The Academy of Leisure Sciences Annual Conference on Research and Teaching

2018 Presentation Summaries

Indiana University Purdue University
Presented February 20th-23rd, 2018

Tuesday, February 20ᵗʰ

6:00PM – Opening Session
TALS Awards, CE 002
A brief ceremony will recognize recent recipients of TALS Annual Awards.

Opening Keynote: Rob Swift, Lecturer at the New School: A University in New York City, CE 002
Rob Swift is a Lecturer for the Hip Hop program within the Department of Music at the New School. He is also a member of the turntablest crew from the 90s known as the X-cutioners. His courses at the New School have engaged students in rethinking urban history and the intersection with music (and Race and class). He is also recognized for his ability to create brilliant techniques to provide more active learning classrooms. His courses tap and test the origin of creativity and how our own intelligence blocks our intuition. Recently, he participated in a Critical Ethnic Studies Symposium at Indiana University where he made a substantial impact there.

Wednesday, February 21ˢᵗ

7:30AM – Academic Leaders Meeting
Join us for a panel discussion about leadership in academia featuring Terry Robertson, Ellen Drogin Rodgers, and Edwin Gomez, CE 406

8:30am - Research
Reporting Quantitative Methods and Findings: Best Practices Fidelity in Leisure Scholarship, CE 305
Authors: Duerden, M.D., Layland, E., Lacanienta, A., Hodge, C., Goates, M.C. & Edwards, M.B.
This work in progress study aims to address two research questions:
1. What are established quantitative methods and finding section best practices?
2. How well do quantitative leisure science articles adhere to these best practices?

The sample (n = 117) for the study was drawn using a stratified sampling procedure from articles published between 2013 and 2016 in the following journals: *Journal of Leisure Research*, *Leisure Sciences*, *Leisure Studies*, *Journal of Park and Recreation Administration*, *Loisir et Société/Society and Leisure*, and *Therapeutic Recreation Journal*. To address the study's first research question, a best practices codebook was developed and used to code sample articles. To address the study's second research question, descriptive statistics for each code will be calculated for the entire sample as well as each journal. Chi square analyses will be used to determine if significant differences exist in adherence across journals and analysis approaches.

Exploring the Role of Awe in Transcendent Leisure Experiences, CE 307
Author: Hicks, J.
Though understudied, awe is a positive emotion potentially inspired by aesthetic beauty, nature, art, architecture, charismatic leaders, people of exceptional ability, and manifestations of the supernatural to name a few. Awe is often a component of memorable, transcendent leisure experiences. Benefits of awe experiences are durable, long lasting, and thought to include diminished stress and enhanced well-being, resilience, and empathy.

The ability for scholars and decision makers to better understand experiences of awe carries with it the potential to more thoroughly promote personal benefits thought to be associated with awe. Part literature review, part case study, part conversation, this session seeks to engage scholars in a discussion to explore the ways in which awe might be more effectively included in leisure scholarship and more frequently infused into leisure activities.

Fostering social inclusion through community-based recreation for people with mental health challenges, CE 309
Authors: Gallant, K., Burns, R., Manett, R., Fenton, L., White, C. Hamilton-Hinch, B., Lauchner, H. & Gilbert, R.
This study sought to identify, via Appreciative Inquiry, characteristics that make community-based recreation more welcoming and inclusive to our "hard to engage" citizens (e.g., people who do not regularly engage in recreation in community settings). We carried out a focus group with seven peer supporters, and then with their help, recruited six hard to engage adults who live with mental health challenges for hour-long, semi-structured interviews. There were common themes within the two datasets, particularly in describing the characteristics of welcoming recreation spaces as being flexible, offering peer support and supportive leadership, and addressing barriers to access. Peer supporters emphasized the alignment of activities with participants' personal goals, while for hard to reach participants, opportunities to engage with others were valued as a means of "getting out of the house" regardless of the activity. Both peer supporters and hard to engage individuals valued mental health specific settings as supportive spaces.

Serious Leisure and Well-being, CE 031
Authors: Kono, S., Lee, C., Payne, L. L., Lim, J., Ito, E., Gui, J. & Lee, K.
Serious leisure (SL) has been increasingly studied in relation to well-being. Our session advances this line of research by presenting three 5-minute "lightening talks" and engaging discussions. The first presentation *Serious Leisure and Subjective Well-Being* examines the underexplored role of intrinsic motivation in this subject. Within 487 sports participants, statistical analyses suggested that intrinsic motivation—especially, fulfilling the need for competition—was positively associated with SL and SWB. The second presentation *Does Serious Leisure Make Our Lives Worthier?* reports the first study to explore SL's relation to eudaimonic well-being or "good life." Hierarchical regression analyses identified positive associations between SL—specifically, perseverance—and perceived life worthiness among 413 adults. The third presentation *Looking into SL-Benefits/Wellbeing Paths with a Sociological Lens* challenges the simplistic association between SL and well-being, based on a critical review of sociological studies that show both rewarding and conflicting experiences of SL and its social worlds.

Specialization as a fluid process: Re-conceptualizing the specialization continuum and its relationship to social worlds, CE 031
Authors: Mueller, J.T. & Graefe, A.
Specialization has been a common way of describing recreation involvement and participation in recreation and leisure literature for the past 40 years. A concept integrated into specialization since its conception is that of social worlds. Underlying the specialization

construct is the hypothesis of progression along a single specialization continuum and that recreation subworlds can be arranged along this continuum. This presentation will challenge the previous models of specialization and social worlds by presenting re-conceptualizations of both specialization and its relationship with social worlds theory. This paper views specialization as a fluid process where individuals move back and forth along the three continua of behavior, skill, and commitment. Social worlds will be reviewed and a revised model of specialization and social worlds will be presented. The concept of subworld affiliation will be introduced and conceptualized. Following this, clear research recommendations for specialization will be provided.

9:45 AM - Teaching
Preparing Students to Serve Diverse Populations, CE 305
Authors: Fernandez, M., Lee, K. & Larson, L.
Panelists: Kimberly Bush, Corey Johnson, Rasul Mowatt, Jeremy Robinett, Iryna Sharaievska, and William Stewart
The U.S. population is changing in significant ways. The country is more racially and ethnically diverse, families are less traditional, and more women participate in the labor force while more men serve as the primary caregiver of their children. Technological advances have also helped organizations better serve individuals with visible and invisible disabilities. But exposing students to issues of diversity and inclusion is not easy. Although many institutions have formal outlets to discuss diversity and inclusion with students, there are limited formal training opportunities for instructors to learn how to create safe spaces where students can learn and discuss diversity and inclusion issues comfortably. The purpose of this panel discussion is to share experiences and strategies for teaching undergraduate and graduate students about diversity-related topics. Panelists will share their personal experiences and describe their efforts to create valuable learning opportunities for students.

"The habits that we start making now, will most likely be the same habits we have as we grow older": A discussion of undergraduate perceptions of supervision in parks, recreation, and leisure services, CE 307
Authors: Olsen, H. & Burk, B.N.
Supervision, much like the wide range of definitions and loose guidelines, is complex, challenging, and demanding. The purpose of the study was to examine undergraduate students supervision knowledge and their self-perceptions of their abilities to perform supervision related tasks in parks, recreation, and leisure services settings. The session will highlight findings from a collaborative project between two institutions, including sharing vignettes drawing attention to voices of undergraduate students. During the session, we will explore two questions:
      1) are students prepared for supervision responsibilities?
      2) are students competent and confident to supervise in park, recreation, and leisure setting?
Concluding, the session will work to unpack the topic of supervision and begin to explore the state of supervision as it relates to parks, recreation, and leisure services curriculum. It is

hoped that this presentation may provide a unique gathering to develop relationships and bridge and understanding of the topic.

Development and Utilization of Undergraduate Learning Assistants in Traditional and Active Learning Classrooms, CE 309
Author: Knapp, J.
To facilitate active learning, universities have been building active learning classrooms (ALCs) that promote greater student interaction compared to traditional classrooms. Large ALCs present a challenge for the instructor to ensure that students are fully participating and engaged with learning activities. The development and implementation of an undergraduate learning assistant program was necessary to enhance student learning in large ALCs (McHenry, Martin, Castaldo, & Ziegenfuss, 2010). Investigations of the interactions among Learning Assistants and students in both Traditional and ALCs are lacking. To address this gap, a course with Learning Assistants over three semesters was studied. This project supports the use of Learning Assistants to ensure that students are receiving appropriate support in the classroom while incorporating active learning strategies.

