Updated Proposal for a NASPSPA Teaching Network

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Opening Commentary

The global coronavirus pandemic that we are facing today is impacting, among many other factors, the way we need to approach research and education. One of these more immediate impacts is that many University institutions are turning to online delivery of courses. Within a recent social hour held within the virtual NASPSPA conference, discussion on setting up a session to discuss online teaching practices emerged. This idea has since grown into a broader objective of creating a NASPSPA 'Teaching Network' that could be used by members to develop and refine their teaching expertise in the distinct areas within the NASPSPA mandate. Indeed, the mission of NASPSPA clearly has as one of its aims 'to improve the quality of research and *teaching* in the psychology of sport, motor development, and motor learning and control'. It is with this mission in mind that we bring forward this proposal that seeks to gain approval from the NASPSPA executive committee to support the creation of a 'Teaching Network' for NASPSPA.

We provide herein basic details concerning this proposition, framed as answers to questions on relevant topics concerning the creation of a NASPSPA Teaching Network. We look forward to receiving feedback from the executive committee on this proposal and are open to any suggestions and recommendations that arise from your discussions.

Why create a teaching network?

Currently, there is no official teaching network within the NASPSPA community, however, we know that most persons involved with the society have, or will soon have, teaching responsibilities. Moreover, graduate programs typically do not include coursework in pedagogy or teacher effectiveness training. New Professors often teach 'as they were taught' or may adopt a lengthy trial and error process to develop their teaching skills. As such, it would be worthwhile to provide guidance, resources, and mentorship for teaching in the areas of motor development (MD), motor learning and control (MLC), and sport and exercise psychology (SEP). Additionally, we likely have a wealth of domain-specific knowledge within the NASPSPA membership on which to build a teaching network that will move the teaching component of the mission forward. While the impetus for discussion of a teaching network derived from the current situation of many institutions mandating online course delivery as of March 2020 (with an unknown end), the creation of a teaching network has a much broader-based perspective and, we argue, could provide a number of beneficial opportunities, such as the opportunity:

1. to provide information on teaching and learning practices for tertiary education of MD, MLC and SEP that would be useful for course development (or re-development),
2. to create an open resource bank (lectures, activities, assignments, etc.) to share amongst the membership,
3. to create an accessible and active online community to generate/share solutions for educational challenges encountered,
4. for setting content standards associated with learning outcomes in the domains of MD, MLC, and SEP,

5. to become aware of our own biases related to our values, beliefs, and attitudes about education and students in our programs,
6. for development of scholarly publications associated with activities/materials developed within the context of the teaching network, and,
7. to leverage teaching-related internal and external grants that would facilitate the objectives of the teaching network.

What would be the scope and objectives of the teaching network?

The scope of the teaching network would align directly with the mission statement of NASPSPA associated with improving the quality of teaching in the psychology of sport and exercise, motor development and motor control and learning. The teaching network activities and resources would focus on undergraduate and graduate teaching practices across and within the three areas of NASPSPA. These activities and resources would be extended to students and professionals registered as members of NASPSPA.

While the objectives of the teaching network may evolve over time, presently, they would be consistent with the opportunities specified within the section above. For example, the objectives of the teaching network would include facilitating the (1) delivery of informative activities or workshops associated with teaching practices, (2) development of mechanisms to assist/promote teaching mentorship (3) development of forums to enable discussions that generate solutions for educational challenges, (4) sharing of content-based resources to assist with in-lecture, laboratory-based and other assessments of course work, and, (5) establishing learning outcome standards associated with courses representative of MD, MLC, and SEP. It is not expected that all these objectives would be attainable within the short-term, but we advance a few deliverables next that we would seek to fulfill within the first year:

