

ISSUE TWO
2020

SPECIAL
POINTS OF
INTEREST:

- NAKHE 2021 Call for Proposals
- Human Kinetics
- Transitioning Kinesiology Courses Online in a Pinch
- Highlighting Athletic Training Student Programs in the Secondary School Setting
- Canadian PHE Community's Response to COVID-19
- Meet Lindsay Vago

Donna Woolard,
Webmaster

Contact:

Sam Roberts
Marketing Chair
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A Message from the Social Justice & Diversity Committee

The events over the past several weeks have illuminated the injustices that Black people face in America. Anti-Blackness is woven in the fabric of America. As such, we will support in dismantling this oppressive system. As we are tasked with developing leaders who will shape the minds of future generations, we ardently strive to be an inclusive community of kinesiology professionals who nurture, mentor, and lead one another to greatness.

As announced in our most recent newsletter, NAKHE took two intentional steps to be a more inclusive organization. First, the Social Justice and Cultural Diversity Task Force has transitioned to a Standing Committee as of January 2020. This move allows the Committee to have representation on the Board of Directors and participate in the critical work of NAKHE Leadership. Additionally, we have established the Praxis Lecture. This lecture recognizes the scholarly, service, or pedagogical contributions of historically underrepresented and marginalized members of the academy. The focus of the Praxis Lecture is consistent with NAKHE's commitment to the principles of inclusive excellence, equity, social justice, and diversity.

As the fight for justice ensues, NAKHE stands by those who sacrifice to ensure that the American promise is fulfilled to all, especially African Americans and other historically marginalized groups. Moving forward, our mission to foster leadership in kinesiology will particularly emphasize the recruitment and retention of a more diverse workforce. We also commit to the continuous training of our current workforce to destroy the clench of structural racism.

Dr. Desmond Delk, Chair, Social Justice and Diversity Committee, and its members: Dr. Marta James-Hassan and Dr. Jan Bishop

Endorsed by NAKHE Leadership
#NAKHE2020



Tara Tietjen-Smith
NAKHE President

A Message from our President

Dear NAKHE Friends,

So much has happened this year... The COVID-19 pandemic forced us to adapt quickly to working virtually from home and drastically change our daily lives. Some of our colleagues lost programs and/or jobs or even their lives. Videos showing police violence against Black men were highlighted, and subsequently a series of protests and demands for police, and ultimately societal reform, highlighted the reality that we need to take a long hard look at ourselves. All of us are searching for how we can do our part to dismantle the systemic integration of racism in society. Higher education is going through a much-needed critical assessment. Kinesiology should also take a hard look at our structures, true (not just purported) inclusiveness, and those of us who have been silent need to become active advocates.

We, as an organization, are committed to positive change. We, as kinesiology faculty, students, and administrators, are in a unique position to influence and implement meaningful changes. NAKHE started this process last year with making the Social Justice and Cultural Diversity Task Force a standing committee with representation on our Board of Directors. We also created the Praxis Lecture, a new lecture named after people who have made a significant impact in relation to social justice in kinesiology. We will continue to step up. As we update our strategic plan over the next couple of months, social justice will be a significant focus. We will be looking at ways that we, as an organization, will continue to train future leaders, influence policy, and be truly inclusive.

As we are planning for re-opening our universities and delivering our programs in a more accessible way, I challenge all of us to look within the structures of our programs to determine how we can do better. From our own individual actions in everyday life to the scholars we cite in our research to actively, purposefully participating as an anti-racist ally.

In the coming months, we will be challenged with re-imagining how we deliver course content and learning opportunities. This re-imagination should also include the purposeful, everyday commitment to inclusiveness and diversification. This is a time for growth and innovation.

Vice-President, Dr. Jody Langdon, is leading the way to develop the 2021 NAKHE Conference in a virtual format. She and her team are committed to developing this conference in a manner that is meaningful for our members. We are known for the networking and mentoring that take place at our convention and beyond, and we want to make sure that this will still happen as much as possible in the virtual format. (I grew up in Louisiana and was really looking forward to our 2021 Conference in New Orleans. Don't worry, though! We have moved the 2021 conference in New Orleans to 2023.)

As we move forward, I will be asking each of you to support our association and these initiatives. Working together, we can do better.

