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Journal of Qualitative Research in Sports Studies

Volume 7, Issue 1, December 2013

Editorial: ‘Education: it’s not filling a bucket, it’s lighting a fire’
Talking narratives: getting closer to the lived experience in sport.

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ISSN: 1754-2375
ISBN: 978-0-9566270-7-0
JQRSS Article No: Editorial: Volume 7, Issue 1, 2013

To cite this article:
Talking narratives: getting closer to the lived experience in sport.
Journal of Qualitative Research in Sports Studies, 7, 1, xv-xxii.

Self-archived URL link to this article:
https://www.academia.edu/3513281/JQRSS_Overview_Guide_to_Contents_and_Editorials_by_Volume_-_Open_Call_for_Papers

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Editorial

‘Education: it’s not filling a bucket, it’s lighting a fire’
Talking narratives: getting closer to the lived experience in sport

Introduction

Welcome to Volume 7 (2013) of the *Journal of Qualitative Research in Sports Studies* (JQRSS) which comprises papers from first-time authors alongside more experienced writers, all wishing to share their ideas stemming from primary research or through critical discussion articles. A glance down the contents page reveals a range of contributions which may be informative and thought provoking for people at different points on their journey through education. Reviewers’ comments have been incorporated at the end of papers, after the JQRSS Acknowledgement Footnotes, with a view to stimulating critical discussion about a given topic or research idea. I hope readers will gain as much from browsing the experiences of others formulated through these pages as much as I have enjoyed working with the authors and editing this volume.

Below, an overview of submissions precedes the scope and purpose of the journal which is followed by the JQRSS researcher award for the previous year. Then, an invitation to submit work through the open call for papers and JQRSS operational guidance provides further information about the context of this journal and advice to researchers/authors. This leads to a closing note and other editorial acknowledgements.

Overview of submissions

A thematic trend across JQRSS volume 7 is the use of personal narrative in research. This is achieved through a strong incorporation of data into the text to enrich the account and tell vivid stories of life-experience and the lived-reality. Consequently, each author gives us a closer, ‘from the horse’s mouth’ taste of social interaction in sport and in education that we can learn from. The narrative concept has been used in various ways, but all proving influential to the author’s attitudes about what research is, might be, or can look like in published form. There is an ostensible ‘energy’ in these papers, showing a burning enthusiasm for field research and alternative ways of working with data. These researchers are not weighed down
with a bucketful of methods theory; rather, their fires are lit and full steam ahead on new journeys of discovery.

Opening the running order is a paper by Ryan Louis telling us of his early life, the challenges in his education, and the place of football within it. It is pure narrative; a moving autobiography stemming from the last piece of coursework he did in university. He reported to me with some passion after graduating, that it was the most memorable and rewarding writing task he had ever undertaken in his education. David Jewitt then provides a reflective account on his journey through education, leaving his career in engineering and joining Higher Education as a mature student in Outdoor Education. David reflects on the use of research informed teaching with him as a student, and how he might adopt similar practices as he embarks upon a career in teaching.

Joseph Pryle’s paper is on cricket provision in schools across private and state sectors or education. It is a development from his Masters degree thesis which leads off with a personal narrative to structure his initial thoughts which consequently, provides a personal route-map through his research activity. The paper is imbued with data from lesson observations in schools and interviews with teachers. Useful, due to the educational remit of JQRSS, one analysed interview transcript is included for pedagogical research guidance, along with a question bank for interviewees and the consent form used in this project. Then, Steven Spence’s paper on neuromyths in education exposes some deep and fundamentally healthy questioning of accepted education theory and criticises how that theory may have detrimentally affected teaching practice in Further Education.

The final two papers are from David Grecic but mentored and co-authored by different people. Across them, the difference between data collection ideas and data representation is stark, which for development of the researcher, is captured honestly reflexively in his JQRSS Acknowledgement Footnotes. In David’s first paper he collected staged interview data from elite golf coaches about what they thought they did as coaches. In his second paper, David has experimented with getting much closer to the action and became the golfer being coached, i.e. placing himself on the receiving end of proclaimed beliefs and other idealist wisdom in coaching practice. From these experiences he has written four short stories of being coached in golf which reveal the vivid reality of what it felt like to be a performer, or paying client, in these professional coaches’ company.