Situating Learning: Bringing the 'Messiness' of Life into the Classroom with Confidence, CE 031
Authors: Stone, G.A. & Duffy, L. N.
Situated learning allows educators – through simulations and scenarios – to bring the 'messiness' of life and professional experiences into the classroom, while maintaining a safe space for appropriate, critical perspective-taking, dialogue, and thinking to occur. However, educators may be reluctant to approach 'messy' or controversial topics in the classroom due to a lack of training required to maintain civility or help students remain open and engaged. This workshop aims to provide educators with pedagogical tools they can employ in order to situate learning with greater confidence. Specifically, the workshop covers the use of the Socratic Method – which helps students reflect on their core beliefs, and ethical frameworks – which help students move from self-reflection to decision making that affects wide/diverse audiences. The presenters will also lead a discussion on how to serve different student types (e.g., introverts, aggressors) and what to do when the 'stuff' hits the fan.

11:00AM - Research
Collective Memory Work: A Methodology for Learning with and from 'Others', CE 305
Author: Johnson, C.W., Dunlap, R., Laird, N., Cousineau, L., Gulley, Y., Kivel, D. & Coes, J.
Increasingly, qualitative researchers are exploring non-traditional methods to generate greater understandings of the complex ways that life is embedded within social milieu. Unlike narrative inquiry, grounded theory, ethnography, or phenomenology; collective memory work (CMW) is a less frequently used methodology. In this panel contributors briefly discuss the history, development, and key features of CMW paying attention to current social issues grounded in specific empirical studies. Following these exemplars, one panelist will offer a confessional tale that details the potential challenges, adaptations and failures in CMW. All of the panelist will highlight CMW's participatory action research potential, the liberating/conscious raising features of its process, methodological possibilities and potential pitfalls. Panelists will conclude

with a discussion of CMW projects on the horizon and how it might become a more "popular" and or useful methodology in recreation, leisure studies and beyond.

The Characteristics of Relevancy, Diversity, and Inclusion Programs in the National Park Service, CE 307
Authors: Schultz, C.L., Bocarro, J., Lee, K.J., & Floyd, M.
The purpose of this study was to identify NPS RDI programs and examine program characteristics including: location, target audience, included aspects of RDI, longevity, funding, and types of collaboration. In fall 2016, NPS series 0025 employees were invited to participate in an online inventory of RDI programs implemented between 2005 and 2016. A total of 161 park units participated (response rate – 39%). Nearly 60% of all reported programs focused on either community engagement (41.4%) or youth outreach programs (18.4%). The majority of reported programs (61.6%) were located in three service regions: Northeast (26.8%), Midwest (18.2%), and Intermountain (16.6%). Several diversity aspects including religion, sexual orientation, and veteran status remain underrepresented in current RDI programming. Future RDI programs may be needed to support individuals from more diverse backgrounds and continue cultivating an inclusive culture within the agency workforce and visitor experience.

Interracial Interaction and Public Recreation Programs, CE 307
Authors: Shinew, K., Stodolska, M., & Camarillo, L.
This presentation reports on a study that examined the recreational needs and interests of African American, Latino(a), and Asian users and non-users of public recreation programs in a Midwestern community. The study examined 1) the effects of the community's interracial climate on respondents' involvement; 2) the respondents' interest in seeking recreation environments that encourage interracial interaction; and 3) interracial interactions during recreation programs. Data collection included in-depth individual and group interviews. Many participants believed that interracial tensions existed within the community, but had not personally experienced many acts of discrimination. Exposing children to new cultures and peers from other racial and ethnic groups was important to parents, and most had not experienced any interracial tensions while participating in the programs. We hope the findings lead to a broader discussion of the roles of recreation in helping to bridge the racial divide that exists in our society.

Voices from the Community: Residents' Perspectives of an Urban Park Renovation Project, CE 309
Authors: Mowen, A.J., Pitas, N.A.D., Mullenbach, L.E., Hickerson, B., Baker, B., Kim, J. & Benfield, J.
As part of the initiative known as "Reimagining the Civic Commons" (RCC), select public spaces in urban areas across the United States are receiving significant capital investments and renovations. In this panel, we describe the ongoing assessment process at an RCC study site in Philadelphia, specifically focusing on providing a better understanding of how large-scale park renovations impact the social environment in surrounding communities. This session continues the dialogue from an earlier panel presented at TALS 2017, which focused on the impact of the park renovations on visitor behaviors, ownership, and the social environment within the park

itself. In the current session, the focus will shift to understanding resident perceptions of urban park investments and how the park fits into the neighborhood social fabric.

Leisure and Well-Being: Concepts, Measurements, and New Directions, CE 031
Authors: Niu, Y., Mirehie, M. & Gibson, H.
Over the years, research has shown both correlative and causal relationships between leisure and life satisfaction, quality of life, wellness and more recently with well-being. The purpose of this workshop is to provide highlights of a comprehensive review of the literature on these concepts in leisure studies, and to explore future directions for studying leisure and well-being. The workshop will firstly explore the development of these related concepts, measurements, and recent uses of the concepts in studies of leisure and well-being. Then two original case studies will be presented. The first case study on female snow skiers and boarders represented Seligman's (2011) five domains of well-being that form the PERMA framework. Findings indicated as participation becomes more serious, sense of well-being increases. The second case study on the well-being of older adults showed positive effects of space and environment for promoting leisure participation, social connection and attitude towards life.

12:15PM – Lunch, CE 002 (Student-Mentor Lunch)

1:30PM - Teaching
Navigating and Negotiating Difficult Conversations in the Classroom, CE 305
Authors: Kivel, D., Schneider, I. & Shinew, K.
Diversity and inclusion conversations have always been difficult. With a definite spike in controversy and divide in ideas and ideals, early 21st century conversations are seemingly visceral and raw. Critical, constructive examination of issues and sources describing them is paramount and part of the classroom culture. Questions ensue about if and how instructors should converse about politically-charged topics while maintaining relevancy and respect. Join us for an overview and roundtable conversation about navigating difficult conversations in the classroom.

Best Practices to Increase Student Engagement in a Strictly Online Platform, CE 307
Author: Price-Howard, K.
Several people think taking an online course only involves reading a textbook and taking some quizzes. Given the progress technology has made with more portable tablets, lower cost laptops, increased bandwidth, storage, Learning Management Systems, and more accessible wi-fi capabilities within the last ten years (Downes, 2008), the online teaching format is not going anywhere and will continue to develop. According to recent research, it is imperative that researchers and educators consider the effectiveness of online learning compared to traditional face-to-face format and the factors that influence the effectiveness of online courses (Nguyen, 2015). This presentation will illustrate some of the current "best practices" that are successful in our university setting with the online courses and help to tackle the myths about online learning that currently exist. Not only is the online platform trending in what's happening next, it is prevalent today.

The Scholarship of Teaching: Outcomes from a Writing Mentorship Program, CE 309
Authors: Fogle, E., Stephens, L., Kakraba, K., Gremillion, J.P., Duffy, L. & Powell, G.
Mentoring is embedded in experience for all levels of students and faculty, and most institutions do little to prepare future faculty about how to mentor students in writing. Zhu (1995) posits that through intentional instruction, undergraduate students can learn how to offer meaningful critiques to their peers, and research suggests that receiving feedback from multiple peers improves the quality of student writing more than receiving feedback from a single expert (e.g., instructor). The PRTM Writing Mentorship Project was designed to improve undergraduate and graduate student writing skills through a 'learning through teaching' model where graduate students coached undergraduate students under the supervision of a faculty team. This presentation will report themes from an auto-ethnography by self-selected graduate students (who were writing mentors), and then engage the audience to reflect on their personal challenges with mentoring students in writing through reflection and participation to highlight and demonstrate writing mentorship skills.

Using Live Action Role Play for Immersive Learning, CE 031
Author: Lacanienta, A.
Live Action Role Play (LARP) engages participants in active experimentation and improvisation by assuming roles in imaginary circumstances. LARP immerses participants by including narrative, costumes, and props. In educational settings, *edu-larp* may be used as an educational role-playing tool. Edu-larp has been used in the military, corporate training, and education. The efficacy of edu-larp may be explained by experiential learning theory where experience is central to learning. Empirically, edu-larp has shown positive relationships with classroom engagement, depth of understanding, knowledge retention, intrinsic motivation, enjoyment, and perceived competence. This session will demonstrate how teachers might use edu-larp for immersive learning by engaging the audience in a live-action role-play scenario to teach recreation and leisure history.

