

DOMINIQUE BANVILLE, Ph.D.
Associate Professor

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LANGUAGES: French and English

I. QUALIFICATIONS

Degrees:

1998 **Ph.D.** in Physical Activity, Université Laval, Québec, Canada
(Coursework at the University of Massachusetts, Amherst – exchange program AY 94-95)
1994 **M.Sc.** in Physical Activity, Université Laval, Québec, Canada
1990 **B.Sc.** in Physical Education, Université Laval, Québec, Canada

Certificates:

2022 CITI course in the Protection of Human Research Subject, George Mason University.
2019 Online Course Development Institute (OCDI), George Mason University
2019 Emerging Leaders Supervisors Series Certificate Program, George Mason University

II. TEACHING EXPERIENCE

GEORGE MASON UNIVERSITY, VIRGINIA, USA

1999- Present College of Education and Human Development
 PHED 199 Introduction to Health & Physical Education (Undergraduate)
 PHED 202 Teaching Skillful Movement (Methods) (Undergraduate)
 PHED 306 Psychomotor Learning (Undergraduate)
 PHED 320 Student Assessment in Health & Physical Education (Undergraduate)
 PHED 340 Social and Cultural Issues in Physical Education (Undergraduate)
 PHED 404 Middle and High School Instruction in Physical Education (Undergraduate)
 PHED 373 Individual Sports in Physical Education (Undergraduate)
 PHED 672 Curriculum Development and Assessment in Physical Education (Graduate)
 PHED 680 Mentoring and Supervision in Physical Education (Graduate)

McGILL UNIVERSITY, MONTREAL, CANADA

1996-1999 Department of Physical Education
 434-342 Physical Education Methods
 434-494 Curriculum Development
 434- 207 Evaluation of Human Performance
 434-332 Curriculum and Instruction in Physical Education*
 434-xxx Field Experience Supervision

LAVAL UNIVERSITY, QUEBEC, CANADA

1991-1996 Department of Physical Education
 – Teaching Assistant
 – Field Experience and Student Teaching Supervision

GRADE SCHOOLS

1990-1991 Jubilee Junior High School, Edson, Alberta
 French Immersion teacher, Grade 7 & 8, math, sciences, physical education, health and French as a second language.
1989-1990 École Montessori de Québec, Québec, Canada
 Teach physical education to the Grade 1-2-3 class.

COMMUNITY

- 2001-2018 Curling Instructor, National Capital Curling Center, Laurel, MD
 1984-1996 Tennis Instructor, Laval University, Québec, & La Malbaie, Québec
 1991-1996 Squash Instructor, Laval University, Québec
 1984-1991 Swimming Instructor, La Malbaie, Québec
 1985-1990 Ski Instructor, Jasper, Alberta, & La Malbaie, Québec.

III. OTHER SCHOOL-RELATED EXPERIENCE

- 1994-1995 Intramural Supervisor, University of Massachusetts at Amherst
 1992-1993 Athletic Director, Collège Mérici, Québec

IV. ADMINISTRATIVE EXPERIENCE

Since 01/23 Associate Dean for Student and Academic Affairs for the College of Education and Human Development

- Supervision and team management
- Strategic leadership of programs, curricula, and student affairs.
- Review and approval of new and modified curriculum
- Pathway agreements and processes for international students, transfers, and dual enrollment programs.
- Creation and implementation of academic policies and procedures
- Course scheduling
- Compliance
- Academic advising and student success
- Accreditation
- Relationships building with external stakeholders
- Event planning and implementation
- Student well-being
- Student academic support

Since 05/11 Academic Program Coordinator for the Health and Physical Education Licensure Program

- Proactive problem-solving and sharing of program-specific information with faculty, staff, colleagues, and administrators
- Management of curriculum development efforts including development of new courses, program revisions, and ensuring that program and course description are accurate in all venues (website, brochure, university catalog, etc.);
- Supervision of instruction including course scheduling; identification, hiring and oversight of adjuncts; handling student complaints and concerns; and review of syllabus for integrity;
- Oversight of student advising and student degree progress;
- Contribution to enrollment management by determining the frequency and timing of courses, class size, and program enrollment monitoring
- Communication as needed with external partners and agencies;
- Reporting related to accreditation, assessment, program improvement efforts, etc.

Since 07/16 Faculty Athletic Representative (FAR)

I am appointed by George Mason's President to fulfill the responsibilities associated with that role per NCAA requirements. In this role, my responsibilities are:

- To be the liaison between Mason and the athletics department
- To be the representative of the institution in the Conference (A10) and NCAA affairs
- To chair the George Mason Athletic Council, a university committee that advises the university president on all matters related to intercollegiate athletics
- To evaluate and ensure the academic integrity of the intercollegiate athletics program;
- To facilitate institutional control of athletics
- To enhance the student-athlete experience.

- 06/12- 12/19 School Director, Kinesiology (was Division of Health and Human Performance until 08/26/19) Participated in CEHD administrative and leadership meetings and initiatives; served as a mentor for faculty within the division; and served as a source of information about CEHD and university policies and procedures. More specifically, as the division director I oversaw:
- Four undergraduate externally accredited programs (Health and Physical Education Teaching Licensure program, Athletic Training, (being phased out), Kinesiology and Therapeutic Recreation), and two master's programs in Athletic Training, and in Exercise, Fitness and Health Promotion; a Ph.D. concentration in Exercise, Fitness, and Health Promotion
 - One undergraduate minor in Health Promotion and the Physical Activity for Lifetime Wellness program, a program offering a multitude of one to two-credit activity courses for all students, faculty, and staff of George Mason University
 - One Center: the Sports Medicine Assessment Research and Testing (S.M.A.R.T.) Laboratory
 - A total of 17 full-time faculty, 4 part-time faculty, and more than 50 adjuncts
 - Three full-time administrative assistants, one full-time academic advisor, and one part-time
 - Budget matters and reconciliation
 - Reporting of division activities, goals settings, and action items on an annual basis
 - The hiring of part-time and adjunct faculty, as well as administrative assistants
 - Recommendations for any hiring of full time faculty within the School to the Dean
 - The facilitation of goals, objectives, initiatives and work of School members
 - The resolution of problems and concerns of faculty, staff, and students

V. GRANT

- Summer 2021 Grant Titled: Supporting STEM Education in K-12 Schools Through Physical Education. Submitted to the Office of the Provost at George Mason University for a Summer Team Impact Projects Grants as PI with Drs Risto Marttinen and Nancy Holincheck as CoPIs. **Funded** for \$47,500.00
- Sept 2020 Grant Titled: Computational Thinking Beyond STEM: Preparing Physical Education Teachers to Integrate CT in PE submitted to the National Science Foundation as Co PI with Drs. Risto Marttinen (PI), Nancy Holincheck, Debra Sprague, and Micheal Eagle (CoPIs) for \$1,000,000. Not Funded
- 2019-2020 Grant titled: "Reviving and Redeveloping the ASTL-PE Concentration" submitted for a CEHD Innovative Grant as CoPI with Dr. Risto Marttinen. **Funded** for \$10,000.
- 2014-2018 Grant titled: « Les Enseignants Associés (EA) en Éducation Physique Comme Partenaires d'une Formation à l'Accompagnement de Stage : Une Recherche-Action Participative Internationale – Belgique, Canada, Suisse, États-Unis. » [Cooperating Teachers in Physical Education as Partners in Internship Supervision: An International Participatory Action Research – Belgium, Canada, Switzerland, United States]. PI: Pierre Boudreau, University of Ottawa. **Funded** for 200,000\$ CAN by the Social Sciences and Humanities Research Council of Canada. I am a co-PI on this project composed of seven other researchers located in Canada and Europe.
- 2011 Grant titled: "Physical Activity Opportunities for Youth in Virginia Schools" submitted to Robert Wood Johnson Foundation, Active Living Research as the Principal Investigator for \$150,000 with Drs. David Anderson and Anastasia Kitsantis as co-investigators. A required letter of Intent was accepted, and an invitation to a complete research proposal was received. Full research proposal was submitted. Not Funded.
- 2010 George Mason University Partnership with Saudi Arabia: Improving Children's Health through Physical Activity and Education for \$2.5 Billion (With Donna Sterling). Not Funded.
- 2009 Grant titled "Impact of a specialized induction program on the first two years of new PE teachers" submitted to the Provost Office of George Mason University for a Summer Grant of \$6000. **Funded** for \$3000 for Summer 09.
- 2008 Grant titled "Extent and Impact of the Implementation of a State Unfunded Mandate (Virginia HB 242) to Increase the Level of Physical Activity for High School Students to 150 Minutes per Week" submitted to the Robert Wood Johnson Foundation, Active Living Research as the Principal Investigator for \$300,000. Not Funded.

