

Crompton, J. (2004) Conceptualization and Alternate Operationalisations of the Measurement of Sponsorship Effectiveness in Sport. *Leisure Studies*. 23 (3): 276-281.

Dewhirst, T, & Sparks, R. (2003) Intertextuality, Tobacco Sponsorship of Sports, and Adolescent Male Smoking Culture: A Selective Review of the Tobacco Industry. *Journal of Sport and Social Issues* Nov 2003: 27 (4): 372-398.

Clarke, W. (2003) 'Corporations and Community Sport.' *Recreation* (August) pp.32-34.

Key websites

[Newsbank](#). - Newspaper site

Corporations (Sponsors)

[ICC International Code on Sponsorship](#) – out of date needs newer ones

[McDonalds](#)' 'Be Active' campaign (linked to the Football Association)

Coke-Cola See Sports Tag (Sports Sponsorship).

[Portman Group](#) – Code of Practice on Packaging and Promotion of Alcoholic Drinks

[Tesco](#) Active Kids & Sport for School and Clubs Promotions.

Sporting Bodies

[Sport England](#) - Get Funding (How Funding Works)

[Youth Sport Trust](#) - TOPS Programme / Working in Partnership (Education)

[Sportsmatch](#) - (related to Institute of Sports Sponsorship)

[QCA](#) - Qualifications and Curriculum Authority

Government

<http://www.culture.gov.uk/> - find another School Sport

Department of Education - [Teachernet site](#)

[Food Standards Agency](#)

Funding Trust Funding - Includes information on over 4,200 grant-making trusts with a total of over £3.1 billion a year.

Food Food Commission - Various sections / reports (advocacy group)

Other Intel Report 'After-School Snacking' - September 2005 Market Intelligence Food and Drink, Market Intelligence: UK, Market Intelligence Standard

Case Study 3: Grass-roots funding

Synopsis of case

A local football club receives an offer of funding from a mobile-phone company who want to site a mobile-phone mast on land owned by the club. The club plans to use the income from this to improve facilities and starting youth and women's teams. Local residents organise a protest group against the plans.

Hypothetical assessment: prepare to write a 2500 word in-depth, feature article for a local newspaper which includes the views of all the stakeholders and issues arising. Students to make a 10-minute presentation in the workshop (based on their research questions and resources consulted).

Student learning objectives

- To show understanding of the issue of funding grass roots sports.
- To recognise the role of the volunteer in sports clubs.
- To explore how sports clubs have an impact on those living close to the facility.
- To demonstrate group working and presentation skills.

Format / structure of session

Students will need to arrange a time and place to meet as a group. Students are advised that a minimum of four hours will be needed for this activity.

1. Students read the case study.
2. Identify all the stakeholders.
3. Identify the research questions, identifying what is known and what questions need to be asked. Sort these questions into a) essential; b) subsidiary; c) clarification. Other questions can be added at the research progresses.
4. Identify likely sources (in the widest sense) that will help to answer your questions. These questions should help in preparing for the assessment.

Example Questions

Three themes:

1. Mobile-phone masts: What evidence is there on the health and safety issues

relating to mobile-phone masts?

2. Role of sports volunteer: Structure and role of *volunteer* organised sport in UK. History of volunteers in sport. Role(s) played by volunteers in grass-roots sports clubs.
3. Sports Funding: Role of local council / authority and central government. Identify data on the costs of running a sports (e.g. football) club.

Indicative Student Resources

Nichols, G. and Collins, M. (2005) *Volunteers in Sports Clubs*.

Cuskelly, G., Hoyer, R. and Auld, C. (2006) *Working with Volunteers in Sport: Theory and Practice*.

Volunteering in / and sport

- Various journal articles & periodicals (e.g. *Managing Leisure, World, Leisure and Recreation, Leisure Management, Recreation*).

Websites

Mobile phone industry sites (and related)

[Ofcom](#)

[Independent Expert Group on Mobile Phones](#)

[Mobile Operators Association](#)

[International Commission on Non-Ionizing Radiation Protection](#)

Government sites

[Dept of Business, Enterprise and Regulatory Reform](#)

Department of Health - [Mobile telecommunications and health](#)

Department for Children, Schools and Families - [Mobile phones and base stations](#)

Sport volunteers

[Sport England \(Participation and volunteering\)](#)

[Running Sports](#)

[Volunteering England](#)

[Youth Sport Trust](#)

[Sports Leaders](#)

[Institute for Volunteering Research](#)

[DCMS](#)

Case Study 4: Touchline Rage

Synopsis of case

A football coach has to deal with unruly parent who watches his child play sport (e.g. excessive shouting, abusing the opposition).