2:45PM - Research
A Critical Discourse Analysis of News Coverage of Neighborhood Drinking Establishments, CE 305
Authors: Burns, R., Gallant, K., Kiepek, N.
This presentation provides a critical exploration of how drinking, as a popular leisure pursuit, affects and is affected by our changing communities. Drawing on news coverage from 'North End', Halifax, Nova Scotia, Canada, critical discourse analysis is used to unpack controversy related to drinking establishments located in a principally residential, and increasingly gentrified area, where having a leisurely drink with friends is embroiled in concerns related to tranquility, health, and safety. Findings highlight how text-based news media uses discursive features (i.e., facework, intertextuality, and significance) to construct and perpetuate oversimplified dualisms (e.g., the notion that drinking establishments directly oppose neighbourhood tranquility) and sensationalize events (e.g., through extensive coverage of quarrels between neighbours), while both challenging and perpetuating discourses of sociability and cohesion.

Constraints on Recreation among Underserved Populations: Towards a New Constraints Model, CE 307
Authors: Stodolska, M., Shinew, K.J. & Camarillo, L.
Research on constraints among ethnic/racial minorities abounds and yet we are far from understanding the mechanisms by which people of color are constrained in their leisure. This study explored constraints experienced by African-American, Latino(a) and Asian users and non-users of recreation programs offered by a park district from a Midwestern community. It examined: (1) The types and the strength of constraints; (2) Differences and similarities in constraints based on race/ethnicity, socio-economic status and user status; and (3) How recreation agencies could alleviate those constraints. The study employed individual and group interviews with 16 African-Americans, 14 Latino(a)s, and 16 Asians. The findings revealed that the types and the strength of constraints were affected by participants' socio-economic status, culture, context of arrival, quality and availability of facilities and programs, and outside factors. Based on the study, we propose a new model of leisure constraints that divides constraints into individual, context, and system.

State Government Park and Recreation Expenditures and Employment in the 21st Century, CE 309
Authors: Pitas, N.A.D., Barrett, A.G., Taff, B. D. & Mowen, A.J.
This session presents trends in state level expenditures and employment in parks and recreation during the 21st century, and updates previous trend research covering the final decade of the 20th century. Given the significant economic turmoil that took place during the current study period (i.e. the "Great Recession" of 2007-2009), such trend analysis is warranted. Specifically, this presentation will address the question of how state level park and recreation services fared in the period leading up to, during, and after the Great Recession. Self-generated revenue, total expenditures, capital expenditures, operational expenditures, and employment figures will all be reported. This data will be presented at the aggregate level, and individually for selected states. Potential ramifications for a variety of stakeholder groups, including practitioners, researchers, and institutions of higher learning will be discussed.

Sex, Health, and Wellbeing in Leisure Travel: Toward Designing Sexual Health Education, CE 031
Author: Berdychevsky, L.
Many leisure travel experiences offer opportunities for increased sexual mixing, which can be a cause of morbidity. Nevertheless, current sexual health education strategies for leisure travelers are unsatisfactory and severely under-researched. The purpose of this study was to explore the necessity of sexual health education for leisure travelers and to identify the characteristics of potentially successful sexual health messages. This study followed a sequential qualitative-to-quantitative mixed method design. This presentation will focus on the survey results (*N*=202). Participants agreed that it is necessary to offer sexual health education to leisure travelers as it can have positive impacts on their health and wellbeing. The results also suggest that such education should inform about the strategies for reducing harmful consequences of sexual risk taking, encourage to stay in charge of personal sexual health,

target adolescents and young adults, and be tailored in accordance with the leisure travelers' sexual risk perceptions and motivations.

Poster Session – Pre-Function Room

So..., That's a Thing?
Authors: Kulthrop, K. & Robertson, T.
Now more than ever before, the documentation of obscure leisure activities by participants is possible through the use of social media, video sites like YouTube, and the internet in general. Additionally, use of the internet and social media in identifying leisure trends can be an important avenue for exploration of leisure pursuits. Identifying and describing these activities can be an interesting way to engage undergraduate students. This poster introduces the "So…, that's a thing?" assignment developed at CSULB for students in an undergraduate general education leisure studies course. This assignment requires students to identify, summarize, and discuss obscure leisure activities observed through internet, YouTube, and/or social media site searches. The poster will review the assignment criteria, provide numerous examples from courses at CSULB, and encourage poster viewers to discuss the application of this assignment to courses they may be teaching.

Chinese International Students' Social Capital and Leisure Engagements
Authors: Zhang, H., Zhou, Y., Stodolska, M. & Gibson, H.
While social connections are critical for international students' well-being, students often struggle with establishing contacts with their mainstream counterparts. This study examined the role of leisure engagements in the establishment of bonding and bridging social capital among Chinese international students. We conducted two rounds of in-depth interviews with 15 Chinese graduate students at a large Midwestern university in the U.S. Three major themes were identified. First, the findings helped to expand the functional model of friendship networks by indicating that connections with co-nationals facilitate the development of both bonding and bridging social capital. Second, although international students expressed willingness to interact with their domestic counterparts, they were concerned about the possible rejection by their co-national group of those who "stepped outside" of their social circles. Third, international students' leisure preferences were shaped by their plans for the future and the perceived availability of social capital.

Healthy Parks Healthy People Bay Area: A case study of coordinated activity programming in natural spaces
Authors: Wilson, J., Yoshino, A., & Parkash, N.B.
Healthy Parks Healthy People (HPHP) is an international movement focused on increasing awareness of the connections between the health of people and natural environments. Data was collected at 16 HPHP Bay Area events using surveys and structured observations (SOPARC). A higher percentage of leaders were older, male, White, and non-Hispanic compared to participants. All of the participants evaluated the program as *Very Good* or *Good* and almost all indicated it was *Very Likely* they would recommend the program. During one-third of observations, all participants were sedentary; however, average physical activity levels increased over program duration.

The results of this study suggest that participants in the HPHP Bay Area programming are highly satisfied with the programming, despite the low to moderate levels of observed physical activity. The results have implications for programming as well as the use of SOPARC to measure changes in physical activity over the duration of an event.

Exploring Older Men's Social Networks, The Impact of a Weekly Lunch Group
Authors: Broughton, K. & Payne, L.
The overall purpose of this study is to understand how participation in a men's lunch group at a social club affects their socio-emotional health and well-being and to determine how much this group plays a role in the men's social networks. The Social Convoy Model created by Kahn and Antonucci (1980) was used to identify the social networks of the older men. This research can be helpful for practitioners to identify the benefits and potentially assist in the formation of smaller groups within a larger social club to benefit the members. This specific cohort is continuing to grow in size and it is important to identify ways to facilitate social and emotional well-being. Although many of the members of this group participated in club wide activities, they looked forward to their weekly lunch with the guys.

Functional Outcomes of an Adaptive Downhill Snow Sports Program
Authors: Sklar, S. & Carter, M.
The Progress Report 2.0 assessment instrument (Sklar & Carter, 2017) was used to measure outcomes of an adaptive downhill snow sports program within in the physical, cognitive, social, emotional, and leisure functioning domains; and snow sports ability. A convenience sample of 96 individuals was drawn from participants during the 2016-2017 ski season. Functional domain goals were established prior to a participant's first lesson, and instructors documented participant performance on each respective function at the conclusion of each lesson using a 5-point performance rating scale. Additionally, participants were evaluated on their skiing or snowboarding ability using the Professional Ski Instructors of America 9-point Skier Ability Scale. A trend of performance improvement on functional goals was observed, particularly for those participants who had three or more lessons. Similarly, a trend of improvement was observed in skier/snowboarder ability over time for those with three or more lessons. Research and practical implications are shared.

Development and Implementation of a Professional Skills Course for Recreation Students
Authors: Purrington, A., Barnett, S., & DiRenzo, A.
The purpose of this poster is to review the creation and initial delivery of a course designed to a teach students key technology and communication skills. We used a project-based learning approach to structure a course designed to introduce students to word processing and spreadsheet software, applications for creating and editing graphics, and the management of social media communications. Students used these skills and technologies to design a social media campaign for a topic of their choice. While students need a variety of computer-based skills and abilities to succeed in their classes and future careers, students often lack these skills. Additionally, computer application courses do not provide the necessary training to ensure students' future success in the recreation field. This poster will summarize (a) students' need for technology skills, (b) the process used to develop the course, (c) lessons learned from its

initial delivery, and (d) future directions.