- 2007 Grant titled “An Analysis of an Induction Program on First-Year physical Education Teachers” submitted to the Provost Office of George Mason University for a Summer Grant of \$6000. Not Funded
- 2005 Grant titled “Childhood Cardiovascular Disease Risk Reduction Study” submitted to the National Institute of Health, Community-Level Health Promotion study section for \$147,000. Not Funded.
- 2005 Grant titled “Childhood Cardiovascular Disease Risk Reduction Study” submitted to the Robert Wood Johnson Foundation, Active Living study section for \$150,000. Not Funded
- 2004 Grant titled “Childhood Cardiovascular Disease Risk Reduction Study” submitted to the National Institute of Health – for \$147000, National Institute of Child Health study section for \$147,000. Not Funded
- 2002 Grant Titled: “Teachers' and Students' Perceptions about High School Physical Education Curriculum” for \$500 from the Virginia Association for Health, Physical Education, Recreation and Dance (VAHPERD). **Funded.**
- 2001 Grant Titled: “Identification of Canadian Physical Education Teachers' Teaching Styles” for \$700 from the Department of HFRR. **Funded.** Research done in collaboration with Dr. Jean-François Richard, Université de Moncton, NB, Canada. Part of an International Research team looking into teaching styles of PE teachers in eight different countries: Australia, Canada, China, England, France, Korea and the United States. The project is led by Drs. Donetta Cothran (Indiana U. – Bloomington) and Pamela Hodges Kulinna (Wayne State U.). **Funded.**
- 1999 “The Impact of a Clinical Supervision Course on the Supervisory Practices of Physical Education Teachers” submitted to the Provost Office of George Mason University for a Summer Grant of \$5000. **Funded.**

VI. DOCTORAL STUDENTS

- Co-Chair – Alba Iara Cae Rodrigues Title of the Dissertation: *Co-Developing a Game-Centered Approach to Teaching Martial Arts: A Dialogical Process with Expert Instructors* (Summer 2024)
- External Member – Johnathan Chevrier Title of the Dissertation: *Objets des savoirs enseignés et styles d'enseignement déployés par des enseignants d'EPS au secondaire lors de cours de sport collectifs* [Content taught and teaching styles used by secondary Physical Education teachers in a team sport unit] (Université de Sherbrooke, Spring 2021)
- Co-Chair – Michael Humphreys Title of the Dissertation: *Elementary School Leaders' Perspectives on Providing Movement Opportunities to the Students They Serve.* (Spring 2020)
- External Member – Johanne Pelletier Title of the Dissertation: *Perceptions d'élèves du primaire qui s'estiment sous-évalués, surévalués ou évalués à leur juste valeur par leur éducateur physique* [Perceptions of students who believe being under-evaluated, over-evaluated, or rightly evaluated by their physical education teachers] (Université de Montréal, Spring 2004)

PUBLICATIONS

Peer-reviewed Research Articles

Under Review

- Rodrigues, A.I.C., **Banville, D.**, Marttinen, R., & Antunes, M. Creating value with expert martial art instructors in a social learning space: A professional development initiative. Submitted for publication to *Sport, Education and Society*.
- Rodrigues, A. I. C., Marttinen, R., **Banville, D.**, & Antunes, M. A game-centered approach to teaching combative activities for children in pedagogical context. Submitted for publication to *Physical Education and Sport Pedagogy*.

Published

- Marttinen R., Rodrigues, A.I.C., Nuñez Enriquez, O., Centeio, E., & **Banville, D.** (2024). A 20-year systematic review of before and after-school physical activity research (2000-2020). *Journal of Teaching in Physical Education*. Advance online publication. <https://doi.org/10.1123/jtpe.2023-0062>
- Marttinen, R., **Banville, D.**, Holincheck, N., Ferrer, V.J., & Stehle, S. (2024). Learning to integrate STEM into physical education through asynchronous professional development modules. *Journal of Teaching in Physical Education*. Advance online publication. <https://doi.org/10.1123/jtpe.2023-0137>
- Rodrigues, A., Marttinen, R., & **Banville, D.** (2024). Martial Arts and Combat Sports for Youth: A 10-Year Scoping Review. *Journal of Teaching in Physical Education*. Advanced online publication. <https://doi.org/10.1123/jtpe.2023-0122>.
- Rodrigues, A. I. C., Marttinen, R., & **Banville, D.** (2024). Teaching in a new world: A novice teacher educator's pursuit for change. *Journal of Teaching in Physical Education*, 43 (2), 352-361. <https://doi.org/10.1123/jtpe.2022-0290>.
- Banville, D.**, Marttinen, R., Daum, D., & Johnston, K. (2023). Struggles and successes of pre-service teachers when implementing a student-centered integrated curriculum in an after-school program. *Action in Teacher Education*. <https://doi.org/10.1080/01626620.2023.2260344>
- Banville, D.**, Marttinen, R., Rodrigues, A. (2023). The secondary school curriculum: Teachers' and students' perspectives. *Journal of Teaching in Physical Education*, 42 (1), 97-105. <https://doi.org/10.1123/jtpe.2021-0181>
- Daum, D., Marttinen, R., & **Banville, D.** (2022). Service-Learning experiences for Pre-Service Teachers: Cultural competency and behavior management challenges when working in a diverse low-income community. *Physical Education and Sport Pedagogy*, 27 (4), 396-408. <https://doi.org/10.1080/17408989.2021.1891210>
- Banville, D.**, Marttinen, R., Kulinna, P. H., Ferry, M. (2021). Curriculum decisions made by secondary teachers and comparison with students' preferences. *Curriculum Studies in Health and Physical Education*, 12 (3), 199-216. <https://doi.org/10.1080/25742981.2021.1893124>
- Marttinen, R., Daum, D., **Banville, D.**, & Fredrick, R. (2020) Pre-service teachers learning through service-learning in a low SES school, *Physical Education and Sport Pedagogy*, 25(1), 1-15. <https://doi.org/10.1080/17408989.2019.1670153>
- Banville, D.**, Dyson, B., Kulinna, P.H., & Stylianou, M. (2020) Classroom teachers' and administrators' views of teaching health and physical education. *European Physical Education Review*, 26 (2), 448-464. <https://doi.org/10.1177/1356336X19867731>
- Kulinna, P. H., Stylianou, M., Dyson, B., **Banville, D.**, Dryden, C., & Colby, R. (2018). The effect of an acute physical education session on dance on elementary students' selective attention. *BioMed Research International*, 28, Article ID 8790283, 8 pages <https://doi.org/10.1155/2018/8790283>.
- Banville, D.**, Kulinna, P.H., Dyson, B., Colby, R., Stylianou, M., & Dryden, C. (2017). Feeling refreshed: Aotearoa/New Zealand Students' perceptions of the role of healthy behaviours in schools. *European Physical Education Review*, 23 (1), 41-59.
- Banville, D.** (2015). Novice physical education teachers learning to teach. *Journal of Teaching in Physical Education*, 34, 259-277.
- Banville, D.**, White, C. S, Fox, R.K. (2014). Teacher Development during Advanced master's course work and impact on their learning a year later. *The Physical Educator*, 7, 558-579.
- Rikard, G.L., & **Banville, D.** (2010). Effective Mentoring: Critical to the Professional Development of First Year Physical Educators. *Journal of Teaching in Physical Education*, 29 (3), 245-261.
- Banville, D.**, & Rikard, G.L. (2009). Teacher Induction – Implications for physical education teacher development and retention. *Quest*, 61, 237-256.
- Banville, D.** (2006). Analysis of exchanges between novice and cooperating teachers during internships using the NCATE/NASPE standards for teacher preparation in physical education as guidelines. *Research Quarterly in Exercise and Sport*, 77, 208-221.
- Rikard, L., & **Banville, D.** (2006). High school student attitudes about physical education. *Sport, Education, and Society*, 11, 385-400.
- Cothran, D., Hodges Kulina, P., **Banville, D.**, Choi, E., Amade-Escot, C., MacPhail, A., Macdonald, D., Richard, J.-F., Sarmiento, P., & Kirk, D. (2005). A cross-cultural investigation of the use of teaching styles. *Research Quarterly in Exercise and Sport*, 76, 193-201.

