

*NASPSPA's Teaching Network*

*Annual Report 2020-2021*

*Prepared by Chair of Teaching Network, Diane Ste-Marie*

***Message from the Chair***

It is often said that there are silver linings amidst adverse conditions. I would say that the emergence of NASPSPA's Teaching Network is one of those silver linings in the coronavirus pandemic year. The fact that many Professors were faced with moving to online teaching with little training in such delivery resulted in varied discussions in one of NASPSPA's 2020 virtual social sessions. Although the idea for sharing teaching expertise started small, it grew to the proposal of a Teaching Network within NASPSPA that was accepted by the executive committee in August 2020. Since then, the organizing committee of the Teaching Network has been quite active, and this document serves to inform the executive committee of the actions and outcomes of NASPSPA's Teaching Network over the past 10 months. It will also speak to modifications adopted by the Teaching Network (TN) from that originally in the proposal document and the rationale behind those changes.

***Organizing Committee 2020-2021***

Chair: Diane Ste-Marie, University of Ottawa, Canada

Sport and Exercise Psychology representative: Jenny O, CSU East Bay, USA

Motor Learning and Control representative: Maarten Immink, Flinders University, Australia

Motor Development representative: Melissa Pangelinan, Auburn University, USA

***Deliverables Set and Outcomes Realized***

Table 1 shows the deliverables that had been outlined in the proposal and the outcomes attained throughout the year.

Table 1. Deliverables Set and Outcomes Attained for the NASPSPA Teaching Network June 2020-May 2021

<i>Dates</i>	<i>Deliverables</i>	<i>Outcomes</i>
June 2020 – July 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.	An updated proposal document had been prepared and submitted to the executive committee on July 31, 2020 which addressed the policies and guidelines identified. Throughout the year, however, some changes have occurred which has led us to modify what was presented in the updated proposal document. These changes are outlined in a later section of this annual report.
Aug. 2020 – May 2021	Organize two workshops/sessions on varied topics in line with the Teaching Network objectives. Following each session, administer survey to gather data and feedback from membership about future session topics and about those conducted.	A panel seminar on the topic of Effective Strategies for Online Teaching was held on August 31, 2021  A workshop was delivered by Amber Shipherd on May 21, 2021 on the use of creative assessments.  More information about these are provided later in the document.
Sept. 2020 – Oct. 2020	Organize a <i>Slack workspace</i> with multiple channels to enable members to engage in discussion on topics relevant to the challenges related to teaching practices.	A Slack Workspace was created with teaching and laboratory channels for each area.  A tutorial was led by Jenny O on January 29, 2021 to inform NASPSPA TN members how to use the software Slack.
Sept. 2020 – Oct. 2020	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.	After discussion by the TN committee, it was noted that the Slack Workspace could also serve as the resource repository for content-based resources associated with teaching.  The January 29 tutorial also spoke to how to upload and retrieve documents within the Slack Workspace.

		More information on the Slack Workspace is provided later in the document.
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***Workshops/Seminars Held***

A 90-minute panel seminar titled ***Effective Strategies for Online Teaching of Motor Development, Motor Learning & Control, and Sport & Exercise Psychology*** was moderated by Diane Ste-Marie on August 31<sup>st</sup>, 2020

Thanks goes out to the three panel members who presented their insights on effective online teaching strategies

*Speakers and topics:*

- Dana Maslovat, Langara College. Assessment Strategies that Emphasize Knowledge Application
- Jenny O, Cal State East Bay. The 3Es: Enhancing Student Engagement, Effort, and Enjoyment
- Marcio Oliviera, University of Maryland. Yet More Strategies on Student Participation and Engagement.

*Table 2: Summary Feedback on Effective Strategies Seminar*

Descriptor	Data
Number of NASPSPA members who registered	N = 124
Number of NASPSPA members who attended	N = 65
Number of respondents to feedback survey	N = 32
Feedback on how well the seminar was organized <sup>a</sup>	4.87
Feedback on the knowledge level of presenters	4.96
Feedback on whether content learned would be integrated into their teaching	4.53
Feedback on interest in having other seminars	4.60

<sup>a</sup> Feedback was provided using a Likert scale in which the rankings were converted to have 1 as the lowest ranking and 5 as the highest ranking.

NASPSPA members were polled in April with a few ideas for a workshop and the topic of creative assessments received the greatest interest. To this end, a 90-minute workshop on the use of creative assessments was delivered by Amber Shipherd on May 21, 2021. Amber first provided an overview of some tips for assessments and a creative assessment that she likes to use (Escape Room Assessment). Break out rooms were then formed for workshop attendees to

brainstorm on creative assessments that could be used in their courses. The workshop finished with members sharing the ideas that had arisen by the break out room groups. The TN committee thanks Amber for her time spent in preparing and delivering this workshop!

