Student Stories of Campus Sport Experiences: A Case of Engaged Learning

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Engaged learning practices foster "meaningful learning experiences" in support of students' lifelong learning and contributions to their workplaces and communities (Moore, 2021, p. 17). This article highlights how Moore's six engaged learning practices are used in an undergraduate sport and education course focusing on the purposes of sports and place in their college-going experiences. Using open pedagogy and digital scholarship practices, student stories focus on campus-based sport including the built environment (e.g., skateboarding, parkour), esports and board games, recreational student clubs in the natural environment (on- and off-campus; e.g., hiking, biking, snow sports), intramural and club sports, and as athletes in traditional varsity sports. This class utilizes several aspects of Kuh's High-Impact Practices and Moore's Engaging Learning Practices in which students collaborate in group writing projects to develop stories using the Pressbooks platform. Using open pedagogy practices to support students, the Pressbook chapters illustrate the influence of sport and place in the college-going experience and campus life from the student perspective (Kuh, 2008; Moore, 2021). This article also describes the faculty/library staff collaboration to integrate Pressbooks as a digital tool to foster engaged learning. As a result, students create an open access digital edition that gives students control over how their content can be shared and distributed as content creators and subjects of sports on a college campus.

Keywords: open pedagogy, digital scholarship, high-impact practices, engaged learning, sport, college

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Introduction

Colleges and universities have long relied on sports to promote campus community, alleviate stress, promote physical health among students, encourage enrollment, and elevate the overall campus status and visibility. From small residential colleges to the largest public flagship institution, sports of all kinds play an important role in campus life (Hoffman, 2020). Even those campuses with modest enrollment and visibility incorporate varsity sports into their enrollment strategies (NAIA, n.d.). Intramural and club sports (Czekanski & Lower, 2019; Lower-Hoppe et al., 2020; McElveen & Ibele, 2019) foster many of the elements of campus community. Colleges and universities are also known to build lavish recreational facilities for the student body (Koch, 2018; Stripling, 2017). More recently, many regional and small private institutions are adding esports programs to attract and retain students, taking sports into digital and online spaces (Hoffman et al., 2022; Suggs et al., 2020). However, a college campus is also a broad physical place where some students and their sport experiences are less visible but have a significant role in students' college-going experiences. On-campus built environments (e.g., skateboarding, parkour) and student recreation in the natural environment (on- and off-campus; e.g., hiking, biking, snow sports) also influence pre-college choices and college-going experiences of campus life.

This commentary aims to illustrate a case of engaged learning (Moore, 2021) in an undergraduate course in which students explore the role of sport in their campus community. Through a collaboration with campus librarians, we apply Moore's six practices for high-impact and engaged learning to an open pedagogy assignment designed to promote engaged learning and develop content creation and licensing skills for students. Students individually and collectively investigate sports activities throughout the campus community in a series of course-long activities. Students then apply what they have learned about the ways in which sports participation and spectatorship experiences promote students' sense of belonging.

At the conclusion of the course, students use Pressbooks, a digital and open access publishing tool, to feature student-authored stories in an accessible digital forum similar to that of a traditional print book. As a result, students gain self-awareness of sport in their college experience and build skills and knowledge that support their lifelong learning and contributions to workplaces and communities after college.

Forms of Campus Sport:
Framing the Purpose of Sport on Campus

The Place of Sports in the University course takes up the concept of place and space drawn from geography (National Research Council, 2002) as both a metaphor (purpose, role) and a physical location (the field, the campus). This course was first developed for Winter Quarter 2020 with a focus on traditional varsity sports, intramural and club sports, and emerging esports on campus. In the first iteration of the course, the aims focused on comparing these three areas and student experiences. However, the COVID-19 pandemic raised specific questions about the purpose of sport and the purpose of the physical campus during the lockdown year (Anderson et al., 2022; Kluch, et al., 2023; Longxi et al., 2022) when the course was offered in 2021. By 2022, when students returned to campus, many of these questions persisted. Today, the course continues to interrogate these key questions in students' college-going experiences and the purpose of sport in American higher education.