- Raiche, G., Tétreault, M., **Banville, D.**, & Richard, J.-F. (2005). Commentaires sur l'utilisation des 11 styles d'enseignement de Mosston chez des éducateurs physiques francophones du Canada. [Research note on the utilisation of Mosston's 11 teaching styles by French Canadian physical educators]. *AVANTE*, 11 (1), 10-14.
- Rikard, G. L., & **Banville, D.** (2005). High school physical education teachers' perceptions of block scheduling. *The High School Journal*, 88(3), 26-34.
- Banville, D.**, Richard, J.-F., & Raiche, G. (2004). Utilisation des 11 styles d'enseignement de Mosston chez des éducateurs physiques francophones du Canada en fonction de caractéristiques démographiques. [Utilisation of Mosston's 11 teaching styles by French Canadian physical educators according to demographics characteristics]. *AVANTE*, 10 (2), 12-24.
- Banville, D.** (2002). Re-defining the student teaching experience: A review of the literature. *AVANTE*, 8(3), 30-38.
- Banville, D.**, Desrosiers, P., & Genet-Volet, Y. (2002) Comparison of Value Orientations of Quebec and American teachers: A cultural difference? *Teaching and Teacher Education*, 18, 469-482.
- Banville, D.**, Genet – Volet, Y., & Desrosiers, P. (2001) Analyse des valeurs véhiculées dans le programme d'études d'éducation physique au secondaire au Québec. [Analysis of value orientations carried in the physical education curriculum in Quebec]. *Science et Motricité*, 42, 37-46.
- Banville, D.**, Desrosiers, P., & Genet-Volet, Y. (2000). Translating questionnaires and inventories using a cross-cultural translation technique. *Journal of Teaching in Physical Education*, 19, 374-387.
- Banville, D.**, Desrosiers P., & Genet-Volet, Y. (1999) Traduction et validation canadienne-française d'un instrument portant sur les orientations de valeurs des éducateurs physiques (French-Canadian translation and validation of an instrument focusing on value orientation of physical education teacher). *AVANTE*, 5 (2), 21-39.
- Dodds, P., Gubacs, K., Placek, J., Griffin, L., Supaporn, S., Parker, J., **Banville, D.**, Miller, R. (1999). Training prospective teacher educators as researchers: Insiders' perspectives. *Journal of Sport Pedagogy*, 5(1), 64-78.
- Banville, D.**, & Desrosiers P. (1996). L'articulation des contenus entre le primaire et le secondaire dans les activités gymniques (Curriculum articulation between elementary and secondary school in gymnastic). *AVANTE*, 2(1), 53-68.

Books Chapters

Accepted for Publication

- Banville, D.** (in press). Golf. In J. Lund (Ed.) *PE for Life, Secondary* (pp.). Human Kinetics.
- Kulinna, P.H., **Banville, D.**, & Trudel, P. (in press). Current state and future of teacher/coach education. In R. Marttinen (Ed.), *Routledge Resources Online – Sports Studies*. Routledge Publishers.

Published

- Genet-Volet, Y, Desrosiers, P., **Banville, D.**, & Bégin, L. (1998). Les activités physiques de référence au primaire et au secondaire: Propositions provinciales et choix locaux (Fundamental physical activities at the elementary and secondary level: Provincial suggestions and local choices). In C. Amade-Escot et al. (Eds.), *Recherches en EPS: Bilan et perspectives* (Research in physical and sport education: Outcomes and perspectives) (pp.91-100). Paris: Revue EPS.

Peer Evaluated Published Research Abstracts

- Ferry, M. D., & **Banville, D.** (2015). Teacher and student perceptions of fitness: Understandings and (mis)communications. *Research Quarterly in Exercise and Sport*, 86 (supplement 2), p. A-123.
- Banville, D.** (2012). First- and Second-Year Teachers Learning to Teach. *Research Quarterly in Exercise and Sport*, 83 (1) (supplement), p. A-38.
- Banville, D.**, & Rikard, G. L. (2011). Central tasks of learning to teach of first-year teachers. *Research Quarterly in Exercise and Sport*, 82 (1) (supplement), p. A-34.
- Banville, D.**, White S. C., & Fox, R. K. (2011). Physical education teachers' professional development during advanced masters coursework. *Research Quarterly in Exercise and Sport*, 82 (1) (supplement), p. A-33-34.
- Rikard, G.L., & **Banville, D.** (2010). Teaching and learning to teach as first year physical educators. *Research Quarterly in Exercise and Sport*, 81 (1) (supplement), p. A-67.
- Rikard, L., & **Banville, D.** (2009). First-year teachers' use of class time in physical education. *Research Quarterly in Exercise and Sport*, 80(1) (supplement), p. A-71.

- Banville, D.** (2007). Impact of integration of NCATE/NASPE Standards on Internship Evaluation Forms. *Research Quarterly in Exercise and Sport*, 78(1) (supplement), p. A-49-50.
- Banville, D.** (2004). Information shared with interns during internship in relation to NCATE/NASPE guidelines for teacher preparation in physical education. *Research Quarterly in Exercise and Sport*, 75(1) (supplement), p. A-58.
- Banville, D.**, Richard, J.F., & Raiche, G. (2003). French Canadian physical education teachers' usage of Mosston Spectrum of teaching style. *Research Quarterly in Exercise and Sport*, 74(1) (supplement), p. A-36.
- Griffin, L., Placek, J., Parker, J., Gubacs, K., Supaporn, S., Miller, R., **Banville, D.**, & Dodds, P. (1996). The instructional ecologies of novice instructors teaching in a Basic Instruction Program (BIP). *Research Quarterly in Exercise and Sport*, 67(1), (supplement), 80.
- Banville, D.** (1996). The curriculum articulation between primary and secondary school PE. *Research Quarterly in Exercise and Sport*, 67 (supplement), p. A-74.
- Griffin, L., Placek, J., Supaporn, S., Gubacs, K., Miller, R., Dodds, P., Parker, J. & **Banville, D.** (1996). Symposium: Basic Instruction Programs (BIPs) as sites for pedagogy research. *Eastern District Association of the American Alliance of Health, Physical Education Recreation and Dance Convention Research Abstracts*, 23-26.
- Placek, J., Griffin, L., Parker, J., Gubacs, K., Supaporn, S., Miller, R., **Banville, D.**, & Dodds, P. (1996). Background influences on decisions to teach for novice teachers in a Basic Instruction Program (BIP). *Research Quarterly in Exercise and Sport*, 67(1), (supplement), 88.

