

UNIVERSITY OF VICTORIA

**Four page Summary CURRICULUM VITAE**

September 7, 2008

**Name** Timothy F Hopper  
**Faculty** Education **School of Physical Education**  
**Date of Birth** 18/06/66 **Citizenship** British. Canadian Landed Immigrant  
**Place of Birth** Margate, Kent, UK.

**DEGREES AND DIPLOMAS**

<i>Degree</i>	<i>Field</i>	<i>Institution</i>	<i>Year Granted</i>
PhD	Teacher Education and Constructivism	Faculty of Education, University of Alberta	1997
MA	Teacher Education and Physical Education	Faculty of Physical Education and Recreation, University of Alberta	1993
BA (Ed) Hones.	Physical Education and Education	St. Luke's College, Exeter University.	1989

***Title of Thesis or Dissertation***

Dissertation: Subjective knowing, personal construct psychology and teacher education: Teaching to learn in physical education

Thesis: Learning to teach in elementary physical education: The hidden curriculum.

**KEY HIGHLIGHTS RELATED TO TGfU PE pedagogy**

Co-Editor for 4<sup>th</sup> international TGfU conference paper proceedings

Invited chapter for J. Butler & L. Griffin (Eds.), *Second TGfU book: Theory, research and practice*. Champagne, IL: Human Kinetics.

Game-as-teacher: Game-play in TGfU and Video gaming. By Tim Hopper and Kathy Sanford.

Hopper, T. F (2003). "Four R's for tactical awareness: Applying game performance assessment in net/wall games." *Journal of Teaching Elementary Physical Education*, 14 (2), p.16-21.

Hopper, T. F (2002). Teaching games for understanding: The importance of student emphasis over content emphasis. *JOPERD* 72 (7), p. 44-48.

Hopper, T. (2007). Teaching tennis with assessment for/as learning: A net/wall example in TGFU. *The PHE*, 73(3), 22-28.

Hopper, T., Madill, L., Bratsch, C., Cameron, K., Coble, J., & Nimmon, L. (2007). Multiple voices in health, sport, recreation and physical education research: Revealing unfamiliar spaces in a polyvocal review of qualitative research genre. *QUEST*, 60, 214-235.

## KEYNOTE ADDRESS

Hopper, T. (2008). *Learning to teach creative dance: Using complexity thinking to understand creative dance and school integrated teacher education*, KAHPERD keynote address - Seoul, Korea.

## MEMBERSHIPS AND OFFICES HELD IN LEARNED AND PROFESSIONAL SOCIETIES

2006-08 President of Canadian Association for Teacher Education. CSSE  
2004-06 Program chair for Canadian Association for Teacher Education. CSSE  
2002-06 Member of Self Study of Teacher Education practices group. AERA.  
2002-06 Communication officer CUPR - CAHPERD.

## SCHOLARSHIPS, FELLOWSHIPS, HONOURS, AWARDS, EXTERNAL GRANTS

### Award

Hopper, T. F. (2005). Award of Teaching Excellence in the Faculty of Education.  
CAHPERD Ambassador award - 2005

### External Funded Research/Projects

July, 2007 *E-Portfolios in teacher education for individual and programmatic development:* \$99,800  
to April *Building on tradition through technological innovation.*  
2010 SSHRC Standard Research Grant  
Co-applicant: Sanford, K

July, 2004 *Children's Global Arts: The world we want.* Research and development grant \$78,000  
to April submitted to Global Classroom Initiative, CIDA grant. Submitted February 27,  
2006 2004. (\$78,000)  
Principal: Hopper, T. F.  
Co-applicants: Sanford, K, Hood, R, Virji-Babul, N, Riecken, T

April SSHRC standard grant competition, October 2001. Three year grant. \$75,300  
2002 to Title "Conceptualizing field-based teacher education: Interweaving educational  
April 2005 experiences and knowledge of schools and university."  
Co-Principal: Sanford K. Principal on application was Sanford, K.

## SCHOLARLY AND PROFESSIONAL ACHIEVEMENTS since 2000

### REFEREED PUBLICATIONS

Hopper, T., & Sanford, K. (2008). Using Poetic Representation to Support the Development of Teachers' Knowledge. *Studying Teacher Education*, 4(1), 29-24.

Hopper, T., Madill, L., Bratsch, C., Cameron, K., Coble, J., & Nimmon, L. (2007). Multiple voices in health, sport, recreation and physical education research: Revealing unfamiliar spaces in a polyvocal review of qualitative research genre. *QUEST*, 60, 214-235.

Hopper, T. (2007). Teaching tennis with assessment for/as learning: A net/wall example in TGFU. *The PHE*, 73(3), 22-28.

Mandigo, J., Butler, J., & Hopper, T. (2007). What is teaching games for understanding? A Canadian perspective. *The PHE*, 73(2), 14-20.

