



IAHPEDS Virtual Roundtable Discussion 2023 Program

8:00-8:10 EST (Main Room) Welcome – Dr. Greg Soukup, IAHPEDS President

Physical Education (Breakout Room 1) Greg Soukup: Presider

**8:10-8:30 A Study on the Changing Processes of Teachers' Instructional Beliefs on Extracurricular Club Activity
"Bukatsudo" through Regional Transition Policies**

Hiroshi Takagi, Doctoral Student, The United Graduate School of Education, Tokyo Gakugei University; Koji Ishii, Utsunomiya University; Naoki Suzuki, PhD. Tokyo Gakugei University
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This study explored the transformation of teachers' instructional beliefs regarding the extracurricular club activity "Bukatsudo" through regional transition policies. Data were collected through semi-structured interviews with 12 teachers. Data were analyzed using a Modified-Grounded Theory Approach. The results of the analysis showed that the teachers' instructional beliefs changed along with the government guidelines. They had negative feelings and concerns about the upcoming regional transition policies. On the other hand, they also had conflicting positive views. These could be seen as paradoxical emotional fluctuations. The study highlights the process of reaffirming the teachers' identity and confirms the transformation of their instructional beliefs. It suggests that the regional transition policies provided an opportunity for teachers to reevaluate their instructional beliefs.

8:30-8:50 **The Effects of TGfU and SET Pedagogical Models on Malaysian Primary Aborigines Students in a Coaching Context**

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The implementation of Game-Based Approaches (GBAs) such as the Teaching Games for Understanding (TGfU) and the Malaysian game-based model labelled as Style E Tactical Model has not been tested for the efficacy among Malaysian Aborigines' students with different cultural and emotional backgrounds compared to Malaysian mainstream students in football game play. The purpose of this study was to examine the effects of TGfU and Style E tactical (SET) pedagogical model on Aborigines' primary school students in 5 versus 5 small-sided game play. This study employed Quasi-Experimental design of pre-and post-test with two intervention groups. The study utilized intact samples of, $n=20$, male, aged 10 ± 12 years old who were divided equally into two groups of TGfU, ($n=10$) and SET, ($n=10$). This study completed six weeks of interventions. Players' game performance was evaluated in terms of decision making (attacking and defending), skill execution (passing, receiving the ball, dribbling, and scoring), adjust (movement to maintain the ball possession) as well as cover (assist their teammates in defending situations by helping their teammate who is trying to win the ball and marking the opponents who do not have the ball) in a modified game situation of 5 versus 5. The data were analysed using One-way ANOVA. Detailed findings will be discussed but a summary suggests that there were no significant differences between groups in many areas studied, except that the TGfU model seemed to be a better model for the cover component. Suggestions for further research will also be discussed.

8:50-9:10 **Potential Effectiveness of a Lesson Study on Continuous Professional Development (CPD) for In-service Physical Education Teachers**

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Jeff Colburn⁵, & Xiaofen Hamilton⁵

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It is well documented that the most existing teachers' continuous professional development (CPD) often takes the form of singular events such as a workshop or training session. Research shows that in general, such singular style only generates very limited effects on improving teachers' teaching. Lesson study, which is one of the CPDs for teachers, was originated in Japan and has gained popularity in many countries around the world. It involves a collaborative and inquiry-based process in which in-service teachers work together to design, teach, observe, and revise lessons on a regular basis working on predetermined goals for student learning. Previous research on the topic has indicated that a lesson study can be an effective method for CPD for in-service physical education teachers. This roundtable discussion aims to explore how a lesson study follow-up to a traditional workshop approach may increase the effectiveness of a CPD program for in-service physical education teachers. The feasibility of conducting worldwide CPD using the lesson study approach will also be discussed, focusing on the influences of different cultures and leadership.

