



Kent Academic Repository

Kohe, Geoff and Wise, Nicholas (2023) *Spatialising Sport Management*. Journal of Geography in Higher Education . pp. 1-13. ISSN 0309-8265.

Downloaded from

<https://kar.kent.ac.uk/99915/> The University of Kent's Academic Repository KAR

The version of record is available from

<https://doi.org/10.1080/03098265.2023.2174961>

This document version

Author's Accepted Manuscript

DOI for this version

Licence for this version

CC BY-NC (Attribution-NonCommercial)

Additional information

Versions of research works

Versions of Record

If this version is the version of record, it is the same as the published version available on the publisher's web site. Cite as the published version.

Author Accepted Manuscripts

If this document is identified as the Author Accepted Manuscript it is the version after peer review but before type setting, copy editing or publisher branding. Cite as Surname, Initial. (Year) 'Title of article'. To be published in **Title of Journal** , Volume and issue numbers [peer-reviewed accepted version]. Available at: DOI or URL (Accessed: date).

Enquiries

If you have questions about this document contact ResearchSupport@kent.ac.uk. Please include the URL of the record in KAR. If you believe that your, or a third party's rights have been compromised through this document please see our [Take Down policy](https://www.kent.ac.uk/guides/kar-the-kent-academic-repository#policies) (available from <https://www.kent.ac.uk/guides/kar-the-kent-academic-repository#policies>).

This paper appears here in lieu of the publisher's version of record. If citing, please use the official reference as follows:

Kohe, G.Z. & Wise, N. (2023) Spatialising Sport Management. *Journal of Geography in Higher Education*. <https://doi.org/10.1080/03098265.2023.2174961>

Spatialising Sport Management

Abstract:

Sport and geography may be considered allied and complementary disciplines. They share, variously, interests in ideological and physical spaces, political and socio-cultural processes of space- and place-making, historical dis-/continuities, individual and collective identity formation, demography and topographies and representational practices therein. Additionally, sports geography has also emerged as a distinct field of study. Notwithstanding the diversity and strength of activities undertaken within sports geography, and substantive research foundations, the subject still sits uneasily within Higher Education degree programmes. Sports geography modules may, for example, be taught independently within Geography, Sport Management/Studies/Science, Urban Studies, Development or Liberal Arts programmes, or form a bridge across shared degree/honours courses as a way of attracting an interdisciplinary audience of students. Regardless of institutional 'home', sports geography, we believe, affords a rich context for engaging students with critical contemporary issues, global-local analysis, and socio-cultural complexities and social justice concerns, guided by spatial theorists. We argue in this paper for a more pronounced place for sports geography – specifically, critical spatial studies – within Sports Management. In doing so, we draw on our professional and personal experiences teaching sport and geography related courses in the United Kingdom and wider Europe, USA, New Zealand, Australia and Taiwan. First, we contextualise the teaching of sports geography against wider Higher Education forces. Second, we provide pedagogical illustrations of the benefits of a sports geography focus. Finally, we offer some recommendations and reflections. Ultimately, we advocate for improved collaboration between Sports Management and Geography fields, and call for continued scholarly and pedagogical symbiosis and play that might produce new and creative interdisciplinary inquiry.

Keywords:

Sports Geography; Engagement; Interactive Learning; Theory-Practice Nexus; Technology

Introduction

The trajectories of our respective academic careers comprise teaching and research across varied disciplines of Management, Tourism, Development Studies, Geography, Sociology and History, and allied subfields and sub-disciplines such as Sport Management, Sport Studies, Sport Development and Physical Education. Across numerous international contexts (e.g., the United Kingdom and wider Europe, USA, New Zealand, Australia and Taiwan), this work has connected us to diverse student cohorts, degree programmes and institutions, all while trying to understand sport through diverse geo-political contexts and global issues. Such internationalisation has extended our knowledge and understanding of global sports sectors, and afforded opportunities through our teaching to explore and reinforce the importance of space, spatial politics and place-making as a foundation of Sport Management, as addressed in some of our recent papers (Beissel & Kohe, 2022; Wise & Ludvigsen, 2021). Explored in this article, in this undertaking it has been our varied use of sports geography that has enabled us to make meaningful segues to work, teach, and research in Sport Management and foster greater appreciation (we hope) among students for sports geography sensitivities and sensibilities (which form part of what we see as a critical approach to studying sport). To note, we do not seek here to define what constitutes sports geography, as we admit myriad definitions and practices abound dating back to the 1980s (see Bale, 2003; Wagner, 1981; Wise, 2015). Nor, do we rehearse the well-established synergies sport and geography inherently share (as noted by Perkins (2015), Gaffney (2014); Webb & Rayner (2022) and others).