Campus landscapes, natural and built, impact student engagement, mental and physical health, learning experiences, overall well-being, and connecting students to specific institutions (Broussard, 2009; Qingjiu & Maliki, 2013; Scholl & Gulwadi, 2015). Sports play an integral role in promoting engagement, developing a sense of belonging, well-being, retention, and success for students. Intramural sports, club sports, recreational activities, and access to recreational facilities play a role in engaging and retaining students (Eubank & DeVita, 2023; McElveen & Ibele, 2019; Milton et al., 2020; Wilson & Millar, 2021), improving academic grades (Vasold et al., 2019), and conceptualizing how universities can support student engagement for the support and retention of minoritized students (Dyk & Weese, 2019; Patterson & Dorwart, 2019).

The course focuses on the purpose of sport on campus in cultivating mattering and belonging for students. In recognizing the importance of sports spaces and resources in achieving engagement and retention on campus, building the course necessitated thinking about incorporating guest experts, panels, partnerships across campus, fieldwork, collaborative learning, and an overall deliberate activation of the significance of space at the university—both in terms of the content of the course (sports) and the pedagogical structure of the class. In focusing the course on place within collegiate spaces and students' relationship to spaces on campus, the course needed to be guided by structure and pedagogy that worked to re-imagine the space of the classroom in relation to students, their needs, goals, and previous experiences.

Engaging students in explorations of the place and space of university life, specifically relating to sport, required understanding how students engage or not with sports and recreational spaces and activities. By guiding students through

collaboration and innovative coursework and pedagogy, the structure of the class mirrors the content and supports instructors on how to support students holistically and equitably in engaging in supportive and beneficial campus activities and environments.

Engaged Learning and High-Impact Practices

To promote student examination of sport in their college-going experiences, we center high-impact practices (HIPs) known to promote engagement, reflection, and inquiry within the course. Higher education is shifting away from passive learning models and taking up the challenges and goals currently facing students, calling for a stronger focus on engaged learning (Friesen & Scott, 2013). Inquiry and engagement with real-world problems and challenges, consultation with experts and sources, and collaborative work have replaced the previous model dominated by the top-down transmission of learning (Friesen & Scott, 2013). While the concept of engaged learning can feel nebulous, Swaner (2011) defines engaged learning through dimensions that deepen and enrich student learning, including developmental, holistic, integrative, and contextual dimensions, which can transform students' learning experiences when activated in a learning setting. Another theory of engagement in learning describes three active engagement domains: thinking/knowledge, psychomotor, and feeling (Bloom et al., 1956, as cited in Ismail & Groccia, 2018). Lastly, in a review of community-engaged literature, methods of engagement in learning have a host of benefits, including building networks, partnerships between academic and community groups, and broader learning outcomes (Berard & Ravelli, 2021).

High-impact practices are also transformative to students' experiences and provide a foundation for engaged learning (Kuh et al., 2017). HIPs have led to student success, defined as "an undergraduate experience marked by academic achievement, engagement in educationally purposeful activities, satisfaction, persistence, attainment of educational objectives, and acquisition of desired learning outcomes that prepare one to live an economically self-sufficient, civically responsible, and rewarding life" (Kuh et al., 2017, p. 9). However, uneven resource distribution and access for underrepresented students (e.g., student-athletes, minoritized students, transfer students, first-generation students, and working students) mean that the benefits from HIPs do not equitably reach all students (Kuh et al., 2017; Moore, 2021). A study examining the collegiate athletic experience as a high-impact practice found that intercollegiate athletics meet many indicators of HIPs. Yet, student-athletes lack opportunities to engage in reflective learning essential to high-impact experiences (Ketcham et al., 2022).