9:10-9:30

Empirical Barriers of Fitness Self-Testing among Chinese College Students

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Health-related fitness is of concern, particularly among college students. Fitness self-testing is a valuable method for college students to assess and monitor their personal health, which can guide students in developing fitness plans that are both scientifically grounded and effective. However, on Chinese university campuses, there are still barriers to the adoption of fitness self-testing. The roundtable aims to initiate discussions on how to encourage students to embrace fitness self-testing as a fundamental approach to personal well-being. The discussion will comprehensively review the personal, socio-cultural, psychological, and environmental barriers to the effective use of fitness self-testing among Chinese college students. Key factors to address include the influence of academic pressure, health unawareness among young adults, limited access to timely assistance, and the lack of education regarding the importance of fitness self-testing.

9:30-9:50

Increasing Students' Participation in Fitness Testing: Motivational Strategies

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The existing literature indicates that motivation for taking part in fitness testing has been low, even though it is required in school-based physical education programs in China yearly. Although graduation and scholarships are also connected to passing fitness tests, millions of students still failed to pass the tests each year. In essence, it is still unclear why students in all educational levels are not motivated to pass the tests. Given that motivation varies among students with different needs, it is critical to examine motivational factors associated with fitness testing in educational settings. This roundtable discussion focuses on internal and external factors that may affect students' motivation on passing fitness tests. It is hypothesized that the need to be physically looking-good may be the internal driving force for school-aged students. Maintaining sound health may not be a valuable factor for youth. Popularity and social interactions might be the important external factors that motivate students to engage in fitness testing. Societal awareness of the importance of fitness testing may also play an essential role in students' motivation.

9:50-10:10

Is Fitness Testing Still Relevant, Or Are There Other Inclusive Methods Available?

Peggy Domingue, M.Ed. & Shawn Cradit, Ed.D, North Carolina State University
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Fitness testing has been used for years, however in the changing climate of diversity and inclusivity are other methods available that can be implemented instead. How can we make students feel that we are open to attempting methods that are researched based yet are challenging for the average person. Discussion will be covering multiple types of assessment methods which are more inclusive, and research based. Will gender still be included in specific methods, yes because of the research. However, there are some methods that a participant (student) can choose which method they want to perform based on their definition of gender (they/ he/ she). Some of the methods to be discussed are temperature, various heart rates (resting, training, recovery), circumference, functional movement screening, and more. Fitness testing is a researched based method of testing, should we now include a category for the "they" gender? Let's look at all of the options available with a compassionate and open mind to all of the possibilities available to evaluate fitness improvements.

10:10-10:30

Strategies for PETE Students to Gain Knowledge and Skills Needed to Use Technology in Teaching Physical Education

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Physical Education Teacher Education (PETE) programs have undergone significant reforms due to the growing importance of technology in teaching and to keep up with changing educational needs. PETE programs for preservice teachers have a direct impact on how they are prepared to use technology for educational purposes and how they will teach physical education in the future. Consequently, the overall health of the next generations will be affected. However, it is still unclear how PETE students gain knowledge and skills needed to use technology in teaching physical education. This discussion aims to uncover strategies for fostering technological expertise among PETE students. Guided by the Technology Acceptance Model (TAM), the roundtable discussion will focus on perceived usefulness and perceived ease of use. Methods to enhance perceived usefulness may involve invited talk, research endeavors, and innovative curriculum design. Similarly, strategies to enhance ease of use encompass immersive practicum experiences during student teaching, tech-integrated course assignments, and specialized training workshops.

10:30-10:50 **Barriers of Using Fitbits to Promote Health-related Fitness Behaviors in College Physical Education Programs**

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Wearables in general and Fitbits in particular have been utilized to promote increased physical activity for more than three decades. Noticeably, wearables have not been widely used in educational settings because most devices are primarily designed for individual use. Given that many current college students typically grow up with the rapid development of wearables, it is reasonable to assume that they are familiar with using technology, and it is time to discuss how to use wearables in education. This roundtable discussion aims to discuss the problems associated with wearables (Fitbits and MI 5) to promote physical activities among today's college

students. Guided by the Self-Determination Theory (SDT), this roundtable discussion will address potential barriers focusing on autonomy, competence, and relatedness. The autonomy barriers may be stemmed in students' perceived control while competence may not be an issue. The possible barriers for relatedness may be associated with the misunderstanding and lack of knowledge regarding the effects of healthy behaviors. It is hypothesized that affordability might be added to the existing SDT because financial factor can be a major concern for some college students when contemplating potential wearable technology options.