We appreciate, also, that there are global variances (and certainly continental differences between our respective USA and UK resident locations) in how Sports Geography and Sports Management are understood and delivered as undergraduate programmes and modules. Programmes may have, for instance, varying degrees of emphasis on core aspects of Business (e.g., economics, finance, facilities management, hospitality, accounting, entrepreneurship, marketing); as predominantly seen in North American models. Or, programmes may be more holistic, wide-ranging, and include a greater degree or sport-specific content (e.g., sports sponsorship, sports marketing, sport policy and governance, sport leadership, or sports geography) and shared with allied sub-disciplines (for example, sport (for) development (and peace), Physical Education, Sports Coaching, or Sociology of Sport); as frequently seen in the United Kingdom and other European nations. Irrespective of disciplinary, sub-discipline, or programme, we assert in this paper there remains many valuable 'homes' for critical geography and geographies of sport discourse in Higher Education. Moreover, there are diverse places and junctures within our respective curricula content that may be used to encourage dialogue and draw attention to global to local issues and sensitivities, issues of inequality and social justice, geopolitical and economic, cultural and social disruption, progressive and radical challenges to power relations, displacement, identity and community construction, spatial practices and ideological formation. Though we position this paper from our current sub-disciplinary experiences within Sports Management, our intention is to emphasise the need to entertain interdisciplinary thinking within the classroom that transcends disciplinary silos and provides a transformative space for student and teachers to explore geography and sport connections *anew*.

Acknowledging continued reflection and proposals by colleagues (e.g., Sotiriadou, 2015; Sotiriadou & Hill, 2015; Webb & Rayner, 2022), we advocate for a sustained spatialising of Sport Management. We conceptualise this as not only greater appreciation for geography knowledges and methodologies, but of wider holistic and interdisciplinary approaches that recognise distinct geographic specificities and conditions, the contributions this makes to notions of place and identity-making, embodied practices, and the physical materiality of experiences. For example, examining how features of metropolitan urban design and built environments contribute to the surveillance, control and production of citizen's sport and leisure experiences. This is witnessed in places such as Shanghai, China, (Kohe, Nehring & Tu, 2019), or, in the translocation of professional sport practices in 'foreign' contexts as with the (London) Jaguars NFL promotion (Wise & Kirby, 2020). Accordingly, in what follows we first contextualise the teaching of sports geography against wider Higher Education forces. Second, we illustrate pedagogical benefits of a sports geography focus. Finally, we offer some spatial technologies drawn from our own teaching. The discussion reflects our standpoint of primarily teaching sports geography primarily outside of geography degrees and departments, wherein we focus on preparing students for diverse careers within the sport industry and other allied sectors. Ultimately, we echo calls for improved collaboration between Sports Management and Geography fields and advocate a scholarly and pedagogical symbiosis that might produce new and creative interdisciplinary inquiry.

Geography, Sports Management & Higher Education

Congruent with the above intentions, it is useful to acknowledge some complexities of the Higher Education contexts in which Sport Management (and sports geography, often therein,) resides. The focus and content of Sport Management programmes, for example, is not only a by-product of scholarly specialisms, academic priorities, departmental directions and University agendas, but also shaped by internal (e.g., administrative and quality assurance processes, economic constraints, recruitment feasibility) and external forces (e.g., demographic and industry trends, market pressures, state funding imperatives and geopolitical events) (Miragai & Soares, 2017, Zimmer & Keiper, 2021; Sato et al., 2021; Gammelsæter, 2021). As is well-established (de Haan & Sherry, 2012; Gueurin-Eagleman & McNary, 2014; Webb & Rayner, 2022), we respect significant differences exist globally with how Sport Management is conceptualised, its 'home' within university departments, significance within Institutions, course design, and approaches to teaching its practical and theoretical underpinnings. While academic responses differ, in our respective careers the consequences have been marked and substantive. We have witnessed, and had to correspondingly adapt to, uncertainties over student recruitment, pressures to create ever more attractive and 'industry'/'employability' focused courses, streamline module content to fit restricted timetables, redesign assessment and learning outcomes towards practical ends, appease student feedback, and generally rationalise our modules and courses against neoliberal logics and (ir)rationalities (King-White, 2018). In the UK for example – a location where we have spent considerable parts of our careers – we have specifically witnessed the continued difficulties of international recruitment following the country's withdrawal from the European Union, international staff retention, competitive tensions between increased sport courses against decreased student demographics, university financial trepidations and restructures, and ongoing Covid-19 issues with recruitment and sustaining teaching quality.

These forces are not unique to Sport Management. Nor, have the issues and changes been universally experienced across the sector. Furthermore, Sport Management practitioners' responses have not, necessarily, been all that different from peers in other fields and disciplines. Additionally, we are mindful that some Sport Management programmes have weathered contemporary challenges well and are buoyed by strong student intakes, a breadth and depth of teaching staff, valuable institutional recognition and strong interdisciplinary and external partnerships that have aided their growth and sustainability. Such conditions ultimately bode well for the flourishing of sports geography, as a geographical perspective helps us to contextualise contemporary issues and challenges we face, especially during times of uncertainty. However, notwithstanding institutional differences, concomitantly these forces have prompted fundamental questions about what Sport Management is, what it might comprise, how it might be made more 'meaningful', and who it might be for (DeLuca & Braunstein-Minkove, 2016; Nová, 2013; Sotiriadou, 2011).