Kuh et al. (2017) identify 11 high-impact practices, including high-quality first-year experiences, learning communities, common intellectual experiences,

collaborative assignments and projects, undergraduate research, eportfolios, capstone projects, internships, writing and inquiry-intensive coursework, service- and community-based learning, and diversity/study away/global learning experiences. Out of the many distinct high-impact practices, we operationalized the interaction of Moore's (2021) six interconnected key practices to achieve these goals supporting engaged learning: activating students' prior knowledge and experiences, facilitating relationships, offering feedback, framing connections to broader contexts, fostering reflection on learning and self, and promoting integration and transfer of knowledge and skills.

The Case of Pressbooks for Fostering Engaged Learning

We apply the six practices for fostering engaged learning with an open pedagogy culminating project using Pressbooks. Pressbooks is an open knowledge digital platform at the "intersection of books and the web" (Pressbooks, n.d.). Pressbooks is a publishing platform that makes student publishing of their own work accessible in an interactive format. Like traditional books, a Pressbook has many structures and features such as a preface, list of contributors, and individual chapters. Students collect artifacts throughout the course about the place of sports at the university, including secondary sources, primary interviews, images, videos, or select open access media. They focus on examining the role of sports broadly at the university and in their personal experience. At the conclusion of the course, students upload their story to the class Pressbook and conduct peer review before final publishing (Hoffman, 2022, 2023).

The Pressbooks platform was developed as a tool to support the development of Open Educational Resources (OER), which are openly licensed teaching materials that are free of cost to students. OER comes with licensing permissions that allow others to remix, modify, adapt, and translate those materials without asking for permission from the copyright holder. More than 150 universities and organizations have used Pressbooks, and college students engaged as authors in open pedagogy also use this platform. Since 2017, Pressbooks has focused on supporting publishing in higher education, and as a company, they actively participate in the open education movement. While the platform itself functions as a simple ebook authoring tool, it contains features that encourage open licensing (such as the ability to add an open license to content at the book and chapter level and to media within the book, such as images) and remixing (by allowing one to clone and adapt other openly licensed Pressbooks books easily). University-branded sites host books that can then be shared in a directory of other books from higher education institutions. Early adopters of Pressbooks

have utilized the platform for faculty-authored textbooks, course materials, and student-created works. Librarians and instructional designers working in open education have developed toolkits and best practices for guiding students in open publishing using this tool (Hoffman & Hoffman, 2020; Mays & DeRosa, 2017). Unlike commercial platforms focused on for-profit publishing, Pressbooks exists within a community dedicated to exploring and supporting open publishing in support of education and new modes of student inquiry.

Modes of Student Inquiry: Pressbooks

This class project centers digital scholarship, defined as practices that enhance and transform scholarship through the use of digital technology, open practices and networked communication (Weller & Gibson, 2019). Students engage in several steps of relationship-based inquiry, selecting a theme, locating secondary sources, crafting conversation questions, engaging in guided conversations, and participating in image collection or curation. Assignment activities prompt students to draw on their experiences and situate their work as sports participants, observers, and spectators. Students participate in peer review, offering editing advice and feedback in advance of final publishing. Using the inquiry tools of autoethnography and digital storytelling, students examine their individual and shared experiences of 'going to college.' The course pushes beyond the traditional digital storytelling assignment in which students use digital technology and combine media into a coherent narrative (Ohler, 2013) by incorporating open pedagogy concepts (DeRosa & Jhangiani, 2017) into the project. Students learn about Creative Commons licensing and copyright, the risks and rewards of publishing in an open environment, and their agency in deciding how they will represent themselves online. At the conclusion of the course, students contribute to an open access collection of stories that illustrate the role of sports in campus culture (e.g., mission, history, traditions, values, settings, practices).

We examine the role of open licensing for students in contributing original content or building on openly licensed content or in the public domain. To successfully complete each chapter, students learn how to utilize different Creative Commons licenses in sharing their original work and other creators' works. Students also consider concepts around copyright and fair use in determining when they may need permission to use other creators' works. One of the critical elements of this process is the collaboration with campus library staff to help guide students through the introduction to Pressbooks, the use and application of open licensing, and how these processes apply to their work in the class, in other classes, and as consumers of online content and resources beyond the course.