10:50-11:00 BREAK

11:00-11:20 **Health Benefits of Inclusive Badminton Program on Young Adults with Intellectual Disabilities**

Chih-Chia Chen, PhD, Mississippi State University, USA
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Health is a state of complete physical, social, and mental well-being. The purpose of this study was to determine whether an adapted and inclusive badminton program would promote health and well-being for young adults with ID. Four adults with ID (3 males and 1 female) with little or no experience in badminton participated in an adapted and inclusive physical activity course and another 4 adults with ID (2 males and 2 females) attended as the control group. In addition to learning basic badminton skills (serve, clear, and drop), the badminton group also learned game rules and strategies for badminton double play with their typically developing partners. The badminton group practiced 50-min each session, twice a week for 15 weeks. Physical well-being (i.e., Body mass index, handgrip strength, 30-second chair stand, and 6-min walk tests), social well-being (i.e., Feeling of loneliness), and mental well-being (i.e., Forward digit span test and Knock-tap tests) were measured before and after the intervention. Compared to the control group, the badminton group significantly improved their performance in the 30-second chair stand test. Despite the statistically significant levels were not achieved, the badminton group also performed better in handgrip strength. The feeling of loneliness and executive function were not changed since participants might not achieve the targeted exercise intensity or be overwhelmed by the amount of information that they needed to learn. Future research is still needed with a larger sample size and psychophysiological measures to explore the health benefits of badminton sport for individuals with ID.

11:20-11:40

Ableism within the Institution

Michelle A. Grenier, PhD, University of New Hampshire, USA -Professor Emeritus
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The term ableism refers to the establishment of the capable body as a valued cultural norm. Through an ableist lens, disability, regardless of its type and degree, is understood as something inherently negative, which should be “fixed,” improved upon, or in many cases, excluded. Ableism has deep roots in our structures and social institutions. It is based on two fundamental tenets: 1)

establishment of norms based on the evaluation of the capable body as natural, perfect, and human, and 2) the division between the normal and the less able, as identified in the disabled body. In seeking to maintain itself as a disciplinary body, Physical Education Teacher Education (PETE) programs may unwittingly be contributors to the negative experiences of students with disabilities through ableist discourses that make it untenable for teachers to create and enact equitable practices. This lack of critical discourse within PETE programming to assist prospective teachers in reconceptualizing difference is evident in the variability of teaching practices where some teachers can work with diverse students while others are not. As a former faculty member in higher education, I would like to offer this as an opportunity to begin an emerging discourse on supporting PETE programming in dismantling ableist narratives to advance the experience of students with differing abilities in physical education.

11:40-12:00

Jesuit Physical Education, and the *Ratio Studiorum*

Nancy Kane, PhD, State University of New York at Cortland, USA
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Using historical archival research from the Jesuit Archives in St. Louis, Missouri, this presentation highlights the role of physical education in U.S. Jesuit institutions. Funded by a National Endowment for the Humanities summer institute grant at St. Louis University, the presenter considers the ways in which Jesuit philosophy found practical applications in U.S. preparatory schools and colleges. During and after the Counter-Reformation, Jesuit educational institutions and precepts encouraged a balance between study and rest periods. Their philosophy included *cura personalis* (care for the person), which would serve them well in their missionary work. While the founder of the Society of Jesus, Ignatius Loyola, followed a strenuous life of travel and deprivation which often led to illness, he urged his followers to care for their physical health through personal letters and other writings. Consequently, the schedules for scholars at Jesuit colleges set aside time and space for recreational activities, following the guidelines of the Jesuit *Ratio Studiorum*. Retreats to country houses, with physical activities, also became a normal part of the academic year. A balance of spirit, mind, and body per the classical ideal of *arete* became a hallmark of Jesuit education and persists to this day in the schools of that Order. The Jesuits' interest in physical development finds echoes in the muscular Christianity of the nineteenth century, the international Catholic Youth Organization (CYO) athletic leagues, and the achievements of college sports teams such as the basketball powerhouses of Gonzaga, Loyola, and Creighton in National Collegiate Athletic Association (NCAA) championships.

