



## IAHPEDS Virtual Roundtable Discussions 2025 Program/Abstracts

1 November 2025

9:00 Welcome, Opening Remarks, Gregory Soukup, IAHPEDS President

9:15-9:35

### **Quantifying the Policy–Practice Gap in School Physical Education: An Implementation Fidelity Index and Its Determinants**

Yuanji Zhong, Jiangxi University of Science & Technology, China; Wenhao Guo, Beijing Sport University, China

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This study develops and validates a quantitative diagnostic of the policy–practice gap in school physical education (PE) and identifies system-level determinants of implementation fidelity. A multi-school survey of PE teachers and administrators in Jiangxi Province captured five observable domains of policy execution: (1) protected PE minutes (delivered/mandated), (2) alignment of assessment with competency standards for physical literacy, (3) facility and equipment utilization, (4) teacher qualification coverage and workload, and (5) in-class moderate-to-vigorous physical activity time. An Implementation Fidelity Index (IFI) was constructed via exploratory and confirmatory factor analyses; reliability and convergent validity met accepted thresholds. Multilevel regressions (teachers nested within schools) tested associations between IFI and governance and resource variables, including administrative support, per-student funding, teacher–student ratios, school size, and urban–rural context. Results show sizeable execution deviations, with lower IFI scores concentrated in resource-constrained schools. Administrative support and funding per student positively predicted IFI, whereas higher teacher–student ratios depressed IFI; urban–rural setting moderated these effects, indicating context-specific leverage points. The study demonstrates that execution shortfalls are primarily structural rather than attitudinal and offers a portable metric set for routine monitoring. We outline actionable responses—time-protection rules, competency-based assessment rubrics, and shared-use agreements—to translate evidence into improvement at scale.

## **Case Studies of New Vaccine Hesitancy in Hispanic Registered Nurses**

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Vaccine hesitancy among registered nurses poses significant challenges to public health. Despite their critical role in promoting vaccines, some nurses remain hesitant. Hispanic nurses may experience unique workplace disparities affecting their vaccine acceptance. This study aimed to explore experiences of COVID-19 vaccine hesitancy among Hispanic female nurses. This multiple-case study was guided by Stake's methodology and the SAGE vaccine hesitancy matrix. Five Hispanic nurses participated in this study. Data collection included semi-structured interviews, field notes, and self-reflective journaling. Data triangulation and member checking were used to ensure dependability and authenticity. Participants reported hesitancy related to the COVID-19 vaccine, influenced by its rapid development, PPE rationing, pay disparities, and lack of transparent communication. Ethical concerns arose from a mandated vaccination without informational support. Participants described diminished empowerment and distrust toward employers. Cultural influences, workplace disparities, and fear of retaliation further prevented open communication. Vaccine hesitancy among participants was influenced by employer vaccine mandates, structural disempowerment, insufficient communication, and workplace dissatisfaction. Addressing these issues requires workplace transparency, enhancing structural empowerment, and providing comprehensive vaccine education appropriate for nurses. This study is relevant to nurses, healthcare professionals and leaders, public health professionals, and any individuals who have a role in addressing vaccine hesitancy in their communities.

## **The External Factors of Participation in District-Level Football Competitions Among Pahang Aborigine Youth Student-Players**

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This presentation will focus on a needs analysis study about the factors of participation in the next level competition among Aborigine youth football players. This study employed a non-experimental research design. The study utilized purposive samples of  $n=31$ , coaches at secondary and primary schools, selected purposively across Malaysia's peninsula. There are two mainstays in terms of external factors in this study, which are fitness (sprint and endurance) and game (decision-making and skills execution) performance. The data were analysed using descriptive statistics. A total of 31 teachers and coaches at the school level in Pahang completed a survey questionnaire instrument. Findings indicated that it was necessary to give attention to fitness performance regarding endurance as well as sprinting (51.60%), respectively. Also, it was very necessary to improve game configurations, including decision-making (51.60%) and skills execution concerning passing, receiving the ball, dribbling, and scoring. A total of 51.60% admitted to being given specialized training in the context of passing, 45.20% agreed in terms of

receiving the ball, 45.20% deemed in the matter of dribbling, and 45.20% were concurred about scoring. In conclusion, Aboriginal youth football student-players are still left behind in terms of fitness as well as game performance. Special attentiveness should be contemplated to overcome these barriers. Future studies should also consider the other external factors, including coaching styles, training approach, and support from associated parties, as well as the internal factors regarding language, culture, custom, and attitude by considering their norms and culture.

9:35-9:55

### **Teacher Engagement with Ghana's Standard-Based Physical Education Curriculum for Primary Schools: Classroom Teachers' Perspectives of Curriculum Implementation**

Seidu Sofo, Southeast Missouri State University, USA; Munkaila Seibu, University of Education, Ghana; Emmanuel Thompson, Southeast Missouri State University, USA

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In Ghana, generalist classroom teachers are responsible for teaching physical education (PE) in primary schools. The study examined Ghanaian classroom teachers' engagement with Ghana's standards-based PE curriculum. It utilized the explanatory sequential mixed-methods design. The Physical Education Curriculum Questionnaire (PECQ) and semi-structured interviews served as the primary data sources. Teachers' likelihood of meeting the requirement to teach the PE lesson (RTPE) twice a week served as the response variable. The predictor variables included: teacher knowledge, support, resources, policy, teacher education, sex, teaching experience, number of years teaching current class, class size, and grade level. Participants were 1338 public primary school classroom teachers (39% male and 61% female) from 12 regions of Ghana. The results indicated that 6.9% of the participants met the requirement to teach PE lessons twice a week, and 6.4% of the teachers did not teach PE lessons during the school year. Only 47% of the teachers indicated that they were familiar with the PE curriculum. Additionally, 60% of the classroom teachers reported that trained physical education specialists, rather than classroom generalists, should be responsible for teaching PE in primary schools. Pearson's Chi-Squared Tests revealed that Sex and Region were each significantly associated with RTPE. Similarly, Wilcoxon Rank Sum Tests indicated statistically significant differences between teachers who met the RTPE and those who did not in terms of Knowledge, Teacher Education, Teaching Experience, Years Teaching Current Class, Number of Girls in class, and Class Size. The qualitative data identified three tentative themes: teacher knowledge, curriculum relevance, and implementation challenges. The study highlights the need for policymakers to redefine the PE curriculum.