Faculty and Library Staff Collaboration to Foster Engaged Learning

University librarians provide course-integrated instruction in support of open pedagogy, an approach that engages students in developing, reusing, revising, and sharing openly licensed content. Open pedagogy emphasizes the importance of student agency in choosing whether their work appears online, whether a license is attached to their work, and how they will be named. As noted by Cynthia Mari Orozco, "Open practice is only powerful when the students involved understand why they are engaging in this work and deciding for themselves that this is something they are personally and politically invested in" (Orozco, 2020, p. 30). In 2018, our university libraries began providing access to the Pressbooks platform, funded through an endowment, to support open educational practices that would help save students money on course materials and provide a flexible authoring program for instructors and students. At our university, the open education librarian and copyright librarian work together to consult with faculty interested in incorporating open pedagogy into their curriculum by providing in-class workshops on using the Pressbooks platform and student rights, responsibilities, risks, and rewards associated with publishing in the open. Library support depends on the needs and desires of the instructor. Faculty members take responsibility for being "administrators" on the book platform, and ultimately hold responsibility for ensuring the book's publication at the end of the class.

In librarian-provided workshops, students learn about Creative Commons licensing and copyright, transferable skills they can apply to other courses and beyond their university study. They also learn about creating online content that is accessible to readers using assistive technology. Students learn about a platform that allows them to create a polished product in an ebook format, and in doing so, gain writing and communication skills for a broader audience.

University librarians and library staff provided support for the Place of Sports in the University course in 2022 and 2023. They built on lessons learned in the first year of course implementation to better scaffold sessions instructing students on Creative Commons licensing, open publishing, and Pressbooks in the second year. Together, we (the course instructor, librarians, and library staff) made a plan to break down content on each of these topics so that students could understand and gain practice with the platform and apply Creative Commons licenses. University librarians and library staff visited the class for three in-person workshops. Because students were working in groups to co-author chapters in Pressbooks, we designed a short assignment in which students learned about and considered the various Creative Commons licenses and wrote a short reflection on which license they would choose for their group chapter. While the decision

they came to as a group could be changed later in the quarter and before the ebook publication, this activity gave students a chance to reflect critically on their choices in controlling how their work is shared and used by others.

In teaching students about Creative Commons licenses as a free tool that they can use to license their content, we emphasize their agency in choosing how they would and would not like their works to be used and shared. Students live in a world ruled by digital content and are used to sharing creative expressions on platforms that license content for commercial purposes. Talking to students about the mechanics of copyright and open licensing systems they can utilize as sharers and consumers of knowledge allows them to think about their rights and responsibilities in participating in a digital commons.

From the chapter "Open Pedagogy" in *A Guide to Making Open Textbooks with Students* by Robin DeRosa and Rajiv Jhangiani:

> So, one key component of Open Pedagogy might be that it sees access, broadly writ, as fundamental to learning and to teaching, and agency as an important way of broadening that access. OERs are licensed with open licenses, which reflects not just a commitment to access in terms of the cost of knowledge, but also access in terms of the creation of knowledge … This is, fundamentally, about the dream of a public learning commons, where learners are empowered to shape the world as they encounter it. With the open license at the heart of our work, we care both about "free" and about "freedom," about resources and practices, about access and about accessibility, about content and about contribution. This is not a magical thinking approach to digital pedagogy. It's an honest appraisal of the barriers that exist in our educational systems and a refusal to abdicate responsibility for those barriers. (2017, p. 13)

Engaging with students about licensing also provides an opportunity to emphasize that they have a right to be credited (through citations and attributions) for their own work.

