

Abridged Scholarly Curriculum Vitae

(Post-2008 Only)

Ken R. Lodewyk

Professor

Department of Kinesiology, Brock University, St. Catharines, Ontario, L2S 3A1
Tel: (905) 688-5550 ext. 5220, Fax: (905) 688-8364, e-mail: klodewyk@brocku.ca

Last Updated: July 2020

Papers in Refereed Journals

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. DOI: 10.1177%2F0829573519856814

Lodewyk, K. & McNamara, L. (2020). Relations Among Children's Recess Enjoyment, Affect and Preferences. *Journal of Teaching in Physical Education*. Advance online publication.

Lodewyk, K., McNamara, L. & Walker, M. (2020). Victimization, Physical Activity, and Affective Outcomes by ADHD during Recess. *Alberta Journal of Educational Research*, 66(1), 17-31.

Lodewyk, K. (2019). Relations between trait personality and adaptive outcomes in high school physical education. *Journal of Teaching in Physical Education*, 38, 207-213. doi: 10.1123/jtpe.2018-0094

Bracco, E., Lodewyk, K., & Morrison, H. (2019). A Case Study of girls' experiences and perceptions during a TGfU games unit in PE. *Curriculum Studies in Health and Physical Education*, 10:3, 207-225. doi: 10.1080/25742981.2019.1632724

Lodewyk, K. (2019). Gender-specific associations between trait personality and healthy outcomes in high school physical education. *European Journal of Human Movement*, 42, 76-100.

Lodewyk, K. (2019). Early validation evidence of the Canadian practitioner-based assessment of physical literacy in secondary physical education. *The Physical Educator*, 76(3), 634-660.

Lodewyk, K. & Bracco, E. (2019). Differences in motivation for physical education and a TGfU games unit in physical education. *International Council for Health, Physical Education, Recreation, Sport, and Dance Research Journal*, 10(1), 12-20.

Lodewyk, K. (2019). Gender-specific associations between trait personality in university and motivation in school physical education. *International Journal of Kinesiology in Higher Education*, 3(2), 35-46. doi:10.1080/24711616.2018.1519648

- Mandigo, J., Lodewyk, K., & Tredway, J. (2019). Examining the impact of a teaching games for understanding approach on the development of physical literacy using the Passport for Life Assessment Tool. *Journal of Teaching in Physical Education*, 38, 136-145. doi: 10.1123/jtpe.2018-0028
- McNamara, L., Gibson, J., Lodewyk, K., Spadafora, N., & Lakman, Y. (2019). Enjoyment and belonging at recess: A mixed-methods study of children's views of recess and responses to a recess intervention. *Journal of Contemporary Issues in Education*, 13(2), 37-54.
- Fletcher, T., Lodewyk, K., Glover, K., & Albione, S. (2018). Learning to become instructional coaches in health and physical education. *Journal of Teaching in Physical Education*, 37, 313-321. doi: 10.1123/jtpe.2018-0024
- McNamara, L., Lakman, Y., Spadafora, N., Lodewyk, K., & Walker, M. (2018) Recess and children with disabilities: A mixed-methods pilot study. *Disability and Health Journal*, 11, 637-643. doi: 10.1016/j.dhjo.2018.03.005
- Lodewyk, K. (2018). Gender-specific path associations between trait personality in university Kinesiology students and victimization and negative affect in high school physical education. *Journal of Physical Education and Sport*, 18(2), 937-943.
- McNamara, L., Lodewyk, K., & Franklin, N. (2018). Recess in elementary school: A study of belongingness, affect, and victimization on the playground. *Children and Schools*, 40(2): 114-121. doi: 10.1093/cs/cdy006.
- Lodewyk, K. (2018). Associations between trait personality, anxiety, self-efficacy, and intentions to exercise by gender in high school physical education. *Educational Psychology*, 38(4): 487-501. doi: 10.1080/01443410.2017.1375081
- Lodewyk, K.R., & Mandigo, J. (2017). Early validation evidence of a Canadian practitioner-based assessment of physical literacy in physical education: Passport for Life. *The Physical Educator*, 74(3), 1-15.
- Lodewyk, K.R., & Muir, A. (2017). Girls' Emotions, Self-Efficacy, and Attributions during Soccer and Fitness Testing in High School Physical Education. *The Physical Educator*, 74(2), 269-295.
- Lodewyk, K. & Sullivan, P. (2017). Gender-Specific Associations between Personality Traits, Physical Activity, and Body Size Dissatisfaction. *Journal of Teaching, Research, and Media in Kinesiology*, January 10, 2017, 1-18.
- Lodewyk, K. & Sullivan, P. (2015). Anxiety, Self-Efficacy, and Perceived Fitness Associations by Gender and Body Size Discrepancy in High School Physical Education. *Physical Education and Sport Pedagogy*, 21(6), 603-615.
- Lodewyk, K. (2015). Relations among Epistemic Beliefs and Instructional Approaches to Teaching Games in Prospective Physical Educators. *The Physical Educator*, 72(4), 677-700.
- Zhang, P., Xiang, P., Lodewyk, K., Huiping, S., & Gao, Z. (2015). Examining Psychosocial Correlates

of Adolescent Girls' Physical Activity Levels. *Obesity and Control*. Control Open Access 1:105

Lodewyk, K. & Gao, Z. (2013). Fitness-specific epistemic beliefs, effort regulation, outcomes, and indices of motivation in high school physical education. *International Council for Health, Physical Education, Recreation, Sport, and Dance Research Journal* (8 (2), 3-11.

Lodewyk, K. (2013). Increasing participation in after-school sport and physical activity among children and youth: A case study of providers in Ontario, Canada. *Phenex*, 5 (2), 45-54.