### **Statistical Analysis of Physical Activity, Sleep Quality, and Depression and Anxiety Levels Among College Students in High-Altitude Areas**

Tingle Zeng, Qinghai Minzu University, China; Jian Wang, Qinghai Minzu University, China; Siheng Zhou, Qinghai Minzu University, China; Jiahui Lv, Qinghai Minzu University, China; Xiaowei Ma, Tianjin University of Sport, Tianjin, China

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The objective of this study was to explore the correlation between physical activity, sleep, and depression/anxiety symptoms of college students in high-altitude environments, and provide scientific evidence for adjusting exercise, improving sleep, and alleviating depression and anxiety among people in these areas. Literature review: Searched databases such as CNKI and CSSCI, collect and analyze literature related to "high-altitude movement" and "sleep and mood". From April to May 2025, stratified cluster sampling was conducted on college students who had lived in Qinghai for a long time. The PSQI, K10, and PARS3 scales were used, 468 questionnaires were distributed, with an effective recovery rate of 100%. A database was established using SPSS 20.0, and data were processed through correlation analysis, independent sample t-test, and analysis of variance. A total of 72.5% of students had low physical activity, 42.4% had poor sleep quality, and 1.7% had severe mental distress. The proportion of students with good mental health in the high-exercise group was 87.5%, while the proportion of moderate/severe distress in the poor sleep quality group was 12.7%. Males had higher PARS3 and PSQI scores than females, while females had higher K10 scores. There was no significant correlation between PARS3 and PSQI, K10 ( $P>0.05$ ), but a strong positive correlation between PSQI and K10 ( $P<0.05$ ). Males had higher exercise scores and better sleep quality, while females were more prone to depression and anxiety; the greater the amount of exercise, the higher the proportion of good mental health; poor sleep quality led to a sharp increase in mental distress. There was a weak correlation between PARS3 and PSQI, K10 ( $P>0.05$ ), which might be due to insufficient physical activity of 72.5% of students.

### **Comparison and Inspiration of Youth Basketball Training Guidelines between the USA and China**

Jianli Wu, Shanxi University, China; Yiqiong Zhang, Ph.D., Fudan University, China; Wen Yue, Beihang University, China; Xin Zhang, Nanjing University of Aeronautics and Astronautics, China; Yongshun Wang, Huaqiao University, China; Xiaofen D. Hamilton, The University of Texas at Austin, USA  
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The training guidelines for youth basketball serves as a vital link in the transformation of training from being experience to scientific. This research undertakes a comparison of the latest editions of the youth basketball training guidelines of the USA and China in terms of conceptual goals, system architecture, training content, application and promotion. It reveals that there are discrepancies in numerous aspects, such as concepts and objectives, theoretical models, player segmentation, content compositions, skills system divisions, connotations of tactical training, participating subjects, and promotion mechanisms. This roundtable discussion aims to clarify development directions and world trends of youth basketball training. Participants will be asked to share their opinions on improving youth basketball training.

9:55-10:15

## **Validation, Experience Exploration, and Future Considerations of Subjective Assessment Tool for Children's Motor Skills in China**

Jinhao He, Sichuan University, China; Yucen Li, The University of Texas at Austin, USA; Yang He, Sichuan University, China; Luoning Fang, Sichuan University, China; Maolin Zhou, Sichuan University, China; Hao Wu, Sichuan University, China; Dongmiao Xu, Sichuan University, China; Jianwen Lan, Sichuan University, China; Liu Liu, Sichuan University, China

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Perceived Motor Competence (PMC) is defined as children's recognition and belief in their actual motor competence. Research indicates that PMC is associated with various positive and healthy outcomes. For example, individuals with higher PMC are more likely to actively participate in physical activity, acquire fundamental movement skills, improve task persistence, maintain a healthy weight, and enhance global self-worth. Therefore, it is crucial to use reliable and valid tools to measure children's PMC. The Pictorial Scale of Perceived Movement Skill Competence (PMSC) is a tool specifically designed to measure children's PMC, but it has not yet undergone large-scale psychometric testing in China. To advance the validation of this scale in Chinese samples and to accumulate experience for the development of future locally adapted measurement tools, we collected PMC data from 524 children aged 4–8 years across 14 ethnic groups in eight Chinese cities. Therefore, this roundtable discussion is primarily divided into three parts. The first part aims to report the validation results, including reliability, validity, and measurement invariance (age, BMI, gender, participation in extracurricular physical activities, and presence of motor skill interventions). The second part aims to discuss practical and theoretical issues encountered during measurement and data analysis, and to compare it with another digital PMC measurement tool. The third part will explore how to design and develop a culturally and physically appropriate PMC measurement tool for China (or other countries).

## **Importance of Physical Exercise and Yoga for the Elderly**

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Physical exercise and yoga play significant roles in regenerative medicine by promoting tissue regeneration and improving stem cell function. Studies have shown that exercise can enhance the regeneration of muscle, neural, and other tissues by activating and mobilizing stem cells. Furthermore, exercise can help rejuvenate aged stem cells, improving their ability to repair and regenerate damaged tissues. Exercise can increase the number and activity of stem cells in various tissues, including muscle, bone, and brain. Yoga, with its blend of physical postures, breathing techniques, and meditation, offers a promising avenue for regenerative medicine in the elderly, promoting healthy aging and addressing age-related decline. Consistent practice can lead to improved joint function, increased flexibility, and enhanced overall mobility, supporting active and fulfilling lives. Yoga is often recommended for arthritis, improving flexibility, balance and

functional mobility. Yoga can help manage cardiovascular risk factors like high blood pressure, which can contribute to a healthier heart. Yoga is suitable for elderly persons to suit different levels of physical ability to improve their fitness levels. Yoga is generally considered safe and low impact exercise to improve physical health. In conclusion, yoga offers a holistic approach to regenerative medicine for the elderly, addressing physical, mental, and emotional well-being while potentially supporting regenerative processes at the cellular level.