Proceedings & ERIC Documents

- Martinen, R., **Banville, D.**, Holincheck, N., Ferrer, V., & Stehle, S. (2023). Learning to integrate STEM into physical education through asynchronous professional development modules. Book of Abstracts of the AIESEP 2023 International Conference, Santiago, Chile, p.74.
- Kulinna, P. H., Dyson, B., **Banville, D.**, Colby R., & Stylianou, M. (2017). Whole-of-School Physical Activity Programs in 3 Countries: What are the outcomes? Proceedings of the AIESEP 2017 International Conference, Pointe-à-Pitre, Guadeloupe, p.85.
- Lenzen, B., Vandercluyen, F., Boudreau, P., **Banville, D.**, Boutet, M., Devillers, Y., Dupont, J.-P., Emmond, G., & Mieusset, C. (2017). Training Needs of Cooperating Teachers in Physical Education in Canada, USA, Belgium, France and Switzerland : A Question of Culture? Proceedings of the AIESEP 2017 International Conference, Pointe-à-Pitre, Guadeloupe, p.93.
- Vandercluyen, F., Boudreau, P., Lenzen, B., **Banville, D.**, Boutet, M., Devillers, Y., Dupont, J.-P., & Emmond, G. (2017). Professional Development of a Cooperating Teacher in Physical and Health Education : Case Study Based on a Participatory Action Research. Proceedings of the AIESEP 2017 International Conference, Pointe-à-Pitre, Guadeloupe, p.198.
- Banville, D.**, Kulinna, P.H., Dyson, B., Colby, R., Stylianou, M., & Dryden, C. (2015). Feeling refreshed: Students' perception of the role of healthy behaviors in schools. In Consejo General de Colegios Oficiales de Licenciados en Educacion Fisica y en Ciencias de la Actividad Fisica y del Deport (Ed.). *Revista Española de Educacion Fisica y Deportes*. Proceedings of the 2015 AIESEP International Conference, Madrid, Spain, No 410 (Supl), pp. 22-23.
- Dyson, B., Kulinna, P. H., **Banville, D.**, Stylianou, M., Colby, R., & Dryden, C. (2015). New Zealand School Personnel's Efficacy in their Roles in Creating Healthy School Cultures. In Consejo General de Colegios Oficiales de Licenciados en Educacion Fisica y en Ciencias de la Actividad Fisica y del Deport (Ed.). *Revista Española de Educacion Fisica y Deportes*. Proceedings of the 2015 AIESEP International Conference, Madrid, Spain, No 410 (Supl), pp. 226-227.
- Ferry, M. D., & **Banville, D.** (2015) An empirical examination of a reconceptualized classroom ecology framework: Hot spots and mixed signals. In Consejo General de Colegios Oficiales de Licenciados en Educacion Fisica y en Ciencias de la Actividad Fisica y del Deport (Ed.). *Revista Española de Educacion Fisica y Deportes*. Proceedings of the 2015 AIESEP International Conference, Madrid, Spain, No 410 (Supl), p. 276.
- Kulinna, P. H., Stylianou, M., Dyson, B., **Banville, D.**, Dryden, C., & Colby, R. (2015). Existing School Physical Activity Opportunities in Aotearoa/New Zealand Schools & Students' Selective Attention. In Consejo General de Colegios Oficiales de Licenciados en Educacion Fisica y en Ciencias de la Actividad Fisica y del Deport (Ed.). *Revista Española de Educacion Fisica y Deportes*. Proceedings of the 2015 AIESEP International Conference, Madrid, Spain, No 410 (Supl), pp. 217-218.

- Vanderclayen, F., Boudreau, P., **Banville, D.**, Boutet, M., Devillers, Y., Dupont, J.-P., Lenzen, B., Mieusset, C. (2015). Training Needs of Cooperating Teachers in Health and Physical Education: Preliminary Results of an International Survey. In Consejo General de Colegios Oficiales de Licenciados en Educacion Fisica y en Ciencias de la Actividad Fisica y del Deport (Ed.). *Revista Española de Educacion Fisica y Deportes*. Proceedings of the 2015 AIESEP International Conference, Madrid, Spain, No 410 (Supl), p. 245.
- Banville, D.**, Amade-Escot, C., Richard, J.-F., Macdonald, D., & Sarmiento, P. (2003). An international symposium on teaching styles. In L. Sena Lino, R. Trindade Ornelas, F. Carreiro Da Costa, & M. Pieron, (Eds.). *Innovation and new technologies in physical education, sport, research and/on teacher and coach preparation*. Proceedings of the AIESEP International Congress, Funchal, Madeira, Portugal. November, 8 pages.
- Banville, D.** (2002). Literature Review of Best Practices of Cooperating Teachers in the USA. Eric Document #469 467. Retrieved on June 10, 2008 from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1a/77/10.pdf
- Banville, D.** (1996). Continuité ou discontinuité entre le primaire et le secondaire dans l'enseignement des activités sportives collectives? (Continuity or discontinuity between elementary and secondary school when teaching team sports?). *Proceedings of the Colloque International Actualité de la Recherche en Éducation Physique et Sportive*, Toulouse, France, pp.27-28.
- Genet-Volet, Y., Desrosiers, P., **Banville, D.** & Bégin, L. (1996). Le thème Locomotion: Moyens d'actions et contenus privilégiés (The theme Locomotion: activities and content selected). *Proceeding of the Vth Confédération des Éducateurs et Éducatrices Physiques du Québec (CÉÉPQ) Conference*, Drummondville, pp.271-279.
- Griffin, L., Placek, J., Supaporn, S., Gubacs, K., Miller, R., Dodds, P., Parker, J. & **Banville, D.** (1996). Staff development for untrained novice teachers in a Basic Instruction Program. *American Education Research Association Special Interest Group: Research on Learning and Instruction in Physical Education Conference Proceedings*, 17.
- Banville, D.**, & Desrosiers, P. (1994). Comment se fait le passage du primaire au secondaire? (How is the transition between elementary and secondary school?). *Proceedings of the IVth CÉÉPQ Conference, Sherbrooke, Session 612*.

Peer Evaluated Professional Publications

- Banville, D.**, & Polifko, M. (2009). Using digital video recorders in physical education to enhance and improve the learning environment. *JOPERD*, 80 (1), 17-21.
- Banville, D.**, & Rikard, L. (2001). Reflective strategies for improving teaching. *JOPERD*, 72 (4), 46-49.

Other Publications

- Banville, D.** (2012). Curling in North America. In J. Nauright & C. Parrish (Eds.), *Sports around the world: History, culture, and practice, Vol. 3* (pp.200-202). ABC-CLIO.
- Banville, D.** (2012). Curling in Scotland. In J. Nauright and C. Parrish (Eds), *Sports around the world: History, culture, and practice, Vol. 2* (p.69). ABC-CLIO.

Unpublished Documents

- Banville, D.** (1998). L'identification des orientations de valeurs dans l'enseignement de l'éducation physique au secondaire au Québec [Identification of value orientation in teaching physical education at the secondary level in Quebec]. *Unpublished Doctoral dissertation, Université Laval, Ste-Foy, Québec*.
- Banville, D.** (1994). Le passage du primaire au secondaire sur le plan du contenu enseigné en éducation physique [Elementary to secondary school articulation based on the content taught in physical education]. *Unpublished Master thesis, Université Laval, Ste-Foy, Québec*.