Finally in celebration, may I draw your attention to an almost imperceptible change to the make-up of the JQRSS Editorial Board this year. It is a change which belies its true significance. The long-serving Student Editorial Officer, James Kenyon, has dutifully fulfilled this role since the journal’s inception in 2007,
becoming involved when he was a first year undergraduate at Liverpool Hope University. In the intervening 7 years he has contributed enormously to the journal writing papers, article reviews and reviewing submissions as well as being involved in decision making about the journal as it has evolved. I thank him sincerely as he steps down from this role.

However, he hasn’t gone very far… he has joined the JQRSS Advisory Board and is welcomed as an active reviewer. The celebration for James is graduating from his PhD earlier this year from Loughborough University, where he has also secured a teaching post. Whilst there have been a number of other students who have featured in JQRSS and progressed into employment in HE, James is the first that JQRSS might claim to have supported all the way through his university education; as an undergraduate and through his postgraduate research. Well done James, and welcome, again. Now, where’s that review!

The JQRSS Qualitative Researcher Award 2012

The Editor’s academic award for outstanding qualitative research; the JQRSS Qualitative Researcher Award (no.6, 2012) has been awarded to Sarah Nickless, from the University of Central Lancashire for her paper Crawling through experience, mentored by Clive Palmer. This award recognises the recipient’s efforts to conduct high quality primary research and then to communicate their discoveries in an engaging manner. It is hoped this will have a positive impact upon the person’s career development and encourage them to continue with their research in the future. At the time of writing her article Sarah was a first year undergraduate on a BA Sports Coaching degree. Crawling through experience is a rich, textured account of her life-experiences in sport and in education, magnified at one point; the university Fresher’s Fair, Sarah’s first week at university. The award for 2013 (Volume 7) will appear in 2014 (Volume 8).

Scope and purpose of the journal

The Journal of Qualitative Research in Sports Studies presents a valuable opportunity for students; undergraduates and postgraduates alike to write mentored publications of their research activities within the sport’s world. The papers are externally reviewed by academics from institutions (UK and overseas) who have an interest in researching sport and physical education. They also share a similar vision for raising confidence in student’s writing and encouraging greater involvement with researching sport from a qualitative standpoint. Towards these ends the journal identifies the central aims below, which the Editorial Board hope the reader will recognise as educationally valuable in terms of academic quality and student centred support:
(a) To showcase and share student research at either undergraduate or postgraduate level.

(b) Through a process of mentoring and external review, help to improve student’s confidence to present their ideas formally.

(c) To create a contemporary resource of qualitative research within the sport’s world which is accessible to students and informs their ongoing investigations.

(d) To create a stage for experimental designs in qualitative research which are exciting, engaging and pedagogically stimulating for the study of sport.

From the combined efforts of the students, their mentors and the external reviewer’s feedback, the Editorial Board feel that these aims are achieved in some considerable measure through the papers comprising this volume. In working towards these aims I believe we bring significant meaning to the phrase ‘research informed teaching’ and hope that the readership will benefit from its contents.

Open call for papers and JQRSS operational guidance

Please consider that there is an open call for papers and potential submitters are encouraged to contact the editor with their ideas. Guidelines for layout and referencing are detailed in the opening pages of this journal. Deadlines for submission should be discussed with the editor as they may be determined by a number of factors including the degree of mentoring required, reviewing possibilities and general readiness of the article for publication. Please use this current volume and earlier volumes as a guide to context, layout and appropriateness of content, and then, contact the Editor.