Key within these processes of change, and where we locate the value of sports geographies, is within the pronounced emphasis placed on internationalisation (read also global awareness/attenuation). As alluded to above, the significant growth and competition in the local and global international student market has necessitated greater emphasis on developing and sustaining an attractive and quality education experience. Moreover, also, for Higher Education providers to recognise and respond to the distinct pedagogical, professional and personal backgrounds and needs of diverse student cohorts and career pathways (de Haan & Sherry, 2011; Leask, 2004; Sotiriadou & Hill, 2015). Internationalisation, however, is widely defined, and can comprise distinct efforts to globalise modules and programmes, development of satellite campuses or online courses to attract international cohorts, exchange and/or study abroad programmes, and curricula content design that introduces broader geographic spaces and issues (Bennett, Ballouli & Sosa, 2011; de Haan & Sherry, 2012). International student participation also adds, we appreciate, a valuable dimension to not only the general class demography. Beyond this, the presence of international students can be transformational in aiding the ways issues are taught, understood and critical dialogues fostered. In particular, in providing space for students to draw upon and share their global experiences and translocation, highlighting the ways global forces contour local lives and sports work, and providing counter narratives to established assumptions and hegemonies. Within the overarching emphasis on internationalisation, an obvious case for sports geography can be made, yet this has remained a challenge.

From our perspective, the struggle for the subject's legitimacy has been affected by its marginalised place within existing programmes and subjects we have taught. For example, sports geography (and wider Geography/Human Geography) frequently finds itself wedged as a module, or part thereof, within Sport Management, Sports Studies and/or Sport Development Programmes, or sports geography (or sports tourism) exists as an elective within parent discipline degrees. Where distinct sports geography modules have not existed, we have intertwined content into various modules including undergraduate introductory courses. These have included: History and Sociology of sport; upper-level contemporary, global and Olympic sport, sport governance modules; sport marketing and economic; and post-graduate international sport business/management programmes (see further explanation below). While in other institutions sports geography may be afforded a more notable space within programmes, in our experience it has often found itself as less a distinct

subject and more as nomadic content strategically intertwined within diverse academic areas. Its inclusion, invariably, subject to the whims of our own professional and research experiences we bring to the classroom, comparative aspects or critical examples we want to elucidate, or geo-political/social phenomenon we desire to highlight. Here, our interest in sports geographies is advantageous in affording us considerable scope and flexibility to teach key subject content matter and, simultaneously appease institutional scrutiny regarding 'internationalisation'.

Yet beyond this, and akin to many of our scholarly peers (e.g., Van Ingen, 2003; Gaffney, 2014; Sotiriadou, 2015; Webb & Rayner, 2022), our personal and professional investments in sports geography are more deeply ingrained. Foremost, our disciplinary genealogies stem not from Sport Management, but respectively from Geography, Physical Education, Sports History and Sociology, and work across several countries and institutes. This transnational and interdisciplinary base has engaged us with various geographic spaces and socio-cultural, political and economic issues and better attuned us to wider domestic, regional and global concerns. In addition, our work, guided by recent critical directions offered by Koch (2016), has sharpened our moral and critical sensibilities and sensitivities towards the roles of sport and sport spaces in the pursuit of social justice, equality, enfranchisement, and individual and collective agency. Our ethical persuasions have led to us developing a holistic critical appreciation and interrogation of sports geography within our approaches to Sport Management education and the 'gaps' we feel our students often have with respect to basic geography knowledge and understanding (e.g., widening cultural and social awareness), the role of sports within geographic processes (e.g., urban planning), ways geographies effect sport development (e.g., community sport resourcing and local inequalities), and how spaces are configured to meet the needs of specific groups (e.g. sport fans/consumers).

Our sports geography work, and the distinct need we feel for encouraging deeper spatial awareness in Sports Management, is theoretically informed by spatial scholars and critical pedagogues. Specifically, we take encouragement from seminal scholars such as Henri Lefebvre (1991; 1996; Lefebvre & Régulier, 1986 [2004]), Yi-Fu Tuan (1977), Edward Soja (1989) and David Harvey (1990), as well as from sports geographers John Bale (1996), Chris Gaffney (2014), Cathy van Ingen and colleagues (2003; 2018), Gavin Andrews (2016), and from educational/pedagogical critics Henri Giroux (2011) and Sheridan Brown (2017). Such scholars have argued, variously, for critical conceptualisations and interrogations of space, *and* for educational shifts that lead not only to understandings of space, but to transformative actions that reconfigure space and constituents lives and interactions therein. Such thinking has guided our examination of the socio-cultural and political conditions of sports space, notions of spatial continuity and change, how ideals/ideologies coalesce to (re)produce space, ways spaces are transformed, and how lives and communities exist within and across spaces. These theoretical priorities are explicit in our research and are used to bring a critical dimension to our international-focused teaching in sport education, volunteering, migration and mobility, development and tourism (Kohe & Koutrou, 2019; Kohe, Nehring & Tu, 2022; Kohe et al., 2022). Admittedly, we cannot always guarantee students' reception to our approach. Yet, we are confident that there is utility in the theoretical stance we adopt. In particular, attention to spatial theory affords us opportunities to deconstruct and evaluate the metaphysical and physical nature of (sports) spaces, *and* engage students more easily with critical geographic

thinking (which we hope will transpire into more sensitive approaches to 'doing' Sport Management beyond the classroom).