The Relationship Between Smartphone Fitness Apps, Physical Activity Behavior, and "Exercise Id entity" Affirmation
Authors: Lepp, A. & Barkley, J.
Leisure is influential in identity affirmation. Smartphone use is an important leisure activity; thus it may influence identity affirmation. This study explored the relationship between smartphone fitness apps, exercise identity, and physical activity. Using validated measures, physical activity and exercise identity were assessed for 351 college students. The number of fitness apps on their smartphones was assessed and participants were split into a *fitness app group* and a *no fitness app group*. Analysis revealed that the presence of one or more fitness apps was associated with greater physical activity. However, this relationship was spurious. When controlling for exercise identity, physical activity differences between the *app group* and the *no app group* disappeared. Further analysis confirmed that exercise identity was a positive predictor of physical activity while the presence of fitness apps was not. Results suggest that fitness apps serve users as identity markers rather than as motivators of physical activity.

A Graphical Approach to Measuring Deep Structured Experiences as a Binary Phenomenon
Authors: Lacanienta, A., Ellis, G.D., Freeman, P.A., Jiang, J., Sticklin, M. & Hill, B.A.
Existing measures of immediate subjective states assume that the phenomenon varies along a continuum. Few measures are consistent with a binary conceptualization, despite rich descriptions suggesting the appropriateness of such. We describe a procedure for measuring an immediate subjective state, "deep structured experience" (DSE), based on a binary conceptualization. Participants are presented with a formal definition of the concept and are asked to draw lines inside a rectangle. The left side of the rectangle represents the beginning of the structured experience, and the right side indicates the end of the experience. Lines drawn inside represent time segments during which participants were "in" DSE. Prevalence of DSE is sum of the line lengths divided by the length of the rectangle. Validity coefficients support the use of this approach. This research illustrates a step toward the goal of creating a valid approach to measuring immediate structured experiences that are binary in nature.

Gay, but Not Inclusive: Intersectional Experiences in LGBTQ Spaces for Leisure
Author: Knee, E.N.
This presentation analyzes Boystown, Chicago's Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) neighborhood, as a space for leisure. LGBTQ spaces for leisure (and LGBTQ neighborhoods) have historically provided an important context for individuals with marginalized sexual and gender identities to cultivate a safe space of expression and identity construction. However, ethnographic observations and semi-structured interviews reveal that this ideal space does not exist for individual who are homeless. Instead, this neighborhood creates and maintains hegemonic boundaries through the symbolic boundary of respectability, policing, and exclusionary nonprofit practices. This results in levels of inclusion/exclusion based on intersecting marginalized identities, thus revealing the need to "think intersectionally" when

studying the LGBTQ population and the spaces for leisure through which this hegemony is structured and lived.

Exploring Women's Leisure Experiences through Photovoice: A Costa Rica Project
Authors: Juniu, S. & Salazar, C.G.
This in-progress research investigates, through Photovoice, the leisure experiences of a group of women and the contextual factors that facilitate or inhibit their recreational participation. Four social vulnerable communities from the outskirts of San Jose, Costa Rica, were selected, based on the National Development Plan 2015-2018 ranking districts with higher unfulfilled basic needs (Costa Rica, Ministry of National Planning and Economic Policies, 2014). Lack of facilities and poor maintenance of the existing ones, as well as the urban conditions, are some of the factors that contribute to low participation in physical activity and other recreational activities. Photovoice, a Community-Based Participatory Research (CBPR) methodology, gives the participant a voice through images, creating new opportunities to reflect on and to represent relevant community issues in a creative, critical, and personal way. This study also uses this methodology as an approach to foster social justice through community participation in the decision-making process.

Family-Based Nature Activities as a Context for Positive Parent-Child Communication
Authors: Izenstark, D. & Tu, K.M.
A growing body of leisure research suggest that family communication plays a significant role in the relationship between family leisure and family functioning (Zabriskie & Kay, 2013). However, less is known on whether family-based nature activities (FBNA) may uniquely impact family communication (Izenstark et al., 2016). We explored three main research questions: 1) is spending more time engaged in FBNA associated with better mother-child communication outcomes, 2) does the relationship between FBNA and mother-child communication vary based on the sex of the child, and 3) what are the benefits and challenges of mother-child conversations in the context of an outdoor environment? This preliminary research highlights how frequency of participation in FBNA is associated with positive parent-child communication.

Serious Leisure and its Costs
Authors: Hwang, S., Kim, T. & Jung, H.
Previous studies have documented various positive outcomes of serious leisure such as personal enrichment, self-actualization, self-express, financial return, recreation, etc. However, limited studies have focused on the costs or negative outcomes of serious leisure through only qualitative research (Goff, Fick, & Oppliger, 1997; Thurnell-Read, 2016). A purposive sampling method recruited 382 leisure sports participants 18-year-old or older. K-means cluster analysis was conducted to categorize respondents into different groups based on the levels of serious leisure. Three groups were identified: Low, Middle, and High. One-way ANOVA was used to compare the serious leisure qualities and costs across the three groups. There were differences in time cost (H>M>L), in financial costs (H>M>L), in physical cost (H, M>L), in psychological cost (H>M>L) based on the levels of serious leisure. However, there was no significant difference in social cost.

Collective Memories of LGBTQIA+ Youth in Tennessee High Schools
Authors: Gray, J., Johnson, C. W., Prairie, T., Wu, N., Roberts, K., Strandridge, S. & Eller, J.
Research has found that collective memory work (CMW) shows potential for "developing ongoing positive social change in the environments" for transgender, queer, and questioning youth (Johnson, Singh & Gonzalez, 2014). The purpose of this study is to replicate the Johnson et al., (2014) study within the state of Tennessee and determine to what extent collective memory work is an effective tool in helping to create a safe place training intervention for high schools in the southeast. The project includes three phases: 1) create and support a community coalition, 2) conduct six collective memory work (CMW) focus groups, and 3) data from the focus groups will be used to create a resource program for both high and middle schools in Tennessee. Preliminary data shows TN school administrations are not very supportive of LGBT+ students.

Incorporating Youth Sport Certifications into Curriculum: Exploring a University Partnership with NAYS
Authors: Gray, J. & Roberts, K.
Middle Tennessee State University formed a partnership with the National Association for Youth Sports (NAYS) to provide educational materials with certifications for students in our Youth Sport course for minimal cost (1/3 the regular price). Employers value certifications, they can move an application to a higher spot, or increase salary or career advancement. Given the high cost of certification courses, they are often a difficult expense for the average college student. The session will consist of establishing the partnership, use of certifications in curriculum, student feedback on value, effectiveness, use of certification courses. We will end with a discussion on future implications based on student feedback, instructor evaluation and how other institutions might incorporate NAYS or other certification programs into curriculum at minimal cost to students.

Service-Learning 2.0: A Refresher Course with an Eye to the Future
Authors: Moore, A. & Bush, K.A.
Well-designed service-learning experiences provide more effective service and learning opportunities than internships or community service projects. SL experiences are designed to be of mutual benefit to both the community partner and for contributing to academic course outcomes. Sustaining long-term community partners can be a key for sustaining service-learning courses. Long-term partnerships stimulate mutual trust and respect between faculty and community partners. This in turn facilitates opportunities to co-create service and learning opportunities at a deeper level than between partners who are unfamiliar with one another and with the programs both represent. As community partners and faculty learn about and from one another, they can provide students with smoother, richer service-learning experiences. When multiple community partners are involved in a program, they may also benefit from networking opportunities between agencies.

Through Their Eyes: Photovoice, People with Intellectual Disabilities, and Community Inclusion Experiences

Author: Devine, M.A.
Building physically accessible leisure environments has been common practice since the inception of the Americans with Disabilities Act, but gaps in inclusive service provision for people with intellectual and developmental disabilities (I/DD) continue. This study's aim was to, (a) gain insight into barriers and facilitators of inclusive leisure experiences from the voice of people with I/DD and (b) encourage change by sharing these perspectives with community leaders. Photovoice methodology was used as participatory research to reveal the voice, experience, and perspectives of people with I/DD. Two themes emerged, *interpersonal relationships* (social inclusion, interactions, and being accepted) and *community participation* (opportunities, negative attitudes, need for support services) demonstrate the complexities of inclusion from the participants perspectives. Findings pointed to the need for support services, well informed staff, accessible web sites and communication formats to promote inclusion in leisure contexts from the perspectives of people with I/DD.