12:00-12:20

Open Pedagogy: Pick an Activity for Students to Submit to an OER

Shawn Cradit, Ed.D., North Carolina State University
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This presentation will focus on how to identify and examine what open pedagogy can do for students who may be socioeconomically disadvantaged. Participants will discuss the various options available for their specific discipline. Participants will discuss creating an activity to include in their pedagogy to provide students with an Open Education Resource (OER) opportunity. Participants will

discuss the pros and cons of performing this type of project. Discussion of projects, activities, licenses, and OER for whichever method is chosen. Participants will also discuss how to utilize librarians in their university to help with implementing an open pedagogy activity in their course. Research shows that students would rather spend the money they have reserved for textbooks on food, sporting activities, or other non-essentials than on the textbook they need to be successful in a course. This discussion will include how OER's and open pedagogy can help students and put students in the driver's seat as creators of content, not just consumers of content.

12:20-12:40

Future Landscape of E-books in Kinesiology

Dwan Bridges, PhD, California State University Los Angeles, USA;
Elizabeth Bridges, PhD, Benjamin and Yancy Foundation, Inc., USA; Mark Worrell, University of the Ozarks, USA
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As theories, principles, and research designs have evolved over the years, the same is relevant for the design of textbooks. Recently, there has been a surge in the development of e-books in educational settings, including kinesiology. It is inevitable that e-books will play an essential role in teaching and learning and greatly change how new knowledge and skills are taught and learned. The primary purpose of the roundtable discussion is to address the advantages and disadvantages of e-books for the discipline of kinesiology. The advantages will focus on technology, interactive activities, language translations, reading modality, transportable equipment, and video support for content. The disadvantages will explore internet support, operable equipment, time expiration for e-books, and infusion of artificial intelligence to assist in coursework. This roundtable discussion is also aimed to explore the new landscape of textbooks brought by the emerging new technology and identify possible IAHPEDS professional learning opportunities that may help make the transitions more successful. In the end, e-books are saving trees and opening new explorations for teaching and learning?

12:40-1:00

Applying Emotional Intelligence to Enhance the Workplace or Classroom

Joe Deutsch Ph.D., North Dakota State University, USA

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Attendees will learn what Emotional Intelligence (EI) is and how to apply it effectively in the workplace or classroom. They will understand what it takes to create an environment where the conditions encourage others to flourish in their confidence, capabilities, and courage. Participants will learn how to leverage their emotional intelligence to create a shared mindset, communicate effectively, and hold each other accountable. The presenter will utilize EI research and the four pillars of effective communication in order to provide

participants with the necessary tools to create a psychologically safe environment that encourages greatness and creates a culture of ownership and accountability.

1:00-1:05 EST (Main Room) Closing – Dr. Greg Soukup, IAHPEDS President

Health (Breakout Room 2) Fran Meyer: Presider

8:10-8:30 **Easy As PIE: Planning, Implementing, and Evaluating Community Health Promotion Programs through a University Senior-Level Public Health Capstone Course**

Tyler Nolting, Ph.D., Austin Peay State University, United States
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In 2022 and 2023, Austin Peay State University Public Health undergraduate students planned, implemented and evaluated the Children’s Health Fair at the Customs House Museum & Cultural Center. By practicing the PIE (planning, implementation, and evaluation) method, student groups applied aspects from the eight Areas of Responsibility for health education specialists. This presentation overviews this capstone project and its impact on the Clarksville, Tennessee community.

