

Promoting the Individual Learning Styles of Masters Students Studying Marketing-related Modules through the Use of *YouTube* Video-Clips

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Introduction

It is often hard for academics to find resource material, particularly visual material for new and emerging disciplines; particularly when Universities are developing courses faster than teaching materials are made generally available. This, in addition to the increase in the diverse nature of student groups, means that academics need to find different ways to deliver understanding and learning. The mode of delivery at the centre of this article is a website called *YouTube* and a technology focusing on user-generated content.

***YouTube.com* – background and use as a communication resource**

YouTube is an entertainment and social interaction website. It was established in February 2005 and launched live in November 2005. Within 12 months the site had grown exponentially and with the assistance of venture capitalist funds the site has over 100 million videos viewed per day (*YouTube*, 2006).

In its broadest terms it allows users to open an account and upload their personal videos to their own profile space. The profile spaces are web-pages hosted by the *YouTube* server. These digital video files are converted by *YouTube* into files that allows for high quality files uploaded at a fast pace. The site can be used as a resource for communication for the individual user or even the business or corporation. NBC Universal and Warner for instance have created special branded areas on the site where it can reveal content teasers to promote its forthcoming programming (Van Duyn and Allison, 2006).

The deals between the broadcasters and *YouTube* and promotional campaigns by organisations like Ansell Mates could be the catalyst for an increase in the quality of marketing communication through this medium. This will effectively mean that marketing campaigns, including commercial advertisements, will have web-based

support. The benefits of web-based information as a resource for education allows students and academics to observe and critique various marketing messages used by brands to communicate their message. No longer will academics have to travel around from class to class with videos and DVDs of outdated advertising campaigns, by simply accessing the internet during class or by copying the campaign web-links into their presentation slides, or even embedding them into their learning web-pages, the material is present in the classroom reliant only on an internet connection.

Context and Case studies

The context of this research is a study of the student cohort upon two Marketing Management related modules studied at London Metropolitan University, Masters levels Sports Management and Events Marketing Management. This study took place during the Autumn semester in November 2006.

Study context 1 – Events Marketing Management students

The student cohort of this module extends to twelve students, and the content of the module is to introduce students to theoretical concepts that underpin an understanding of the characteristics of the Events Industry that will allow these students to apply Marketing practice in response to this theory.

YouTube video-clips were used periodically throughout the semester to illustrate or support theoretical concepts. The television advertisement for the Innocent Drinks Company was shown to illustrate how companies express their ethical and sustainable business practices, and their attitude towards social responsibility. A McDonalds television advertisement promoting McDonalds Happy Meals, a video of the Innocent Drinks Company Fruitstock Festival, and a video of two people dressed up as robots dancing in the style of the Citroen motor car advertisement on an exhibition stand for Citroen at a public event were all used to illustrate how companies can enhance the perceived value of their products or service through incorporating entertainment. A promotional video for the Daily Mail Ski & Snowboard Show was used to illustrate how events incorporate features that enhance the Event Experience through activities, education, and interaction for the customers. In addition, a video of the O₂ Wireless Festival was used to illustrate how companies use events to enhance Brand Awareness through entertainment.

Case study 2 – Sports Management students

The student cohort of this module extends to 23 students, and the content of the module aims to introduce students to theoretical concepts that underpin the unique factors of the marketing of sport. In this module students consider the traditional approach to marketing and then apply this to the situation of sport in the UK and internationally.

YouTube video clips were used periodically throughout the semester to illustrate or support historical and social contexts and marketing communications campaigns. Examples of context setting were as follows. In the introductory lesson two *YouTube* clips were used to demonstrate the use of sport as a communication tool for corporate objectives. A third clip was used to provide context to a 1970's modified sport to demonstrate how changes in sporting practices are reported. When studying the lesson on marketing research the seminar focused on a paper by Brindley and Thorogood (1998) concerning the target marketing of horse racing in the United Kingdom. To set the context the students watched the 2006 Grand National on *YouTube* before starting the group tasks. Part of the group task required the students to select the most potentially attractive market for their advertising campaign. After the discussion of this task the students watched an actual advert for the races provided on *YouTube* and compared their ideas with the campaign shown. When discussing consumer behaviour the students viewed a context clip on the Nike London 10K to set the scene for participation research in sports marketing.