Casual and Serious Leisure in the Process of Adjustment from Spinal Cord Injury
Authors: Chun, S., Heo, J., Kim, J. & Lee, Y.
The purpose of this study was to explore the roles of casual and serious leisure in the process of adjustment and recovery from spinal cord injury (SCI). In-depth interviewing was used to explore the leisure experience of 16 participants with SCI. The thematic analysis revealed three emergent sub-themes on casual leisure: (a) enhancing positive emotions (b) socializing with others c) renewing a sense of self. In addition, the three sub-themes of serious leisure were identified: (a) experiencing a sense of mastery and success, (b) establishing an activity-based identity, (c) developing meaningful relationships. This study supports that both casual and serious forms of leisure make important contributions to the adjustment and recovery from traumatic illness and disability (e.g., Hutchinson & Kleiber, 2005). Further investigation of casual and serious leisure following traumatic events is necessary for a better understanding of the phenomena.

Leisure Opportunities among Second Generation Mexican-American Youth
Author: Camarillo, L.
The Latino population in the U.S. is growing and about one-third of Latinos are younger than 18. Research on Latino youth's leisure is underdeveloped, with the existing studies focusing primarily on the development of their identity and a sense of belonging. This study examined second-generation Mexican-American youth's (1) leisure participation patterns and (2) the influences of the socio-economic and immigration status of their family, length of parents' stay in the U.S., and the size/composition of family on their leisure opportunities. Semi-structured individual interviews were conducted with four Mexican-American families (mother, father, and child) and two single-mother families (mother and child) in California. The findings revealed similarities between the second-generation Mexican-American youth's unorganized leisure and that of the Anglo youth (watching TV, playing videogames, hanging out). Mexican-American youth's leisure also included "ethnic" elements such as the prominent role of family networks in leisure, attending religious festivities, and coming of age traditions.

A critical discourse analysis of a LGBTQ+ youth zine exploring drag performance, gender expression and identity
Authors: Burns, R., Fenton, L.
This poster provides an overview of how zines (i.e., DIY self-published booklets), were used by participants to communicate the experience of participating in a six-week mentored drag workshop, where LGBTQ+ youth explored gender and learned skills related to makeup, costuming, and performance (Fenton, 2016). In the seventh week, youth were invited back to a zine making workshop, where they were facilitated by members of the research team and a local zinemaking collaborative, in creatively expressing their experience, responding to broad conceptual questions (i.e., what is drag? what is gender?). Recorded data were incorporated in merging youth-created art with youth-articulated ideas (i.e., quotes) in a cohesive zine. The zine was analysed using critical discourse analysis, interrogating how LGBTQ+ youth construct and make significant their ideas related to gender and drag through the creative and dialogical challenging of hegemonic, hetero- and gender-normative discourses of gender identity and expression.

The Contribution of Community Gardens to City Sustainability: Changing Behavior Via Family Interventions
Authors: Stavrianakis, K. & Farmer, J.
This study aimed to investigate the significance of educational workshops in community gardening as a family intervention in changing environmental behaviors and promoting sustainability. We followed a mixed method, case study approach. The number of families involved in the study were 13 (n=39 participants). Quantitative data were collected through observations and retrospective surveys, while the qualitative data were collected via interviews. We assessed pro-environmental behavior with the New Ecological Paradigm, and our data indicates that parents shifted to a more pro-environmental orientation by 1.9% *(P=.000)* after the workshops. The Cronbach alpha calculated was low, due to limited participants per item. We found positive correlations with families' environmental behavior and parents' engagement *(P=.000)* and children's environmental behavior with parents' engagement *(P=0.000)*. The interview analysis indicated education, finance, and health being the main reasons for engaging in community gardening. Families interviewed (n=7) reported a positive impact from the workshops, overall.

A Phenomenological Study of Student Perceptions of Active Learning
Authors: Schwab, K., Greewood, B., Janke, D., Donegan, L., Dosker, B. & Lopez, B.
Active learning is a common teaching strategy in higher education, and especially in recreation courses. From a phenomenological approach, this study investigated student perceptions of outcomes of active teaching and learning strategies. Six focus groups were conducted with students from various majors. Students described an active learning experience, what they gained, how it differed from other activities or assignments, and if or how they thought the experience prepared them for their future. Focus groups were recorded, transcribed verbatim, and coded by student research assistants. The main idea that emerged was that active learning became a *mentality* for students, and had subthemes of purposeful learning, growth,

accountability, transferability, respect, and pride. Results suggest that along with cognitive development, moral development may also be fostered with active learning. Reflecting entry into Kohlberg's social contract stage, active learning may develop accountability, and greater respect for the people and places with whom students work.

Thursday, February 22nd

8:00AM - Advocacy
AND BEAUTY FOR All
Author: de Graaf, J.
Doug Tompkins, the founder of Esprit, once proclaimed that "If anything can save the world, I'd put my money on beauty." New TALS Fellow John de Graaf thinks Tompkins was right and has launched a national campaign called AND BEAUTY FOR ALL to promote the creation of more beautiful places to live, work, and enjoy leisure, environmental restoration projects, community revitalization, and a healing of the urban/rural divide. Communities and colleges across America will celebrate AND BEAUTY FOR ALL DAY on October 2, 2018, the 50th Anniversary of the signing of the National Scenic Trails Act, the Wild and Scenic Rivers Act and the Redwoods and North Cascades National Park Acts. Join John for an optimistic, inspirational presentation about how we can more effectively promote the values of leisure by refocusing on the beauty of our land and our communities.

9:15AM - Research
Reflections, Progressions, and Projections: The State of Leisure & Aging Research, CE 305
Authors: Janke, M.C., Payne, L.L. & Naar, J.J.
This workshop will promote discussion and further inquiry into research on leisure and aging. As demographics shift to an aging society, more complex and applied research is needed in many areas addressed by leisure scholars (e.g., health and well-being, community programs and services, family leisure, and the tourism industry). The session will review the status of leisure and aging research in our profession, identify pressing questions for future studies, address challenges and opportunities for funding and research support, and promote interactions and develop collaborations among leisure and aging researchers. As a culminating product, notes taken from this session will be used to reinvigorate the Leisure and Aging Research Group (LARG), and a proposal for a related symposium will be submitted for presentation at World Leisure for the Leisure and Ageing Special Interest Group (SIG) and/or the Annual Scientific Meeting of the Gerontological Society of America.

Social and Environmental Justice in Urban-Proximate Parks: Perceptions of Homelessness in a Riparian Restricted Recreational Corridor, CE 307
Author: Rose, J.
This research examines how urban-proximate natural spaces support burgeoning outdoor recreational needs of urban populations, and the simultaneous imperatives of ecological integrity and conservation. Such urban-proximate spaces often serve as locations for individuals facing homelessness to reside. This research uses a political ecology approach to address outdoor recreationists' perceptions of homelessness along the urban-wildland interface near Salt Lake City, Utah. Non-homeless outdoor recreation participants were intercepted and

surveyed (*n=332*) to determine recreational use preferences and their awareness of homelessness in the area. Participants also indicated their perceptions of recreational and ecological impacts of homelessness in the canyon. Results indicate that recreation participants understand that homelessness is occurring, but that homelessness has relatively less influence on their recreation. As homelessness in parks and public spaces has increasing relevance for managers and visitors, these data are leveraged toward social and environmental justice considerations and the implications for leisure researchers and scholars.

A Call to End Blind Review: Or, Building a Community of Scholarship, CE 309
Author: Mowatt, R.
The field of leisure studies, like many other fields and disciplines, has chosen the use of a double-blind peer review process for all major academic publications. In education, Stanley (2007) articulated that, "the peer review process is a gateway to success in academia and one that demonstrates an interlocking system of oppression" (p. 15). Peer review has not always existed in academia, with many fields moving towards this structure in the 20th Century as technology aided the idea of the process – Xerox computers. What other modes of peer review beyond single- and double-blind can be explored? Open (knowledge of authorship and reviewer is fully disclosed), Hybrid (combination of open and blind), A Priori (a draft is posted, with a period of time devoted to open feedback), A Posteriori (post publication reviewer comments are published, as well)? The aim is to consider and advocate for ways that community can be built while improving the quality and relevance of scholarship.

Gentrification and Leisure: What Do We Know and What is Next? CE 031
Authors: Mullenbach, L. & Baker, B.
Environmental gentrification is a complicated issue affecting economically vulnerable city neighborhoods that are seeking to revitalize by adding parks, recreation, or green space. To understand what is known about environmental gentrification related to public space, such as parks, we conducted a systematic review. Following the systematic review, it became clear that gentrification research needed a quantitative measure of individuals' environmental gentrification perceptions. Much of the reviewed literature was qualitative or based upon aggregate, city-wide data, and depending on the method, we noticed different outcomes. Therefore, we constructed and pilot tested a survey to measure city residents' perceptions of gentrification, especially related to sites of leisure, such as green space, trails, parks, and recreation centers, in order to address the gap. This presentation will present a summary of the systematic review (what is known) as well as plans for the future of the gentrification survey (what is next).