NAKHE News Bites!

This space is reserved for news highlights from
our members...

Have you achieved tenure?

Have you won research funding?

Had a book published or journal articles
accepted...?

TELL US ABOUT IT!!!

Email Samantha.Roberts@tamuc.edu

(put NAKHE News Bites as a subject)

NAKHE 2021 Conference

Call for Proposals

Supporting Faculty through Effective Leadership:
The Work Beyond the Work

Proposal Deadline is August 1, 2020

The 2021 NAKHE Conference will focus on how leaders can effectively support their faculty in areas outside of teaching, scholarship, and service. Special attention will be paid to legal and ethical aspects of the work environment, open communication between faculty and administrators, and understanding inclusive excellence. Presentations will be grouped together with other related presentations for each session. Although the conference will be virtual, online spots will be available for the following types of presentations:

Oral Presentations: Speakers will have 15 minutes to present, followed by 2-3 minutes for questions and answers.

Virtual Poster Presentations: NAKHE will provide speakers with a 4-slide PowerPoint template to design a “poster”. The virtual posters will be on Twitter, where conference attendees can “view” the posters at any time and leave feedback and questions for the speaker. For those without a twitter account, NAKHE will post on their behalf and share comments/questions with the presenter.

Workshops: Speakers will be given 45 minutes to provide specific activities geared towards the conference theme.

*All proposals must align with NAKHE’s mission statement and include details about how it fits with one or more of the following conference strands.

Conference Strands:

Asking the Right Questions and Giving the Right Answers

In this strand, presentations will focus on how faculty can effectively request support from administration, navigate communication issues, and clarify role responsibilities.

Legal and Ethical Aspects

In this strand, presentations will focus on how faculty can effectively navigate requesting family or medical leave, report harassment, or other violations found in their faculty handbook, and utilize on-campus resources.

Faculty Development

In this strand, presentations will focus on developing administrator skills in the areas of supporting faculty.

Diversity, Equity, and Inclusion

In this strand, presentations will focus on specific experiences, research, or best practices regarding diversity and inclusion.

Instructional Physical Activity Programs

In this strand, presentations will have a specific focus on instructional physical activity programs. Presentations tied to the conference theme are preferred, but all proposals about instructional physical activity programs will be considered.

Coaching

In this strand, presentations will have a specific focus on coaching education in higher education. Presentations tied to conference themes are preferred, but all proposals about coaching education will be considered.

Open Sessions

In this strand, work that may not fit the conference theme but aligns with NAKHE's mission statement or strategic plan will be presented.

If you have any questions about the proposal submission process, please email NAKHE's Vice-President, Jody Langdon, at jangdon@georgiasouthern.edu

Click [here](#) to see the Proposal Evaluation Rubric.

Click [here](#) to submit your proposal.

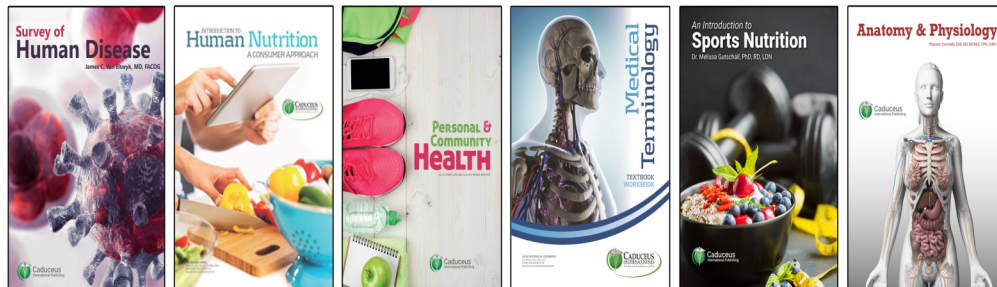
We look forward to receiving and reviewing your submission!

Thank you!