### **Research and Prospect of Chinese Youth Basketball Skills Testing Standards - Comparison based on 10 sets of Testing Standards**

Yiqiong Zhang, Fudan University, China; Liying Yao, Guangzhou University, China; Jianli Wu, Shanxi University, China; Wen Yue, Beihang University, China; Yongshun Wang, Huaqiao University, China  
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The absence of clear criteria for assessing mastery of sports skills causes a significant barrier to the development of basketball in China. This study collected 10 sets of current youth basketball skills testing standards from China's national group standard information platform and conducted a comparative analysis of their content system, test items, grade division, evaluation methods through content analysis, expert interviews and field investigation. The 10 sets standards are categorized into 3 types, based on their content sources and dissemination media: (1) Group standards formulated by social organizations. (2) Academic outcomes generated by specialized higher education institutions. (3) Content presented by youth basketball clubs, typically disseminated via user-generated content platforms (e.g., TikTok, WeChat Channels) in formats such as presentation decks, short videos, and mini-programs. This roundtable discussion aims to address the appropriateness of the testing standards for basic basketball skills. Participants will be asked to share their opinions on basketball skill assessment for youth.

10:15-10:35

### **Worldwide Changes in Professional Preparation for Preservice Physical Education Teachers**

Can Zhou, Nan Chang Hang Kong University, China; Chenhao Wu, The University of Texas at Austin, USA; Yucen Li, The University of Texas at Austin, USA; Na Xiao, The University of Texas at Austin, USA; Xiaofen D. Hamilton, The University of Texas at Austin, USA

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The professional preparation of preservice physical education teachers' (PPETs) plays an essential role in the quality of physical education (PE) in schools. Due to the increasing public health pressure on school health and PE programs for promoting more healthy behaviors among students and the emerging of new pedagogical technologies, there is a need to examine changes in the professional preparation of PPETs to meet the new challenges for school health and PE. This roundtable discussion aims to explore the curriculum changes in physical education teacher education (PETE) programs, focusing on course work (i.e., exercise science vs. pedagogical courses, technological training, and sports skills and knowledge related PE subject matter courses), field experience, and student teaching. The focal points are: changes occurred, current challenges, and the future directions for PPETs' professional preparation.

### **Children's Health, Wellbeing and Physical Education: A National School Survey**

Timothy Lynch, Yew Chung International School of Chongqing, China; Yew Chung Yew Wah Education Network, China; Xiaofen D. Hamilton, The University of Texas at Austin, USA

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Health and Physical Education (HPE) as an Australian curriculum learning area is associated with holistic lifelong health and wellbeing. It is proposed that Initial Teacher Education (ITE) courses be strategically amended and supplemented so that HPE specialists can also lead wellbeing in schools, introducing the Health, Wellbeing and Physical Education (H, W & PE) specialist teacher. This additional teacher leadership role in schools would enhance the ability to cater for the needs of children in today's world, where wellbeing is vital, forming a platform for holistic health and education. This empirical research investigates school principal perceptions of whether an H, W & PE specialist would be valued, welcomed and perceived as an improvement within their school. The 376 principal participants were randomly selected to represent a cross-section of Government primary/elementary school communities in Australia, from every Australian state and territory, region and size. Data were gathered using ex-post facto surveys embedded within an interpretivist paradigm. The questionnaire formulated open-ended questions providing school principals with the opportunity to express themselves and closed-ended questions where they chose the category that best described their school. Findings suggest that education courses which prepare and qualify teachers to become a primary/elementary classroom teacher and a specialist lead in H, W & PE are indeed highly valued by school principals and perceived as necessary to address contemporary wellbeing issues.

### **Current Challenges and Pathways for High-Quality Development of Sports in Chinese Universities**

Simin Li, Qufu Normal University, China; Jian Wang, Qinghai Minzu University, China

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At present, the investment in sports funds in Chinese universities is constantly increasing, and sports facilities are constantly improving. The allocation of sports resources is still uneven, with significant differences between different regions and school levels. The personification of sports lacks the cultivation of personal qualities, and the teaching methods are outdated and single, overly emphasizing the imparting of basic skills and the achievement rate of system testing. The competition system is not perfect. The evaluation mechanism is single, and universities still use "standard testing" as the main evaluation method. The problem of structural shortage of teaching staff is prominent, and the quantity and quality of highly educated teachers cannot meet the demand. Digital empowerment of sports activities is still in its infancy. We should optimize resource allocation and promote balanced development. Establish a comprehensive evaluation system and pilot the "process evaluation+skill level certification" model. Finally, implement digital management to achieve real-time monitoring and personalized guidance of sports data.