- July 2020-August 2020: Establish policies and guidelines concerning the teaching network in regard to (a) reporting structure with NASPSPA executive committee, (b) composition, sustainability and process of identifying the persons to be on the organizing committee and (c) process to have content-based resources to be made available to membership. Initial recommendations on these three issues are described later.
- August 2020-June 2021: Organize two workshop/sessions on varied topics in line with the objectives specified. Typically, one session would be at the annual June NASPSPA conference (as a pre- or post-conference session) and the second would be in the month of November. Following each session, administer survey to gather data and feedback from membership about session topics and about those conducted. This first year, we would exceptionally do the first workshop in August, 2021 (as per information provided above) and the second at the June 2021 annual conference.
- September/October 2020: Organize a *Slack workspace* with multiple channels to enable members to engage in discussion on topics relevant to the challenges related to teaching practices.

- <u>September/October 2020</u>: Set up a web-based teaching resource exchange and repository via Google Drive to enable sharing 'by members for members' of content-based resources for each of the teaching areas.

How would the teaching network report back to NAPSPSA?

It is recognized that there has to be a tight communication with the executive committee of NASPSPA and a manner in which the executive and membership stays current with the activities of the teaching network. There are a variety of options that can be used to facilitate this two-way communication. We propose a few options below for the executive to consider, such as:

- special invitation, when relevant, to executive meetings to share/discuss proposed activities, content for repositories, and other initiatives being undertaken by teaching network
- a designated executive member act as a liaison
- column placed in the newsletter
- briefing provided at business lunch to members of organization

We would be happy to discuss with the Executive Committee which one, or combination of, these options is best.

Who would be responsible for the teaching network and all activities to be undertaken?

It is recommended that a NASPSPA Teaching Network Organizing Committee be named and be responsible for the activities, resources, and initiatives to be undertaken. The number of persons on the committee could be four, such that there is one representative from all areas and one person whom acts as a lead for the group. All members presenting this proposal are willing to serve on this organizing committee. Specifically, Diane Ste-Marie is willing to be the Chair of the organizing committee with Maarten Immink (MLC), Melissa Pangelinan (MD) and Jenny O (SEP) as the area representatives. All members of the organizing team would be involved in assisting with organization of the varied activities described in this proposal.

It is recognized that the sustainability and continuance of the organizing committee is important, and thus, we also recommend that the mandate for each position be a minimum of two years, with the possibility of renewal for a second term. To create a staggered rotation with the purpose of avoiding completely new membership in a two-year timeframe, it is recommended that the first mandate set for the committee have two of the four members be a three-year duration, specifically, Jenny O and Melissa Pangelinan will do a three-year mandate and Diane Ste-Marie and Maarten Immink will undertake a two-year mandate.

In terms of considering future composition of the committee, it is recommended that the nomination and election process follow one similar to that currently used for officers on the executive committee of NASPSPA. In borrowing heavily from the policy manual of NASPSPA:

A Nominations Committee consisting of the Chair of the Teaching Network and two members appointed by that Chair shall be instructed to prepare a slate of at least two names for the positions to be vacated. The Executive Committee will approve the appointment of the Nominations Committee. The Chair of the Teaching Network shall serve as chair of the Nominations Committee.

Any member of NASPSPA may nominate candidates. All nominations will be considered by the Nominations Committee, which will determine a slate of two candidates for each position. The Chair of the Teaching Network will present the slate of candidates to the Communication Director for posting on-line in preparation for an on-line election. A majority vote of those members participating in the on-line election shall be required for election. The Chair of the Teaching Network will vote only in the event of a tie.

The on-line election will commence prior to the conference start upon release of the spring newsletter, with official announcement of the candidates in that newsletter. On-line voting will be available for 10 business days following the announcement of candidates. The outcome of the election will be reviewed by the Chair of the Teaching Network and shared with the President of NASPSPA and the Nominations Committee. The Chair of the Teaching Network will notify all nominees of the election results, followed by an announcement on the website.

What would be asked of NASPSPA?