The NAKHE Leadership Team



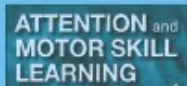
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Transitioning Kinesiology Courses Online in a Pinch: Why Quality, Intentionality, and Flexibility Matters

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Athens State University

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It was not long ago that we, a dedicated and enthusiastic group of Kinesiology higher education professionals, shared ideas, accomplishments, and camaraderie at the 2020 NAKHE Conference in Indian Wells, California. Thinking back on this time in early January seems like a different world from that of the “Stay at Home” world that we all, to varying degrees, live in as these words are written. It has become apparent over the last eight weeks that all universities, colleges, departments, and individual higher education professionals are handling the COVID-19 crisis differently. From university and state requirements to individual and department needs, many of us have had our professional and personal lives turned upside down. It is essential to remember that our community of Kinesiology higher education professionals’ experience one common challenge—the need and requirement to transition blended and face to face courses to quality online education in a pinch.

Some are employed by larger universities with a sizable student body living and working on or near campus. Some are employed by smaller universities geared toward the commuter or the second-degree seeking student—our degrees of experience in creating and teaching online courses likely very near as much. Our proficiencies and challenges at Athens State University near Huntsville, Alabama, will differ from many in some ways and much resemble



many in others. At Athens State, we are a small upper-division university, with just over 3,000 students enrolled on campus at the junior and senior levels. Many students at Athens State University are accustomed to online coursework, as a high number of the bachelor’s and master’s degrees are offered solely and predominantly online.

Kinesiology, Health, and Physical Education courses range from blended, meeting predominantly on campus with a small online component, to blended meeting mainly online with a small campus component, to complete online. Regardless of format, the design of all courses included a blackboard shell complete with syllabus, course outcomes, and objectives

and learning modules. Though we as a Kinesiology, Health, and Physical Education department have room for improvement, the initial framework of all courses served our department well in the transition to comprehensive online learning. The impact on the structure of some courses was more significant than others. HPE 431, Motor Development, for example, was offered as a completely online course, with minimal transition protocol was necessary. Contrary, HPE 390, Curriculum and Instruction in Health Education I, was offered as a blended course with scheduled campus meetings into April.

Though some courses required a more considerable amount of work than others when creating, shifting, and aligning coursework and assessments than did others, one area remained constant—the need to offer varying degrees of flexibility with individual students. As a professor, we stepped back from our usual type-A, hyper planning selves. The focus immediately shifted to taking the circumstance of each student into account when assigning, adjusting, and grading existing and upcoming coursework and protocol. For some, this flexibility looked as simple as extending due dates for a chapter quiz. For others, this involved personally walking them through technology use over the phone. First and foremost, course outcomes remained the same, as did assignments and assessments in place to meet those outcomes. Course content focus shifted from rigidity to flexibility while continuing to achieve those outcomes.

Technology and the Athens State University Helpdesk partnered closely with professors to offer last-minute training, answer questions, and guidance through the process of implementing new protocol into previously existing assignments. One major takeaway from this experience is that, when and if necessary, peer teaching requirements can transition online with the use of shareable TechSmith relay links. Students who would have previously practiced peer teaching by planning, teaching, and assessing health topics with classmates found themselves unable to complete this as planned. By using TechSmith Relay to “teach” those at home and posting that link to a previously designated discussion board in Blackboard, classmates were able to view peer teaching videos, offer positive feedback, corrective feedback, as well as ask questions of one another. Students assigned to peer teaching were

required to explain lesson central focus, state standards used in implementing learning, learning objectives, protocol needed for planned activities, and assessment protocol and requirements for cognitive and affective domains of learning. Many discussions with TechSmith Relay video links began with “I am sorry for the awkwardness.” Peer teaching from home may have seemed awkward to those completing this for the first time, but the feedback ultimately received from students cited this new peer teaching requirement, though out of their comfort zone, as a learning-rich experience. Transitioning courses into the comprehensive online format offered an opportunity to reengage with outcome alignment matrices set forth by Athens State University and Quality Matters. Our Kinesiology, Health, and Physical Education department is in the process of organizing all courses to align with Quality Matters standards, and we found this necessary reorganization of courses a perfect time to revisit those currently under construction.