- Madill, L., & Hopper, T. (2007). The best of the best discourse on health: Poetic insights on how professional sport socializes a family of males into hegemonic masculinity and physical inactivity. *American Journal of Men's Health*, 1, (1), p. 44-59.
- Brown, S., & Hopper, T. (2006). Should all students in PE get an 'A'? Game performance assessment by peers as a critical component of student learning. *The PHE*, 72(1), 14-21.
- Sanford, K., & Hopper, T. F. (2006). Democracy in a globalized world: Children's art exchange from a school/university partnership. *Thinking Classroom* 7 (2), p. 3-10.
- Hopper, T. F. and Sanford, K (2004). Collective case study of a field-based teacher education course: Breathing life into theories of learning to teach. *Teacher Education Quarterly* 31(2), 57-74.
- Bell, F. R. and Hopper, T. (2003). Space the first frontier: Tactical awareness in teaching games for understanding. *PHE journal* 69 (1) p. 4-7.
- Hopper, T. F (2003). "Four R's for tactical awareness: Applying game performance assessment in net/wall games." *Journal of Teaching Elementary Physical Education*, 14 (2), p.16-21.
- Hopper, T. F (2002). Teaching games for understanding: The importance of student emphasis over content emphasis. *JOPERD* 72 (7), p. 44-48.
- Rossi, T and Hopper, T.F. (2001). Using personal construct theory and narrative methods to facilitate reflexive constructions of teaching physical education. *Australian Education Researcher*, 28(3), 87-116
- Hopper, T.F. (2001). Personal construct psychology as a reflective method in learning to teach: A story of de-centering 'self' as PE teacher. *AVANTE* 6(3), p. 46-57
- Hopper, T.F. and Bell, F (2001). Can we play *that* game again? *STRATEGIES* 14(6), 23-28.
- Hopper, T.F. and Bell, F. (2000). A tactical framework for teaching games: Teaching strategic understanding and tactical awareness. *CAHPERD* 66 (4), p.14-19
- Sanford, K. & Hopper, T.F. (2000). Mentoring not monitoring: "Mediating" a "whole school" model in supervising pre-service teachers. *AJER*, XLVI (2) (pp. 149-166).

### **Books, chapter, monographs**

- Hopper, T., & Sanford, K. (Under Review). Game-as-teacher: Game-play in TGfU and Video gaming. In J. & L. Griffin (Eds.), *Second TGfU book: Theory, research and practice*. Champagne, IL: Human Kinetic.
- Hopper, T., Sanford, K., & Clarke, A. (In press). Understanding game-play learning through videogames: Embracing complexity in TGfU. In T. Hopper, J. Butler & B. Storey (Eds.). Ottawa: PHE (CAHPERD).
- Hopper, T., & Sanford, K. (2005). Masculinity in physical education: Socialization of new recruits. In E. Singleton & A. Varpalotai (Eds.), *Issues, theories, and trends in Canadian secondary school physical education* (pp. 360-389). Toronto: The Althouse Press.

### **Conference Proceedings**

- Sanford, K., & Hopper, T. (2006). Self-study...so what? How can self-study influence program change? In L. Fitzgerald, M. Heston & D. Tidwell (Eds.), *The sixth international conference on self-study of teacher education practices* (pp. 127-134). Herstmonceux, Sussex: SSTEP.
- Taylor, M., Coia, L., Hopper, T., Sanford, K., Smolin, L., & Crafton, L. (2006). Making collaboration explicit in self-study research in teacher education. In L. Fitzgerald, M. Heston & D. Tidwell (Eds.), *The sixth international conference on self-study of teacher education practices* (pp. 247-251). Herstmonceux, Sussex: SSTEP.
- Hopper, T.F. and Sanford, K (2004). Self-study from participating in SITE communities of practice. *Proceedings Herstmonceux V: The fifth International Conference on Self-Study of Teacher Education Practices*. Volume 3, pp.149-152

Hopper, T.F. and Sanford, K (2002). Multiple views of self-as-teacher: Integrated teacher education course and self-study. Proceedings Herstmonceux IV: The fourth International Conference on Self-Study of Teacher Education Practices. Volume 2, pp.18-23

## **SCHOLARLY PRESENTATIONS**

### **International (peer reviewed) and abstracts published in conference booklet**

Sanford, K., & Hopper, T. (2006). Self-study...so what? How can self-study influence program change? In L. Fitzgerald, M. Heston & D. Tidwell (Eds.), *The sixth international conference on self-study of teacher education practices* (pp. 127-134). Herstmonceux, Sussex: SSTEP.

Taylor, M., Coia, L., Hopper, T., Sanford, K., Smolin, L., & Crafton, L. (2006). Making collaboration explicit in self-study research in teacher education. In L. Fitzgerald, M. Heston & D. Tidwell (Eds.), *The sixth international conference on self-study of teacher education practices* (pp. 247-251). Herstmonceux, Sussex: SSTEP.

Dec, 2005 Workshop presented at the III teaching games for understanding international conference, Hong Kong. *Learning to read - learning to play: An assessment process to teach the interdependence of skill performance and tactical understanding (abstract)*.

April, 2005 AERA conference Montreal – Division K. ‘Teacherly conversations’ within school integrated teacher education courses: Creating intersecting communities of practice for transformative education. Co-presenter: Kathy Sanford.

April, 2005 AERA conference Montreal – Division C. Democracy in a Globalized World: Children arts’ exchange from a school/university partnership. Co-presenter: Kathy Sanford and Budd Hall.

Oct, 2004 National Network for Educational Renewal, St. Louis, US. Paper presentation: SITE for seeing a difference in learning to teach: *Communities of practice for nurturing pedagogy*. Co-presenter: Kathy Sanford.

### **Professional Committees and Assignments External to the University**

(District, Provincial, National and International)

#### International

2006 - 2008 Planning committee for the 4th International TGfU conference: Understanding Games. Bi-monthly meetings in Vancouver. Communication officer.

2005 - 2008 Web manager for the Teaching Games for Understanding task force.  
<http://www.tgfu.ca>

#### National

2007 - 2008 Member of New Scholar Fund Advisory Board within the Canadian Society for the Study of Education organization.

2006 - 2008 As CATE President national board member for the Canadian Society for the Study of Education. Bi-annual meetings.

2006 - 2008 President for the Canadian Association for Teacher Education

2004-2006 Program chair for the Canadian Association for Teacher Education  
<http://www.csse.ca/CATE/home.htm>

2003-2006 Communication Officer Council of University Professors and Researchers Western Canada representative on CAHPERD University Affairs council.