Geographical Opportunities to Spatialise Sports Management

From our theoretical basis, we outline here a few practical approaches we have employed within in our teaching and that readers may want to adopt in their own classrooms. In reinforcing the value of sports geography, we take interest in using sport (broadly defined) to help students visualise and spatialise management and the management of space (e.g., by considering human factors, resource distributions, infrastructure and development, and social, economic and political features, issues and tensions). These approaches have allowed us to provoke and sustain our shared curiosities about sports geography's diverse pedagogical potential, and perhaps aid our collective defence of the field against its institutional detractors.

Firstly, in Foundation-year, or early-stage undergraduate studies, sports geography provides invaluable bedrock content to locate and trace socio-cultural and political landscapes of sport over time in particular domestic, regional, transregional or international spaces. We have, for example, employed visual sources (e.g., print media, documentaries, blogs, photographs and social media) to track changes in sport advertising within a city's stadia zone. Alternatively, we have adopted a transnational/global focus to illustrate colonial diffusion of mainstream sports and its mirroring in contemporary sport mega-events (e.g., the use of sport as a mechanism of British imperialism and translations into the optics of the contemporary Commonwealth Games). In other undergraduate contexts, such as in courses and module sections on sport tourism, heritage and museums, we have examined the (re)creation of nostalgia and heritage practices within stadia and urban spaces, and identity formation for inhabitants within (e.g., professional/corporate sport museums (e.g., the International Olympic Committee, Liverpool Football Club, or Australia's iconic Bondi beach), and the marketing of 'localised' experiences (e.g., rugby and cricket heritage tours). Similarly, reflecting our research interests, we have used global sport events (including Olympic Games, Football and Rugby World Cups, Superbowl) to teach critique of urban regeneration, community disenfranchisement, 'legacy', and private capitalist expansion in the name of 'public good'. Examinations of the development and use of London 2012 Olympic Park (aka Queen Elizabeth II Park), for example, attune students to environmental and corporate gentrification while simultaneously highlight contradictions of social class, local degradation and economic disparity within the metropolis.

Sports geography thinking also frames our teaching in Sport Marketing and Economics. Here, we have deployed GIS mapping to examine sport consumer spending within towns and retail sites, tracking logistical supply chains in the sporting goods industry, demographic sport/physical activity trends, and migrant community resourcing. Use of the United Kingdom's national sport governing body, Sport England's, online sport market segmentation tool (<http://segments.sportengland.org>), for instance, which is based on regular national survey data, provides granular level geographic compositions of the country's physical activity and sport behaviours, and consumer market tendencies. The data provide a unique resource for students' local, regional and national sports marketing campaigns and physical activity/health promotion exercises. The site also can be used to draw attention to

local/regional demographics, assess population features and critique spatial inequalities. With the ability to interrogate demographic categories such as gender and socio-economic status, such an exercise also makes it possible to discuss the gendered and classed nature of sporting spaces within local areas, inequalities within community service provision, and the use 'Big' population data to inform market assumptions and guide public and private sport and physical activity decision-making. When used in correlation with census data, county council and State policy documents, students are also able to understand and explore variances across the country with regards to sport and physical activity policies in urban planning, the protection (or degradation) of green spaces, and access to sport services for disadvantaged population groups. In undertaking such discussions, we have also been inspired by the foundational and pivotal work of scholars such as Jeanes et al., (2021), Ratna and Samie, 2017), Van Ingen (2003), and Wheaton and Thorpe (2018), among others, who have variously offered critical examinations of gender, ethnicity, class, and intersectional dynamics of sport and wider leisure spaces.

Within the context of Sport History and Sociology of Sport modules, a geographic interest has helped highlight sports' intersectionality with wider concerns (e.g., global poverty and excess, urbanisation, political disenfranchisement within local sport policy, and pursuit of social justice vis-a-vis Anti-racism/Anti-Olympic campaigns). In related Sport Development/Sport-for-Development (and Peace) modules, we have drawn on our ongoing ethnographic, anthropological and interpretative research to aid students critique of the disjuncture between assumptions about sports' altruistic and moralistic ideals and lived realities (e.g., discourse about the benefits of sport/physical activity provision, and the complexities of the sport-corporate-education nexus as seen in Olympic education initiatives or in Nike's philanthropic endeavours) (Kohe & Collison, 2019; Wise & Kohe, 2020).

Teaching Technologies of/for Spatialised Sport Management

Two techniques have been particularly noteworthy for incorporating geographical insights and perspectives into our classrooms. Both approaches help enable engagement through interactive learning and critical thinking. First, within lectures Google Earth presents spatial distributions and patterns, allowing students to engage with live cases and to visualise content. Second, the ZeeMaps programme allows students to engage further, and is suitable for seminars and task activities. In Figure 1 we present a visual model of engagement to highlight these points conceptually.

