

Dr. Lynn Randall is a professor in the Faculty of Education at the University of New Brunswick. Her teaching involves delivering physical education pedagogy courses to pre-service secondary physical education teachers and elementary generalist teachers. She loves working with pre-service teachers as their energy and enthusiasm is contagious and she is energized by their desire to have a positive and meaningful impact on public school students' love for movement. One of the highlights of her work over the past few years has been co-teaching a local grade 7 physical education class together with her pre-service teachers from September to June. This proved to be an incredibly valuable learning experience for all involved. Hopefully, post COVID, this project will resume.



Part of Lynn's research focuses on what teachers know and believe about physical education in general and various content in particular and how one's knowledge and beliefs affect practice. She is also interested in various aspects of physical literacy, namely peoples understanding of the concept and how this understanding plays out in practice, as well as issues related to attempting to quantify or measure the concept.

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Like many colleagues across the country, I am the only physical education pedagogy instructor at my institution. Thus, there is no one in the Faculty to talk about teaching physical education specifically, or discuss issues and have ideas challenged. With the research council I have found a number of colleagues who are more than willing to engage in discussions, challenge ideas, and work cooperatively on research projects. Personally, this interaction has been invaluable as I feel I am a better instructor as a result of these regular discussions and I believe the papers that I have been involved with that have been published are much better when they have been collaboratively produced.

Dr. Lynn Randall's most recent publication:

Robinson, D. B., **Randall, L.**, & Andrews, E. (2020). Physical education teachers' (lack of) gymnastics instruction: An exploration of a neglected curriculum requirement. *Curriculum Studies in Health and Physical Education*, 11(1), 67-82.

Robinson, D., **Randall, L.**, Gleddie, D., Barrett, J., & Berg, S. (2019). Canada's 150-minute

'standard' in physical education: a consideration of research evidence related to physical education instructional time. *Curriculum Studies in Health and Physical Education*, 10(3), 226-246. DOI: [10.1080/25742981.2019.1642116](https://doi.org/10.1080/25742981.2019.1642116)

Robinson, D., **Randall, L.**, & Barrett, J. (2018). Physical literacy (mis)understandings: What do

leading physical education teachers know about physical literacy? *Journal of Teaching in Physical Education*, 37, 288-298