The group involved with this proposal are keen to begin moving forward with the proposed teaching network. Before doing so, however, we think it is important to identify some needs and assistance that would be useful from NASPSPA. First, we would like to work closely with the communication director of the executive committee for dissemination of information related to activities, resources, or new projects being initiated. Second, we would request space on the NASPSPA website to have a tab that identifies the Teaching Network that would enable sharing of relevant links, such as those for the Slack workspace, Google Drive folder, and registration portals for teaching network related events. In this regard, we also see being able to work with the website personnel (Joel Barnes) as useful for different events or initiatives. We are certainly open to discussion on these requests and other options that may be forwarded by the Executive Committee.

Summary

We propose the creation of a teaching network for the community of NASPSPA. We believe that this teaching network would assist the society in meeting with its mission of improving the quality of teaching in the psychology of sport and exercise, motor development, and motor learning and control. We believe that the teaching network is of great interest, particularly given the present demand for online and hybrid courses. We envision the teaching network increasing the value of the society to its members as it would work towards offering online and in-person seminars related to teaching practices at the undergraduate and graduate levels, developing a repository of teaching resources and supplementary materials, as well as creating a community of practice to raise and discuss historical and emerging educational challenges and solutions.

Appendix A

Community of practice forum for discussion of teaching challenges/practices

The proposal for the community of practice forum is to use an online platform, called Slack, to enable discussion among NAPSPSA members on topics of interest related to teaching effectiveness and for input on teaching challenges they may be facing.

Responsible Organizing Committee Member: Jenny O will start the Slack workspace and has drafted below information concerning this platform. The interactions on this Slack workspace will then be driven by participation of NASPSPA members.

What is Slack?

Slack is an online platform (desktop, iOS, and Android options) which allows people to interact (both synchronously and asynchronously), to share resources (e.g., files, links), and to search for information. Anyone can join a Slack workspace via direct invitation or an access link. There is a free version of Slack, which we propose to use with the NASPSPA Teaching Network for at least the first few years. At that time, it would be discussed whether one of the paid Slack options is required and/or feasible.

For the purposes of understanding the Slack element of our larger proposal, it is important to understand two Slack-specific terms:

Workspace: Think of this like the home page or starting point for a person/organization using Slack. A parallel example: the NASPSPA conference is the main "workspace" for attendees, but is comprised of people with interest/expertise in SEP, MD, and/or MLC. So, we all go to NASPSPA, but we may only attend sessions relevant to one or two of these three disciplines.

Channels: One of Slack's core features, "channels", allow you to created dedicated conversation topics (one topic = one channel) based on what you think is important for your various sub-groups within your main organization. For example, we might have a very broadly relevant channel named: *#announcements* (all channel names are preceded with a hashtag in Slack). Here, we would share announcements relevant to everyone in the NASPSPA Teaching Network (e.g., notice of an upcoming NASPSPA TN event). As another example, we might have a very narrow channel named: *#mlc-labactivities-externalfocusingeffect*. In this channel, only conversations and collaborations about lab activities related to the external focusing effect would transpire. People who join the Slack NASPSPA Teaching Network *workspace* get to choose which specific *channels* they want to join.

Why Slack as the community hub for the NASPSPA Teaching Network?

The Slack version we are proposing to use is:

- Free,
- Relatively easy to learn how to use (the Slack website has many excellent free training resources),

- Allows for synchronous and asynchronous interactions and file sharing, and,
- Since all conversations and file links are saved within the various channels, the entire workspace is completely searchable and can serve as a "one-stop-shopping" option for any NASPSPA member looking for teaching-related help.

Slack can be accessed online (via web browser) and downloadable apps are available for PCs, Macs, and mobile devices (iOS and Android). Thus, Slack is a highly accessible platform.

Appendix B

Teaching Resource Exchange and Repository via Google Drive

The proposal for the teaching resource exchange and repository via cloud storage on Google Drive would allow NAPSPSA members involved in or interested in tertiary education of motor development, motor learning and control or sport and exercise psychology to exchange teaching and learning resources or access a repository of resources provided by other members.