8:30-8:50 **Developing a Teaching Health Center by Utilizing Equity Advancing Community Health Promotion Processes and Practices**

Alicia Battle, PhD, Howard University, USA
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The Equity-Minded Framework assumes that individual outcomes are often the result of systems that limit one’s ability to achieve those outcomes, rather than individual knowledge or behaviors. In this session, participants will learn about the Equity-Minded Framework, and how it was applied to the development of a Teaching Health Center in Southeastern Louisiana. Participants will explore racial inequities in recruitment, matriculation, retention, and graduation of students interested in practicing in community-based settings. This session will also examine the impact of institutional policies on individuals seeking care, how bias can influence data collection and analysis, and strategies that can be employed to eliminate health inequities by diversifying the workforce and embedding equity into the curricula used in training.

8:50-9:10

Setting a Health Education Research Agenda

Sarah Benes, EdD, Southern Connecticut State University USA
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Join a discussion exploring health education research. The session will focus on brainstorming priority areas for research, possible collaborations and ways to use research to advocate for health education.

9:10-9:30

Relevance of Health Determinants in Student-Athletes

Jasmine Hamilton, PhD, Prairie View A&M University, USA; Jim Price, MS, Prairie A&M University, USA; Dwedor Ford, PhD, Prairie View A&M University, USA
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Regarding athletics, extant research has focused on identity, performance, injury prevention, rehabilitation, self-efficacy, team dynamics, and more recently, mental health. However, approaching this sub-population from a health or public health perspective can provide insight and explain health behaviors. There is an assumption that athletes are physically and mentally healthy. Further investigation could reveal possible inconsistencies. Thus, studying determinants of health can illuminate overlooked factors in this sub-population. The purpose of this presentation is to explore the current literature on genetics, behavior, environmental and physical influences, medical care, and social factors of student-athletes.

9:30-9:50

Global Expansion of the Athletic Training Profession

Sarah Christie, DHSc (Doctor of Health Science), Campbell University, USA
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This round-table discussion will provide colleagues with information regarding the Athletic Training Profession and the International Arrangement (IA). Currently, Athletic Rehabilitation Therapy Ireland (ARTI), British Association of Sport Rehabilitators (BASRaT), BOC (USA) and Canadian Athletic Therapists Association (CATA) are the only credentialing organizations in the IA. Anyone credentialed by an IA organization may apply to challenge the exam of any other IA organization. Discussion will be focused on why the global expansion of athletic training and therapy plays a critical role in the development of the profession and its impact on health care.

Sport (Breakout Room 2) Fran Meyer: Presider

9:50-10:10 **Using Experiential Learning to Transform Online Education to Fuel Holistic Student Development in Sport Management Classes**

Courtney L. Flowers, Ph.D., Texas Southern University, USA
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Incorporating experiential learning opportunities into online sport management classes can enhance the learning experience for students by making the content more engaging and relevant. Experiential learning emphasizes learning through experience and reflection. This can fuel student motivation as they are challenged to actively engage in problem-solving and enhance their critical thinking skills. As such experiential learning in online classes is a teaching and learning approach that emphasizes hands-on, real-world experiences to help students gain a deeper understanding of the subject matter. Sport management classes are designed to provide students with the knowledge and skills necessary to succeed in various roles within the sports industry. Holistic student development is an educational approach that seeks to nurture and support students in all aspects of their growth and well-being, going beyond just academics. It recognizes that students are complex individuals with physical, emotional, social, intellectual, and spiritual dimensions, and it aims to address and enhance all these aspects to help students reach their full potential. This case study explores the impact of using experiential learning opportunities in online sport management classes to fuel holistic student development. Specifically, students enrolled in online sport management courses, which used experiential learning opportunities will be surveyed to examine the impact of the experiential learning opportunity on their: 1) Academic performance in the course, 2) Emotional and psychological well-being; 3) Social and interpersonal skills; 4) Cultural and Diversity awareness; 5) Career and professional development; and 6) Leadership and charter development.