Hypothetical assessment: Prepare notes for a parents meeting and a draft Code of Conduct for parents to sign if they want to enrol their child at the sports club.

Students to make a 10-minute presentation in the workshop (based on their research questions and resources consulted).

Student learning objectives

- To identify the literature on role models in sport.
- To show awareness of the issues of sportsmanship and fair play.
- To show an understanding of the role of the family in sport.
- To demonstrate group working and presentation skills.

Format / structure of session

1. Students read the case study.
2. Identify all the stakeholders.
3. Identify the research questions. Identify what is known and what questions need to be asked. Sort these questions into a) essential; b) subsidiary; c) clarification. Add other questions as the research progresses.
4. Identify likely sources (in the widest sense) that will help to answer the questions. These questions can be used to structure the presentation.

Example Questions

Questions based around issues of:

1. Role of the family in sports participation / consumption.
2. Parents and vicarious achievement.
3. Overtraining, Burn-out, long-term avoidance of the sport, excessive anxiety.
4. Child protection.
5. Sportsmanship / fair play.

Indicative Student Resources

- Ethics and sport.
- Child protection and sport.
- Parents (family) and sport.
- Fan violence (violence in sport) – news report and academic literature.
- Guidance issued by sporting governing bodies.

- David, P. (2005) *Human Rights in Youth Sport. A Critical Review of Children's Rights in Competitive Sport.* (London: Routledge)
- Brackenridge, C. (2003) *Spoilsports. Understanding and Preventing Sexual Exploitation in Sport.* (London: Routledge).

Case Study 5: Skateboarders and BMXs

Synopsis of case

Conflict between groups of BMX riders and skateboarders using the same park. Park facilities are temporarily closed. Local meeting held in local community centre, but none of the young people involved attend.

Hypothetical assessment: Prepare a briefing report for the local council, giving background to youth subculture and why planned meeting failed.

Students to make a 10-minute presentation in the workshop (based on their research questions and resources consulted).

Student learning objectives

- To show understanding of different youth cultures.
- To identify growth of action / extreme sports.
- To show an understanding of conflict resolution.
- To demonstrate group working and presentation skills.

Format / structure of session

1. Students read the case study.
2. Identify all the stakeholders.
3. Identify research questions. Identify what is known and what questions need to be asked. Sort these questions into a) essential; b) subsidiary; c) clarification. Add other questions as the research progresses.
4. Identify likely sources (in the widest sense) that will help to answer the questions. These questions should help in preparing for the presentation.

Example Questions

Questions can be based on issues relating to:

1. Tension between different youth cultures.
2. Focus and discussion of (different) youth sub-cultures.
3. Growth of BMX / Skateboarding as examples of 'Generation Y Sports'.
4. Location of this particular cohort in youth sub-cultural history.

Indicative Student Resources

- Beal, B. (1999) 'Skateboarding: An Alternative to Mainstream Sports' in Coakley, J. & Donnelly, P. (Eds.) *Inside Sports*.
- Donnelly, P. & Young, K. (1988) 'The Construction and Confirmation of Identity in Sports Subcultures'. *Sociology of Sport Journal*. 5: 223-240.
- Rinehart, R. (1998) 'Inside of the Outside. Pecking Orders Within the Alternative Sport at ESPN's 1995 'The eXtreme Games''. *Journal of Sport and Social Issues*. 22 (1): 398-415.
- Rinehart, R. & Syndon, S. (Eds.) (2003) *To the Extreme: Alternative Sport, Inside and Out*.

Case Study 6: A Boxing Ban?

Synopsis of case

A local church group has been approached by the local Police who are hoping to set up a summer boxing club for local youth. The aim is to offer the young people something to do in the summer holidays and to offer advice on gangs, fitness, general health and eating. However, some people within the church are concerned about the violence of boxing.

Students to make a 10-minute presentation in the workshop (based on their research questions and resources consulted).

Student learning objectives

- To show an awareness the advocates of boxing.
- To explore the philosophical arguments against boxing.
- To understand issues of youth crime and the role of sport in reducing opportunities for criminal behaviour.
- To demonstrate group working and presentation skills.

Format / structure of session

1. Students read the case study.
2. Identify all the stakeholders.
3. Identify the research questions. Identify what is known and what questions need to be asked. Sort these questions into a) essential; b) subsidiary; c) clarification. Add other questions as the research progresses.
4. Identify likely sources (in the widest sense) that will help in answering the questions. These questions can be used to preparing for the presentation.