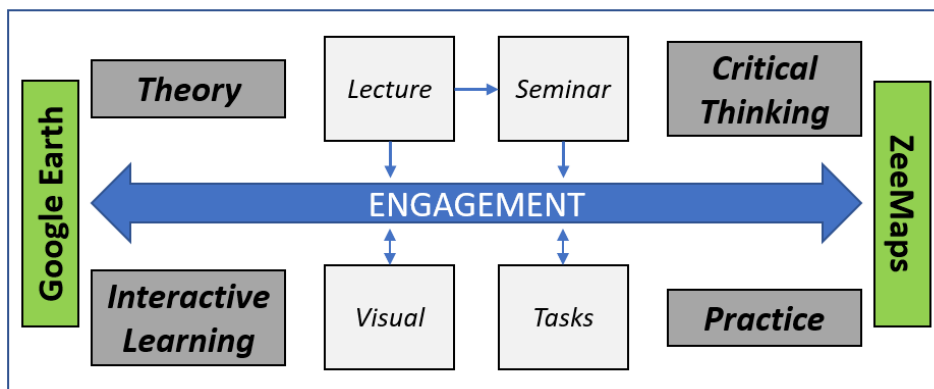


Figure 1. A conceptual framework for student learning and engagement.

Given the widespread use of geospatial technologies, these are especially useful when we teach regenerative strategies that concern tangible sport developments, event venues, or the transformation of space for sports tourism. Reflecting the value students have of visual and virtual learning environments (see Metoyer and Bednarz 2017; Wise 2017), technologies such as Google Earth (<https://earth.google.com>) complement and enhance the student learning experience. As a teaching resource, Google Earth is readily available and helps students grasp ‘on the ground’ examples related to the module content—showing change in real time and over time. For instance, we can examine urban landscapes and identify areas of significant change brought on by sports and event development, and by adding placemarks to these sites we can populate interpretations to reinforce the learning experience while capturing and locating interpretations, perspectives and experiences in these spaces (see Figure 2). Students can also create paths or polygons in particular areas to demarcate spaces and record their observations. Google Earth’s timeline function, for example, provides examination of changes over time, and opportunities to synthesise land use change with socio-demographic data to determine how facilities include or exclude community residents, create opportunities or deter from everyday experiences. An example of facilities added in Glasgow before and for the 2014 Commonwealth Games is shown in Figure 3.

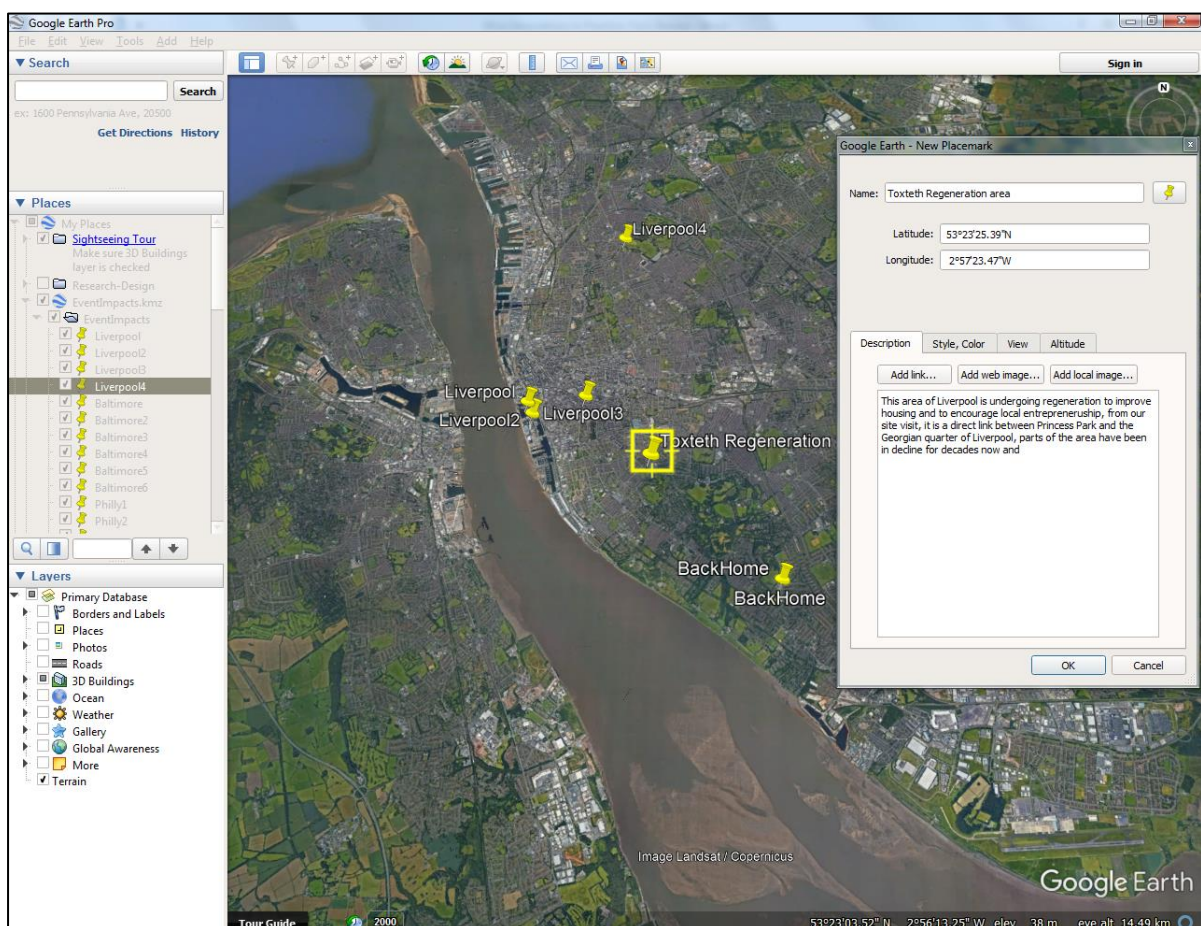


Figure 2. Adding placemarks in Google Earth to georeferenced interpretations, perspectives, and perspectives and experiences in identified spaces in Liverpool (Source: Google Earth).



