

RESEARCHER OF THE MONTH

Dr. Tim Hopper is an associate professor and faculty member in the School of Exercise Science, Physical and Health Education, Faculty of Education, University of Victoria in British Columbia, Canada. He received his Masters and PhD from the University of Alberta. His scholarly work focuses on teacher education, physical education (PE), and complexity theory. He is currently involved in a SSHRC funded research grant entitled *Electronic-portfolio development in professional programs*. Dr. Hopper has taught at all levels of the school curriculum both in Canada and the UK. He maintains strong links with local schools through a teacher education approach known as school integrated teacher education (SITE). In this approach he is observed and assisted by pre-service teachers, as he teaches PE to classes of children with the eventual goal of the pre-service teachers taking over the teaching process. Dr. Hopper has been recognized as a leading advocate of Teaching Games for Understanding (TGfU) approaches. He has promoted TGfU through numerous publications, invited fellowships, and in his role as chair and past-chair of the International TGfU SIG in AIESEP. He is currently working on combining Sport Education with TGfU using complexity thinking to explain students' learning processes. Dr. Hopper has been invited to give keynote presentations on TGfU in many different countries, including England, Australia, and Germany.



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

The PHE Canada Research Council provides leadership, expertise, and accountability by connecting new and experienced teachers with ideas in the field from around the world, communicating research to practitioners and promoting the pleasure of being a worthwhile physical educator. To me the PHE Canada Research Council was my first professional home as a PE researcher. It offered a place to find kindred spirits committed to the advancement of student learning through PE. The profession of PE needs a collection of voices that speaks to the policy makers, the ministries of education, the school districts, and government ministers that promotes the true joy of human movement. Such voices are needed to counter the rhetoric of solving the systemic issues that promote ill-health challenges and disconnected political ideology.

Dr. Hopper's most recent publications:

- Walker, N., **Hopper, T.**, Fu, H., & Sanford, K. (2017). A roadmap to digital ePortfolio proficiency: Creating the conditions for cross-course, cross-program and cross-life professional learning. *The AAEEBL ePortfolio Review*, 1(2), 58–72. Retrieved from http://www.aaeebl.org/resource/resmgr/aepr/_AePR_v1n2.pdf
 - Rhodes, J., & **Hopper, T. F.** (In Press). Utilizing Student Socio-coordinated Mimicry: Complex Movement Conversations in Physical Education. *QUEST*. 70(1)
 - **Hopper, T.**, Sanford, K., Fu, H., & Monk, D. (2016). Finding the connective tissue in teacher education: creating new spaces for professional learning to teach. *McGill Journal of Education*, 51(3), 1013–1036. Retrieved from <http://mje.mcgill.ca/article/view/9379/7163>
 - Butler, J., & **Hopper, T.** (2016). Inventing net and wall games. In J. Butler (Ed.), *Playing Fair* (pp. 157–178). Champaign, IL: Human Kinetics.
 - **Hopper, T. F.** (2016). Net and wall games: Pickleball. In J. Butler (Ed.), *Playing Fair* (pp. 179–198). Champaign, IL: Human Kinetics.
-