10:30AM - Teaching
Teaching Social Justice from Positions of Privilege, CE 305
Authors: Spencer Schultz, C., Rose, J., Legg, E. & Kumm, B.
As scholars teaching social justice, we take up bell hooks' (1994) challenge to recognize the ways in which the politics of domination are confronted and reproduced inside our classrooms. We ask several questions to critically confront the potential paralysis that can come when teaching about justice topics: How can we best teach about social justice when we come from a

position of privilege? How do we, as white, heterosexual, middle class, able-bodied men and women, avoid reproducing the politics of domination we wish to resist in our classrooms? We share our experiences teaching social justice in both courses that have a social justice focus as well as more traditional PRTL courses such as risk management, program planning, or evaluation in which we endeavor to generate social justice oriented conversations. We further discuss the ways in which we navigate our own positions of privilege as we advocate for social equity.

Beyond the Classroom: Providing Interprofessional Education for Future Human Service-Related Professionals, CE 307
Authors: Burk, B.N., Mahowald, M. & Spicer, B.
Upon entering their chosen profession, our students find themselves working in treatment teams or on task forces with individuals from a variety of disciplines. At times, they will have similar training and professional experiences but frequently they will not. To provide an interprofessional learning opportunity for recreation, education, and communication sciences, we developed a 4-week summer camp where undergraduate and graduate students were trained across disciplines to provide literacy intervention and recreation activities to youth who were identified has having reading and writing delays. This workshop will provide details about this experience as well as data gathered from the university students regarding the interprofessional training. We will engage the audience in a discussion about best practices for providing leisure and recreation students with opportunities to break out of their disciplinary silos for a more well-rounded education and educational experiences.

Maximize your Class Time: Hybridize, Flip it, Mix it up, CE 309
Authors: Watts, C.E., Gómez, E., & Usher, L.
The purpose of this workshop is to present examples of how classroom instruction can be augmented by technology and experiential activities to affect critical thinking and writing skills. Three recreation and leisure studies courses where the professors changed their traditional approach to assignments and teaching will be presented. The first two course presentations will focus on how to effectively integrate technology in the classroom, motivate students and instructors, and expand the instructor's reach and impact on supporting the important critical thinking outcomes of synthesis and evaluation. Hybridizing and 'flipping' the classroom are central to these two examples. The third course introduces an alternative to the "final term paper", and provides an overview of (a) low stakes writing (i.e., low stakes for students and high reward for the instructor), (b) scaffolding, and (c) utilizing rubrics. These techniques enhance learning, retention, critical thinking, and professional utility of course materials for students.

Distance Education: Preserving "Hands-on" Experience in a Digital World, CE 031
Authors: Sharaievska, I., West, S. & Weddell, M.
Distance education is becoming a staple of contemporary education. Simultaneously, the importance of hands-on, experiential education has been increasingly highlighted for providing more powerful academic learning (Eyler, 2009) and helping students transition from college to professional experiences. Consequently, around 70% of educators in the U.S., including those who taught online classes, perceive online education to be less effective (Allen & Seaman,

2009). The goal of this presentation is to discuss how the knowledge, skills, and critical abilities obtained through experiential education can be modeled and formed through distance education. More specifically, this session will: a) highlight techniques and strategies in distance education to promote students' success; b) showcase the techniques and strategies to ensure hands-on and experiential education based on authors' experiences with distance education; c) offer the audience a chance to discuss the challenges and benefits of distance education.

11:45AM - Research
Grounded Theory in Leisure Scholarship: A Critical Discussion, CE 305
Authors: Kono, S. & Robinett, J.
Many researchers have claimed to use grounded theory (GT), and/or its practices, to study leisure. However, the rigor of GT use has never been evaluated in leisure research. In related fields, such methodological reviews have generated vibrant discussions of common pitfalls, best practices, and discipline-specific concerns (e.g., Holt & Tamminen, 2010; Weed, 2009). The purpose of this session, therefore, is two-fold. First, we will briefly present preliminary results of our systematic review regarding GT use in leisure studies. This includes how leisure researchers have engaged with GT's major tenets, such as theoretical sampling and development of substantive theory. Second, session participants will be asked to engage in group discussions based on our review results and several prompt questions. These questions include: what do researchers believe are the benefits and challenges of using GT to explore leisure phenomenon?; and what issues should leisure scholars interested in GT explore more thoroughly?

Fathering Identity and Digital Leisure: Nonresident Fathers' Perspectives, CE 307
Authors: Sharaievska, I. & Hodge, C.
One-half of all children in the United States will spend some time living in a single-parent household before adulthood (Cheadle et al., 2010). Fathers are more likely than mothers to be nonresident parents (McHale, Kim, Whiteman, & Crouter, 2007) and experience constraint of geographical distance. This study applied generative fathering (Dollahite & Hawkins, 1998) and symbolic interactionism (Goffman, 1959; White & Klein, 2008) to explore the ways in which nonresident fathers use mobile technology and digital leisure to engage in their fatherwork and to construct their identity as an involved father. Semi-structured individual in-person interviews with African-American and Caucasian non-resident fathers revealed that fathers (1) resisted and engaged with mobile technology and digital leisure as part of their fatherwork, and (2) used mobile technology as a tool or symbol in the construction of their fathering identity. Recommendations for further research and practical implications will be discussed.

Useful Leisure Research for Underrepresented Populations, Says Who? CE 309
Authors: Shinew, K.J., Schneider, I., Kivel, D. & Glover, T.
While research exists on the leisure experiences of underserved and/or underrepresented populations, questions remain about the impact of that research on the lived experiences of the populations studied. For example, has this research led to an increase in quality of life for the studied populations? Has it advanced social justice? Has it helped society understand, confront, and address complex social challenges as it relates to our increasingly diverse society?

If yes, how? If no, why not? This roundtable discussion focuses on successes, challenges, and the planning needed to conduct impactful research. The intentionality of this planning process will help attendees strategize ways to increase the social impact of their own work, and more broadly, the work of the leisure research community. Glover's (2015) framework that includes mobilization, reflection, and innovation will guide the discussion and will serve as a possible path toward more impactful research.

M OR F? Shifting the Gender Paradigm in Leisure Research, CE 031
Author: Oakleaf, L.
Most of the research conducted in leisure sciences relies on the cisnormative assumption that there are only two genders that, once assigned, don't change. Nevertheless, researchers cannot ignore the gender spectrum out of existence. Cisnormative methodologies limit researchers' capability to describe the world as it exists. It's not enough simply to add a box if you haven't changed your conceptualization of gender. A paradigm shift is required to address the issue adequately. To begin that task, this workshop will focus on gender, the effects of a gender binary assumption on research, and what research could look like once it breaks out of the gender binary. Participants will engage in real conversations about gender, research methodology, and inclusive research practices. Expect that you won't leave the workshop with all of the answers, but with a set of tools to begin asking the right questions about our research and our methodologies.

12:45 PM – Lunch, CE 002
TALS members are invited to attend a brief meeting

2:00PM – Issues Facing the Field
The Politics of Homophily in Leisure Networks: Drawbacks of Leisure Bonding, CE 305
Author: Glover, T.
Homophily refers to the tendency for individuals to associate and bond with similar others. It applies to almost every social context involving human interaction and relationship building, including leisure, for similarity naturally gives rise to association. More often than not, researchers in our field find that leisure draws together individuals who share a common identity. Though these connections are crucial to our wellbeing, the drawbacks of what largely amounts to homophilous relationships are infrequently explored in our literature. This presentation seeks to address this gap by examining homphily and the limitations it places on leisure network members' social worlds, specifically in the form of controlling access to information, shaping attitudes, and sanctioning interactions. In an age of seeming political polarization, this paper aims to understand how diversity in leisure networks allows individuals to function in comfort, but limits their ability to adapt to change and potentially contributes to societal division.

Intentional Diversity: Recruiting/Retaining PhD Students of Color, CE 307
Panelists:
The lack of racial diversity among recreation and leisure faculty has long been a shortcoming of the field. Unfortunately, meaningful actions within the academy to address this concern remain

elusive. Today less than 5% of tenured/tenure-track faculty in programs accredited by COAPRT are African American or Hispanic/Latinx American. This limited representation constrains research perspectives and impacts who enters the discipline at the undergraduate and graduate levels. A key to addressing this disparity is increasing the number of graduate students of color who successfully complete PhD programs and transition to faculty roles.