As we reflect on this ever-evolving period in higher education, let us focus on three primary takeaways that have manifested over the last eight weeks. The first is flexibility. Flexibility and empathy toward students, colleagues, course design, and the frequently changing environment will continue to serve us as professors through the COVID-19 pandemic and beyond. The next takeaway is the online course structure. This time has played a significant role in motivation toward continuous improvement in online courses via assignment adjustment, communication strategies, alignment of course outcomes with meaningful and measurable assessments, and aligning online courses and those with online components with Quality Matters. Teamwork and communication are the final takeaways. The majority of us have learned that we may accomplish a great deal when we work together and communicate effectively toward a common goal. This collaboration encompasses much more than that with fellow professors. The importance of including technology support and administration and communicating clearly and succinctly has become evident as crucial during this time. Abraham Lincoln once said, “I do not think much of a man who is not wiser today than he was yesterday.” Let us continue to take this time to learn, grow, reflect, and evolve as we have always done and will continue to do, despite unforeseen and challenging circumstances.

Highlighting Athletic Training Student Programs in the Secondary School Setting

Megan Mormile, MS, LAT, ATC

At University High School in East Orlando, Florida, Christina Farley has spent the last thirty years as head of the student Athletic Training program. This unique offering in the secondary school setting combines elective classes and clinical volunteer hours to give students a thorough introduction to the field of Athletic Training.



Christina started the program in 1987, and over time has evolved the curriculum to include education about the basics of anatomy and sports injury, protocols relating to concussion, weather, and emergency action plans, and a variety of important medical conditions to recognize. Each semester, students are allowed to take one of three elective classes in sequential order: First Aid & Safety, Care and Prevention of Athletic Injury, and Advanced Health Options. Students begin in the fall of their junior year and end the progression in the fall of their senior year. As of this school year, all twenty of the high schools in Orange County School District currently have a full-time Athletic Trainer on staff leading a student Athletic Training program.

Although having students to assist with daily responsibilities makes the Athletic Trainer's job easier, Christina wants the students to fully comprehend the roles they serve during their designated "work hours". It is important, she says, to expose the high school students to the allied health field of Athletic Training. Even if the students do not end up going into any health-related career field, they will understand and appreciate all an Athletic Trainer does- and perhaps down the road, become an advocate for the profession. The relationships she develops with her students are the most valuable aspect of the program. Though many students have come and gone under her tutelage, she remains available to them as a mentor.

Christine, a member of the UHS Class of 2000, currently teaches middle school health care science. A multi-sport athlete at UHS, she started the program during her junior year and discovered a love for sports medicine while enjoying the social environment the program provided. After high school, she pursued an Athletic Training degree at Florida

Southern College. To this day, she has stayed in touch and values the relationships that she has formed with her high school Athletic Trainers.

Moe, a current Graduate Assistant in Athletic Training at Troy University, sustained a concussion during his freshman football season at UHS. After his injury, he leaned heavily on the Athletic Training staff to educate and encourage him during his recovery. His experience with his Athletic Trainers led him to join the student program, which he says was fundamental in pursuing his current career path.

More so than ever before, the field of Athletic Training is gaining recognition through the efforts of its membership. Through the implementation of these types of educational programs in the secondary school setting, all students, not just student-athletes, can be exposed to the “what” and the “how” of Athletic Training, as well as raise awareness about the essential role we play. It opens a door to a career path that many may not have considered otherwise, and raises awareness to the vital role Athletic Trainers play.



University Athletic Training



One of our amazing seniors!!



University Athletic Training Crew (can you guess who are the full-time ATCs??)

Canadian PHE Community's Response to COVID-19

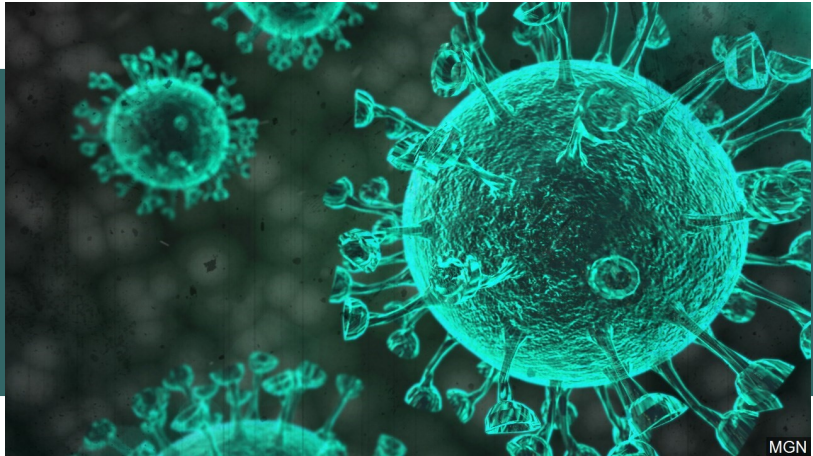
Steve McGinley,
University of British
Columbia

