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Editorial: Introducing JQRSS

a Clive Palmer (Liverpool Hope University)

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Editorial

Introduction

Welcome to the first edition of the Journal of Qualitative Research in Sports Studies. This journal presents a valuable opportunity for undergraduates and postgraduates to write mentored publications of their research activities in the sport’s world. The papers are externally reviewed by academics from other institutions/other subject areas who share a similar vision for encouraging student confidence in their academic writing and, encouraging greater involvement with researching sport from a qualitative standpoint. Towards these ends, the journal has three central aims which we, the Editorial Board, hope the reader will recognise as educationally valuable in terms of academic quality and student centred support in academia:

(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 sports world which is assessable to students, and informs their ongoing investigations.

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, demonstrated in the papers comprising this issue. In working towards these aims I believe we bring significant meaning to the phrase “research informed teaching.” In many cases, what the students have produced within this volume is a direct descendant of the high-quality academic request set for them in their studies. Consequently the articles are in part, a reflection of the considerable research expertise and effective teaching ability of the staff making these requests. For this I thank them for sharing their applied knowledge with students. Significantly, it is also a reflection of the student’s ability to respond to that request which, with mentoring has helped to create these research informed insights into the sports world. I would also 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 and credibility of these papers. As Editor I thank you all most sincerely for your efforts. Please see also the JRQSS Acknowledgement Footnotes at the end of each paper for students’ comments to reviewers, mentors and readers. I would also like to acknowledge and thank
the Write Now CETL (Centre for Excellence in Teaching and Learning) at Hope University for supporting this journal. Their assistance has been vital in bringing this journal to the readership in its current formats and presentation. In addition to this print version the Write Now CETL has also kindly agreed to host the contents of this journal electronically from their website. Papers can be accessed following the links from: http://www.writenow.ac.uk/index.html

Many students have been actively researching across a wide range of sports provision from Physical Education in primary and secondary school, to sports coaching from club to international level and physical activity provision involving sports development or exercise prescription. In valuing the student’s efforts to conduct this kind of research the Editorial Board felt there should be a formal outlet for their writing. By creating this outlet, our experiences to support student writing has raised the academic expectation of staff for some students to aim for publication of their work. This has numerous advantages for raising the quality of learning at undergraduate level which will become increasingly important as many students are now progressing onto Masters Degrees and PhD research. These students would benefit greatly from the confidence and experience of publishing their work to a critical audience that is ‘close to home’. Equally, members of the readership may be inspired to submit papers for future editions as well as using the articles as a source and reference for their own research activities. For those students aiming to become teachers, PGCE (QTS) programmes are now linked for credit towards a full Masters programme and the opportunity to publish undergraduate research could be a major advantage for accessing these higher levels of award in this vocational area.

In this volume the contributions stem from students work at all levels of undergraduate study and some from post-graduate study. I am pleased to include three papers from outside Hope University for the variation they bring in terms of writing style and topics reported upon. These make for very interesting reading and they are a welcomed addition to the journal. The student research included here spans three broad areas; Physical Education, sports coaching, and football culture. There are also two valuable contributions from staff which will help to guide students through their research and help them raise interesting and pertinent questions about what they discover “in the field”.

Dr. Clive Palmer
Senior Lecturer in Sports Pedagogy and Physical Education
Liverpool Hope University
This is to certify that
Rachael Lear
has been recognised by the JQRSS editorial board
for her outstanding research activities,
scholarly conduct and valuable contribution to the journal:

Investigating the perspectives of football coaches at a club in the North West of England.
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Award Number: One
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