SCHOLARLY PRESENTATIONS

Submitted for Presentation

- Rodrigues, A. I. C., **Banville, D.**, Marttinen, R., Antunes, M. M. (2025, April 23–27). *Creating value with expert martial art instructors in social learning spaces: A professional development initiative* [In review for paper presentation]. 2024 American Educational Research Association, Denver, CO, United States. <https://www.aera.net/Events-Meetings/Annual-Meeting/2025-Annual-Meeting>

- Rodrigues, A. I. C., **Banville, D.**, Marttinen, R., Antunes, M. M. (2025, May 18-22). *The benefits of a tactical games approach to teaching martial arts to children* [In review for paper presentation]. AIESEP World Congress, Saint Petersburg, FL, United States. <https://www.aieseptpete2025.com/>
- Accepted for Presentation*
- Rodrigues, A. I. C., **Banville, D.**, Marttinen, R., Antunes, M. M. (2024, November 27-29) *O papel do pesquisador em contexto pedagógico: Diálogo como ferramenta de desenvolvimento profissional nas lutas* [The role of a researcher in a pedagogical context: Dialogue as a professional development tool in martial arts] [In review for paper presentation]. Congresso Internacional de Pedagogia do Esporte [International Conference of Sport Pedagogy]. Piracicaba, SP, Brazil. <https://www.sescsp.org.br/editorial/conipe2024/>
- Refereed Presentations*
- Rodrigues, A. I. C., Marttinen, R., **Banville, D.** (2024, May 13-17). *Planning for social value creation while building a methodology for a game-based approach to teaching martial arts in an after-school program* [Paper presentation]. AIESEP World Congress, Jyväskylä, Finland.
- Marttinen, R., **Banville, D.**, Holincheck, N., Ferrer, VJ, & Stehle, S. (2023, July 4-7). *Learning to integrate STEM into physical education through asynchronous professional development modules* [Conference presentation]. AIESEP Internationale Conference, Santiago, Chile.
- Marttinen, R., Rodrigues, A. I. C., Nuñez-Enriquez, O., Centeio, E., & **Banville, D.** (2023, April 13-16). *A 20-year systematic review of before and after-school physical activity research (2000-2020)*[Conference presentation]. Annual American Educational Research Association Annual Meeting, Chicago, IL, United States.
- Banville, D.**, Marttinen, R., & Rodrigues, A. (2022, June 15-18). *Teachers' and students' perspectives on United States secondary physical education curriculum* [Conference presentation]. AIESEP World Congress, Gold Coast, Australia.
- Marttinen, R., Centeio, E., Richard, K.A, **Banville, D.**, Rodrigues, A., McKown, H., & Silverman, S. (2022, April 20). *Student-Faculty relationships and mentoring in research and teaching* [Conference presentation]. Invisible College Meeting of the Special Interest Group (SIG) on Research on Learning and Instruction in Physical Education, American Educational Research Association Annual Meeting, San Diego, CA, United States.
- Banville, D.**, Marttinen, R., & Daum, D. (2021, June 7-10). *Struggles and successes of pre-service teachers when implementing a student-centered integrated curriculum in an after-school program* [Conference presentation]. AIESEP International Conference, Virtual.
- Banville, D.**, & Kulinna, P. (2021, April 8-12). *Curriculum decisions made by secondary teachers and comparison with students' preferences* [Conference presentation]. American Educational Research Association Annual Meeting, Virtual, April 8-12.
- Norden, L., **Banville, D.**, Marttinen, R., & Krout, L. (2021, April 13-17). *Establishing an advisory council to support teacher preparation programs* [Conference presentation]. SHAPE America National Convention and Exposition, Virtual.
- Marttinen, R. Richards, K., McMullen, J., **Banville, D.** & Lux Gaudreault, K. (2020, April 16). *Recruiting students to PETE undergraduate programs* [Conference presentation]. Invisible College meeting of the SIG on Research on Learning and Instruction in Physical Education, American Educational Research Association Annual Meeting, San Francisco, CA, United States.
- Banville, D.**, & Boudreau, P. (2019, June 19-22). *The journey of a mentor teacher in a professional development training using participatory action research* [Conference presentation]. AIESEP International Conference, Garden City, NY, United States.
- Marttinen, R., Daum, D., **Banville, D.**, & Battistella, S. (2019, June 19-22). *Pre-service teachers learning to teach through a service learning approach in a low SES school* [Conference presentation]. AIESEP International Conference, Garden City, NY, United States..
- Banville, D.**, Dyson, B., Kulinna, P.H., & Stylianou, M. (2019, April 5-9). *Classroom teachers' views of pupils' health and wellness: An Aotearoa New Zealand perspective* [Conference presentation] American Educational Research Association Annual Meeting, Toronto, ON, Canada.
- Kulinna, P. H., Dyson, B., **Banville, D.**, Colby R., & Stylianou, M. (2017, November 7-10). *Whole-of-school physical activity programs in three countries: What are the outcomes?* [Conference presentation]. AIESEP International Conference, Pointe-à-Pitre, Guadeloupe.

- Lenzen, B., Vanderclayen, F., Boudreau, P., **Banville, D.**, Boutet, M., Devillers, Y., Dupont, J.-P., Emmond, G., & Mieusset, C. (2017, November 7-10). *Training needs of cooperating teachers in physical education in Canada, USA, Belgium, France and Switzerland: A question of culture?* [Conference presentation]. AIESEP International Conference, Pointe-à-Pitre, Guadeloupe.
- Vanderclayen, F., Boudreau, P., Lenzen, B., **Banville, D.**, Boutet, M., Devillers, Y., Dupont, J.-P., & Emmond, G. (2017, November 7-10). *Professional development of a cooperating teacher in physical and health education: Case study based on a participatory action research* [Conference presentation]. AIESEP International Conference, Pointe-à-Pitre, Guadeloupe.
- Boudreau, P., **Banville, D.**, (2016, April 8-12). *The goals of a practicum in physical education teacher education (PETE): Perspectives of cooperating teachers and teacher educators* [Conference presentation]. American Educational Research Association Annual Meeting, Washington, DC, United States.
- Banville, D.** & Boudreau, P. (2016, April 12). *International research team – How to keep a group of scholars moving forward and avoid “paralysis by analysis”* [Conference presentation]. Invisible College meeting of the SIG on Research on Learning and Instruction in Physical Education, American Educational Research Association Annual Meeting, Washington, DC, United States.
- Norden, L., **Banville, D.**, DeGregorio, A., & Krout, L. (2015, October 28-31). *Building community for student success* [Conference presentation]. Physical Education Teacher Education Conference, Atlanta, GA, United States.
- Banville, D.**, Kulinna, P.H., Dyson, B., Colby, R., Stylianou, M., & Dryden, C. (2015, July 8-11). *Feeling refreshed: Students’ perception of the role of healthy behaviors in schools* [Conference presentation]. AIESEP International Conference, Madrid, Spain.
- Dyson, B., Kulinna, P. H., **Banville, D.**, Stylianou, M., Colby, R., & Dryden, C. (2015, July 8-11). *New Zealand school personnel’s efficacy in their roles in creating healthy school cultures* [Conference presentation]. AIESEP International Conference, Madrid, Spain.
- Ferry, M. D., & **Banville, D.** (2015, July 8-11) *An empirical examination of a reconceptualized classroom Ecology framework: Hot spots and mixed signals* [Poster presentation]. AIESEP International Conference, Madrid, Spain.
- Kulinna, P. H., Stylianou, M., Dyson, B., **Banville, D.**, Dryden, C., & Colby, R. (2015, July 8-11). *Existing school physical activity opportunities in Aotearoa/New Zealand schools and students’ selective attention* [Conference presentation]. AIESEP International Conference, Madrid, Spain.
- Vanderclayen, F., Boudreau, P., **Banville, D.**, Boutet, M., Devillers, Y., Dupont, J.-P., Lenzen, B., Mieusset, C. (2015, July 8-11). *Training needs of cooperating teachers in health and physical education: Preliminary results of an International survey* [Conference presentation]. AIESEP International Conference, Madrid, Spain.
- Boudreau, P., Vanderclayen, F., **Banville, D.**, Boutet, M., Devillers, Y., Dupont, J.-P., Lenzen, B., Mieusset, C. (2015, May 25-29). *Une recherche action participative internationale en formation d’enseignants associés/maîtres de stage* [An International participatory action-research on mentor teacher training] [Conference presentation]. Annual Scientific Conference of the Association Francophone pour le Savoir, Rimouski, QC, Canada.
- Ferry, M., & **Banville, D.** *Teacher and Student Perceptions of Fitness: ‘Understandings’ and (Miss)communications.* Presented at the 2015 National Convention of the Society of Health and Physical Educators (SHAPE) America, March 17-21, Seattle, Washington.
- Banville, D.** & Ferry, M. (2014). *Comparison of physical activities favored by secondary physical educators and their students’: congruencies and disjuncture.* AIESEP World Congress, February 10-13, 2014, Auckland, NZ.
- Banville, D.**, White, C. S., & Fox, R. K. (2012). *Providing Advanced Professional Development to Physical Education Teachers: Lessons Learned.* Presented at the *National Physical Education Teacher Education (PETE) Conference*, Las Vegas, October 3-6, 2012.
- Banville, D.**, White, C. S., & Fox, R. K. (2012). *Teacher Development during Advanced Master’s Course Work and Impact on Their Learning a Year Later.* Presented at the *American Educational Research Association National Conference*, Vancouver, Canada, April 13-17, 2012.
- Banville, D.** (2012). *First and Second Year Teachers Learning to Teach.* Presented at the *American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) National Convention*, Boston, March 13-17, 2012