Lynn Randall,
University of New
Brunswick

Lauren Sulz,
University of Alberta

Melanie Davis,
PHE Canada

Nathan Hall,
University of Winnipeg



Like many countries, life changed quickly across Canada in the first quarter of 2020. On January 25, a traveller returning to Canada from Wuhan, became the first confirmed case of COVID19 in British Columbia. Almost a month later (February 20), Canada reported its first case of COVID19 that was not traced to travel from China. The number of cases slowly began to rise across Canada. Still there was little fear until the World Health Organization (WHO) declared a pandemic on March 11. Soon after, most public schools announced a 2-week closure; universities across the country moved to 'alternative delivery methods' and the majority of universities were closed. Initially, the closures were expected for a short period of time. Within weeks, it became clear, most schools and universities would not re-open for the remainder of the academic year or re-open with stringent restrictive measures in place. The intent of this article is to share how the physical and health education (PHE) pedagogy community at Canadian institutions of higher education reacted and mobilized to the exceptional circumstances created by the COVID19 pandemic.

Initial Reactions

At the outset of the school closures, K to 12 teachers and students in most parts of Canada were told to 'sit tight', further instructions would be forthcoming, as provincial Ministries of Education needed time to develop a plan for the remainder of the year. Prince Edward Island (Canada's smallest province) was the first to release home/distance learning recommendations and the other provinces followed suit over the next few weeks. Simultaneously, institutions of higher education were also attempting to adapt as quickly as possible and find ways to forge ahead by moving face-to-face classes, tutorials, and labs to online formats. In an effort to get a sense of what was occurring across Canada with respect to PHE teacher education and K-12 school-based PHE, PHE Canada arranged to host Cross-Canada Check-Ins. These Check-Ins were conducted using ZOOM® and were promoted via social media and the

PHE Canada website. They were designed to provide an opportunity for the PHE Community across Canada to come together and connect with each other during the extraordinary times. Over 800 individuals participated in PHE Canada's first Check-In focused on K-12 PHE teachers. To date several Check-Ins have been held with some being geared towards the whole Canadian PHE community, and others geared towards specific groups (e.g., pre-service PHE teachers) within that broader community. During these Check-Ins participants were encouraged to share, learn, discuss, present challenges and opportunities, emerging topics, tips and strategies for personal and professional development, and innovative approaches to physical and health education during this pandemic. Topics have ranged from examining the landscape of PHE at institutions of higher education to ideas for supporting student health and wellbeing at-home.

Higher Education PHE Teacher Education Programs

Across Canada, PHE teacher education programs faced challenges moving to alternative delivery models. As a way to connect and support PHE Teacher Educators in this time of crisis and uncertainty, PHE Canada and members of the PHE Canada Research Council led one of the first Cross-Canada Check-Ins, this one being geared towards PHE teacher educators from institutions of higher education. Approximately 120 participants joined the call and a number of topics were discussed including: expectations across different institutions, challenges and opportunities for PHE teacher educators during the pandemic, student teacher practicum disruptions, and the need for future connections and discussions. Several actions resulted from these discussions including the creation of a PHE Teacher Education Working Group and a Position Statement to the Deans of Education.

Physical and Health Education Teacher Education Working Group. An initial concern among PHE teacher educators was the difficulty adapting movement-based pre-service teacher education courses to an online environment. For example, how does one transfer a course that would normally spend well over 50% of the class time in a physical activity setting (e.g., gymnasium; playing fields) experiencing movement, to an online format? How can higher education PHE instructors create the extremely important experiential aspect of movement courses? How could pedagogues provide experiences where these higher education students could begin to experience the joy of movement and begin to build self-confidence as both a mover and a future movement teacher? Many university students live with others or in small apartment buildings and few would likely have access to equipment and space. Noting this concern needed more time for discussion, members of the PHE Canada Research Council with the support of PHE Canada formed a PHE Teacher Education pedagogue working group. The intent was to provide PHE teacher education pedagogues a place where they could meet online regularly to discuss and share teaching ideas and assessment possibilities for distant learning delivery of PHE pedagogy courses during the pandemic. The working group understood that online/virtual delivery was not ideal but given the current context of the pandemic, members from several higher education institutions in Canada could support each other in the transition to a distance learning model.