10:35-10:55

### **Repeated Peer Teaching Embedded in Teaching Methods Courses**

McKenzie Thrasher, The University of Texas at Austin, USA; Tracey Naumann, The University of Texas at Austin, USA; Chenhao Wu, The University of Texas at Austin, USA; Na Xiao, The University of Texas at Austin, USA; Leslie Li, The University of Texas at Austin, USA; Jiren Zhang, Huaqiao University, China; Yongshun Wang, Huaqiao University, China; Xiaofen D. Hamilton, The University of Texas at Austin, USA

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The quality of teacher preparation remains a central concern in physical education teacher education (PETE) programs. Research consistently highlights that preservice physical education teachers (PPTs) often graduate without sufficient opportunities to develop and refine their pedagogical skills for teaching effectiveness. This roundtable discussion aims to fill in this gap in our knowledge by addressing the repeated peer teaching that could be included in PETE teaching methods courses. Repeated peer teaching allows PPTs to practice instruction strategies multiple times in a supportive environment, while receiving formative feedback and engaging in meaningful reflection. The approach not only improves confidence and competence but also creates opportunities for immediate application and adjustment of instructional techniques. The key elements of the repeated peer teaching, the appropriate class size, and the reflections needed will be discussed. Participants in this session will engage in collaborative dialogue and share insights on best practices, challenges and innovations related to peer teaching in PETE contexts. The goal is to identify practical strategies that can be adopted across programs to better prepare PPTs for real world demands. The discussion seeks to advance the effectiveness of teacher preparation by emphasizing experiential learning and reflective practice through repeated peer teaching.

## **Integrating Interprofessional Education with Student Wellness: The Govs Wellness Hub Case Study**

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Today's complex student health challenges require collaborative solutions that bridge academic learning with real-world service delivery. The purpose of this session is to share the comprehensive story of the Spring 2025 Govs Wellness Hub Program – a Maynard Family Fund of Excellence initiative that provided APSU students with healthy heart screenings, food security resources, and health education. This interdisciplinary program united three undergraduate courses (HHP 4800: Capstone for Public Health, MTEC 4090: Clinical Hematology, and NURS 4050/4051: Community and Public Health Nursing/Clinical) with the APSU S.O.S. Food Pantry in an IRB-approved mixed-methods research study examining participating students' attitudes, experiences, professional competency development, and interprofessional skills while delivering services to their peers and working in interprofessional teams on academic research posters. The Govs Wellness Hub engaged nearly 100 students and more than 10 faculty and staff across Public Health, Medical Laboratory Science, Nursing, and Community Engagement & Sustainability to deliver comprehensive wellness programming. Through healthy heart screenings and nutrition events, the team reached more than 200 students, completed 160 health screenings, and achieved a 70% exit survey response rate, demonstrating effective interprofessional education in action. Participants will identify effective models for integrating the scholarship of teaching and learning into high-impact practices and be equipped with practical strategies for implementing cross-departmental collaborations that address student wellness needs while enhancing student learning.

## **Perceived Traits of Elite Athlete Role Models and Adolescent Physical Exercise: The Mediating Roles of Idol Worship and Role Model Identification**

Ning WANG, China National Academy of Educational Sciences, China; Xiaofen Hamilton, The University of Texas at Austin, USA; Anlu YANG, China University of Mining and Technology-Beijing, China; Yongshun WANG, Huaqiao University, China

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The role model effect of elite athletes plays a significant role in motivating adolescents' intrinsic drive for physical exercise. However, no studies have yet explored the mechanisms underlying this effect from the perspective of social learning processes. Grounded in social learning theory, this study employed a self-designed perceived role model traits of elite athletes' scale, along with scales measuring sports idol worship, sports role model identification, and physical exercise intention. Using the "cognitive processing-resonance internalization-intention transformation-behavior reinforcement" framework, the study examined the relationship between adolescents' perception

of elite athletes' role model traits and their physical exercise behaviors. Key findings include: (1) Adolescents' perception of elite athletes' role model traits positively predicts their physical exercise intention through the mediating roles of idol worship and role model identification; (2) When individuals perceive high similarity in physical exercise characteristics with the role model, they can fully internalize the model's traits and develop stronger exercise intentions through positive emotional experiences; (3) Self-efficacy continuously reinforces exercise behaviors through the pleasure derived from individual-role model interactions and the sense of competence gained during actual exercise. The study confirms the positive value of elite athletes' role model effects in adolescents' acquisition of exercise behaviors, while inventively revealing the critical roles of idol worship and role model identification in the observational learning process. These findings provide theoretical support for further exploring the exemplary value of elite athletes and promoting innovative practices in adolescent physical exercise.

10:55-11:15

### **Working Environment, Program Satisfaction, and Protection of Pre-service Teachers**

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This study assessed the working environment, program satisfaction, and protection of pre-service teachers at the Philippine Normal University, Visayas. A descriptive-correlational research method design was used. A total of 203 pre-service teachers officially enrolled for off campus for AY 2024-2025, were invited to answer the questionnaire, with only 180 received back. Data were analyzed using Statistical Package for the Social Sciences (SPSS). The study revealed that the working environment and program satisfaction of pre-service teachers was very high. The result for program satisfaction and protection of pre-service teachers is at a satisfactory level. A better working environment leads to higher satisfaction and productivity. Furthermore, the study revealed a significant correlation between working environment and program satisfaction. There was a significant correlation for the protection of pre-service teachers and working environment, protection of pre-service teachers and program satisfaction. When protection of pre-service teachers was strengthened and prioritized, the satisfaction is higher. The study suggests that protection of pre-service teachers can be addressed. Internships are the foundation of talent development, and only by enhancing protection of pre-service teachers' motivation and the internship experience be improved, ultimately enhancing the quality of pre-service teacher development. Based on the findings, an Enhancement Program was recommended to improve the working environment, program satisfaction and protection of pre-service teachers.