Organizing Committee Responsibilities: The organizing committee will setup a free Google account and then the Google Drive for the exchange and repository. The organizing committee will provide the link to the Google Drive to list on the NASPSPA website under teaching resources. NASPSPA members will then use the Google Drive link to upload teaching resources they might like to share with other members. NASPSPA members can also use the link access teaching resources uploaded by other members.

The organizing committee will monitor the Google Drive for storage usage and conduct basic administration such as ensure files are appropriately placed in folders. Members using the Google Drive will be responsible for uploading and downloading files. Members will be responsible for ensuring any resources they upload are suitable quality and meet intellectual property and copyright regulations. Uploaded materials would be free to use by other members. Members will be responsible for ensuring any resource they download is appropriate for their intended teaching application and the creator of the teaching resource is acknowledged, where appropriate.

What is Google Drive?

Google Drive is an online digital file storage and synchronization service provided by Google. The service is free for up to 15GB of storage. Google currently offers 100GB of storage for about USD$18 per annum should extra storage be needed in the future.

Folders can be created within Google Drive that can be shared across multiple users. Users can use a shared link to upload resources to the shared folder or alternatively download files from the shared folder.

Digital files can themselves be set to allow multiple users to collaborate on development or editing of the document. This latter function offers a unique opportunity for a community of members to work together remotely to create a teaching and learning resource.

Google Drive includes a search feature allowing users to enter keywords to find relevant resources held within the shared folder. Google Drive also includes version control such that any changes to resources can be reverted to previous versions.
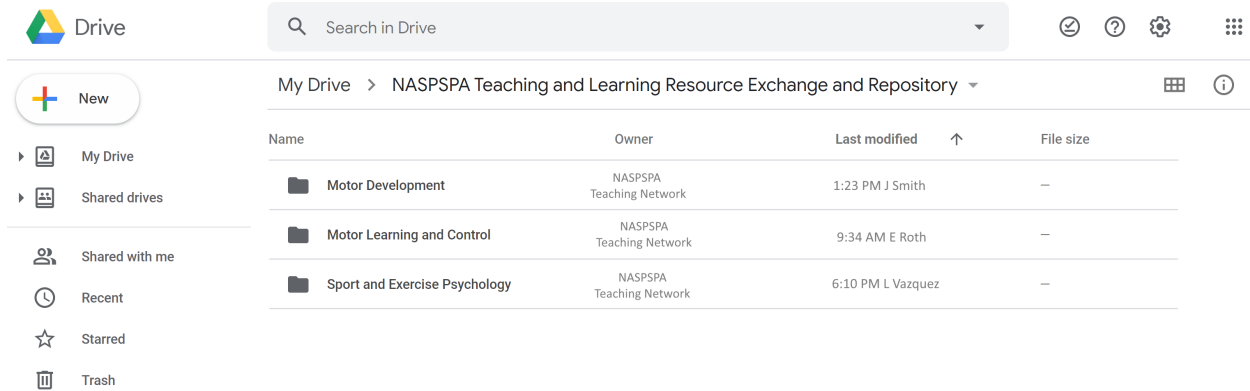
Example Google Drive platform for cloud based digital file exchange and repository
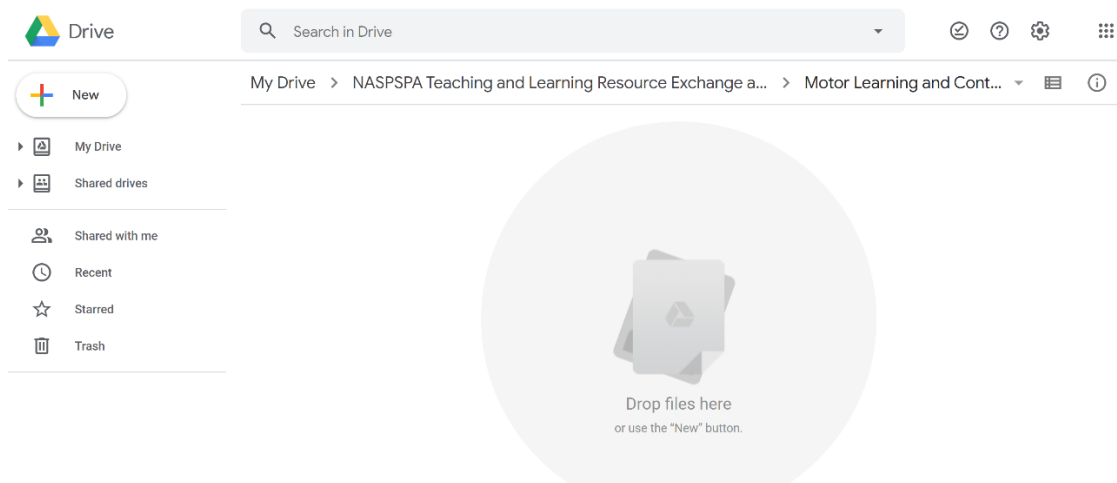