Position Statement to Administrators of PHE Pedagogy Programs. In the initial PHE Canada Check-In for PHE teacher educators, a concern was raised that the pandemic driven transfer of PHE pedagogy courses to online formats must be recognized as an emergency measure only. Most Canadian PHE teacher educators stated they had conceded willingness to deliver such courses through distance learning methods only because of the exceptional

nature of the current circumstances. However, it was highly agreed that this cannot become the new norm. The fear being that administrators at institutions of higher education, seeing that a PHE pedagogy course could be delivered online in times of crises, may then desire such courses continue to be delivered online in the future. The issue was largely related to a shared belief among Canadian PHE teacher educators that two of the most important conditions for learning to teach PHE are removed in online delivery: (1) the ability for pre-service teachers to participate in coursework that allows them to physically explore and experience the content and pedagogical practices that are proven to be effective for student learning in schools, and (2) the provision of extended in-school or practicum experiences for pre-service teachers to be able to apply their learning in the day-to-day realities of schools. To address this concern, a small group led by PHE Canada and the PHE Canada Research Council Chair penned a letter outlining these concerns and the issues of teaching an embodied PHE pedagogy course online. Additionally, the letter highlighted the exceptionality of the current circumstances, and strongly encouraged administrators of PHE pedagogy programs to ensure that such courses would resume as face-to-face classes as soon as restrictions would allow.

Supporting Physical and Health Education Pre-Service Teachers

Supporting their own students became an immediate and important consideration for all institutions of higher education during these unprecedented times. The abrupt and lengthy school closures sent a number of pre-service PHE teacher preparation candidates into turmoil. At the time schools closed, a large percentage of PHE teacher candidates were in various stages of student teaching and/or practicums (depending on which institution of higher education they were enrolled at). Some had just begun an extended practicum; some were in the middle of theirs, beginning to get comfortable and taking

over their respective classes; and others were in their final week or two of their final practicum experience. Teacher certification requirements across Canada differ, but every province has a minimum number of practicum days required before certification is awarded. School closures meant students in several different programs across the country would not be able to accrue the requisite number of hours. For students in these programs and the professors who worked with them for the previous year or two, it was definitely a stressful time.

Discussions began within and between each provincial Ministry of Education and individual institutions of higher learning with regards to how they would handle the situation. Some went ahead with online practicums in which pre-service teachers supported in-service teachers in their online course delivery. Others terminated student practicums and required students to complete the hours when face to face schooling resumes. One province agreed to accept practicum placements that were 50% face to face and 50% online, and yet another jurisdiction decided to acknowledge the unprecedented circumstances and waived the requirements for one year. To complicate things further, it wasn't as simple as each province making the best decision for its students. Provinces across the country have bilateral agreements with each other meaning that certification earned in one province are recognized in another province. Thus, all provinces had to agree to accept the decisions of all other provinces. After a few weeks of stressful waiting, pre-service teachers were informed that if all required coursework had been successfully completed, and all provincial requirements were met, they would be certified with the time they had accrued up until the schools closed.

Providing support for Canada's PHE pre-service teachers, during this time was deemed crucial by PHE teacher educators across the country. Each institution of higher education and individual PHE teacher educators provided support in their

own ways, but they also demonstrated a united front in these efforts. With the support of PHE Canada, a Cross Country Check-In specifically intended for pre-service PHE teachers was organized. This allowed students to raise concerns, discuss opportunities, and understand that they were not alone in having to deal with these complicated issues. Pre-service teachers (120) from all 10 provinces participated in the call.