10:10-10:30

Sport Management Education at HBCUs

Akilah Carter-Francique, PhD, Benedict College, USA
Charles Crowley, PhD, Livingstone College, USA

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This roundtable session aims to illuminate the state of sport management graduate programs at Historically Black Colleges and Universities, or HBCUs, in the United States. There are 106 HBCUs which are described as schools of higher learning that were accredited and established before 1964, and whose principal mission was the education of African American people. According to the North American Society of Sport Management (NASSM) and their database partner SportDegrees.com there are 521 undergraduate bachelor's degree programs and 322 master's degree programs. Acknowledging those data points and then aggregating for HBCUs reveals 24 of the 521 or .05% and 9 of 322 or .03% are representative of undergraduate (bachelor's degree) and graduate (master's degree) programs respectively (HBCU Colleges, 2022). Sport management is a thriving career field in which African Americans specifically, and people of color broadly, have limited representation in leadership positions. Current discriminatory legislation in the U.S. combined with the systemic history of marginalization situate HBCUs as viable institutions to support people of color and "Othered" persons desiring to pursue careers in K-12 education, higher education and college sport, recreational sport, Olympic sport, Esports and professional sport. This session will amplify issues and offer best practice remedies regarding HBCU sport management graduate programming to include, but not limited to: navigating discriminatory legislation, discussing the development of sport management academic programs, providing faculty recruitment and retention strategies, explaining the significance of accreditation, sharing student satisfaction and career placement experiences, and articulating future directions of programs and services.

10:30-10:50 **Critically Examining the Impact of Title IX on Providing Participation Opportunities for Black Women in College Sports**

Joyce Olushola Ogunrinde, Ph.D. University of Houston, USA; Courtney L. Flowers, Ph.D., Texas Southern University, USA; & Jasmine Hamilton, Ph.D. Prairie View A&M University, USA .

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Title IX sought to critically examine obstacles which prevent Black women from achieving equity in college sports. Specifically, Title IX is a single-axis equity law which solely focuses on sex to define discrimination. Black women experience both race and gender discrimination synchronously therefore Title IX does not protect Black women from discrimination in college sports. The study found this form of discrimination is unique to Black women as they experience sex discrimination similar to White women and race discrimination similar to Black men, but neither White women or Black men experience simultaneous forms of race and gender discrimination as Black women do. Further, the study found racial clustering and NCAA gender equity programs collectively provide harm to Black women in college sports and uniquely attack their ability to achieve equity in college sports.

10:50-11:00 BREAK

11:00-11:20

HBCU Student-Athletes' Perceptions of "Baller" Identity

S. Malia Lawrence, Ph.D., Benedict College, USA, C. Keith Harrison, Ed.D., University of Central Florida, USA, Jeffery Eyanson, Ph.D., University of St. Katherine, USA
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Student athletes' perceptions, career goals, and self-identities influence their collegiate development and their transition out of higher education/sport. Support staff and coaches can enhance the transition process for athletes by creating awareness of cultural biases, identification of concerns, and making intervention strategies easier to access. This study examined how football players from an HBCU Division I team perceive their social identity within the context of sport. The Baller Identity Measurement Scale (BIMS: Harrison et al., 2014) was utilized and builds on the work of scholars investigating academic/athletic identity with psychometric tools (Brewer et al., 1993; Gaston-Gayles, 2004). The BIMS uses the term "baller" instead of "student-athlete," which more specifically taps into identity formation of athletes who are recruited for revenue sports. Participants' perceptions of athletic and academic identities tied to motivation for performance were investigated. Four factors were measured: social identity, exclusivity, positive affectivity, and negative affectivity. Findings indicated social identity and positive affectivity were contributing factors if the participants considered themselves to be a "baller." Negative affectivity showed participants believed they would become depressed when participation was terminated due to injury. Results echo college football programs' culture, the need to address the high-status identity of ballers as popular figures on campuses, and how the impact of the baller identity relates to career engagement (or lack thereof) as the subculture of college football has become a "super-culture" with respect to the identity of the star football athlete. Further scholars should investigate the impact of labels/language regarding athletic/academic identities.

