

Todd Shoepe

Chair and Professor of Health and Human Sciences at Loyola Marymount University

Los Angeles, CA, US

Seaver College of Science and Engineering

Biography

Contact: Phone: (310) 338-7825 Email: Todd.Shoepe@lmu.edu Office: Featherston Life Sciences Building 181 Assistant Professor Todd C. Shoepe received his B.S. degree in Fitness Program Management and his M.S. degree in Exercise Physiology from Oregon State University. He earned the Ed.D. degree in Learning Technologies from Pepperdine University. He has been at Loyola Marymount University since 2005. He is certified through the American College of Sports Medicine and National Strength and Conditioning Association. He is also an active member in the Human Anatomy and Physiology Society. He has recently completed work as a digital author on the 15th edition of Vander's Human Physiology: The Mechanisms of Body Function. This work solidifies a contemporary suite of online learning interactives and experiences for students seeking higher cognitive experiences and application. His current research interests fall along three lines. The first, examining the efficacy of variable resistance exercise in the form of combined elastic band plus free-weight resistance exercise. First, projects have 1) quantified the loading consistency of elastic resistance bands with varying thicknesses and manufacturers, 2) formulated a set of prediction equations for estimating volume of work performed during concurrent rubber and free-weight exercise, 3) created a series of prediction equations for elastic loading during free weight exercise 4) demonstrated the effects of concurrent rubber and free-weight exercise after 24-weeks in untrained college students Second, a series of experiments in conjunction within the context of larger research initiatives involving cancer survivors, and cross-country athletes have set out to characterize important effects of physical activity on muscular performance and muscular quality. A third area of interest is in measuring the effectiveness of technologically supported innovations in the classroom. Specifically, this novel, digital, laboratory atlas project designed to support constructivist learning was shown to improve student performance on a standardized final laboratory practical examination. The success of the assignment is likely due to the promotion of constructive, collaborative, self-directed, and contextual learning opportunities for students.

Industry Expertise

Research, Education/Learning, Health and Wellness

Areas of Expertise

Public Speaking, Exercise Physiology, Learning Technology, Health and Human Performance, Human Nutrition, Anatomy, Physiology

Affiliations

American Society of Radiologic Technicians, American Association of Anatomists, American College of Sports Medicine, Southwest Chapter of the American College of Sports Medicine, Human Anatomy and Physiology Society, National Strength and Conditioning Association

Education

Pepperdine University

Ed.D. Learning Technology

Oregon State University

M.S. Exercise Physiology

Oregon State University

B.Sc. Health and Human Performance

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