How it works: in the majority of cases each paper is dual authored by the student, who is first named, and the mentor who is second named on the paper. This helps to preserve both the identity of the original work and the integrity of the reviewing process. Most importantly, it reflects the student-teacher relationship in supported research and mentored writing, which as a pedagogical principle is at the heart of what this journal is about. However, there also are a limited number of sole-authored papers appearing as ‘cameo’ contributions, usually the last paper in a volume, in which some especial wisdom may be imparted to help enrich or invigorate student mentored writing. More recently, other exceptions to the dual authoring rule have come from authors whose writing has been free of supervision and mentoring, usually post-doctoral and above, which may be a healthy sign of evolution in JQRSS in serving its readership and application of its contents.
Reviews of various forms are also invited for publication and may be sole authored by students or supported by a mentor. The aim of a review in this journal is that the criticisms offered are usefully directed at teaching and learning in some way and are therefore subject to editorial control. The norm in many journals is to feature book reviews predominantly, however, because of the special mandate for this publication we wish to extend the act of reviewing to include reviews of not only books but, book chapters and journal articles. It is hoped that this may encourage students and staff to share their ideas by focusing more closely, and perhaps more usefully, on a single source of information rather than offering general comment about a large body work which in itself may be more deserving of deeper critical review elsewhere. Reviews would typically be 500-1000 words in length. Please contact the Editor if you wish to submit a review.

In closing...

A journal should, arguably, serve the needs and interests of its readership and JQRSS strives to do just this. JQRSS has no society or paying membership and does not wish for one at this stage, but sees its readership as being defined by its purpose; that of helping learners and researchers to develop their interests in and around qualitative research in sport. The educational remit of the journal is two-fold encompassing both the production of the contents through staff and student collaboration as well as the sharing of information to facilitate teaching and learning. Both may be a sign of its ‘impact’ in education. For example, the papers may feed directly back into lectures, guiding the initial research endeavours of students.

Production costs and the distribution of JQRSS is an ongoing concern with the result that the journal continues this year to be produced via a Print on Demand service. It is therefore available online through companies such as Amazon or Play.com or can be ordered through any booksellers world-wide. Consequently, JQRSS in hard copy is widely available to support teaching and learning. In addition, PFD electronic copies of all back issues, are available online at the open access website Academia.edu at: https://uclan.academia.edu/ClivePalmer.

The price of the journal is set to cover print and initial production costs and is hopefully affordable for individuals and institutions. Please note also that authors elect to publish their work for publication in JQRSS on the understanding that there are no royalties, but as yet, there is no submission fee either. To these ends, a debt of thanks are owed to Dr. John Minten, Dean of the School of Sport, Tourism and The Outdoors at the University of Central Lancashire, for his continued support for JQRSS as it has developed into volume 7. Thank you for your valued support.
Finally, I would like to thank the mentors and the reviewers for their time and patience to read articles and make helpful suggestions and recommendations for improvement. In all cases you have freely shared your specialist knowledge to raise the quality of these papers for publication and thereby, the quality of student writing. As Editor I thank you all most sincerely for your efforts. Please see also the JQRSS Acknowledgement Footnotes at the end of each paper for students’ comments to reviewers, mentors and readers.

Dr. Clive Palmer

University of Central Lancashire

2013
JQRSS Qualitative Researcher Award 2012

Congratulations to the following researchers who have been recognised by the JQRSS Editorial Board for their outstanding research activities, scholarly conduct and valuable contribution to the journal.

**Rachael Lear: Volume 1, Issue 1, (2007)**

**Paul Gow: Volume 2, Issue 1, (2008)**

**Keith McGregor: Volume 3, Issue 1, (2009)**

**Chris Hughes: Volume 4, Issue 1, (2010)**

**Beki Price: Volume 5, Issue 1, (2011)**

**Sarah Nickless: Volume 6, Issue 1, (2012)**
JQRSS
Qualitative Researcher Award
2012
This is to certify that
Sarah Nickless
has been recognised by the JQRSS editorial board
for her outstanding research activities,
scholarly conduct and valuable contribution to the journal:

Journal of Qualitative Research in Sports Studies, 6, 1, 1-12.

Dr. Clive Palmer
Editor in Chief
University of Central Lancashire

Journal of Qualitative Research in Sports Studies
ISSN 1754-2375

Award Number: Six
Volume 6, Issue 1, December 2012