Central to the course is consideration of the promotional and communication mix available to those marketing sport and those marketing through sport. The lecture on the promotional mix considered adverts by a shaving manufacturer, a deodorant and a financial institution to explain the key aspects of the creative brief and general applications of advertising themes and messages. During the seminar on the promotional students were required to work in small groups and derive the message, target audience, and strategy of a series of seven commercial advertisements were shown through *YouTube* clips. These commercials were aired in North America during the Superbowl and can be found on *YouTube* and Google Video sites.

Learning and Teaching with Video

This paper focuses upon the significance of the inclusion of *YouTube* web-based video-clips to teaching and learning in a Higher Education context. The inclusion of video or television within the classroom is not a new concept; we will all remember the cheers of fellow pupils when the television is wheeled into the classroom. This reaction, highlighted by Hobbs (1998), is due to learners finding watching video more effortless and enjoyable than reading, speaking, writing, calculating, and discussing; after all, television has always been perceived as entertainment.

However, this media can also be considered in other perspectives, and its role in making the classroom more diverse. Video can offer 'an accessible visual and emotional experience to students', it presents 'a literacy', and a new language – the 'language of images', and a form 'symbolic visual codes' (Greenfield 1984, cited by Hobbs 1996). In addition, it can provide 'a compelling and immersive educational experience' (Fill & Ottewill 2006).

Video, television, and video streaming (a continuous stream of information on the Internet) can stimulate the students' interest, it can provide a readily available resource to large numbers, and it is re-usable, re-viewable, it can entertain (edutainment), and present 'real-life' problems (Fill & Ottewill 2006). It can also enhance 'pre-existing visual and cognitive skills, has 'permeability of cultural boundaries' (Messaris 1994 cited by Hobbs 1998), can capture student attention, motivate interest, and bring a relevancy to the subject area (Hobbs 1998).

The significance of video-clips to teaching and learning in Higher Education can be contextualised in terms of teaching and learning theories purported by Gardner (1983), Kerres & De Witt (2003), Felder & Solomon (1992) and Laurillard (2002).

Laurillard's 'conversation' model encourages educators to consider 'media for purpose', to dovetail, compliment and enrich and reinforce existing components of teaching (Fill & Ottewill 2006); it is only with this mix of teaching and learning methods that it is possible to 'embrace all the activities of discussion, interaction, adaptation and reflection which are essential for academic learning (Laurillard 1996, cited by Davies et al 2005). This is an extension of 'blended learning' proposed by Kerres & de Witt whereby the content of the learning materials, the communication between learners, peers and tutors, and the construction of the learners 'sense of place' in the context of the 'learning landscape' are all considerations for the tutor (Stubbs et al 2006). Whereby these models require a consideration of matching learning material to the learner, they are in recognition of the learning styles proposed by Felder & Solomon that suggest an Inventory of Learning Styles which attempt to explain how learners handle information. There are four categories, 'processing' which relies upon action or reflection by the learner, 'perception' which relies upon intuition, 'input' which relies upon visual or verbal processes, and 'understanding' that identifies learners who process information through a sequence (Giles et al 2006).

Gardner extends this thinking, and proposes eight intelligences by-which students learn, defined as 'the ability to solve problems and fashion products that are valued in a particular cultural setting or community' (Barrington 2004). The eight intelligences are: visual/spatial whereby the student has a strong sense of the visual world, and learns best through visualisation, verbal/linguistic favoured by students who have an ability in the use of language, and are sensitive to the meanings of words that are both written and aural. Musical/rhythmic intelligence appeals to students who notice sounds within their environment and who are sensitive to pitch, melody, rhythm and tone, logical/mathematical appeals to students who are able to see relationships with abstract patterns and who favour problem solving, bodily-kinaesthetic enhances the learning of those with good hand-eye coordination, and enjoy active tasks and the use of tools. Students may also favour interpersonal intelligence whereby that person understands and relates to other people, whilst intrapersonal is favoured by those who are self-motivated and who are conscious of

their own motives and feelings and who benefit from reflective practices; finally, Naturalistic learners understand and relate to patterns in the natural world (Barrington 2004).