This session will focus on improving recruitment, retention, and mentoring of graduate students of color. A panel will examine literature that highlights unique challenges facing PhD students of color, challenge attendees to identify deficiencies in their recruitment approaches, and explore strategies for recruiting and mentoring PhD students of color. This session is especially intended for administrators and faculty committed to increasing diversity in the academy and field.

Poor Parental Leave Policy as a Byproduct of the Work/Leisure Dichotomy, CE 309
Authors: Oakleaf, L., Burk, B.N., Pechenik-Mausalf, A.
Recognizing the unique issues that women face in the dual role of mother and academic, the authors set out to examine how being a mother and an academic shaped the identity and professional endeavors of leisure scholars on the tenure track. We found that even with leisure scholars who might be expected to value a work/life balance that does not center on work, participants reported that they struggled with unsupportive colleagues and unrealistic expectations. This suggests that the intentionally overlooked political dimensions of work and leisure are negatively impacting mothers in academia.

The authors will facilitate a roundtable discussion utilizing the following questions: a) What family-friendly policies would successfully support mothers in their academic careers? b) Where should leisure scholars be positioned in the discussion of work-life balance in academia? and c) What are the next steps in conducting research to encourage cultural change in US universities among leisure scholars?

Faculty Perceptions of Tenure in Parks, Recreation, and Tourism, CE 031
Authors: K. Schwab, W. Hendricks, D. Dustin, and Murphy
The purpose of this study was to assess perceptions of tenure among faculty in departments of parks, recreation, and tourism. A 26-item survey was sent via email to members of The Academy of Leisure Sciences to assess expectations for earning tenure, the meaning of tenure, and alternatives to tenure. Results from 149 useable responses were analyzed, and descriptive statistics and a chi square test for significance are reported. Results shed light on faculty members' perceptions of tenure as related to the process of earning tenure, tenure's meaning, expectations of tenured faculty, post-tenure reviews, and fixed-term contracts as an alternative to tenure. The results have implications for individuals considering a tenure track position in higher education. We conclude with recommendations for future research on the purpose and process of tenure, including differentiated workloads, reward structures, and the responsiveness of post-tenure reviews.

3:15PM - Research
Publication of Contemporary Leisure Research: State of the Field, CE 305
Authors: Sharaievska, I., Fernandez, M., Duerden, M. & Hodge, C. J.
Panelists: Marcia Jean Carter, Heather Gibson, Corey Johnson, Rasul Mowatt, Ingrid Schneider
Due to interdisciplinary nature of the research within the field of leisure and recreation, leisure scholars are often compelled to disseminate some of their work outside of the field. Such trend has elicited concern among academics. For example, Witt (1995) stated, "A vibrant profession or discipline requires a solid body of knowledge to help stimulate improved practice or add to conceptual understanding of key variables and relationships" (p.1). Godbey and Mowen (2010) also argued that enhancing the quality of publications in the leisure field could encourage researchers from other disciplines "to read our literature and journals to better understand leisure's contribution to this issue." The goal of this panel is to discuss the state of the field when it comes to publishing contemporary leisure research, discuss main challenges and opportunities, and open the dialog on the development of research and publishing within the field of leisure and recreation.

De-Medicalizing the Medical Model in Therapeutic Recreation, CE 307
Authors: Devine, M.A., Dieser, R.B. & Mobily, K.E.
Social justice is framed by three parameters: (a) everyone receives equal treatment, (b) everyone receives what he/she earns, and (c) everyone receives what he/she needs (Smart, 2001) and the tenants of freedom, dignity, and equal opportunity (Alston, Harley, & Middleton, 2006). Social justice in leisure means the equity of opportunity, thus empowering individuals with disabilities to be and do what they value (Sylva & Howe, 2012). However, practice and research can be at odds with people with disabilities having opportunities to gain valued and valuable experiences (Devine, 2015; Miller, et al, 2009). This discussion will challenge leisure practitioners and researcher to examine inclusive leisure through the lens of the three parameters of social justice to identify barriers and facilitators to inclusion and ways in which we can be agents of change.

For more than 20 years, Mayo Clinic has been ranked as the best hospital in America by the *U.S. News and World* (see Mayo Foundation for Medical Education and Research, 2017). Recently Dieser, Edginton and Ziemer (2017) underscores the ubiquitous leisure programs offered at the Mayo Clinic, the mental health benefits to leisure service delivery, and how this leisure philosophy to healthcare dates back to when Dr. Charles H. Mayo and Dr. William J. Mayo developed the Mayo Clinic in the early 1900s. Using a case study approach, this presentation will underscore how Mayo Clinic offers a multitude of leisure programs, through an ecological lens, based on a combined quality-of-life and cafeteria based leisure programming approach.

The needless medicalization of everyday activities when practiced by persons with disabilities is a moral argument against recreation as therapy. Zola (1972) was among the first to point out this flaw in reasoning, common in the rehabilitation industry, The fact that every routine activity is "medicalized" led Zola to conclude that "…living is injurious to health" (p. 498). Paul Haun (1965) was a stalwart advocate for recreation in mental healthcare settings, but insisted that recreation was not therapy. In studying prisons and mental health facilities Erving Goffman

observed that recreation provided a portal to the external, "normal," and outside world, an oasis of normalcy in an otherwise atypical life in the institution. Rusalem (1973) urged an ecological approach to TR—that is, that TR should focus on the provision of services based on changing the environment instead of changing the disabled person (as per the medical model).

Drag Performance as a Context to Explore Gender with LGBTQ Youth, CE 031
Author: Fenton, L.
Fenton will first workshop important terminology (gender expression, gender identity, misogyny, transmisogyny, performativity), then present this work in progress in a paper format, ending with a discussion and feedback on the paper.
Drag performance (an exaggerated of expression of gender) may be one context to re imagine gender expression and explore gender identity for LGBTQ youth. Over a six-month time period, five drag artists and one community mentor were involved in a project working with nine youth to teach them about drag through make up, movement, and performance in a private setting. All participants were interviewed to ask about the culture of drag, the ways in which the rules of drag are enforced, or reinscribed, and the possibilities of using drag to re-imagine gender for these youth. Using queer theory as the foundation, thematic analysis, including coding, was undertaken. Results include drag as reinforcing gender binaries and hegemony, drag as evolving, and drag as a mechanism to explore aspects of self.

Friday, February 23rd

8:30AM - Teaching
Out of the Stands and onto the Court: Defining our Signature Pedagogy, CE 305
Authors: Knee, E. & Taylor, J.
Through a review of the scholarship on teaching and learning published in Schole, this presentation introduces a signature pedagogy for the recreation and leisure field. Signature pedagogies are the defining characteristics of pedagogical practice that reveal the core beliefs of a field's professionalism. Results demonstrate the pervasiveness of active modes of learning that the presenters playfully deem the "out of the stands and onto the course" signature pedagogy. This pedagogy emphasizes (1) community collaboration, (2) professional engagement, (3) learning situated in real world experiences, and (4) service learning. Outcomes and assumptions of this pedagogy are further discussed. In particular, undergraduate knowledge in research is discussed as a catalyst for the ongoing practitioner/academic divide. The Affinity Research Group Model (ARG), a framework for cooperative learning through research, is offered as one potential means for students to gain valuable research experience. Student learning outcomes from a pilot ARG program will be discussed.

A Look at How to Increase Learning in Experiential Education, CE 307
Authors: Broughton, K. & Weaver, A.M.
Students often return from experiential education opportunities with the feeling that they have made a positive change for themselves. This study examines students learning on an Alternative Break program at a University in the Midwest. An Alternative Break is a trip where a group of college students engage in direct service, typically for a week. Learning occurs on an Alternative Break (Break Away, 2014) and these experiences can have a profound impact on participants.

Data were collected from 30 participants at two different Alternative Break locations. Reflection proved to be a key component to student learning. In this process, students discuss how the service and other experiences that they are having are impacting them as a whole person. This is consistent with Celio, Durlak, & Dymnicki (2011) in that reflection is associated with students' experiencing increased self-confidence and engagement, greater community awareness and social responsibility.

You-Pick-5 Learning Strategy: Promoting Campus Engagement & Transferable Skills, CE 309
Authors: Malcarne, B. K. & Hayes Sauder, M.
This workshop will introduce and share insights into a newly developed learning strategy (*You-Pick-5: 1 Experience, 1 Slide, 1 Minute*) designed to promote campus engagement and transferable skills of students enrolled in a First Year Seminar (FYS) course. FYS instructors were given the charge to provide a dynamic and engaging learning experience inclusive of using co-curricular experiences in an educationally meaningful way and promoting the development of transferable skills (e.g., critical thinking, communication). *You-Pick-5* was developed and implemented to promote these learning outcomes. The workshop will include (1) an introduction to targeted student needs, outcomes-based design, and reflective student feedback relative to the learning strategy, (2) a full description of the strategy including grading procedures, rubrics, and examples of student work and progression, (3) a guided walk-through of supportive technology utilized, and (4) group discussion on applications of this strategies into a variety of instructional contexts.