- Banville, D.,** & Rikard, G. L. (2011). Central tasks of learning to teach of first year teachers. Presented at the *American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) National Convention*, San Diego, March 29 – April 2, 2011.
- Banville, D.,** White, S., & Fox, R. (2011). Physical education teachers professional development during advanced masters coursework. Presented at the *American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) National Convention*, San Diego, March 29 – April 2, 2011.
- Rikard, G.L., & **Banville, D.** (2010). Teaching and Learning to Teach as First Year Physical Educators. Presented at the *American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) National Convention*, Indianapolis, IN, March 16 – 20, 2010.
- Rikard, G.L., & **Banville, D.** (2009). The roles of PETE Programs in the induction of physical educators. Presented at the *NASPE PETE Conference*, Myrtle Beach, SC, October 8 – 10.
- Banville, D., & Rikard, G.L. (2009). Supporting first year teachers – Analysis of a PE teacher induction program. Presented at the *National Physical and Health Education Conference*, Banff, AB, April 29 – May 2nd.
- Rikard, G.L., & **Banville, D.** (2009). First-year teachers’ use of class time in physical education Presented at the *American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) National Convention*, Tampa, Fl, March 31 – April 4.
- Banville, D.** (2007). Focus of exchange during post-lesson evaluations when using the NASPE Standards as a Reference. *Canadian Association for Health, Physical Education, Recreation, and Dance (CAHPERD) National Conference*, New Brunswick, Canada, May 9-12.
- Banville, D.** (2007). Impact of Integration of NCATE/NASPE Standards on Internship Evaluation Forms. *2007 American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) National Convention*, Baltimore, MD, March 13-March 17.
- Banville, D.** (2006). The Integration of the NASPE/NCATE Standards in the Internship Process. *Physical Education Teacher Education Conference*, Long Beach, CA, October 12-14.
- Rikard, G. L., & **Banville, D.** (2006). A Study of a Model Teacher Induction Program for Physical Education Teachers. *Physical Education Teacher Education Conference*, Long Beach, CA, October 12-14.
- Banville, D.** (2006). Pertinence of the NCATE/NASPE Standards for Inservice Teachers Based on Stages of Career Teachers. *Annual meeting of the American Educational Research Association (AERA)*, San Francisco, CA, April 6-11.
- Banville, D.** (2005). Focus of Exchanges over Time Between Interns and Cooperating Teachers During the Internship. *Council of University Professors and Researchers Forum, National Conference of the Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD)*, Regina, Saskatchewan, Canada, May 4-7.
- Rikard, G. L., & **Banville, D.** (2005). “A Herd of Cattle”: High School Student Attitudes about Physical Education. *Annual meeting of the American Educational Research Association (AERA)*, Montréal, Québec, Canada, April 11-16.
- Banville, D.** (2004). Information shared with interns during internship in relation to NCATE/NASPE guidelines for teacher preparation in physical education. *2004 American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) National Convention*, New Orleans, LA, March 30-April 3.
- Banville, D.,** & Rikard, L. (2004). Connecting PE Supervising Teachers of Preservice Teachers with PETE National Standards. *2004 AAHPERD National Convention*, New Orleans, LA, March 30-April 3.
- Banville, D.** (2003). Training Cooperating Teachers to Become Clinical Supervisors: The Impact of Supervision Training on Teachers Supervisory Practices. *2003 National Physical Education Teacher Conference*, Baton Rouge, LA, October 2-5.
- Cothran, D., Kulinna, P. H., **Banville, D.**, Choi, E, Amade-Escot, C., MacPhail, A., McDonald, D., Richard, J. F., & Sarmiento, P., (2003). A cross-cultural investigation of the use of teaching styles. *2003 AERA Conference*, Chicago, IL, April 21-25.
- Banville, D.,** Richard, J.-F., & Raiche, G. (2003). French Canadian Physical Education Teachers' Usage of Mosston Spectrum of Teaching Styles. *2003 National AAHPERD Conference*, Philadelphia, PA, April 1-5.
- Banville, D.** (2002). Literature Review of Best Practices of Cooperating Teachers in the USA. *First China-US Conference on Best Practices in Physical Education*. Beijing, China. 16-19 July.
- Banville, D.** (2002). Re-defining the Student Teaching Experience. *National Conference of CAHPERD*. Banff, AB, Canada, May 8-11.