Green & Tanner (2005), in their study of Gardner's Multiple Intelligence (MI) theory enhancement through online teacher education, suggest various forms of online media can enhance MI. Intrapersonal intelligence can be promoted through independent reflection and deliberation through an online discussion, whilst interpersonal intelligence can be promoted through group interaction and sharing within a live online chat room. Students with linguistic intelligence will be drawn to weblinks that take them to other information sources, and will read posted discussions whilst visual-spatial learners will enjoy illustrations, photographs of online participants, video clips, charts and tables; online video and audio input, perhaps of classroom settings, and tasks involving music, rhyme and rap will be favoured by musical intelligence. Bodily-kinaesthetic intelligence will be favoured by students through online activities that require movement or a physical activity that is reported back at a later date via the online environment, and finally, naturalist intelligence requires interaction with natural objects.

Blending video-clips, or using video-clips as 'purposeful media', within a teaching and learning strategy could therefore enhance or support a students' preferred learning style or intelligence. Green & Tanner (2005) highlight that visual-spatial learners will prefer illustrations, photographs, video clips, charts and tables.

These benefits of incorporating weblogs into a teaching and learning strategy are further enhanced when considered at an institutional wide level. With the national trend within higher education institutions to welcome diversity; the 'massification of HE' (Barrington 2004), whereby the student cohorts represent greater variation in class, gender, race, ethnicity and academic preparation, along with mature age students, minority groups, and international students (Coaldrake 2001, cited in Barrington 2004), brings with it a greater need for institutions to move away from the traditional focus upon verbal/linguistic and logical/mathematical intelligences. Institutions that rely upon these two dominant teaching styles will only benefit those students who possess these traditional academic intelligences. Those that do not shall fail to realise their strengths and shall be lost by both the institution as well as society as a whole (Campbell 1996, cited by Barrington 2004).

A Multiple Intelligences approach broadens this traditional focus, by teaching and assessing a wider variety of intelligences; moving away from teacher centred didactic approaches, and the 'bestist', 'westist' and 'testist' approaches (Gardner 1993, cited by Barrington 2004) that focus upon only using techniques that construct 'ideal students', or the Western society tendency to value one quality over another, or to encourage human abilities that are easily testable.

The teaching and learning strategy should now be more student-centred, one that recognises diversity, positions the student as the customer, and that creates a 'inclusive learning environment' (Skelton 2002, cited by Barrington 2004). Video-clips go some way towards supporting this strategy through MI.

Research methodology

The research instrument used was a self-delivered paper-based questionnaire, distributed to MA students during their seminar sessions.

The questionnaire consisted of two sections. The first section required respondents to highlight some socio-cultural data, they were then asked to identify their preferred learning styles, based upon eleven questions which described the eight MI proposed by Gardner; with a ninth Intelligence proposed by the co-authors of this paper, that of 'International Intelligence' - the ability of students to identify and apply analogies from other countries and cultures to illustrate models and theories that they are taught in class.

The second section required respondents to identify the general benefits to them of watching video-clips, selected from a multiple choice prompted list, and finally respondents were required to identify, using the same list of eleven intelligences from section one, whether any of these intelligences had been initiated, improved or enhanced by watching video-clips.

The sample was made up a convenience set from two seminar groups. The first set was studying the module Events & Live Media Industries (n=12), and the second set studying Sports Marketing (n=18).

Prior to delivery of the questionnaire, and to aid completion, both tutors introduced the theory of Multiple Intelligence to their groups, explaining the various domains, and giving illustration to aid interpretation, using a framework devised by Wood (2000).

Questionnaire delivery for both student groups occurred in week 9 of the teaching semester. The questionnaire took respondents about 5 minutes to complete. No clarity issues were experienced, however, students had to be prompted to turn over the questionnaire page to complete section 2, as it was discovered that a number of students failed to complete both parts hence reducing the sample size; a clearer instruction would have avoided the need to declare one questionnaire void from both groups as they were considered incomplete for this reason.

Results

The following tables (1-5) present the results from the study. Table 1 breaks down the participants into socio-cultural groups, differences in these areas are noted in the discussion.

