E-Learning the Business of the Olympic Games:  
A Business Communication Course in Marketing & Bid Proposals

This presentation will examine the course outcomes, student reactions and deliverables in the context of an e-Learning delivery mode for a higher education, business communications course in a virtual classroom. Students will be required to conduct online research, share findings with group members, and collaborate to prepare written reports and a team presentation. Supporting technologies will include, but not be limited to: WebCT, class web site, Internet search tools, AIM, MS Messenger, MS Word and Power Point. Assignments will be submitted electronically as either e-mail attachments or through Web publication.

The online course will be based primarily on the situated learning environment (SLE) pedagogical model, though there will be some elements of Community of Practice, Microworlds, and Game models. The open-ended e-Learning environment will support multiple perspectives, discovery learning, inquiry-based learning, experiential learning, social interactions, and authentic contexts.

The course project, which will provide the context for learning, will be to develop bid proposals from a municipality to host the Olympic Games. When a city hosts the Olympics, it must demonstrate through its proposal that it has the governmental, financial, public safety, infrastructure, and societal support to ensure the Games’ success. Students will review previous winning and losing proposals from the past two Olympic bid applications (2004 & 2008 Summer Games and 2006 & 2010 Winter Games), and apply the lessons learned to the development of a proposal from one of three candidate cities. The knowledge domain is interdisciplinary. Learners will further develop their writing skills but with a focus on business applications and business forms. Within the discipline of business, students will focus on marketing, finance, and MIS in the context of the project.

Each learner will reflect on his or her own writing and process, receive feedback from peers and the instructor on his or her research/writing skills and contribution to the project, and then write reflections on their own work and the feedback. Learners will be expected to apply the feedback to revision, research, and presentation tasks to develop stronger skills for future coursework and professional work. While the outcome of the presentations (which city wins the bid) has no factor on a learner’s final evaluation, all learners will assess other teams’ presentations, analyze the presentations’ strengths and weaknesses, and draft a reflection on applying other presentations’ strengths and weaknesses to their own presentation.