- Banville, D.** (2001). The Impact of a Clinical Supervisory Training on Feedback Given to Interns. Conference of the *Association Internationale des Écoles Supérieures d'Éducation Physique (AIESEP)*. Madeira, Portugal, November 21-24.
- Banville, D., Amade-Escot, C., McDonald, D, Richard, J.-F., R, Sarmiento, P. (2001). An International Symposium On Teaching Styles. *AIESEP Conference, Madeira, Portugal*, November 21-24.
- Rikard, L., **Banville, D.**, & Marks, M. (2001). The Impact of Block Scheduling of Teaching Physical Education. *AERA, Seattle, WA*, April 10-14.
- Banville, D.**, Marks, M., & Rikard, L. (2001). What We Have Learned About Teaching Physical Education Under Block Scheduling – Is It Working?. *Virginia Association for Health, Physical Education, Recreation and Dance (VAHPERD)*, Williamsburg, VA, November 8-10.
- Banville, D.**, Genet-Volet, Y., & Desrosiers, P. (1999). Comparison of Value Orientations of Quebecois and American Physical Education Teachers: A Cultural Difference. *AERA Conference, Montréal, Québec, Canada*. April 19-23.
- Banville, D.** (1999). Comparison of Value Orientations Carried in a Mandatory Physical Education Curriculum with Those Prioritized by Physical Education Teachers Using the Curriculum. *AIESEP Conference, Besançon, France*, April 7-9.
- Genet-Volet, Y., & **Banville, D.** (1999). Se déplacer: action corporelle en relation avec soi, l'environnement physique ou les autres? (To move: body motion in relationship with self, the physical environment or with others?) *AIESEP Conference, Besançon, France*, April 7-9.
- Banville, D.**, Desrosiers, P., & Genet-Volet, Y. (1998) Orientation de valeurs des enseignant(e)s en éducation physique de la province de Québec: Un profil étonnant (Value orientation of Quebec PE teacher: A surprising profile). *Association Canadienne Française pour l'Avancement de la Science (ACFAS), Québec city, Québec*, May 11-15.
- Banville, D.**, Desrosiers, P., & Genet-Volet, Y. (1998). Cross-cultural validation of the Value Orientation Inventory for French- Canadians. *AAHPERD Conference, Reno, Nevada*, 5-9 April.
- Banville, D.**, Desrosiers, P., & Genet-Volet, Y. (1997). Regard sur le programme du MEQ en éducation physique sous l'angle des valeurs véhiculées explicitement et implicitement (Analysis of the physical education provincial curriculum to determine the explicit and implicit values). *Association pour le Développement de la Mesure et de l'Évaluation en Éducation (ADMÉE)*, Hull, Québec, Oct. 30- Nov. 1.
- Banville, D.**, Genet-Volet, Y., & Desrosiers, P. (1997). Traduction d'une échelle d'attitude portant sur les valeurs des enseignant(e)s en éducation physique (Translation of the Value Orientation Inventory). *ACFAS, Trois-Rivières, Québec*, May 12-16.
- Genet-Volet, Y., & **Banville, D.** (1997). Les programmes locaux: des révélateurs de l'appropriation et de l'adaptation des programmes provinciaux. (Local curriculum: revealing of the appropriation and adaptation of the provincial curriculum), *ADMÉE*, Hull, Québec, Oct. 30- Nov. 1.
- Banville, D.**, & Desrosiers, P. (1996). Continuité ou discontinuité entre le primaire et le secondaire dans l'enseignement des activités sportives collectives? (Continuity or discontinuity between elementary and secondary school when teaching team sports?) *Colloque International "Actualité de la recherche en éducation physique et sportive" Université Paul Sabatier - IUFM de Toulouse, Toulouse, France*.
- Banville, D.**, & Desrosiers, P. (1996). Curriculum articulation between Primary and Secondary school physical education. *AAPHERD, Atlanta, Georgia*.
- Dodds, P., Gubacs, K., Placek, J. H., Griffin, L., Supaporn, S., Parker, J., **Banville, D.**, & Miller, R. (1996). Training prospective teacher educators as researchers: Insiders' perspectives. *New England Education Research Organization Conference, Portsmouth, NH*, March.
- Griffin, L., Dodds, P., Placek, J., Gubacs, K., Miller, R., Supaporn, S., **Banville, D.** & Parker, J. (1996). Staff development in a Basic Instruction Program: Pedagogical-content knowledge for instructors and a training laboratory for teacher educators. *AAHPERD Conference, Atlanta, GA*, April 16-19.
- Griffin, L., Placek, J., Parker, J., Gubacs, K., Supaporn, S., Miller, R., **Banville, D.**, & Dodds, P. (1996). The instructional ecologies of novice instructors teaching in a Basic Instruction Program (BIP). *AAHPERD Conference, Atlanta, GA*, April 16-19.
- Griffin, L., Placek, J., Supaporn, S., Gubacs, K., Miller, R., Dodds, P., Parker, J. & **Banville, D.** (1996). Staff development for untrained novice teachers in a Basic Instruction Program. *AERA, New York, NY*, April 8-12.
- Placek, J., Griffin, L., Parker, J., Gubacs, K., Supaporn, S., Miller, R., **Banville, D.**, & Dodds, P. (1996). Background influences on decisions to teach for novice teachers in a Basic Instruction Program (BIP). *AAHPERD Conference, Atlanta, GA*, April 16-19.

- Griffin, L., **Banville, D.**, Dodds, P., Gubacs, K., Miller, R., Parker, J., Placek, J. & Supaporn, S. (1995). The Basic Instruction Program as a Site for Teacher Education Research. *National Association Sport and Physical Education and College and University Physical Education Council National Conference on Teacher Education in Physical Education, Morgantown, WV*, October.
- Banville, D.**, & Desrosiers, P. (1995). Du primaire au secondaire: L'enseignement des activités gymniques (From elementary to secondary: Teaching gymnastics). *Association Québécoise des Sciences de l'Activité Physique, Laval University, Quebec, Canada, March.*

Practical Presentations

- Banville, D.** (2023, November 3-5). *Using cooperative learning to teach dance in physical education* [Conference presentation]. Virginia AHPERD 86th Annual Convention, Harrisonburg, VA, United States.
- Banville, D.** (2022, November 4-6). *Teaching golf to high school students* [Conference presentation]. Virginia AHPERD 85th Annual Convention, Reston, VA, United States.
- Banville, D.** & Marttinen, R. (2021, November 6-8). STEM in Secondary PE. [Conference presentation]. Virginia AHPERD 84th Annual Convention, Virginia Beach, VA, United States.
- Marttinen, R., & **Banville, D.** (2021, November 6-8). STEM in Primary PE. [Conference presentation]. Virginia AHPERD 84th Annual Convention, Virginia Beach, VA, United States.
- Banville, D.** (2010). *Knowing yourself* [Conference presentation] HPE Canada Leadership Conference, Ontario, Canada.
- Banville, D.**, Woodson, H. (2008). *The components of fitness – Building background knowledge* [Conference presentation]. Fairfax County Public School Fall In-service, Vienna, VA, United States.
- Rikard, G.L., & **Banville, D.** (2008 – November 7-9). *Physical education teacher retention: Why do our teachers leave?* VAHPERD Annual Convention, Reston, VA.
- Banville, D.**, (2000) Strategies to Improve Teaching Effectiveness. *CAHPERD Conference, Orillia, Ontario.*
- Banville, D.**, (2000) Seven Strategies to Improve Teaching Effectiveness. *VAHPERD Conference, Williamsburg, Virginia*
- Banville, D.** (1999) Let's take a look at an important factor that influences what we teach: Teaching Values. *CAHPERD Conference, Wolfville, Nova Scotia.*
- Banville, D.** (1998) Pourquoi j'enseigne ce que j'enseigne? (Why do I teach what I teach?) *Association of Jewish teachers, Montréal, Québec.*
- Banville, D.** (1998) Why do I teach what I teach? *Association of Physical Educators of Quebec, Montréal, Québec.*
- Genet-Volet, Y., & **Banville, D.**, (1996) Le thème locomotion: Moyens d'action et contenus privilégiés (The Theme Locomotion: Activities and Content Selected). *CÉÉPQ Conference, Drumondville, Québec.*
- Banville, D.** (1994). Comment se fait le passage du primaire au secondaire? (How is the transition between elementary and secondary school?). *Conférence des Éducateurs et Éducatrices Physiques du Québec (CÉÉPQ), Sherbrooke, Québec.*

Invited Presentation

- Banville, D.** (2023, July 3). *Publishing Internationally* [Invited talk]. SESC Tijuca, Rio de Janeiro, Brazil.
- Banville, D.** (2023, July 3). *Teaching Ultimate Frisbee using the Sport Education model* [Invited talk]. SESC Tijuca, Rio de Janeiro, Brazil.
- Banville, D.** (2017, December 1). *Teacher preparation and development: How to support pre-service and in-service teachers in their skill acquisition and development* [Invited talk]. McGill University, Montreal, QC, Canada.
- Banville, D.** (2017, November 30). *How to support the acquisition and development of skills necessary to mentor young professionals* [Invited talk]. McGill University, Montreal, QC, Canada.