Files can be conveniently uploaded by drag and drop functionality in Google Drive

Structure of the Teaching Resource Exchange and Repository

Following discussion, the organizing committee propose to structure the teaching resource exchange and repository according to subfolders aligned with the areas of motor development, motor learning and control and sport and exercise psychology. Members could access all subfolders. Within each area subfolders, we proposed another level of subfolder structure for resources related to lectures, lab activities, test bank questions etc.

The structure of the teaching resource exchange and repository can be modified as needed to add new folders or consolidate file or folders as needed.
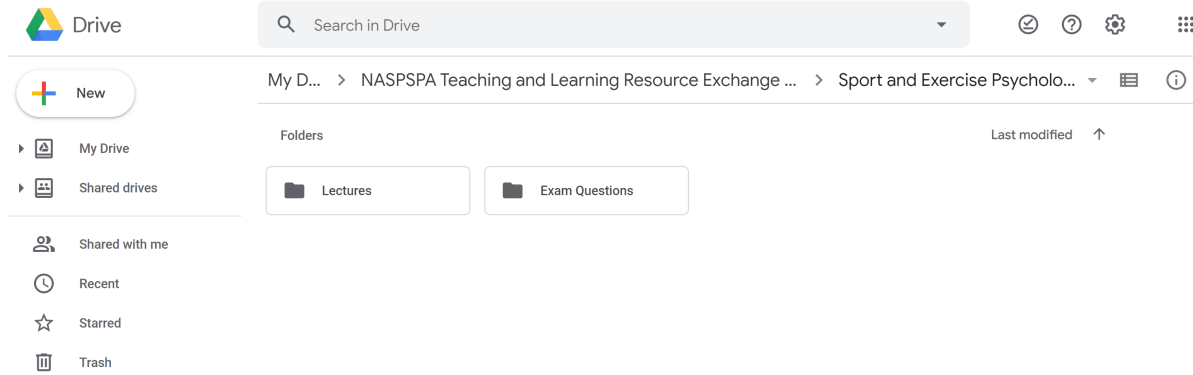
Example folder structure within teaching area subfolders

Why a Teaching Resource Exchange and Repository via Google Drive for the NASPSPA Teaching Network?

The Google Drive teaching resource exchange and repository we are proposing to use is:

- Free to users,
- Free to the Teaching Network for up to 15GB storage,
- Intuitive for uploading resources,
- Convenient for accessing uploaded resources,
- Searchable,
- Allows storage of multiple file types including Microsoft Office (Word, Excel, PowerPoint), pdf, mp3, mp4,
- Users can collaborate online synchronously or asynchronously in developing or editing files,

Google Drive can be accessed via a web browser or free apps. You do not need a Google account to access Google Drive.