Example Questions

1. (How) Is boxing different from other sports?
2. What is the medical evidence against boxing?
3. What modifications have there been to boxing 'to make it safer'? What are the restrictions (in terms of age, gender, weight)

4. Why does the Royal Navy sponsor amateur boxing?
5. Should boxing receive (indirect) state funding?

Indicative Student Resources

- Dixon, N. (2007) Boxing, Paternalism and Legal Moralism in Morgan, W. (Ed.) *Ethics in Sport*.
- Jones, K. (2001) A Key Moral Issue: Should Boxing Be Banned? *Sport in Society*. 4 (1): 63-72.
- Leclerc, S. & Herrera, C. (1999) Sport Medicine and the Ethics of Boxing. *British Journal of Sports Medicine*, 33 (6): 426-429.
- McNamee, J. & Parry, J. (Eds.) (1998) *Ethics and Sport*.

Case Study 7: Hazing and University Sport

Synopsis of case

A student is injured during a university sports club hazing / initiation ceremony. The Student Union and sports clubs are called before college authorities to explain and draw up guidelines for minimum standards of behaviour and safety.

Students to make a 10-minute presentation in the workshop (based on their research questions and resources consulted).

Student learning objectives

- To identify and explore issues of peer / sexual / physical / mental abuse in sport.
- To explain the role of university sports club initiation and related issue of peer pressure.
- To explore the role of masculinity and sport.
- To demonstrate group working and presentation skills.

Format / structure of session

1. Read the case study.
2. Identify all the stakeholders.
3. Identify the research questions. Identify what is known and what questions need to be asked. Sort these questions into a) essential; b) subsidiary; c) clarification. Add other questions as the research progresses.
4. Identify likely sources (in the widest sense) that will help in answering the questions. These questions can be used to preparing for the presentation.

Example Questions

1. What is the nature and extent of sports initiations ceremonies?
2. What reasons are given for such ceremonies?
3. What have been some of the consequences of initiation ceremonies?
4. What policies are already in place in HEI in the UK?
5. Compare the issue to what has happened in the USA?
6. What role should the Students Union (and NUS) take?

7. Who is responsible for *policing* initiation ceremonies?

Indicative Student Resources

- Brackenridge, C. (2001) *Spoilsports. Understanding and Preventing Sexual Exploitation in Sport.*
- British Universities and Colleges Sport: Sporting Codes of Conduct and Behaviour
- David, P. (2005) *Human Rights in Youth Sport. A Critical Review of Children's Rights in Competitive Sport.*
- Johnson, J. & Holman, M. (2004) (Eds.) *Making the Team. Inside the World of Sport Initiation and Hazing.*
- Kirby, S. (2002) Running the Gauntlet: An Examination of Initiation / Hazing and Sexual Abuse in Sport. *Journal of Sexual Aggression.* 8 (2) 49-68

Case Study 8: The Sports Ball

Synopsis of case

Players are invited to an end-of-season Sports Ball. At such events, it is normal to bring your partner; however, for one player, who is gay, there is uncertainty as to whether they should attend or stay away – due to the uncertainty of the reaction of the teammates who are unaware of their teammate's sexual orientation.

Students to make a 10-minute presentation in the workshop (based on their research questions and resources consulted).

Student learning objectives

- Show an understanding of the level and types of homophobia in sport.
- Explore issues of gender, including femininity and masculinity.
- To demonstrate group working and presentation skills.

Format / structure of session

1. Read the case study.
2. Identify all the stakeholders.
3. Identify the research questions. Identify what is known and what questions need to be asked. Sort these questions into a) essential; b) subsidiary; c) clarification. Add other questions as the research progresses.
4. Identify likely sources (in the widest sense) that will help in answering the questions. These questions can be used to preparing for the presentation.

Example Questions

1. Locate homophobia in a discussion of racism and sexism within sport.
2. What issues might an openly gay athlete face in a sports club?
3. Is there a difference between elite sport and grass roots sport?
4. Why are there no openly gay, elite professionals?
5. What are professional sports organisations doing to combat homophobia

Indicative Student Resources

- Caudwell, J. (1999) Women's Football in the United Kingdom. Theorizing Gender and Unpacking the Butch Lesbian Image. *Journal of Sport & Social Issues*, 23 (4): 390-402.
- Clarke, G. (1998) Queering the Pitch and Coming Out to Play: Lesbians in Physical Education and Sport. *Sport, Education and Society*, 3 (2): 145-160.
- Cox, B. (2000) Multiple Bodies. Sportswomen, Soccer and Sexuality. *International Review for the Sociology of Sport*, 35 (1): 5-20.
- Flintoff, A. & Scraton, S. (Eds.) (2002) *Gender and Sport: A Reader*.
- Griffin, P. (1998) *Strong Women, Deep Closets: Lesbians and Homophobia in Sport*.
- Messner, M. & Sabo, D. (1994) *Sex, Violence & Power in Sports: Rethinking Masculinity*.