### **Strengthening Cultural Competency Utilizing International Faculty-Lead Community-Based “Break Bread” Home Visits to Facilitate Student Learning Through Guided Group Reflection**

Monica Hernandez; Lorena Cestou; Heather Barton-Weston; Sr. Martha Kirk, University of the Incarnate Word, USA

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International service-learning trips allow students to work with communities in developing countries, particularly those who are extremely disadvantaged. However, there remains a debate, “how does volunteerism affect student understanding and awareness related to the global population’s health disparities?” The purpose of this presentation is to discuss pedagogical methods utilized to enhance cultural competency during an international service-learning trip. One experiential learning high-practice strategy designed to educate, challenge, and expose collegiate students to the struggles linked to daily nutritional intake within extremely impoverished rural communities is to have students participate in “in-home lunch” visits. Faculty and students are broken into groups of three, no more than four, and are asked to share a meal with the family of a pre-school-age child within the community. The objective is to provide student volunteers with first-hand experience associated with the community’s daily diet, nutritional education level, and obstacles families face accessing nutritionally dense foods. At the end of the day, faculty facilitates a student-focused group reflection where student volunteers process and voice their perceptions, concerns, and the day’s “overall” take-away.

### **The STOP S.L.O.W. GO Pre-Shot Routine**

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Mind wandering, along with the inability to focus when necessary, are common struggles for many recreational golfers. In way too many instances, golfers approach a shot with little forethought and even less focus. In fact, many golfers do not even know how to structure a routine that would help them stop their mind wandering and focus on the upcoming shot. A review of pre-shot routines used in golf over the past 50 years identified common words and themes that were used in describing pre-shot routines. These words and themes included mental triggers, game planning, visualization, motor programming, alignment, execution, strategy, outline, look, and waggle. By connecting the words and themes we developed the six-step model we refer to as STOP S.L.O.W. GO. This acronym represents the six words or themes of a pre-shot routine that were commonly identified in the research. The presentation will discuss the application of the model.

11:20-11:40

### **International Community-Partner Collaboration as a Method to Enhance Health Literacy among Impoverished Indigenous Rural-Communities**

Maya Perez; Heather Barton-Weston; Gregory Soukup, University of the Incarnate Word, USA  
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Post civil-war Guatemala left many Mayan Mountain villages extremely impoverished, with entrenched cultural and socioeconomic barriers limiting access to education, basic sanitation, and healthcare. This resulted in Guatemala having one of the highest inequality rates in Latin America and among the worst countries in Central American for several major health indicators. Community collaboration could play a pivotal role in providing essential access to community

members, local support for health-based interventions, and enhancing the community member's participation in health programs. The purpose of this presentation is to present the impact of local community collaboration on UNICEF's WASH (Water, Sanitation, and Hygiene) intervention. This pilot program was implemented within a small rural community located ~53 miles outside of Guatemala's capital of Guatemala City. The 92% of Mayan decent residents within this community experience extreme poverty and low health literacy rates resulting in the top five health concerns of respiratory, diarrhea, parasites, dermatitis, and malnutrition. To enhance health literacy associated with hygiene and disease risk, two local community partners (Guatemala's Regional Public Health Division and a privately run pre-school program) were identified, consulted, and collaborated with to implement WASH within two Santa Apolonia, Guatemala pre-k programs. These collaborative partnerships resulted in baseline ranking of the pr-k's hygiene initiatives, implementation of a pre-k school-based hygiene lesson within the current curriculum, and hygiene specific health educational handouts designed for adult community members. Initial results suggest that both pre-k schools were able to successfully enhance their "star-ranking" from 1 to 2 post-implementation of the hygiene lesson.

### **Identity and Transition in Professional Baseball: Pushing Beyond the Sport**

Mark R. Worrell Jr., Warner University, USA; Xiaofen D. Hamilton, The University of Texas at Austin, USA; Jeffry Colburn, University of Mary Hardin-Baylor, USA

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Professional baseball provides players with a great sense of recognition, purpose, and belonging, yet the end of a playing career frequently presents significant identity issues. How retired professional baseball players rebuild their identities after their playing career ends is of concern. The process of adjusting to new personal and professional roles as well as the loss of a major sports identity warrants more attention of professionals. Research shows that whereas some athletes see retirement as a chance for personal development and self-discovery, others feel disoriented, lose their sense of purpose, and experience their social standing decline. While athletes who defined themselves solely through baseball experienced greater challenges, those who developed multifaceted identities over their careers, through coaching, education, spiritual involvement, or family involvement, reported smoother transitions. This roundtable discussion aims to analyze the necessity of organizational initiatives, mentorship programs, and proactive transition planning that address identity long before athletes depart the sport. Participants will share their experience in professional sports, addressing the significance of holistic development and advances our understanding of athletic identity beyond the diamond by elevating the voices of former professional baseball players.

11:40-12:00

### **Professional Preparation of Health-related Fitness Testing for Preservice Physical Education Teachers**

Chenhao Wu, The University of Texas at Austin, USA; Ziyang Ma, Zhejiang Normal University, China; Yucen Li; Na Xiao, The University of Texas at Austin, USA; Tim Lynch, Yew Chung International School of Chongqing; Yew Chung, Yew Wah Education Network, China; Yongshun Wang, Huaqiao University, China; Xiaofen D. Hamilton, The University of Texas at Austin, USA

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High-quality Physical Education Teacher Education (PETE) programs are fundamental to the development of effective preservice physical education teachers (PPETs). Despite health-related fitness testing (HRFT) being an integral component of school-based PE, research indicates that assessment in general, and HRFT preparation in particular, is often neglected within these programs. To address this critical gap, this roundtable discussion will bring together participants to explore the essential components of meaningful HRFT preparation within PETE. The session will focus on sharing insights into best practices, current challenges, and pedagogical innovations for teaching HRFT in PETE contexts. The ultimate goal is to identify practical strategies and forward-thinking approaches that can empower PETE programs to better prepare the next generation of physical educators for the effective and meaningful implementation of HRFT.