Table 1: Socio-Cultural review

Events Marketing Management		
Gender ratio	100% female	
Percentage of students below the age of 22	9%	
Percentage of students between the age of 22 and 30	91%	
Percentage of students above the age of 30	0%	
Percentage of students from Britain	0%	
Percentage of students from Mainland Europe	45%	
Percentage of students from 'the rest of the world'	55%	
Sports Management		
Gender ratio	35% female	65% male
Percentage of students below the age of 22	0%	
Percentage of students between the age of 22 and 30	76%	
Percentage of students above the age of 30	24%	
Percentage of students from Britain	29%	
Percentage of students from Mainland Europe	47%	
Percentage of students from 'the rest of the world'	24%	

Table 2 reviews the pre-existing learning styles and learning preferences indicated by students in the first part of the questionnaire. In the following table the following applies; *Questions 1 & 2 relate to verbal/linguistic, 3 & 4 to logical/mathematical, 5 to musical/rhythmic, 6 to bodily-kinaesthetic, 7 to interpersonal, 8 to intrapersonal, 9 to visual/spatial, 10 to naturalistic, and 11 to International.*

Table 2a: Review of pre-existing learning styles and learning preferences (EMM)

Events Marketing Management	1	2	3	4	5	6	7	8	9	10	11
The percentage of the group that identified current preferred learning styles – the numbers refer to a learning style from the questionnaire, that relates to a particular MI (see above)	91	73	36	27	55	64	82	82	91	18	64

The percentage of the MALES that identified current preferred learning styles	0	0	0	0	0	0	0	0	0	0	0
The percentage of the FEMALES that identified current preferred learning styles	91	73	36	27	55	64	82	82	91	18	64
The percentage of the students from UNITED KINGDON that identified current preferred learning styles	0	0	0	0	0	0	0	0	0	0	0
The percentage of the students from MAINLAND EUROPE that identified current preferred learning styles	75	100	75	50	50	75	50	75	75	0	75
The percentage of the students from REST OF WORLD that identified current preferred learning styles	100	50	17	17	67	67	100	83	100	33	50
The percentage of students of age 21 years or less that identified current preferred learning styles (note only 1 in group)0	100	0	0	0	0	100	100	0	100	100	100
The percentage of students of age 22 years to 30 years that identified current preferred learning styles	90	80	40	30	60	60	80	90	90	10	60
The percentage of students of age 31 years or more that identified current preferred learning styles	0	0	0	0	0	0	0	0	0	0	0

Table 2b: Review of pre-existing learning styles and learning preferences (SM)

Sports Management	1	2	3	4	5	6	7	8	9	10	11
The percentage of the group that identified current preferred learning styles – the numbers refer to a learning style from the questionnaire	100	83	39	28	0	50	67	67	72	28	61
The percentage of the MALES that identified current preferred learning styles	100	91	36	91	0	55	73	73	55	45	82
The percentage of the FEMALES that identified current preferred learning styles	100	67	50	50	0	33	50	100	100	0	33
The percentage of the students from UNITED KINGDOM that identified current preferred learning styles	100	100	40	20	0	20	60	80	80	0	60
The percentage of the students from MAINLAND EUROPE that identified current preferred learning styles	100	75	50	25	0	50	50	63	88	38	75
The percentage of the students from REST OF WORLD that identified current preferred learning styles	100	75	25	25	0	75	100	50	25	50	50
The percentage of students of age 21 years or less that identified current preferred learning styles (note only 1 in group)	0	0	0	0	0	0	0	0	0	0	0
The percentage of students of age 22 years to 30 years that identified current preferred learning styles	100	85	46	23	0	46	62	62	69	38	62
The percentage of students of age 31 years or more that identified current preferred learning styles	100	75	25	25	0	50	75	75	75	0	75

The following table presents the number of students who indicates that there was a learning impact of viewing the video-clips during the course. It can be seen that in a majority of cases the impact was noted over 55%.

Table 3: The impact of video clips on the learning experience

Nature of impact	Events Marketing %	Sports Management %
Videos enhanced understanding	82	94
Videos focused attention on topic	73	71
Videos raised motivation & interest	36	82
Videos teach the real world	55	59
Videos can be repeated	55	41
Videos represent real-life issues	18	82
Videos are entertaining	82	88

The following tables review the multiple intelligence improvements. Table 4 presents the information in relation to all the MI's indicated in the questionnaire. Table 5 considers only those MI's which noted an impact increase from the research.

