

# RESEARCHER OF THE MONTH

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**Dr. Sandra Gibbons** is a Professor in the School of Exercise Science, Physical and Health Education at the University of Victoria. She joined U Vic as a faculty member in 1992 and currently teaches Physical Education methods courses and graduate courses in the Master of Education in Coaching Studies program. Prior to joining the Faculty at U Vic, Sandy held faculty positions at Queen's University and Acadia University. Dr. Gibbons has served on the Board of Directors for PHE Canada and has served as editor of the PHEnex Journal since 2011.

Dr. Gibbons' general area of study is in school-based physical education pedagogy ---with primary emphasis on curriculum content and instructional design. Specifically, her research focuses on design of physical education programs in schools to address the physical activity interests of girls and young women. Her research helps physical education teachers incorporate a variety of strategies into their programs that will keep more girls actively engaged. By and large, Sandy's research contributes to both the immediate and long-term health of girls and young women by helping them develop positive physical activity behaviours. She is currently wrapping up a multi-year SSHRC Insight Grant entitled "Relatedness-supportive learning environment for girls in physical education."



## ***Why it's important to be connected to the PHE Canada Research Council?***

Being part of a community such as the PHE Canada Research Council provides a wonderful opportunity to share ideas, challenge each other, and provide support.

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Sandra's most recent publications:

- Gruno, J., **Gibbons, S.L.**, Condie, R., & Wilton, D. (2018). Girls in Action: Fostering relatedness in and beyond physical and health education. *Strategies*,
  - Gruno, J. & **Gibbons, S.L.** (2018). Gender attitudes during early adolescence: Implications for physical educators. *International Journal of Physical Education*, LV(2), 2-13.
  - **Gibbons, S.L.**, Ebbeck, V., Gruno, J., & Battey, G. (2018). Impact of adventure-based approaches on the self-conceptions of middle school physical education students. *Journal of Experiential Education*, 41(2), 220-232. DOI:10.1177/1053825918761996
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