Supporting Physical and Health Education K-12 Teachers

Another major concern of all in the Canadian PHE community was a desire to help PHE teachers across the country in any way possible. Similar to post-secondary professors, K-12 educators were scrambling to move courses to online delivery. However, most schools across Canada were focusing at-home learning on literacy and numeracy. As the lockdown continued, and students remained at home under stay and shelter orders, Canadian news outlets shared numerous stories about the importance of daily exercise and activity. Yet, for many students, PHE was not included in at-home learning experiences. Families were regularly directed to a number of websites where they could challenge themselves to a daily workout either on their own or by following along to a video. PHE advocates across the country, although happy to see students moving and society in general finally acknowledging the importance of movement, voiced concern, often through social media, that physical activity was being equated with physical education. In an attempt to create community and a united voice amongst physical educators across the country, again Cross-Country Check-Ins have been hosted by PHE Canada. To date, over 2000 individuals from across Canada and beyond have joined these meetings and shared stories, resources, and ideas for moving forward. Focused French language and

dedicated provincial Check-Ins were also held and co-hosted by the provincial PHE teacher association.

As Canada moves through the phases of its response to the pandemic and, as students and educators return to classrooms, necessary adaptations to PHE will need to be taken to support learning and the safety of everyone's mental, physical and social health and wellbeing. PHE Canada alongside educators, university researchers, administrators, parents, and students has created national PHE guidelines that show how PHE can be safely and effectively delivered.

A National PHE Community Voice and the Role of Higher Education Institutions

From the outset of this historic pandemic having a national voice supporting PHE in Canada and bringing the PHE community together has been of exceptional importance. PHE Canada, its Council of Provincial PHE Teacher Associations (COPT) and the PHE Canada Research Council have been present and willing to provide leadership to the PHE profession at all levels (university, in-service teachers, and pre-service teachers) and helped these levels connect to and support each other. Specifically, PHE Canada has provided the resources for all the Cross-Canada Check-In calls, advertised and sent out messages to their membership inviting all to join in the calls, and collated the material to be shared with colleagues and friends. Material shared during all calls is collected and stored on a website all participants can access (PHE Cross-Canada Check Ins). Many of these calls have been led by members of the PHE Canada Research Council – professors and instructors of PHE pedagogy, representing many of the institutions of higher education across the country. There has been a collaborative and concerted effort amongst both the national association and individuals representing the many institutions of higher education to keep the 'E' in PE during these difficult times.

Final Thoughts

PHE Canada Cross-Canada Check-Ins continue to occur with various groups (professors, students, teacher candidates, and in service PHE teachers) and so does the PHE Teacher Education pedagogue working group. Both plan to continue to do this for the foreseeable future. The intention is to ensure that the profession continues to connect and support each other as well as share ideas and resources. The Canadian physical and health education community is relatively small and would have been easy to disband as everyone scrambled to figure out their own new normal during this pandemic, both personally and professionally; this however, was not the case. These unprecedented times have provided a new opportunity for the Canadian PHE community to connect, build networks across Canada and support each other. The opportunity for new learnings from each other will forever be remembered and be built upon as the NEW NORMAL moving forward!

To Learn More about the 2020 Annual Conference held in California, the upcoming VIRTUAL 2021 Conference , and especially to gain additional information about all of our programs and opportunities, like us on Facebook and be sure to go to our Website!



<https://www.facebook.com/nakhe2>

<https://www.nakhe.org/>

Meet Lindsay Vago...

Why I Joined NAKHE

As a fairly new full time undergraduate professor, teaching Kinesiology and Assessment and Prescription of Fitness, I began seeking out organizations that may be able to provide me with a greater depth to subject material and creative approaches, this is how I found NAKHE. Attending the conference in January 2020 in Palm Springs, allowed me to see the deeper working of the organization and make connections that will broaden my understanding of university workings and pedagogy endeavors. I have a strong personal motivation to take the classroom into the community, which allows for students to experience real life situations and the community to benefit in numerous ways. In the fall of 2019 I began with my Assessment and Prescription of Fitness lab, implanting a senior fitness class at the local recreation center. There were themes from the 2020 conference that I used to enhance the experience for this spring, specifically building relationships with departments and community. In light of the recent social distancing restrictions and looking at the fall university projections, I am now faced with the reality that I may need to prepare classes that can be implemented both in person and remotely. How to bring the classroom to the community takes on a whole new perspective. As I revamp my classes I will be relying heavily on innovative thinking and teaching strategies to deal with the changes. I look forward to reconnecting with members of the NAKHE community to see what has emerged as new teaching practices.



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