Table 4: Review of MI improvement and overall change

Events Marketing Management	1	2	3	4	5	6	7	8	9	10	11
Percentage, by incidence, of initiation, improvement or enhancement of MI's through watching video-clips	8	0	0	8	8	8	0	8	8	8	8
Sports Management	1	2	3	4	5	6	7	8	9	10	11
Percentage, by incidence, of initiation, improvement or enhancement of MI's through watching video-clips	0	0	0	0	22	0	17	11	11	6	17

Table 5: Impact on the nine identified intelligences

% Increase	Verb/Ling	Logic/Math	Music/Rhythm	Bodily/Kinaes	Inter person	Intra person	Vis/Spac	Natu-ral	Inter nation
Events Mkting	8	8	8	8	0	8	8	8	8
Sports Mgmt	0	0	22	0	17	11	11	6	17

It can be seen that amongst the Events Marketing Management group, the overall group change in MI's as a result of being exposed to *YouTube* video-clips within a teaching environment was an 11% increase in incidence. 45% of students experienced no further benefit from the video-clips, however 55% did experience an improvement, with the greatest individual increase of 33%, or two additional Intelligences. Overall, students from Mainland Europe increased by an average of 9.2%, whilst students from the 'rest of the world' increased by 12.7%.

Amongst the Sports Management group, the overall mean group change in MI's as a result of being exposed to *YouTube* video-clips within a teaching environment was a 12% increase in incidence. 47% of students experienced no further benefit from the video-clips, however 53% did experience an improvement, with the greatest individual increase of 43%, or three additional intelligences. Overall, students from the United Kingdom increased by an average of 6%, Mainland Europe increased by 11%, whilst students from the 'rest of the world' increased by 25%.

Discussion

The anticipated outcome of this study would demonstrate that including video-clips in teaching strategies would enhance the visual/spatial Intelligence proposed by Gardner, however the results demonstrate a far more dynamic and powerful impact of video-clips. The results from the Events Marketing group indicate that there is an increase (8%) in the incidence of all Intelligences except, interpersonal, that shows no change. Amongst the Sports Management group, all but three Intelligences increase (verbal, logical and bodily), and overall, those that increase do so at a higher rate than those of the Events Marketing group. Within this group, the strongest increase is 'musical/rhythmic intelligence' by 22%, an intelligence that was not considered a pre-existing learning style recognised by the group.

As this is exploratory research the implementation of activities around the inclusion of video clips varied between student groups. The interpersonal increases noticed in the sport management, but not in the events marketing group could have been due to the active group-nature of the promotional lesson's learning task. The task, described above, required students to work in teams to deconstruct the advertising messages and strategies, a process that involves discussion, negotiation and agreement. By using the clips as a basis for active group discussion, rather than static message delivery, it could be argued that interpersonal MI can be increased.

Also noted in the sport management students was the increase in 'musical/rhythmical intelligence', this related to the students' ability to notice sounds within their environment and who are sensitive to pitch, melody, rhythm and tone. There could be a number of reasons for this increase. First the lecture style is traditionally didactic and the timed inclusion of video-clips could be seen as a way of lifting attention spans of the students. The clips are very different in pitch and tone to the lecture itself, in such that they are promotional shorts where communication is extremely important hence clarity of delivery is high and the duration is short. Another reason may have been that the use of music in advertising is a carefully constructed strategy to illicit a range of emotions from the viewer. Within the lecture content this information was covered and hence the students may be been attuned to its presence, hence indicating its change.

The strength of video-clip inclusion is therefore the range of intelligences that are impacted upon or enhanced. In addition they are shown to enhance the understanding of the lecture content, to focus student attention on the topic under discussion; the clips raise motivation, and present reality and 'real world' issues within the classroom.

However, the greatest strength of this form of media is its reach in terms of not recognising international boundaries; students from outside of the European Community are shown to benefit most from the inclusion of video-clips. To highlight this in the sport management context many teaching staff, take for granted that students on these courses know about a wide range of sports, which is not always the case considering students are attending from international markets where certain sports are not always high-profile. Using *YouTube* clips during the lesson can present students whose knowledge may be limited with, at a minimum, an introduction into the sport broadcast.