Figure 3. Looking at the transformation of space over time to identify changes to the landscape and addressing how this impacts on surrounding communities in Glasgow (image on the left is from 12/2002 and on the right 5/2018) (Source: Google Earth).

Moving from visual teaching techniques to interactive mapping techniques, we have used free-to-use digital mapping software ZeeMaps (specifically, <http://zeemaps.com>) to teach first-year undergraduate students to evaluate contemporary sport spaces. Extending also their technological skills, students are taught to use the ZeeMaps programme to develop a collaborative landscape of critical socio-cultural and political issues affecting Sport Management, and sets. Students identified two sport/leisure/physical activity spaces within their local communities or further afield (e.g., gym, park, river, pool, field, stadia etc) and wrote short (250 word) essays on associated critical issues (e.g., hegemonic masculinity, social inequalities, community displacement, gentrification) (see figure 4. below). Essays were accompanied by uploaded photos, videos or sound recordings. The outcome was an interactive accumulation of detailed geotags and construction of a complex landscape that encouraged students to think about geographical and contextual sport sector differences, identify trends and patterns, and develop domestic management strategies and solutions.

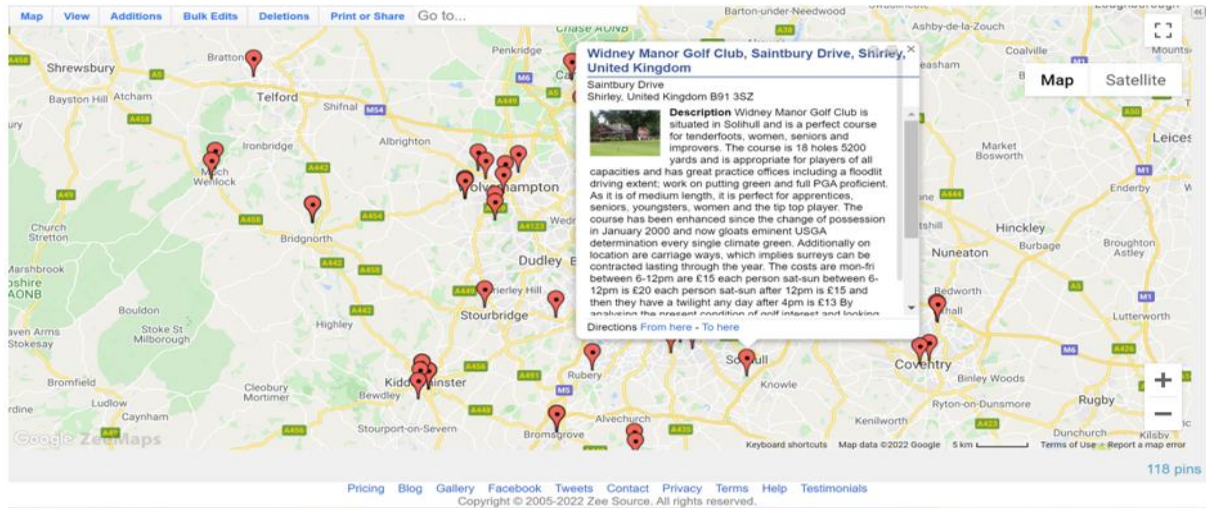


Figure 4. Final landscape of collated geotags on ZeeMaps with accompanying critical spatial narrative essays.

The use of ZeeMaps was augmented by practical ethnographic walking tours of the city to further highlights sports’ intersections with the urban and human geography. Ultimately, whereas students tended to find the essay component difficult, they demonstrated software mastery and provided good evaluations of sports’ roles in shaping local spaces and identities. In the below table we outline useful features from Google Earth and ZeeMaps that aid geographical understandings for use in lectures and seminars.

Table 1. Google Earth and ZeeMaps features useful for learning and teaching.

Technology	Feature	Purpose	Teaching and Engagement	Evaluation and Practice	Skills (as per QAA)
Google Earth	.kmz files	Simulation	Lectures	Visual interactive learning, global perspective	
	Placemarks	Location	Lectures and Seminars	Georeferencing and inputting interpretations	