### **Texas Juvenile Detention Center Art-Therapy Intervention: A Program Evaluation Measuring the Impact of “Self” Within Incarcerated Children**

John-Michael Hubbard; Heather Barton-Weston; Erlinda Lopez-Rodriguez, University of the Incarnate Word, USA

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Youth within the juvenile justice system often experience significant social stigma, limited access to creative outlets, and restricted opportunities for positive self-expression. Participating in art therapy such as photography, equine-assisted therapy, and/or film-based projects could provide incarcerated youth an avenue to enhance emotional regulation, self-confidence, and positive social skills. The purpose of this presentation is to discuss the outcomes of a Juvenile Probation Department’s Community Service and Enrichment Unit’s innovative arts-based intervention designed to foster personal growth and community reintegration through structured creative activities. Over a 16-week period, program participants attended workshops designed to focus on three core areas: (1) photography, emphasizing personal reflection and effective communication; (2) equine-assisted therapy, focusing on trust-building, empathy, and emotional regulation; and (3) film production, designed to cultivate collaboration, storytelling, and technical skills. Data were collected through photographic documentation, participant-generated artwork, and qualitative self-reflections recorded during and after activities. Analysis of participant participation, artistic images, and personal narratives suggest recurring themes of resilience, self-discovery, and relational growth. Furthermore, participants demonstrated improvements in emotional articulation, cooperative behavior, self-perceived capability, and an innate desire to continue creative pursuits beyond program completion, suggesting a lasting engagement with positive identity formation. Results were then disseminated to participants’ and their family through a carefully designed and published e-book. The eBook serves as a visual

record of child's artistic output; more importantly, as a documented model for integrating creative modalities into juvenile rehabilitation.

### **Utilizing Prompt Engineering Strategies to Increase WNBA Fan Engagement**

Robert Lyons Jr., Howard University, USA; E. Newton Jackson Jr., Howard University, USA;  
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The WNBA is the premier professional women's basketball league in the United States. Founded in 1997, the WNBA currently has 14 teams. The league has also featured numerous women's basketball icons from Cynthia Cooper, Rebecca Lobo and Lisa Leslie to highly talented newcomers such as Caitlin Clark and Angel Reese. The WNBA has also supported controversial social justice causes such as Black Lives Matter, LGBTAIQ+ rights and women's pay gap issues. However, many critiques point to the fact that despite the league's illustrious history, it has not been profitable for many years. Despite the myriads of issues, the WNBA, in 2024, saw a \$136 million in sponsorship media value, a 571% increase in digital media mentions and increased national television viewership (business wire, 2024). The year 2024, saw the aforementioned rookie sensations Caitlin Clark and Angel Reese join the league which greatly boosted fan engagement and interest. The question now for the WNBA is "How to sustain and increase current fan engagement momentum?" One of the solutions may lie in large language model prompt engineering. According to Gadesha (2025) "Prompt engineering is the process of crafting and refining instructions, known as prompts, to guide generative AI models toward producing desired outputs." The researchers in this study decided to utilize the premiere large language model Chat GPT. The purpose of our presentation is to elicit actionable fan engagement strategies and tactics generated by Chat GPT via the prompt engineering method. Results of our prompt engineering queries will be reported and discussed.

12:00-12:20

### **College Physical Education in China: Evolution and Emerging Challenges**

Yongshun Wang, Ph.D., Huaqiao University, China; Xiaofen D. Hamilton, Ph.D., The University of Texas at Austin, USA; Jiren Zhang, B.S. Huaqiao University, China; Rulan Shangguan, Ph.D., South China University of Technology, Guangzhou, China; Chenhao Wu, M.S., The University of Texas at Austin, USA; Na Xiao, M.S., The University of Texas at Austin, USA; Leslie Li, M.S., The University of Texas at Austin, USA

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As an essential component of higher education, physical education (PE) courses in China have undergone continuous reform over the decades. These reforms have progressed through four main stages: adopting the Soviet model, independent exploration, deepening reform, and consolidation and improvement. The educational philosophy of college PE has shifted from

society-centered to subject-centered and finally to student-centered approaches. In the current era, PE faces emerging challenges, including balancing physical health promotion with broader educational goals, integrating ideological and political education, and adapting teaching methods and evaluation systems to meet students' evolving needs. This roundtable discussion aims to examine the historical trajectory and driving forces of curriculum reform, analyze key factors influencing its development, and identify future directions for innovation. Emphasis will be placed on optimizing curriculum content, improving teaching and assessment models, and aligning reforms with modernization, localization, and internationalization. The discussion seeks to generate actionable strategies to advance the role of PE in enhancing student well-being and fostering holistic education in higher education.

## **AI in Action: Empowering Educators and Researchers for the Next Era**

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The integration of Artificial Intelligence (AI) is rapidly transforming the academic landscape, presenting unparalleled opportunities to significantly enhance both research capabilities and overall productivity. This presentation will delve into the practical applications of AI in higher education, drawing on firsthand experience to illustrate its transformative potential. We will explore how a range of AI tools, including Chat GPT, Elicit, Perplexity, SlideSpeak, and Google Notebook LM, are being ethically employed to streamline various academic processes. For example, these tools are effectively utilized to develop comprehensive study guides, create interactive quiz bowl games and Kahoot! Quizzes, and refresh existing documents and PowerPoint presentations. This not only boosts efficiency but also helps educators anticipate and adapt to how students are engaging with AI. Moreover, AI plays a pivotal role in curriculum innovation and research endeavors. Efforts include the co-creation of forward-looking interdisciplinary courses such as "Future of Health: Biotechnology and AI Ethics" (DSC 595), a project that has already secured grant funding to support its development. The strategic application of AI also supports securing various grants for program and professional use, further enhancing academic output. By embracing AI, institutions and individuals can significantly optimize their academic workflows, improve pedagogical effectiveness, and drive innovation in research, paving the way for a more dynamic and productive future in academia. Embracing AI and utilizing how to effectively use this technology can save time and allow users to focus on other tasks.