Moore's Six Practices for High-Impact and Engaged Learning Through Digital Scholarship

Using open pedagogy with Pressbooks, students explore questions over the purpose of sport in college-going experiences that rely on Moore's key practices of engaged learning. Through collaborations with the campus library staff to help support and promote these practices, students explore the role of campus sports. Students examine campus sports in 'built' and 'natural' environments (e.g., skateboarding, hiking), esports, recreational, intramural, club, and spectator (varsity) sports. Students individually and collectively examine their individual and shared experiences of sport and 'going to college' through a series of inquiry

activities. Students conduct observations, interviews, and other assignments to curate media and assemble digital artifacts into a story that describes the purpose and place of campus sports experiences.

Activating Students' Prior Knowledge

One of the key features of this course asks students to engage with their personal experiences prior to the class and during college, both within and outside of campus spaces. Students participate in short reflective assignments in which they draw on the role and purpose of sport in their own pre-college experiences and college choice process. These activities also include short assignments, such as an identity wheel and 'Why I Play' activities, where students can illuminate their dispositions and identities that they bring to the class and the group work (Moore, 2021). Students then select from campus sport domains—built, natural, esports, recreational, intramural, club, and varsity sports for a group-based story project.

Facilitating Relationships

Before beginning their group work for the story project, students reflect on their individual strengths and roles at the outset of the course and how they will bring those dispositions to their group work. Small groups of two or three are built around student schedules and common meeting times. Once in groups, students collectively reflect on their strengths and the roles to which they are best suited. These approaches before and at the outset of group work and organizing around both topics of interest and availability prompt relationship building to support successful group work. Students also interact with community members familiar with spaces on the campus that center around the sport they are exploring.

Offering Feedback

In the last stages of the story project, students give and receive peer feedback. Consistent with the high-impact and engaging learning practices that encourage and prompt feedback from multiple activities and interactions, students participate in several individual and group feedback activities throughout the course. For example, before assembling what they found from their exploration, the instructor gives students a checklist of how to assemble their story components into a chapter. Students also practice using Pressbooks during in-class workshop sessions. Edits and adjustments to chapters in Pressbooks also include group discussions and individual reflections about how students want to be attributed to their final chapter. These iterations of giving and receiving feedback and autonomy over how their work appears are also consistent with

digital scholarship and open pedagogy practices that center student autonomy throughout the process (Open Student Work, 2023).

Framing Connections to Broader Contexts

Reaching outside of the walls (physical and digital) of the classroom has an essential role in the content of the course and, therefore, the pedagogical practices of the class. Course-integrated learning supports students in developing skills that can be applied in other coursework and within their broader lives beyond school. For example, the steps that support students in developing their Pressbooks chapter, such as exploring existing sources about the sport domain or the campus sport context, connecting with and having a conversation with someone active in that sport, and discussing conversations in their group, are consistent with high-impact and engaged learning practices that put classroom knowledge and skills into practice that can be applied to other courses, internships, or in careers.

Fostering Reflection on Learning and Self

In constructing stories for chapters in the Pressbook, students completed activities to reflect on what they learned about the course sports topics and the process of the work produced in the course. Through course activities, we also introduce opportunities to "learn about learning" and make the course features known to foster learning and self-awareness with students transparent. We take up how assignments are set up to prompt learning, especially around supported, low-stakes opportunities to make mistakes and make individual decisions over levels of mastery. For example, guided class activities also explore topics such as students' comfort with how their content can be used and shared, and reflections on their choices before chapters are published in the final class Pressbook.

Promoting Integration and Transfer of Knowledge and Skills

Incorporating open pedagogy and integrating Pressbooks into the course creates the foundation for students to draw upon experiences that students can integrate into other aspects of their college experience or lives after college. Helping students be more self-aware over generating content and being clear about licensing of existing and new creative work creates opportunities for students to connect to their content creation and licensing practices in other classes and learning environments. Many of the features of exploring extracurricular sports activities, especially student-centric clubs and organizations, create opportunities for students to apply what they have learned in the story project to their own content creation in student clubs and organizations. For students in

varsity sports who are navigating name, image, and likeness rights, these open pedagogy practices add to their skills and knowledge in content creation.

