

Dr. Ken Lodewyk spent his childhood and youth in Alberta and Nigeria and then completed his undergraduate degree in Michigan. Ken worked as a Health and Physical Education teacher and athletic director for 13 years while also coaching several sports. He finished his graduate degrees and worked as a professor in British Columbia, Ohio, and now at Brock University in St. Catharines, Ontario. Dr. Lodewyk is now in his 19th year at Brock where he teaches and researches mainly in the areas of motor and psychosocial development, physical literacy, and movement pedagogy. Dr. Lodewyk's general research interest is in the relations between instructional practices, motivation, beliefs, life skills, achievement, and physical literacy in physical and health education, recreation, and sport.



Why is it important to be connected to the PHE Canada Research Council?

It is an honor and privilege to be part of such a quality group of university professors, teachers, and graduate students to learn from and to interact, collaborate, and disseminate research with to support Physical and Health Education in Canada and beyond. I particularly enjoy attending the annual PHE Canada Research Forum and being involved in some of Physical and Health Education Canada's programs through my role as a member of the PHE Canada Research Council. Having access to PHE Canada's journals and staying informed of news and opportunities through the Council's online listserv has also been beneficial.

Dr. Ken Lodewyk's recent publications:

Foley, J. & **Lodewyk, K.** (2023, Accepted). Physical education teacher-coaches' epistemological beliefs about the source and simplicity of knowledge, *Phenex*.

Lodewyk, K., Beni, S., Foley, J., Zakaria, T., & Romy-Mercier, D. (2023). A qualitative inquiry of girls' experiences with a novel high school intramural program. *The Physical Educator*, 80, 155-184.

Lodewyk, K.R., & Robertson, S. (2022). Prospective physical educators' preferences for using Sport Education, Teaching Games for Understanding, and Direct Teaching when instructing games, *Journal of Teaching, Research, and Media in Kinesiology*, 8, 16–24.

Lodewyk, K. R. (2022) "Path associations between preservice physical educators' beliefs about epistemology and their value and self-efficacy for Sport Education and Teaching Games for Understanding," *International Journal of Physical Activity and Health*: 1(1), Article 8.

Lodewyk, K. & Robertson, S. (2022). Differences in enjoyment and need for cognition in physical education and Teaching Games for Understanding relative to intentions to enroll. *The Physical Educator*, 79(4), 398-423.

Lodewyk, K. & Gao, Z. (2020). Path associations between trait personality, enjoyment, and effort by gender in high school physical education. *International Journal of Sport and Exercise Psychology*. 18:1, 108-119, DOI:10.1080/1612197X.2018.1478871

Lodewyk, K., McNamara, L., & Sullivan, P. (2020). Investigating a path model of victimization, belongingness, affect, physical activity, and enjoyment of elementary school recess. *Canadian Journal of School Psychology*, 35, 154-170.

Lodewyk, K. & McNamara, L. (2020). Relations among children's recess enjoyment, affect and preferences. *Journal of Teaching in Physical Education*. 39, 360-373.