VII. ACCREDITATION REPORTS

- 2018 CAHPE Unit Report – Contribution to the Unit report (all licensure programs within CEHD) related to the health and physical education licensure program.
- 2017 NCATE/NASPE Physical Education Rejoinder – In charge of the writing and submission
- 2016 NCATE/NASPE Physical Education Rejoinder – In charge of the writing and submission
- 2015 NCATE/NASPE Physical Education Report – In charge of the writing and submission
- 2011 NCATE/NASPE Physical Education Rejoinder – Supported the writing and submission
- 2010 NCATE/NASPE Physical Education Report – Supported the writing and submission

VIII. SERVICE

NATIONAL AND INTERNATIONAL LEVEL

- Member of the NCAA Division I Progress Toward Degree Waivers Committee (September 2021-August 2025)
- *Ex-Officio* Member of the A-10 Conference Compliance Standing Committee (2021-2023)
- Member of the Editorial Board, Journal of Teaching in Physical Education (since 2010);
- Chair (Elect – Acting – Past), SIG on Learning and Instruction in Physical Education, American Educational Research Association (2012-2014);
- External evaluator for Tenure & Promotion dossier for colleagues in Canada and the U.S (2004; 2011; 2014; 2016; 2019; 2022);
- Chair (Acting – Past), College/University Committee of the Virginia Association for Health, Physical Education, Recreation, and Dance (VAHPERD). (2009-2011);
- Member VAHPERD College/University Committee (since 2011)
- Secretary-Treasurer, SIG on Learning and Instruction in Physical Education, American Educational Research Association (2006-2008);
- Chair, Task Force on Professionalism for the National Association for Sport and Physical Education (NASPE) (Spring 2007);
- Chair, SIG on Learning and Instruction in Physical Education “Paper of the Year” award (2006)
- Reviewer, American, Canadian (French and English), & European Journals (French and English); (since 1999 for AVANTE/PHEnex, and 2006 for all the others);
- Grant Reviewer, Social Sciences and Humanities Research Council of Canada (since 2004);
- Reviewer, Research Consortium of AAHPERD/SHAPE America – Review papers submitted to for their annual conference (since 2002);
- Reviewer, SIG on Learning and Instruction in Physical Education – Review papers submitted for their annual meeting (since 2005);
- Presider, Paper Sessions at the 2005, 2009, and 2021 AERA Conferences;

AT GEORGE MASON UNIVERSITY

- Faculty Athletic Representative (Since July 2016)
- Academic Program Coordinator, Health and Physical Education Licensure Program (Since June 2011)
- Chair, Athletic Council (Since July 2016)
- Chair, PHED Advisory Board (Since 2011)
- Senator, Faculty Senate (August 2012-July 2020; August 2022 – December 2023)
- Chair, Academic Policies Committee (August 2022- December 2023)
- Member, Executive Committee of the Faculty Senate (August 2022- December 2023)
- Member, Policy Management Group (August 2022 – December 2023)
- Member, CEHD Education Preparation Council (Since 2016)
- Member CEHD Council (2007-2009; 2022-2024)
- Member, Search Committee for the Athletic Director (2014; 2023)
- Member, Search Committee for the Dean of the College of Education and Human Development (2021-2022)
- Director, School of Kinesiology (aka Division of Health and Human Performance) (June 2012-December 2019)
- Member, SRHT Faculty Evaluation Committee (2016-2017)
- Member, 1st tier Promotion Committee (assistant to associate Tenured or Term Faculty) (2011, 2013, 2014, 2015, 2017, 2020)
- Member, Nomination Committee (Faculty Senate Standing Committee) (2018-2020)
- Member, Academic Policies Committee (Faculty Senate Standing Committee) (2012-2014)
- Member, General Education/Mason Core Committee (University Standing Committee) (2012-2018)
- Member of the Academic Program Review Committee (University Standing Committee) (2012-2015)
- Coordinator, School of RHT Physical Activity for Lifetime Wellness Program (2010-2012)
- Chair Search Committee School of RHT for Part-time Staff Member (2012-2013)
- Chair Search Committee School of RHT for Full-time Staff Member (March 2013; August 2013)
- Member Search Committee School of RHT for Full-time Staff Member (August 2013; September 2013; October 2013; August 2014; August 2015)

- Member, search committee School of RHT Academic Advisor Position (August 2012)
- Chair, Search Committee School of RHT Physical Activity for Lifetime Wellness coordinator (May-June 2012)
- Member, Health and Physical Education Teacher Preparation Program Curriculum Committee (1999-2011)
- Chair, Search Committee School of RHT Physical Education Pedagogy Position (2010-2011; 2016-2017)
- Member CEHD TTARC Committee (2010-2011)
- Member, PW Administrative Team (2010-2011)
- Co-Coordinator of the RHT Strategic Plan (2010-2012)
- Chair, School of RHT Curriculum Committee (2009-2010)
- Member, School of RHT Curriculum Committee (2003-2006; 2008-2009)
- Member, Mason Retention Committee (2009-2012)
- Member, search committee School of RHT for Exercise Physiology faculty (2007)
- Chair, Task Force on Teaching Excellence (CEHD, Spring 2007)
- Co-chair, Professional Development Committee of the CEHD (2006-2008)
- Member, Social Justice Steering Committee of the CEHD (2005-2007)
- Member, Coaching Committee (2007-2010)
- Member, Ad Hoc committee for the NCATE PHED Program Review (2008-2011)

IX. AWARD RECEIVED/ACHIEVEMENT

- 2022 *JTPE Outstanding Reviewer Award* (Journal of Teaching in Physical Education) to recognize my outstanding service in the number of reviews completed, the expedient turn-around time, and most importantly, the high quality of my reviews.
- 2018-2019 Participant in the 18-19 cohort of the Emerging Leader Supervisor Series designed for Mason employees in a supervisory role to further their skills. In addition to the curriculum, participants work with assigned workplace coaches to set goals related to their growth as a leader, complete a developmental project, and work with peers across the university to learn more about the institution and build a network of fellow supervisors.
- 2017 Jennifer Wall Keynote Address, McGill University, Montreal, Canada, November 30, 2017;
- 2014-2015 Participated in the 14-15 cohort of the Mason Leadership Legacy Program designed for Mason full-time faculty and staff committed to furthering their leadership development. The program curriculum provides opportunities for experienced faculty and staff to advance their conceptual and experiential understanding of leadership in the context of university settings.
- 2007 Fellow of the Research Consortium of the American Alliance for Health, Physical Education, Recreation and Dance.
- 1999 Honorable mention by the International Association for Physical Education in Higher Education (AIESEP) for the AIESEP "Young Researcher Award". (AIESEP, Besancon).
- 1997 "Young Professional of the Year" for the province of Québec (CAHPERD).
- 1990 Strathcona Medal, which recognizes high achievement in activity courses at the undergraduate level.

X. PROFESSIONAL ASSOCIATIONS MEMBERSHIP:

- Association Internationale des Écoles Supérieures d'Éducation Physique (AIESEP)
- American Educational Research Association (AERA)
- Special Interest Group (SIG) on Research on Learning and Instruction in Physical Education (within AERA)
- Society of Health and Physical Educators (SHAPE) America (formerly known as the American Alliance for Health, Physical Education, Recreation, and Dance, AAHPERD)
- Virginia Association for Health, Physical Education, Recreation, and Dance (Virginia AHPERD)

XI. COMMUNITY WORK:

- 2022- 2024 Member of the Board, Chantilly National Golf and Country Club;
- 2020- 2022 President, Women Golf Association; Chantilly National Golf and Country Club;
- 2000- 2018 Volunteer, Potomac Curling Club;
- 2007-2008 Member of the Board, & Co-chair, Training Committee, Potomac Curling Club;
- 2004-2007 President of the Board, Potomac Curling Club;
- 2002-2004 Member of the Board, & Chair, Training Committee, Potomac Curling Club;

2002-2004 Representative, US Women Curling Association at the Potomac Curling Club;
2003-2004 Editor, "Fore Women Only" Newsletter (Golf League);
2001-2004 Member of the Board, Fore Women Only (Golf League);
2000-2005 Volunteer, The Smithsonian Chamber Music Society;
1985- 2007 Volunteer, "Domaine Forget" (Music Academy and Concert Hall) in St-Irénée, Québec.