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Editorial: Sport’s embodied dialogue

a Clive Palmer (University of Central Lancashire)

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Advice to submitters - see JQRSS Guide to Contents & Open Call for Papers: https://www.academia.edu/3513281/JQRSS_Overview_Guide_to_Contents_and_Editorials_by_Volume_-_Open_Call_for_Papers


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Editorial

Sport’s embodied dialogue

Introduction

Welcome to Volume 11 (2017) *Journal of Qualitative Research in Sports Studies* (JQRSS) comprising 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 and/or research experience. Reviewers’ comments have been incorporated at the end of papers with a view to stimulating further discussion about a given topic. 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 [current] submissions is followed by the *JQRSS Qualitative Researcher Award* for the previous year. Then an explanation of the Scope and purpose of the journal is followed by an Open call for papers and *JQRSS Operational guidance*, which provides both an invitation to submit work and further advice to potential authors. In closing, there are summative comments and editorial acknowledgements.

Overview of submissions

*Sport’s embodied dialogue* is concerned with what we have to say about sport and what it has to say about us. It is to remind us that sport and physicality in learning, coaching and performance can be a ‘messy’, non-formulaic range of exchanges; lives can be messy, data is messy and thus sport’s related research can also appear messy at times. Consequently, as it strives to be authentic and realistic about the world it represents, qualitative social research may not always fall into a prescribed structure to achieve the most effective communication of its discoveries. As the papers in this volume have endeavoured to be true to life, so their author’s management of contents has tended to reflect the qualities of genuine experimentation to make sense of the socio-cultural swamp that is sport in its widest interpretation. A thematic trend across these papers in JQRSS volume 11 is the notable presence of peoples’ voices in the text, accents can almost be heard through the writing. This is achieved through a narrative style presented in poetry or prose, shaping, integrating and interrogating dialogue, and therefore analysing data in an engaging way. In some papers, images, poems, stories and vignettes are a stronger element of the research than in previous volumes of JQRSS. Through skilful first-person writing or the use of arts-based research, feelings and experiences may be communicated vividly and with greater resonance for the reader.
Emily Pattison and Stuart Cotterill’s study of elite highboard divers is based upon a series of interviews and thematic analysis to explore overcoming mental block in performance. A similar tactic in construction is adopted by Jason Seddon and John Stoszkowski’s research in coaching Junior Rugby League, which examined responses to an online survey and then made thematic-based inferences about coaching qualifications to evaluate their coaching pathway. Then, Björn Langenbach and Jörg Krieger interrogated IOC documents (International Olympic Committee) to explore the IOCs position on environmental sustainability to stage the Games, taking both a historic and predictive stance for future impact.

The next three papers in the running order are narrative-based research. First, David Grecic’s personal critique of his coaching journey from novice coach NGB to becoming an experienced coach educator, is told with humility, experience and sensitivity. David brings the hurdles and challenges of climbing up the coaching ladder into clear focus, although the challenges do not seem to go away with experience, they just alter their appearance. Then Clive Palmer and the 1st Year Outdoor Leadership students have collated their ‘good’ and ‘bad’ narratives of school learning experiences, some illustrated and analysed in different forms such as poetry, sketches and a play. This was a follow up paper to Lessons in Learning Teachers Take Note (Palmer et al., 2016) and adds further critique for analysis, synthesis and communication of the lived experience in schools and learning. Crucially, a creative pedagogy was encouraged for a more expressive and deeper understanding of personal experience, now presented in a collective voice, to explore the limits and opportunities of ‘our’ education system as they experienced it. A new take on Lev Vygotsky’s Zone of Proximal Development is offered in the light of this challenging teaching experience. The third paper in this narrative series is from Joanne Keeling, Andrew Sprake, Grace Palmer and Clive Palmer who are all in conversation about Physical Education, schools and learning. This conversation is an exchange of views but not recorded face to face, the narrative passages and field notes being edited in to a sequence, incorporating dialogue and reflections as it progresses. The probing of experiences is engaging and reveals some of the problems faced by the PE teaching profession and its need to devise a pedagogy that will elicit evidence in school-based education that might raise its status as a National Curriculum subject... which in turn, demonstrates its contribution to learning. Lastly, John Metcalfe demonstrates in a single page, how feeling too old to face a challenge may be state of mind when it comes to physicality and elite achievement in rock climbing.

I am grateful to Natasha Guineay for sharing her artwork, The weight of education (2017) on the front cover of this volume. Her artwork makes a statement about our society and its responsibilities for those who aspire to offer experiences for others and the impact that student-centred learning through creative means can have in education.
The JQRSS Qualitative Researcher Award for Volume 10, 2016

The Editor’s academic award for outstanding qualitative research; the JQRSS Qualitative Researcher Award (no.10, 2016) has been awarded to James Edwards from the University of Central Lancashire. His paper, Getting home was developed from an undergraduate thesis and told, in Forrest Gump style, of the rich experience of being temporarily homeless in USA. 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 award will have a positive impact upon the recipient’s career development and encourage them to continue with their research in the future. This article is now a key reading for all students in the School of Sport and Wellbeing at UCLan who are undertaking Undergraduate or Postgraduate research. To this end it has already made significant contributions to student learning. The award for 2017 (Volume 11) will appear in 2018 (Volume 12).

Scope and purpose of the journal

The Journal of Qualitative Research in Sports Studies presents a valuable opportunity for researchers at all levels including students; undergraduates and postgraduates alike, and all levels of academic staff from Demonstrator to Professor, to write and publish articles of their research activities within the sport’s world. The papers are externally reviewed by academics from institutions in the UK and overseas who have an interest in researching sport and Physical Education. They also share enthusiasm for experimental writing in sports research from a qualitative standpoint. Towards these ends the journal identifies the aims below, which the Advisory Board hope the reader will recognise as being educationally valuable for academic quality and student centred learning:

(a) To showcase and share research at all levels; undergraduate, postgraduate, early career researchers and more seasoned academics.

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

(c) To create a contemporary resource of qualitative research within the sports world which is accessible to all and can inform 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 authors, their mentors and the external reviewers’ feedback, the Advisory Board feel that these aims are achieved in some considerable measure through the papers comprising each 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

There is an open call for papers to JQRSS 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 many cases papers are dual authored, usually by the student who is first named with a mentor or supervisor as co-author. 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, increasingly there are a number of sole-authored papers appearing from authors whose writing has been free of supervision, usually post-doctoral and independent researchers, which is a healthy sign of evolution in JQRSS, 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 mandate for JQRSS 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 comments about a larger body work which in itself, may be more deserving of deeper critical review elsewhere. JQRSS 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 the needs of its readership as defining 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 feed directly
back into supervision tutorials, lectures, VLEs and guiding the initial research endeavours of many students at all levels.

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, PDF electronic copies of all back issues are available online at the open access websites:

Academia.edu: https://uclan.academia.edu/ClivePalmer and at
ResearchGate: https://www.researchgate.net/profile/Clive_Palmer

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 is owed to Dr Adrian Ibbetson, Dean of the School of Sport and Wellbeing at the University of Central Lancashire, for his continued support of JQRSS as it has developed into volume 11. Thank you for your valued assistance.

Finally, I would like to thank the authors and 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 supporting JQRSS.

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2017
JQRSS Qualitative Researcher Award for Volume 10, 2016

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)


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

Sarah Nickless: Volume 6, Issue 1, (2012)


Nicola Hamilton: Volume 8, Issue 1, (2014)

Sheri Treadwell: Volume 9, Issue 1, (2015)