Using Reflection to Move Forward: Wearable Technology for Therapeutic Recreation Student Growth, CE 031
Author: Barnett, S.
Preparing students to practice in the field of therapeutic recreation requires opportunities for students to reflect on their own knowledge and abilities. Beyond reflective papers, scores on assignments, and faculty feedback, students gain much insight when they can critically review their own work. The field of education has a requirement to use videography to capture presentation and classroom management skills in the preparation of future teachers and teacher interns (National Board for Professional Teaching Standards, 2017). Traditionally, these videos are created using stationary cameras pointed directly at the student. Rather with the advent of mobile technology and specifically wearable technology such as GoPros or Google Glasses, the ability to record behavior from multiple angles enhances the reflection process. This session will discuss two different upper-division courses for therapeutic recreation using GoPro technology as a reflective tool of their facilitation skills, and the student feedback from three semesters.

9:45AM - Research
The Rise of Experiences: Implications for Leisure Sciences Researching, CE 305
Authors: Lacanienta, A., Duerden, M.D., Lundberg, N., Meigs, S., Rossman, J.R., Hendricks, W. & Schwab, K.
"The expanding set of industries that are related to traditional park, recreation, and tourism curricula share a common purpose: all are fundamentally in the business of staging quality

experiences that are valued by guests, participants, clients, patients, or students" (Ellis & Rossman, 2008, p. 16). The National Park Service, city recreation departments, destination marketing organizations and collegiate recreation departments all stage experiences in one way or another. Experience is key to what we do in the world of leisure sciences, so what does this mean for us? This panel discussion will include researchers and administrators from within and outside of leisure sciences to discuss the implication of *experience* for research and teaching in leisure sciences including: Defining experience related concepts, discussing opportunities for curriculum design, student careers, and interdisciplinary research collaboration, and discussing the transition of traditional recreation departments and their name change to reflect an expanded focus on experience.

Researching Leisure and Well-Being in the Digital Age, CE 307
Author: Nimrod, G.
Relying on a series of studies, this presentation aims to explore the significance of online leisure in explaining Subjective WellBeing (SWB) and describe the complexity of researching leisure and wellbeing in an increasingly digital world. The first study (Lifshitz, Nimrod & Bachner, forthcoming) calls for applying a *functional approach*, namely, simultaneous but separate examination of each of the principal online functions (communication, information, task performance and leisure). The second study (Gallistl & Nimrod, forthcoming) proposes three pathways towards a better understanding of the impact of online leisure on users' SWB: *Simultaneous exploration of various online leisure activities, concurrent examination of both online and offline leisure activities; and differentiation among discrete subsegments of Internet users.* Whereas the first two studies applied online surveys, the third (Nimrod & Ivan, in process) was based on data collected in focus groups and demonstrated the usefulness of *mixed methods* in probing the Internet–leisure–SWB connection.

+40 Years of Leisure Sciences: What Comes Next: A Panel Discussion with Anniversary Issue Contributors, CE 309
Authors: Johnson, C.W. & Parry, D.
This special 40th anniversary issue panel presentation will focus on what the future might hold for both leisure sciences (as a field) and *Leisure Scienc*es (as a journal). Panelists were asked to consider and discuss key issues and controversies of the field, developments we should be celebrating, and directions of study we should be pursing. In addition, the Managing editor of Taylor-Francis' publications (specifically Leisure Sciences, JLR, Leisure, and Leisure Studies among others) will discuss how all of this will play out in the dynamic and rapidly changing world of academic publishing. Taken together, panelist will discuss or debate where we see the field progressing in interesting ways and urge leisure researchers and scholars to continue going to new places, ask new questions, and be thoughtful about the way we conduct research.

From "Bad Feminists" to "Nasty Women:" Rethinking Empowerment in the Age of Tr*mp, CE 031
Authors: Spencer Schultz, C. & Paisley, K.
ACT 1: Rethinking *empowerment* as "bad feminists"

Should the goal of feminist leisure research be empowerment? What exactly do we mean by "empowerment?" Empowering for whom? Who gets to say? We begin this session by presenting three "rethinkings" of empowerment: positioning, empowerment under erasure, and empowerment 2.0.

Then the 2016 election and Tr*mp happened.

ACT 2: Empowerment?!? As nasty women
The current unprecedented political atmosphere has now led us to see our initial line of questions surrounding empowerment to be irrelevant and, perhaps, even inappropriate. In a world where Tr*mp and extremist hate groups brazenly flaunt their empowerment, does this word even make sense as a feminist goal for leisure research? We argue that it doesn't. In the second half of this session, we invite attendees to join us in a conversation to, as the conference theme suggests, prepare for what's next for empowerment in feminist leisure research.

11:00AM - Teaching
Curriculum Internationalization: Critical Reflections of Collaborative Online International Learning, CE 305
Authors: Duffy, L.N., Townsend, J., & Stone, G.A.
Collaborative online international learning (COIL) has emerged as a means to internationalize campuses and foster the development of global competences among students and faculty by facilitating connections with people, organizations, and institutes abroad. The purpose of this presentation is to provide an overview of COIL, present initial data of a COIL research project that explores the student experience of a U.S. – Thai collaborative project, and offer best practices on how to implement COIL programs in one's own classroom. The qualitative data presented responds to the questions of whether, as a result of the COIL experience, global competencies increased, students feel better prepared to tackle problem-solving in a global workforce, and if the focus on the '*process*' of a collaborative project allowed for the development of critical thinking skills. The presentation will also address how to overcome challenges faced by faculty who are considering COIL in their own courses.

Preparing Therapeutic Recreation Professionals through Play, CE 309
Authors: Barnett, S. & Wilson, S.
Students enrolled in a therapeutic recreation department have traditionally received instruction on a course to course basis, with little to no interaction or connection between courses. Before the internship, the students are prepared to take the national certification exam, yet still see the concepts as separate unrelated topics. Therefore, the development of one common experience, game play, as a cross-curriculum approach for students to grasp concepts has been created. This presentation will discuss the structure of the Play Lab Experience as it represents the five-course sequence for the therapeutic recreation major. Further, participants will hear student perspectives of the play lab's impact on their understanding of course concepts. Further, a discussion will occur on the research protocol in development to evaluate the effectiveness of a cross-curriculum approach to prepare students.

The Value of Collaboration: A Process-Focused Approach, CE 031
Authors: Harmon, L.K., Kumm, B., Evans, K., Plunkett, D. & Widuch, D.
In 2016/17, our Recreation Management faculty engaged in a year-long, collaborative process to redesign our curriculum. At completion, we conducted a self-analysis of the process at individual and group levels. In our workshop, we examine the value of the collaborative process itself, specifically asking, "What value do the collaborators gain from engaging in the *process*?" Workshop participants will receive an overview of our curriculum redesign project, the self-analysis process, and self-analysis results followed by an active learning experience designed to explore how the contemporary, neoliberal conditions we work within/against are modestly subverted through interactions imbued with a very different orientation. We will debate strategies helpful to shift from *product*-focused engagement to greater immersion in *process*-focused collaboration, with the intention of detaching, however slightly, from neoliberal pressures. This program is intended to expand the notions we put forward throughout this workshop and empower colleagues to approach collaboration from a process-focused orientation.

12:15PM - Closing Keynote & Lunch
Research Keynote: Justin R. Garcia, PhD, Associate Director for Research and Education, CE 002
"Dr. Justin Garcia is an evolutionary biologist and sex researcher. His research program focuses on the evolutionary and biocultural foundations of romantic and sexual relationships across the life course…Garcia and colleagues have conducted research on a variety of topics related to social and sexual behaviors and intimate relationships, including variation in monogamy, intimacy, gender, courtship, dating, desire, satisfaction, and reproductive strategies. A specialist in interdisciplinary collaboration, Garcia's research draws from and cuts across multiple fields of study… Since 2010, Garcia served as Scientific Advisor to Match.com. In this role, Garcia provides expertise to Singles in America (SIA), the online dating company's annual study on the attitudes and behaviors of single people in the United States."
(https://kinseyinstitute.org/about/profiles/jgarcia.php)