This also reinforces the ability of these learning resources to assist in Barrington's theory of massification. The dramatic increase in student diversity in British HE requires new approaches to content delivery. The use of these clips can attempt to reach across age, gender, ethnicity boundaries as well as international cultural differences. In its most basic sense the discussions that could arise due to different interpretations of the one clip based off these differences can only strengthen the learning experience and make students more aware of multiple perspectives in a global economy.

An addition to Gardiner's original MI's was the inclusion of an international dimension. Discussions between the researchers about how learning in an 'international' situation can be applied to a 'home' situation to provide the learning content with an easily understandable frame of reference. It was noted that in class students will take a concept they are unsure of and apply it to their 'home' situation, and then asking the teacher to informally assess the comparison. The researchers deemed Gardiner's MI's to exclude this process. The international dimension was revealed, although minimally, to have an impact on student learning. This concept requires more refinement but does highlight a strategy for dealing with Barrington's massification factor.

Limitations of Research

This exploratory piece of research is a first attempt to examine the impact of *YouTube* video clips on the multiple intelligences used by students in masters marketing classes. This research was conceived as a result of discussions between the researchers about their current practice hence it is to be viewed as a quick-shot study that presents a number of findings but also limitations which could be a platform for further research.

Further research could investigate the use of these clips by following these suggestions. The coordination of *YouTube* video-clips into the teaching and learning strategy would enable greater formalisation of their aims and potential impact on the students learning experience. Whether this occurs on a module by module basis or across an entire programme will be dealt with by each course leader.

This research took place in the context of two relatively new subject areas where the level of innovation is high and the respective course leaders were the researchers. This provided few barriers to the research taking place. To extent this research to the traditional marketing courses would lead to greater benefits, increased sample sizes (to address the gender imbalance in this research and provide a greater balance between British, mainland Europe and international students) and hopefully more concrete results. Nevertheless the traditional marketing subject area may have internal cultural issues preventing adoption of publicly assessable, relatively unproven audio-visual resources. The results of this research may be used to emphasise its utility to the area in general.

Further studies should look to increase the experimental nature of the research. Ideally it could be designed to assess the MI's of students at the beginning of the module's delivery (hopefully increasing the number of modules using the technology), ideally on some form of likert scale. During the semester the video-clips can be delivered in a planned, controlled manner, allowing for similarities in application between the modules (hence all students using group work to apply the clips). At the completion of the course the MI scale can be reassessed providing the researchers with before and after scores. From this t-tests can be conducted and the statistical power of this research can be increased. Once this occurs more concrete findings can be presented. Time-limitations prevented this from occurring in this study.

Conclusion – Implications for teaching and learning

This is a freely available resource that all academics can use to illustrate and augment learning. From this research it has been seen that the inclusion of *YouTube* video-clips in marketing lessons can enhance the learning experience of students. Suggestions for further research have been suggested.

However there are some issues for attempting to integrate this learning resource that could be seen to hinder its effectiveness. First is the current quality and availability of video clips on this site. As most of the clips are generally uploaded by amateurs the quality of the broadcast is not always guaranteed. Lecturers should look to have a number of clips that may satisfy the learning needs in case of clips being taken off the site before the lesson is delivered. Nevertheless as with the internet, the formality and quality of the *YouTube* content might improve, one of the authors of this paper has already uploaded video teaching resources of various exhibition events that can be used in future teaching, and be shared with other

academics. And importantly there is nothing preventing teachers from recording and posting their own material for the classroom and also a means of placing onus on students to create content for viewing and discussion also.

Second is the requirement of all teaching spaces within an institution to have some form of multimedia resources with, most importantly, access to the internet. This may result in a significant expense for the institution that may not be cost effective in relation to the learning experiences derived. Third, useful materials/good quality materials might be copy-right, and following sale to Google, this material might be removed from the site to avoid legal issues, i.e. teachers have no control over the continuous availability of any resource. On a brighter note the increase in the number of traditional broadcasters having their own *YouTube* site where their shows are previewed may represent a natural equilibrium with content provision.

The potential of this resource is, as with all new technology, at this stage limitless. More research in the area may decrease its uses but nevertheless will ensure that the resources can be used in class to assist delivery of content and also to enhance students learning.

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