## **A Thematic Qualitative Analysis: Student-Athletes' Motivation in the Era of NIL Opportunities**

Kimberly Pettaway Willis, William Peace University USA

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The new era of Name, Image, and Likeness (NIL) deals have increased opportunities for collegiate student-athletes. Based on the variety of NIL options available, student-athletes' motivation may be positively or negatively impacted. This thematic qualitative study based on existing literature focuses on three themes: academic motivation, athletic motivation, and brand/financial incentive motivation. The Self-Determination Theory and the Expectancy Theory of Motivation were used as theoretical frameworks to examine student-athletes' motivation and how they correlate with each theme. Findings show that student-athletes without an NIL deal were more academically and intrinsically motivated while student-athletes with NIL deals were more motivated to increase their brand identities, financial incentives, and athletic performances. The findings suggest NIL opportunities have provided an array of benefits to student-athletes, therefore understanding how these opportunities affect their academic motivation, athletic motivation, and brand/financial incentive motivation is insightful to institutions, educators, and the sport industry.

12:20-12:40

### **Longitudinal Qualitative Analysis of Student Agency and Social Inclusion in AR-Based Physical Education**

Naoki Suzuki, Tokyo Gakugei University, Japan  
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This study investigates how repeated participation in augmented reality (AR) sports-based physical education (PE) influences the transformation of student agency and social inclusion over time in Japanese middle schools. Although recent international and Japanese studies have shown that AR sports can increase engagement, motivation, and gender inclusion while reducing social barriers in PE, most of this work has relied on single-time-point data and has focused primarily on initial novelty and engagement effects. There remains little understanding of how students' perspectives, roles, and sense of agency actually develop through ongoing AR sports experiences and cycles of reflection, especially across different school settings. In this longitudinal qualitative analysis, multiple open-ended narratives were collected from the same students during successive AR sports lessons at both urban and rural schools. Using inductive thematic analysis and text mining, the study traced the evolving patterns of agency, collaboration, and inclusion as students repeatedly engaged in AR sports. While early responses centered on novelty and excitement as seen in prior research, subsequent reflections revealed more substantial changes: social hierarchies softened, leadership was distributed, and new communities of collaboration and mutual support emerged. Students who initially felt hesitant or excluded reported increased confidence and willingness to participate after repeated exposure, while context-specific differences indicated that rural students often showed unique growth patterns. These results extend the existing literature by demonstrating that the inclusive and democratizing impacts of AR sports in PE are not one-off effects but rather develop dynamically

as students revisit and reinterpret their experiences. The findings emphasize the value of longitudinal, narrative-based research in understanding how educational technologies reshape social relationships and learning agency in physical education.

### **REAL TALK: Incorporating Artificial Intelligence (AI) into Assessment Practices in Higher Education**

Dwan Bridges, California State University, Los Angeles, USA; Xiaofen Hamilton, The University of Texas, at Austin, USA; Elizabeth Bridges, Benjamin & Yancy Foundation, Inc. New Orleans, LA, USA

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Artificial intelligence (AI) has become increasingly invasive in the productivity of new models and how those models are used in higher education classrooms. AI has impacted on student learning, completion of assignments, and ethical implications of its use. The purpose of this roundtable is to discuss how AI is being incorporated in our assessment of student's work in higher education. In addition, the role of professors to address the use of AI to maintain honesty and integrity to determine assessment policies. Clearly, the use of AI by our students cannot be ignored or rewarded without effective guidelines.

### **Bridging the Gap: Comparing Classroom and Field-Based Experiential Learning in Graduate Sport Leadership Education**

Courtney Flowers, Texas Southern University, USA

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The purpose of this study was to compare the experiences of graduate students who participated in both classroom-based experiential and field-based learning projects. Experiential learning projects are widely recognized as a critical pedagogical approach that not only bridges theoretical knowledge with practical application but also enables students to engage in authentic problem solving while strengthening leadership capabilities and developing industry-relevant competencies. As such this research aimed to evaluate the perceived impact of these experiences on students' career trajectories, professional skill development, and overall readiness for leadership roles in the sport industry. To address this aim, qualitative data were collected through semi-structured interviews with six graduates of a sport industry oriented academic program. The interviews explored students' reflections on their classroom-based learning experiences, their hands-on involvement at the 2023 Men's Basketball NCAA Final Four, and the ways in which these opportunities influenced their confidence, professional networks, and career aspirations. This methodological approach allowed for an in-depth exploration of students' perspectives and facilitated a comparison of the unique and overlapping benefits of classroom-based versus field-based experiential learning opportunities.

12:40-1:00

### **AI-Supported Fitness Testing for College Students: Benefits and Challenges**

Jiren Zhang, Huaqiao University, China; Yongshun Wang, Huaqiao University, China; Xiaofen Hamilton, The University of Texas at Austin, USA; Rulan Shangguan, South China University of Technology, China; Chenhao Wu, The University of Texas at Austin, USA; Na Xiao, The University of Texas at Austin, USA; Leslie Li, The University of Texas at Austin, USA

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The integration of artificial intelligence (AI) into physical education (PE) offers a transformative approach to enhance students' engagement, self-monitoring, and personalized feedback. This roundtable discussion focuses on an “AI + Fitness testing” intervention conducted with 89 university students to explore its effectiveness in promoting health-related fitness and understanding its pedagogical value. Participants were divided into an experimental group using AI-supported fitness assessments and a control group following traditional PE activities. Over 16 weeks, the experimental group demonstrated significantly greater improvements across multiple fitness indicators, while surveys indicated strong student support for the AI-assisted approach, despite challenges in platform optimization and content standardization. Key discussion points include the role of AI in facilitating objective measurement, motivating student participation, and providing actionable feedback; strategies for integrating AI into higher education PE programs; and considerations for scaling AI-enabled fitness assessment interventions. This session aims to critically examine the benefits, challenges, and future directions of AI-supported PE, offering insights for researchers and educators seeking to advance intelligent and effective fitness education in universities.