11:20-11:40

Athletic Activism Around the World: Is It Evolving to Make Lasting Change?

Donna Woolard, DA, Campbell University, USA
Paula Parker, EdD, Campbell University, USA
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This roundtable focuses on how athletes worldwide have used their fame and soft power to fight for social and political change. After a brief overview of the 5 waves of African American athlete activism and how the fifth wave has morphed into an entirely new type of athletic activism, the speakers will lead a discussion (including examples) of athletic activism outside the United States. African American athletes have used sports for social activism since the early 1900s. Sports historians and sociologists identify four periods, or waves, of Black athlete activism, beginning in the early 1900s and continuing into the resurgence of activism among college and professional athletes after Trayvon Martin was killed during the third wave of athletic activism in 2012. Dr. Harry Edwards has suggested that a fifth wave of African American sports activism started after the murders of Ahmad Aubrey (February 23, 2020), Breonna Taylor (March 13, 2020), and George Floyd (May 25, 2020) reinvigorated the Black Lives Matter movement. Amid the Covid pandemic, protesters wearing Covid masks took to the street to protest racism and police brutality. The "fifth wave" of African American

athlete activists began by demanding dialog and action in a manner starkly different from past activism. Since the organizers of the fifth wave graduated, their successors have switched from demanding sweeping change to promoting self-care and maximizing local impact, hoping to make lasting changes in the lives of young Black athletes. At this point, the discussion will turn to athletic activism outside the US.

11:40-12:00

The Future Impact of Artificial Intelligence on Sport

Robert Lyons Jr., PhD, North Carolina A&T State University, USA & E. Newton Jackson Jr., PhD, Howard University, USA
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Artificial intelligence (AI) has permeated every facet of society, and its impact has changed the way in which businesses (1) identify and target consumers, (2) produce goods and services, and (3) customize customer experiences. As a business entity, sport has benefited from AI. For example, the National Football League, Major League Baseball and the National Basketball Association are using AI to improve player performance and scouting efficiency. Furthermore, sporting goods manufacturers are using AI to enhance running shoe, golf club and bicycle performance. The purpose of this presentation will be not only to discuss AI's current impact on sport business, but to identify how AI will transform sport in the future. Specifically, the focus will be on surmising AI's future impact on athlete performance, sport product development, fan engagement, sport consumerism.

12:00-12:20 **Effect of Stress Management Strategy on the Psycho-Social Health of Working Nursing Mothers in Ogun State**

Mary Faleke PhD, Tai Solarin University of Education, Ijagun, Ogun State, Nigeria
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Many women play multiple roles as wives, mothers, and workers. Combining motherhood and other family roles with a paid job is a contemporary way of life which is highly demanding. This may affect the psycho-social health of women. The study investigated the effectiveness of Stress Management strategy on the psycho-social health of working nursing mothers in Ogun state. The study adopted a pretest-posttest and control group quasi-experimental research design. The sample for the study comprised 100 working nursing mothers who were randomly selected from 10 public Secondary Schools in Ijebu-Ode Local Government Area of Ogun State. Two instructional guides and one data collection instrument with a segment WNMPHQ with $r = 0.80$, were used to collect data. While seven hypotheses were tested at a 0.05 level of significance. The results showed a significant main effect of treatment ($F(1, 91) = 915.046, P < 0.05$) on participants' psycho-social health. Further, there was a significant interaction effect of treatment and job description on psycho-social health, ($F(1, 91) = 6.181, P < 0.05$). The treatment accounted for 96.2% of the variance in the respondents' psycho-social health. The study concluded that stress management is effective in reducing stress and coping with stress experienced by working nursing mothers. It also promotes family ties and improves the wellness and efficiency of working nursing mothers. It was recommended that stress management should be infused into ante-natal and post-natal services to improve health care and health education of working nursing mothers in general.

