Journal of Qualitative Research in Sports Studies
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Clive Palmer

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Journal of Qualitative Research in Sports Studies

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2007 (Vol 1) - 2017 (Vol 11)

Overview to the journal: editorials, contents, authors and academic awards

Introduction

Welcome to 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 pages in this document reveals a range of contributions which may be informative and thought provoking for people at different points on their journey through education. From Volume 5 (2011) to date, reviewers’ comments have been incorporated at the end of papers 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 the pages of JQRSS as much as I have enjoyed working with the authors in every volume.

Scope and purpose of the journal

The Journal of Qualitative Research in Sports Studies presents a valuable opportunity for researchers at all levels including staff and students alike; undergraduates and postgraduates, and 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 from a qualitative standpoint, as well as sharing an enthusiasm for experimental writing in research. Towards these ends the journal identifies the core aims below, which the Editorial 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 Editorial 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

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 each journal and below. 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 earlier volumes as a guide to context, layout and appropriateness of content, and then, contact the Editor: capalmer@uclan.ac.uk.

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, there are a 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 dual authoring 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 to serve 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 this journal 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.

The JQRSS Qualitative Researcher Awards

The Editor’s academic award for outstanding qualitative research; the JQRSS Qualitative Researcher Award recognises the recipient’s efforts to conduct high quality primary research and then to communicate their discoveries in an engaging manner in their paper. One award is made per volume. It is hoped this award will have a positive impact upon the person’s career development and encourage them to continue with their research in the future. The award for a given year appears in the following year’s volume.

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 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 worldwide. 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.

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.

Dr. Clive Palmer
University of Central Lancashire

Presentation Details:

Title: **14pt Tahoma - Bold**
Names: **11pt Tahoma-Bold**
Affiliations: **11pt Tahoma (in brackets)**
Section headings: **11pt Tahoma - Bold**
(Main section headings are - Abstract, Conclusion, and References)
Sub-headings: **11pt New Times Roman – Bold**
(Sub-headings devised by the authors as appropriate)
Main body of text: 11pt Times New Roman (14pt line space)
Quotes of more than 3 lines: indented and 10pt Times New Roman (12pt line space)
No footnotes or endnotes

**Harvard referencing only**

Name and date in text with page number as appropriate e.g. (Atkinson, 1991:79)
All references are to be placed in one alphabetical list.

**Books:**

**Journals:**

**Edited Books:**

**Websites:**

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**Submissions process**

Articles submitted should be original and not be under consideration for another publication at the same time. Approach a mentor or be invited by a mentor to submit a paper to the journal. Inform the Editor of a potential submission or send in an abstract. See note in Editorial; Open Call for Papers for further advice. Follow the format of the journal for general guidance on topics, themes, working with data and presentation of your text. If you have any enquiries for a potential submission or topic of research, please do not hesitate to contact the editor on capalmer@uclan.ac.uk

**Structure – general guidelines**

Title
Contributor names and affiliations
Abstract (150-250 words)
Introduction
Subheadings as appropriate
Conclusion
References
Length of final submission 4000-6000 words textual (not including references and tables).

**JQRSS Author Profiles**

An author profile is required from each student submitter. This should accompany their paper upon submission and appear at the end of the paper between the references and reviewers’ comments. Please see previous examples for context.
Journal of Qualitative Research in Sports Studies
Volume 11, Issue 1, December 2017

Contents

Editorial
Sport’s embodied dialogue
Clive Palmer

1. Barriers and facilitators to overcoming mental block in springboard and highboard diving
Emily Pattinson and Stewart Cotterill

2. Emergence of the environment policy of the International Olympic Committee: A historical analysis
Björn Langenbach and Jörg Krieger

3. Making sense of skill – a personal narrative of becoming more skilled at skill
David Greicic

4. Narrative analysis of educational experiences: a creative pedagogy towards Outdoor Learning
Clive Palmer and 1st Year Outdoor Leadership students