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Butcher, C., Davies, C. and Highton, M. (2006) *Designing Learning. From Module Outline to Effective Teaching*. (London: Routledge).

Chapman, D., Keller, G. & Fournier, E. (c.2002) *Implementing Problem-Based Learning in Arts and Sciences*. (Birmingham, AL: Samford University Press).

Dolmans D., Wolfhagen I., van der Vleuten, C. & Wijnen, W. (2001) Solving Problems with Group Work in Problem-Based Learning: Hold on to the Philosophy. *Medical Education* 35, (9): 884-889

Duch, B., Groh, S. & Allen, D. (2001) (eds.) *The Power of Problem-Based Learning: A Practical "how to" for Teaching Undergraduate Courses in Any Discipline*. (Sterling, Va.: Stylus Pub).

Eck, J. & McCombs, V. (c.2002) *Assessing and Researching Problem-Based Learning*. (Birmingham, AL: Samford University Press).

Engel, C.E. (1991) 'Not Just A Method But A Way Of Learning.' In Boud, D. and Feletti, G. (eds.) *The Challenge of Problem-Based Learning*. (London: Kogan Page), pp. 23-33

Kirschner, P., Sweller, J. & Clark, R. (2006) 'Why Minimal Uidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching.' *Educational Psychologist*, 41(2): 75–86.

Macdonald, R. (c. 2004) Assessment Strategies For Enquiry And Problem-Based Learning (York: LTSN) available on-line at <http://www.aishe.org/readings/2005-2/chapter9.pdf>

Margetson, D. (1991) Is There A Future For Problem-Based Education? *Higher Education Review*, 23(2): 33-47.

Margetson, D. (1994) Current Educational Reform and The Significance of Problem-Based Learning. *Studies in Higher Education*, 19 (1): 5-19

Murray, I. and Savin-Baden, M. (1999) Staff Development in Problem-Based Learning. *Teaching in Higher Education* 5 (1)

Newman, M. (2004) The Effectiveness of Problem Based Learning 2: A Randomised Experiment in Continuing Nursing Education. [Teaching and Learning Research Briefing, No.9](#)

Newman, M. (2004) 'The Effectiveness of Problem Based Learning 1: A Pilot Systematic Review and Meta-Analysis.' [Teaching and Learning Research Briefing, No. 8](#)

Ryan, G. (1993) 'Student Perceptions about Self-Directed Learning in A Professional Course Implementing Problem-Based Learning.' *Studies in Higher Education*, 18(1): 53-63.

Savin-Baden M. (2000) *Problem-Based Learning in Higher Education: Untold Stories*. (Buckingham: Open University Press).

Savin-Baden, M. (2000) *Problem-Based Learning in Higher Education: Untold Stories*. (Buckingham: Open University Press/SRHE)

Savin-Baden, M. (2007) *A Practical Guide To Problem-Based Learning Online*. (London: Routledge).

Savin-Baden, M. & Howell Major, C. (2004) *Foundations of Problem-Based Learning*. (Maidenhead: SRHE / Open University Press).

Savin-Baden, M. & Wilkie, K. (2004) (eds.) *Challenging Research in Problem-Based Learning*. (Maidenhead: SRHE / Open University Press).

Savin-Baden, M. & Wilkie, K. (2006) (eds.) *Problem-Based Learning Online*. (Maidenhead: Open University Press).

Schwartz P., Mennin, S. & Webb, G. (Eds.) (2001) *Problem-Based Learning: Case Studies, Experience and Practice* (London: Kogan Page).

Wilson, R., Hassall, T., Joyce, J., Piekarcz, M. and Montano, J. (2006) Numeracy and Literacy in Sports Studies Students: Barriers to Skills Development. *Journal of Hospitality, Leisure, Sport and Tourism Education*. 5, (2) 59-70. Available online at: www.heacademy.ac.uk/johlste

Wood, D. (2003) Problem-Based Learning. *British Medical Journal*, 326: 328-330

Web Resources

In addition to those shown in the text the following sites are worth visiting:

6. [Brighton University](#)
7. [McMaster University - Novices Guide](#)
8. [Middlesex University](#)
9. [Stanford University - School of Education](#)
10. [University of California - Irving](#)
11. [University of Medicine and Dentistry at New Jersey](#)
12. [University of Southern Illinois](#)

[Higher Education Academy Guide to Curriculum Design: Enquiry-Based Learning.](#)