Conclusion

Our case of engaged learning features the six practices that foster "meaningful learning experiences" in support of students' lifelong learning and contributions to their workplaces and communities (Moore, 2021, p. 17). Our case of engaged learning also illustrates how Kuh's high-impact practice of collaborative assignments can be structured for student success in a single sports studies course. Moore's engaged learning and Kuh's HIPs are often implemented across a curriculum or rely on coordination among campus units. Creating these meaningful and high-impact learning experiences in a single sport-focused course relies on our campus partnership as sports scholars and open pedagogy experts. Collaborative assignments and projects, also among Kuh's high-impact practices (Kuh & Schneider, 2008; Kuh et al., 2017), enhance learning engagement and contribute to student success. To support students in the collaborative Pressbook assignment, we employ several strategies to scaffold students toward success. First, we group students by interest area and their meeting time availability. We find that meeting outside of class is essential, but student schedules vary. By grouping students in trios based on their availability, we aim to reduce out-of-class meeting barriers. Next, we intentionally build each step of the story-making process into short weekly assignments. For example, students individually curate images and are graded individually. Then, the group selects from the collection of curated images. We also focus in-class sessions on preparing for each step of the out-of-class story steps. Specifically, students practice image licensing and caption assignments during in-class Pressbook workshop sessions. Combining low-stakes, in-class assignment practice with in-class Pressbooks practice builds student mastery, promotes content knowledge, and skill with licensing in advance of their final assignment. These steps promote many key features of Kuh's collaborative assignments and projects practice. As a result, students gain confidence in using Pressbooks and enthusiasm for opting into the final, public-facing book. After partnering with library staff with the expertise in guiding students with licensing their content and introducing Pressbooks, students opting into published collections has increased, and the quality of their work has improved. Additionally, students benefit by completing the course with tangible evidence of their skills and learning outcomes in a stable, searchable online forum suitable for résumé entries and job interviews (Hoffman, 2022, 2023).

Through our faculty and library staff collaboration, we are better able to enact Moore's six key practices of engaged learning and integrate students' in-class and out-of-class learning. This collaboration can also be replicated in a

variety of sports studies courses or adopted as part of a critical sports studies' curriculum. Our case of engaged learning also relies on our library staff and faculty collaboration to integrate high-impact classroom practices with open pedagogy resources centering student perspectives and voices while they explore the purpose of sports in the university. This form of digital scholarship also benefits students by putting them in control over how their content can be shared and distributed both as creators and subjects of sports on a college campus. This form of control is distinct from other content creation where third-party technology vendors dictate terms of use, sharing, and monetization, especially in emerging college athlete name, image, and likeness compensation practices.

Our case of integrating open pedagogy with engaged learning practices results in several meaningful student learning outcomes. First, our case demonstrates how to help undergraduate students explore the less visible aspects of their sports experiences. Next, our case illustrates the influence of sport and place on college-going experience and campus life from the student's perspective (Kuh & Schneider, 2008; Moore, 2021). These intentional, structured opportunities for student reflection and connection on sports experiences are essential features of HIPs and particularly important for student-athletes (Ketchum et al., 2022). Our case of engaged learning also demonstrates how to support students' use of emerging technologies while supporting practical knowledge and skills in content creation and licensing. With this in mind, we also took initial steps to address the rise of artificial intelligence within the classroom as it becomes a tool that students increasingly utilize. Educational institutions must contend with these complex tools that students turn to for support in completing work, like ChatGPT. Supporting instructors in engaging students requires instructors to acknowledge and utilize technology to support student achievement while developing learning activities that encourage engagement in academic courses. Further work on HIPs must consider how instructors handle tools such as ChatGPT beyond simply ignoring or harshly punishing students for engaging with algorithmic programs or artificial intelligence. Finally, these approaches also give students control over how their content can be shared and distributed as content creators and subjects of sports on a college campus.

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