Lodewyk, K., & Pybus, C. (2013). Investigating factors in the retention of students in high school physical education. *Journal of Teaching in Physical Education*, 32, 61-77.

Ning, W., Gao, Z., & Lodewyk, K. (2013). Associations between socio-motivational factors, physical education activity levels and physical activity behavior among youth. *International Council for Health, Physical Education, Recreation, Sport, and Dance Journal of Research*, 7(1), 3-10.

Pirrie, A. M. & Lodewyk, K. (2012). Links between cognitive function and moderate-to vigorous physical activity in elementary physical education. *Mental Health and Physical Activity Journal*, 5, 93-98.

Lodewyk, K. (2012). Youth sport coaching for educational physical literacy. *Coaches Plan Journal*, 19(1), 40-41.

Lu, C. & Lodewyk, K. (2012). Physical education programs in Canada. *European Journal of Physical and Health Education: Social Perspective*. 1(1), 15-22.

Gao, Z., Liu, Y., Lodewyk, K., Zhang, T., & Kosma, M. (2011). Reliability and validity of outcome expectancy-related measures in physical education. *Measurement in Physical Education and Exercise Science*, 15, 155-167.

Lodewyk, K. (2011). An analysis of correlations among secondary school physical and health education teachers' beliefs and instruction. *Teaching and Learning Journal*, 6(1).62-73.

Lodewyk, K. & Sullivan, P. (2010). Considering beliefs about epistemology, ability, and the need for cognition as achievement-related factors in university physical education students. *Phenex*, 2(2), 1-21.

Lodewyk, K. & Gao, Z. (2010). Reflective persistence mediating the role of values on achievement in secondary physical education students. *European Journal of Physical and Health Education: Social and Humanistic Perspective*, 3, 5-12.

Lodewyk, K. R., & Elcombe, T. (2010). Fostering ethical development in physical education. *Physical and Health Education Journal*, 76(3), 6-11.

Mandigo, J., Francis, N., Lodewyk, K. & Lopez, R. (2009). Physical literacy for educators. *Physical and Health Education Journal*, 75(3), 27-30.

Lodewyk, K., Lu, C., & Kentel, J. (2009). Enacting the spiritual dimension in physical education. *The Physical Educator*, 66(4), 170-179.

Lodewyk, K., Gammage, K., & Sullivan, P. (2009). Relations between Body Size Discrepancy, Gender, and Indices of Motivation and Achievement in High School Physical Education. *Journal of Teaching in Physical Education*. 28(4), 362-377.

Lodewyk, K. R. (2009). Fostering critical thinking in physical education students. *Journal of Physical Education, Recreation, and Dance*. 80(8), 12-18.

Lodewyk, K. (2009). Exploring relations among achievement and beliefs about epistemology and ability in high school physical education students. *The Physical Educator*, 66(3), 124-138.

Lodewyk, K., Jamieson-Noel, D. & Winne, P. H. (2009). High school students' motivation and use of learning strategies during work on differently structured tasks. *Educational Psychology*, 29(1), 1-25.

Gao, Z., Lodewyk, K., & Zhang, T. (2009). The role of self-efficacy and incentives in secondary school students' intentions and effort in physical education. *Journal of Teaching in Physical Education*, 28, 3-20.

Authored Books or Volumes or Chapters in a Book

Lu, C., Francis, N., & Lodewyk, K. (2013). Movement domains. In D. Robinson & L. Randall (Eds.). *Physical Education in Canadian Schools*. Thomson Publishing.

Lodewyk, K. (Ed.) (2011). *Fundamental Movement Skills (Volume IV): Alternative Activities*. Ottawa, ON: Physical and Health Education Canada.

Lodewyk, K. (2011). *Fundamental Movement Skills (Volume IV): Alternative Activities –Overview Chapter*. Ottawa, ON: Physical and Health Education Canada.

Lodewyk, K. (2009). *Fundamental Movement Skills (Volume II): Learning to Train Stage*. Ottawa, ON: Physical and Health Education Canada.

Lodewyk, K. (2009). Relations among beliefs about epistemology and value for TGfU in university students. In T. Hopper, J. Butler, & B. Storey (Eds.), *TGfU... Simply Good Pedagogy: Understanding a Complex Challenge* (pp. 207-216). Ottawa, ON: Physical and Health Education Canada. (Peer-reviewed)

Lodewyk, K. (2009). Movement pedagogy. In P. Klavara (Ed.), *Introduction to Kinesiology: A Socio-Behavioral Perspective* (pp. 16-33). Toronto, ON: Sports Books Publisher.

Lodewyk, K. & Skonieczny, U. (2009). Growth, motor development, and physical literacy. In P. Klavara (Ed.), *Introduction to Kinesiology: A Socio-Behavioral Perspective* (pp. 162-195). Toronto, ON: Sports Books Publisher.

Some Other Scholarly Activities

Lu, C. & Lodewyk, K. (2016). *Update to Research for the Middle Years Strategy for Stepping Stones: A Resource on Youth Development*. Ontario Ministry of Children and Youth Services.

Advisor and co-author (2012 to present). *Passport for Life: A National Physical Literacy Assessment*. Physical and Health Education Canada

Lodewyk, K. (2011). *After-school sport and physical activity in children and youth of Ontario: A needs analysis and strategy project final report* (Canadian Sport for Life and Physical and Health Education Canada).

Advisor and co-author (2009). Dubai, United Arab Emirates (UAB) *K-12 Health and Physical Education Curriculum*. Princess Haya's Dubai (UAB) Physical Education Curriculum Reform.