	3D Mode	Location	Lectures and Seminars	Tours and site based learning and research	
	Street View	Interactive	Lectures and Seminars	Tours and site based learning and research	
	Paths/ Polygons	Simulation	Locating: points, lines, polygons	Add interpretations, formative assessment	
	Timeline	Then → Now	Showing past imagery in lectures	Display spatial change over time (right image)	
	Fusion Tables	Data Input	Fieldwork and site research	Summative assessment, data management	
ZeeMaps	General software	Data input	Lecture & Seminar	Technological skill development, visual interactive learning, global perspective	5.2.III creatively plan, design, lead, manage and execute practical activities using appropriate techniques and procedures while demonstrating high levels of relevant skills
	Placemarks (geotags)	Simulation & interactive	Seminar/Workshop, technical skill development	Georeferencng and inputting interpretations	6.20.II employ social, economic and political theory to explain the development and differentiation of sport throughout society
	Visual/ audio files (.jpg/.mp3/4)	Data input & synthesis	Seminar/Workshop, technical skill development	Georeferencng and inputting interpretations	5.2.V Demonstrate literacy and communication skills in a range of contexts, including verbal, auditory, performance, digital and multimedia forms 5.2.VI

					demonstrate the numeracy skills required to manage budgets and analyse quantitative data, including that of big data
	Spatial narratives	Data input, & synthesis	Fieldwork and assessment	Summative assessment, critical spatial analysis	<p>6.20.I demonstrate a critical insight into the organisations and structures responsible for sport, the political ramifications arising from these and their impact on the funding and delivery of sport</p> <p>6.20.III demonstrate the application of the social and cultural meanings attached to sport and their impact on participation and regulation.</p>

Concluding Remarks

Our academic trajectories have provided a strong interdisciplinary foundation for teaching sports geography within a variety of tertiary curricula; yet, particularly as a critical dimension of Sport Management programmes. Concomitantly, our sustained interrogations of sport have been advantageous if affording creative ways to engage student with geographic concepts, principles and approaches. We believe it essential that students in Sport Management courses have a basic understanding of geographical principles, and these can be introduced early in a student’s learning programme along with basic sport and management principles. With an understanding of basic concepts, these perspectives can be aligned with more critical concepts and discussions, and later visualised by utilizing various technologies such as the two introduced in this paper. We admit such ambitions are

challenging. We have, for example, encountered a need to teach student basic geography/geopolitics first before addressing sport issues. Additionally, as mentioned above, we have often found ourselves constrained by time and curricula to interrogate geographic issues more rigorously or utilise our technological methods more extensively.

Nonetheless, overall, our pedagogical work is directed at enabling Sport Management students who seek either careers in the field, or other sectors, to develop a clearer understanding of sports' entrenchment and use within a whole variety of social, economic, cultural and political spatial locales and processes. We appreciate not all colleagues may feel it appropriate, or be comfortable with, using such technologies. Indeed, our own learning and thinking has been challenged through its use too. However, echoing encouragement offered by Perkins (2015, p.1760) who suggests such 'experimentation is very much on the geographical methodological table and might be profitably be deployed by sports historians!' (and, we add, Sport Management lecturers, too). At the very least, we call for colleagues continued embrace of spatial approaches that enmesh interdisciplinarity, creative enterprise, and development of methodological and technical skills towards new ends that might help students enhance the sport industry for the better.

References

- Alberts, H. C. (2015). Using sports examples in geography courses. *Journal of Geography*, 114(5), 211–218.
- Andrews, G. (2016). From post-game to play-by-play: Animating sports movement-space. *Progress in Human Geography*, 41(6), 766-794.
- Bale, J. (1996). Space, place and body culture: Yi-Fu Tuan and a geography of sport. *Geografiska Annaler: Series B, Human Geography*, 78(3), 163–171.
- Bale, J. (2003). *Sports Geography*. London: Routledge.
- Bennett, G., Ballouli, K. & Sosa, J. (2011). Sometimes good, sometimes not so good": Student satisfaction with a sport management exchange program. *Sport Management Education Journal*, 5(1), 14-31.
- Beissel, A. S. & Kohe, G.Z. (2022). United as one: the 2026 FIFA Men's World Cup hosting vision and the symbolic politics of legacy. *Managing Sport and Leisure*, 27(6), 593–613.
- Brown, S. (2017). The social economy as produced space: The 'here and now' of education in constructing alternatives. *European Journal for Research on the Education and Learning of Adults*, 8(2), 261–275.
- de Haan, D., & Sherry, E. (2012). Internationalisation of the sport management curriculum: Academic and student reflections. *Journal of Studies in International Education*, 16(1), 24-39.

DeLuca, J. R. & Braunstein-Minkove, J. (2016). An evaluation of sport management student preparedness: Recommendations for adapting curriculum to meet industry needs. *Sport Management Education Journal*, 10(1), 1-12.

Gaffney, C. (2014). 'Geography of Sport', in J. Maguire (ed.), *Social Sciences in Sport* (Champaign IL: Human Kinetics, 2014), 109–134.

Gammelsæter, H. (2021) Sport is not industry: bringing sport back to sport management, *European Sport Management Quarterly*, 21 (2), 257-279.

Geurin-Eagleman, A. N., & McNary, E. (2014). The changing climates of the sport management academic job market and doctoral students' career expectations. *Sport Management Education Journal*, 8(1), 1-13.

Giroux, H. A. (2011). *On critical pedagogy*. London: Continuum.

Harvey, D. (1990). Between space and time: Reflections on the geographical imagination. *Annals of the Association of American Geographers*, 80(3) 418-434.

Jeanes, R., Spaaij, R., Farquharson, K., McGrath, G., Magee, J., Lusher, D., & Gorman, S. (2021). Gender relations, gender equity, and community sports spaces. *Journal of Sport and Social Issues*, 45(6), 545-567.