*Table 3: Summary Feedback on Creative Assessments Workshop (data still coming in on this)*

Descriptor	Data
Number of NASPSPA members who registered	N = 59
Number of NASPSPA members who attended	N = 40
Number of respondents to feedback survey (to date)	N = 11
Feedback on how well the seminar was organized <sup>a</sup>	4.95
Feedback on the knowledge level of presenter	5
Feedback on whether content learned would be integrated into their teaching	4.6
Feedback on interest in having other seminars	4.55

<sup>a</sup> Feedback was provided using a Likert scale in which the rankings were converted to have 1 as the lowest ranking and 5 as the highest ranking.

### ***Slack Workspace***

The structure of the Slack Teaching Network Workspace (STNW) was created mainly by Jenny O. The STNW has been set up to help meet the key aims of (1) developing mechanisms to assist/promote teaching mentorship, (2) developing and fostering forums that enable discussions which generate solutions for educational challenges and (3) developing an online space for sharing of content-based resources to assist with in-lecture, laboratory-based and other assessments of course work

Jenny O delivered a one-hour tutorial session to 30 NASPSPA members who had joined the STNW. Currently, the number of active members registered to the STNW is 52. While there have been some interactions on the STNW, members are not currently that active. A goal moving forward will be to try to increase the activity level by members on the STNW, as well as the total number of NASPSPA members registered with the forum. Also, the focus this year was mainly aims #2 and #3 but as we move forward, we will begin to also work on the aim of assisting and promoting teaching mentorship within the NASPSPA community.

### ***Modifications to Teaching Network Guidelines***

This last section is to bring attention to a few changes that we suggest adopting as NASPSPA's Teaching Network moves forward. These changes have been written into the accompanying document: NASPSPA's Teaching Network: A Guiding Framework.

1. The committee that proposed the TN consisted of four members and we had recommended that number for the composition of the TN. Near the end of this year, however, Maarten had other responsibilities claim his attention and he is now withdrawing from the committee. The remaining three members propose that having three committee numbers is sufficient, with one acting as Chair. The criteria related to having representation from all three areas is still key for composition of the committee, however. Also added to the document is a clearer list of responsibilities for the Chair and other members of the TN committee.
2. There had been no clear directive in terms of how the TN and the executive committee would communicate. Throughout the year though, Penny McCullagh was defined as the Executive Director of the executive committee and Penny now serves as the liaison between the TN and the executive committee. Additionally, it was determined that communications to be sent to the NASPSPA membership were best sent to the Communications Director with the Executive Director on the cc line. Finally, having seen Maarten Immink, Chair of the Motor Control and Learning Research Seminar series write an annual report for their committee, it was agreed that this would be a good format for the TN to follow as well. Consequently, an annual report will be submitted approximately one week prior to the annual conference such that the executive committee is debriefed of our activities. These communication strategies have been added to the guiding framework document.
3. We had proposed setting up a Google drive to create the content-based resources for the TN community. It was decided that the Slack workspace could be well used for this objective as well and that it would be better to have a 'one stop shop'. Hence, we will be asking members to share their content-based materials related to teaching in the three areas on the STNW and will not be setting up a Google drive.

### ***Summary and Steps Ahead***

In my humble opinion, NASPSPA's Teaching Network has had a fine start. We were able to meet the objectives that had been set for its first year in action. This is due to the great work done by all committee members and I would like to express my thanks for their involvement throughout the year. Jenny, Melissa and Maarten have been great colleagues to work with. As quick indices of meeting our goals, 135 participants from the NASPSPA organization have been involved in the three activities that were held in its first year. The feedback on these activities were favorable, with members clearly identifying that the activities were well organized, delivered by knowledgeable individuals and provided members with ideas that they would integrate into their own teaching. Additionally, interest was also shown for more teaching workshops/seminars. A final point of mention is that we now have 52 members who have joined the STNW.

While this year's focus was on initiating the TN, in the next year we hope to (1) increase the number of NASPSPA members joining the STNW, (2) have greater engagement among the members in the STNW, (3) increase the number of resources available on the STNW, and (4) broaden the aims targeted by incorporating activities that will assist and promote teaching mentorship within the NASPSPA community. We will also be committed to maintaining the objective of delivering two activities for the membership. One will be organized for a time in November 2021 and, hopefully with the return of face-to-face conferences, the other will be a pre- or post-conference session at NASPSPA 2022 in Hawaii.