### **Are Dance Degrees Related to Kinesiology Degrees?**

Nancy Kane, PhD, State University of New York at Cortland

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For purposes of academic employment, where “PhD in kinesiology or related field” is a requirement indicated in a job description, does dance qualify as a related degree? Organizations such as the International Association for Dance Medicine & Science disseminate research on basic and applied kinesiology in dance, often with the goal of preparing physical therapists for work with dancers. Denying that dance/science relationship has ramifications for the employability of graduates of dance and dance education programs. There are also implications for educational institutions. Current discussions in the U.S. Senate on “gainful employment” would deny access to federal student aid for students in programs where the average postgraduate may earn less than the average person with an undergraduate degree. For professionals and educators working in dance, including as adjuncts in academe, this stipulation

can mean the end of funding resources. Additionally, considering gender inequities in pay, the effects can be lifelong for those who go into careers (like dance) that attract and use predominantly female employees. For this roundtable discussion, the moderator (Nancy Kane) will lead participants in a discussion on the question of whether a PhD in dance is related to a PhD in kinesiology. If it is, what are the related qualities and characteristics of each academic discipline? If not, are they truly large enough to say categorically that dance is not a related field?

### **Effective Teaching Strategies for Live Online Sport Management Courses**

S. Malia Lawrence, Benedict College, USA, Allison Waymyers, Benedict College, USA; Jeffrey Eyanson, San Diego Christian College USA

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Numerous sport management programs in higher education have transitioned to fully online formats. This transition has forced both students and professors to adapt to a new learning environment. Many sport management professors who teach live Zoom class sessions are seeking techniques to keep their students interested and focused. Professors have been challenged to continue to engage their students and create interactive environments (Popp et al., 2015). This presentation reviews teaching strategies for utilizing effective and impactful instruction through live Zoom sessions in sport management courses. Techniques used to encourage interaction, improve critical thinking and enhance real-world application in virtual classrooms are explored (Dickens, 2023). Strategies include implementation of breakout rooms, team debates, case studies, sport organization decision-making scenarios, live student technology presentations, live polls, peer evaluations, pre-recorded partner videos, and energizing exercises (Roberts & Bailey, 2021). Additionally, the session offers ideas on building rapport with online students and earning glowing student evaluations. Attendees will acquire practical strategies and adaptable tools designed to improve student learning outcomes and promote professional readiness in online sport management education.

1:00-1:20

### **Exploring Dilemmas and Optimization Strategies for Artificial Intelligence Tool Utilization in Physical Education**

Yucen Li, The University of Texas at Austin, USA; Chenhao Wu, The University of Texas at Austin, USA; Na Xiao, The University of Texas at Austin, USA; Dwan Bridges, Cal. State LA, USA; Beth Bridges, Benjimen and Nancy Foundation, USA; Liu Liu, Sichuan University, China; Xiaofen D. Hamilton, The University of Texas at Austin, USA

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Artificial intelligence (AI) as a high-efficiency computational paradigm that integrates rapid data retrieval and autonomous content generation, has been widely discussed and affirmed for its potential value in physical education (PE). Nevertheless, recent studies reveal that the actual effectiveness of AI applications in this domain has fallen short of expectations. Some research indicates that commercially available AI applications for PE or fitness monitoring predominantly rely on rudimentary web-based retrieval of training materials. Few developers have incorporated authentic and expert pedagogical experience from PE teachers into AI model training. This deficit increases the risks of AI outputs that are either inaccurate or of limited practical value. Meanwhile, other studies highlight that PE teachers exhibit insufficient foundational knowledge and systematic training in the usage of AI tools. Consequently, some teachers become over-reliant on AI-generated instructional content, thereby lacking teachers' independent pedagogical reflection. Others adhere rigidly to traditional teaching methods, thereby neglecting the efficiency gains afforded by AI. Considering these previous findings, this roundtable discussion will consist of two parts. The first part aims to explore how PE researchers can be embedded in the AI model development to digitize and systematize teachers' experiential knowledge, producing domain-specific, pedagogically targeted AI tools. The second part focuses on discussing the strategic utilization of AI tools within authentic PE teaching, exploring how experiential, tradition-based instruction can be synergistically combined with AI-enabled rapid information integration and customized content generation.

### **Integrating Movement and Learning: A Practical Guide for Pre-Service Teachers**

Tracey Naumann; Xiaofen Hamilton, Ph.D. The University of Texas at Austin, USA

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This presentation will introduce a forthcoming book designed to support the Children's Movement course required for pre-service teachers, with the aim of equipping future educators to create positive, effective, and developmentally appropriate physical education experiences. The text provides practical strategies for implementing well-planned, stimulating physical activities that not only enhance physical competence but also integrate academic content to promote active learning across subject areas. Drawing from current best practices, the book addresses essential topics such as principles of movement and motor development in children, curriculum design, physiological and learning principles, coordinated school health (CSH), and comprehensive school physical activity programming. Chapters explore diverse and timely subjects, including fitness testing, the role of artificial intelligence in education, and strategies for fostering whole-school health initiatives. Emphasis is placed on helping pre-service teachers bridge theory and practice, ensuring they are prepared to cultivate physically active classrooms that support both academic achievement and lifelong wellness. The roundtable discussion will outline the structure of the text, highlight key content areas, and invite feedback from participants to further refine the resource for maximum impact in teacher preparation programs.

## **Service and Leadership – Continued Involvement at All Levels of the Profession**

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So, you want to get more involved in your professional organizations? Join us as we review the various levels of professional service people can serve on and continue the conversations held at previous conferences at the local, state, regional, national, and international levels. This session will continue to talk about the importance of service and leadership as well as how to go about finding and applying for the types of positions available. Some professionals choose to serve on boards of directors or even executive boards, while others may find that serving on specific task forces gets them involved at the level they are comfortable with. Service not only benefits the organization but also fosters research and professional connections that can expand your career. Join us as we continue to discuss how service leadership often go hand in hand and explore different ways that you and others can “get involved.”