King-White, R. (Ed). (2018) *Sport and the Neoliberal University: Profit, Politics and Pedagogy*. New Brunswick: Rutgers University Press

Koch, N. (2016). *Critical Geographies of Sport: Space, Power and Sport in Global Perspective*. London: Routledge.

Kohe, G. Z., Aramaki, A., Sekine, M., Masumoto, N. & Hsu, L. (2022). Conceptualising L'Space Olympique: Tokyo 2020 Olympic education in thought, production and action, *Educational Review*, 74(6), 1172–1198.

Kohe, G. Z. & Collison, H. (2019). *Sport, Education & Corporatisation: Spaces of connection, contestation and creativity*. Oxon: Routledge

Kohe, G.Z., Nehring, D. & Tu, M. (2022) Physical Activity, sport and transnational migrant space in Shanghai, China: (Re)crafting contours of a metropolitan cityscape. *International Review for the Sociology of Sport*, 57(2), 313–331.

Koutrou, N. & Kohe, G.Z. (2021) Conceptualising Landscapes of learning in the United Kingdom's Volunteer Football Sector, *Sport, Education & Society*, DOI: 10.1080/13573322.2020.1850437

Leask, B. (2015) *Internationalizing the Curriculum*. Oxon: Routledge

Lefebvre H (1991) *The Production of Space*. Oxford: Blackwell.

Lefebvre H (1996) *Writings on Cities*. Oxford: Blackwell.

Lefebvre, H. & Régulier, C. ([1986] 2004). *Rhythmanalysis: Space, Time and Everyday Life*. London: Continuum

Metoyer, S. and R. Bednarz. (2017) Spatial thinking assists geographic thinking: Evidence from a study exploring the effects of geospatial technology. *Journal of Geography*, 116, 20-33.

Miragaia, D. A., & Soares, J. A. (2017). Higher education in sport management: A systematic review of research topics and trends. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 21, 101-116.

Nová, J. (2013). The role of the teaching case studies in the sport management education. *Sport and Quality of Life 2013*, 319.

Perkins, C. (2015). Geography and the methodological ballpark: Putting place into sports history. *The International Journal of the History of Sport*, 32(15), 1759-1763.

Raitz, K. B. (1995). *The Theatre of Sport*. Baltimore: Johns Hopkins University Press.

Ratna, A., & Samie, S. F. (Eds.). (2017). *Race, gender and sport: The politics of ethnic'other'girls and women*. London: Routledge.

Sato, S., Kang, T-A., Daigo, E., Matsuoka, H. & Harada, M. (2021) Graduate employability and higher education's contributions to human resource development in sport business before and after COVID-19. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 28, 100306.

Soja, E. W. (1989). *Postmodern geographies: The reassertion of space in critical social theory*. London: Verso.

Sotiriadou, P. (2011). Improving the practicum experience in sport management: A case study. *European Sport Management Quarterly*, 11(5), 525-546.

Sotiriadou, P., & Hill, B. (2015). Using scaffolding to promote sport management graduates' critical thinking. *Annals of Leisure Research*, 18(1), 105-122.

Tuan, Y-F. (1977). *Space and Place: The Perspective of Experience*. Minneapolis, MN: University of Minnesota Press.

van Ingen, C. (2003) Geographies of gender, sexuality and race: Reframing the focus on space in sport sociology. *International Review for the Sociology of Sport*, 38(2), 201–216.

van Ingen C, Sharpe, E. & Lashua, B. (2018) Neighborhood stigma and the sporting lives of young people in public housing. *International Review for the Sociology of Sport*, 53(2) 197–212.

Wagner, P. (1981). Sport, Culture and Geography. In A. Pred (ed.), *Space and Time in Geography*, Lund, Sweden: Gleerup.

Webb, T. & Rayner, M. (Eds.) (2022) *Sport Management Education: Global perspectives and implications for practice*. Oxon: Routledge

Wheaton, B., & Thorpe, H. (2018). Action sports, the Olympic Games, and the opportunities and challenges for gender equity: The cases of surfing and skateboarding. *Journal of sport and social issues*, 42(5), 315-342.

Wise, N. (2015). Geographical approaches and the sociology of sport. In *Routledge Handbook of the Sociology of Sport*, edited by R. Giulianotti (pp. 142-152). London: Routledge.

Wise, N. (2017). Integrating Google Earth into the lecture: Visual approaches in tourism pedagogy. In: Benckendorff, P. and Zehrer, A. (eds.) *International Handbook of Teaching and Learning in Tourism*. Cheltenham, UK: Edward Elger pp. 190-203.

Wise, N. & Kirby, S.I. (2020). A 'home away from home': The (London) Jaguars and the NFL's established international presence—a semi-deterritorialization approach. *Sport in Society*, 23(1), 72-87.

Wise, N. & Kohe, G. Z. (2020) Sports geography: New approaches, perspectives and directions. *Sport in Society*, 23(1), 1-10

Wise, N. & Ludvigsen, J.A.L. (2021). Uniting, disuniting and reuniting: towards a 'United' 2026. *Sport in Society*, DOI: <https://doi.org/10.1080/17430437.2021.1932822>

Zimmer, W. K., & Keiper, P. (2021). Redesigning curriculum at the higher education level: challenges and successes within a sport management program. *Educational Action Research*, 29(2), 276-291.