Examining the Use of Postcolonial Management Theory in Sport Management Education: Strategies to Enhance Student Learning of Colonial Histories and Challenge Dominant Ideologies

Mitchell McSweeney, York University
Helen Liu, York University
Georgia Teare, University of Ottawa

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Commentaries within sport management have called for critical approaches (e.g., Hoeber & Shaw, 2017) that question the ways in which sport management education is underpinned by dominant ideas and practices (DiSensi, 1994). Given histories of colonialism around the world, this presentation outlines the usefulness of postcolonial management theory (PCMT) in sport management education. We offer specific examples of PCMT pedagogies that will enhance student learning of sport’s role in colonialism and challenge Western ideologies in management and organizations. Educators adopting PCMT pedagogies will advance students’ knowledge necessary to recognize non-dominant ideologies that add to deeper understanding of sport management phenomena.