5. In conversation with PE, learning and school
Joanne Keeling, Andrew Sprake, Grace Palmer and Clive Palmer

6. What, when, how and why: Coaches' perceptions of coaching in junior rugby league
Jason Seddon and John Stoszkowski

7. Less is
John Metcalfe

Updated: Thursday, 18 January 2018
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 people’s 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
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).
Dr David Grecic has been recognised by the JQRSS Editorial Board for his outstanding research activities, scholarly conduct and valuable contribution to the journal:  
Journal of Qualitative Research in Sports Studies

Volume 10, Issue 1, December 2016

Contents

Editorial
‘You said what?’ Writing thinking as talking… 10 years of JQRSS
Clive Palmer ................................................................. xv

1. Outdoor Learning through the school day – the National Curriculum in a tent
Aimee Busko and Clive Palmer .................................................. 1

2. Adventure: finding it, exploring it, losing it and re-kindling it
Peter Gilliver ................................................................. 61

3. Lessons in learning, teachers take note
Clive Palmer and 1st Year Outdoor Leadership students .................... 75

4. Mind games in amateur boxing
Wilson Rushton and Kenny Greenough ......................................... 113

5. Getting home
James Edwards and Clive Palmer .................................................. 127

6. Physical Education or Physical Entertainment: where’s the education in PE?
Andrew Sprake and Claire Temple ............................................... 157

7. Exploring self-perceptions of female leaders in the Outdoors
Isabelle Breslin and Clive Palmer ............................................... 177

8. Pragmatic research in sport: coaching philosophies in action – a values chain to inform practice
David Grecic and Andrew Grundy ............................................... 211
Updated: Thursday, 18 January 2018

   Nicolai Herrmann and Stephan Wassong ................................................................. 233

10. Rugby Union referees’ experiences with recruitment and retention
    Christopher Baldwin and Roger Vallance ............................................................. 255

11. Boots-and-me: an ethno-sensual account of love, dedication and smelly old boots
    Clive Palmer ............................................................................................................ 269

Editorial

‘You said what?’ Writing thinking as talking...
10 years of JQRSS

Introduction

Two aspects of pedagogical belief have underpinned my motivations to set up and edit JQRSS for the last ten years: (1) stand by the products of my teaching – if the original request was any good it will have all kinds of positive educational spin-offs when shared in this format. (2) Have faith in young people, or new researchers, who have a vibrant and inquisitive outlook on life and want to represent the world as they see it. Happily, the innocent, novice researcher, by dint of their newbie status may not recognise the academic risks of doing things a bit differently, and will strive unswervingly for an honest, engaging and authentic account of the lived experience. From this uncluttered and perhaps rose-tinted outlook, some genuine advances in qualitative research practice may be discovered within the volumes of JQRSS – from the pure, philosophical discussion to the storied experience of living narratives, to the arts-based research or visual ethnographies, some papers with no words at all. An academic paper with no words! Inconceivable (see volumes 3 and 5). Pedagogically, it is this confident outlook to how research might be conducted and represented that has sustained numerous success stories in learning and researching over the last decade. JQRSS has supported many people through this journal-led academic medium, the majority of them starting as undergraduates publishing their work, progressing to post-graduate study developing their research interests, and then into PhDs, many contributing to JQRSS at each stage of their journey. The evolutionary back-story is that many ex-students have become established academics and members of staff at institutions who now, with their students, also contribute papers to JQRSS. The mentee becomes mentor and therein beliefs 1 and 2 may hold true for others, pyramid fashion. In turn, the quality of their requests may ignite the interest of their students with the intrinsic motivation that promoting them may help others – and JQRSS is there to value, share and promote those ideas, wherever they come from.

So, 10 years on and going strong; a decade of JQRSS with over 100 papers from authors spanning 1st Year undergraduate to Professor, from USA, Australia and across Europe to date, this volume is a significant milestone of supporting academic learning and sharing innovative research. Thank you to all who have made, and continue to make contributions in many ways to promote the journal and its aims. Welcome to Volume 10 (2016) 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**

‘You said what?’ Writing thinking as talking... is all to do with dialogue, story, narrative and analysis through speech. A thematic trend across these papers in JQRSS volume 10 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 [in this volume] than previously. 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. Qualities in research such as empathy, relevance, accessibility and honesty may be expressed and connected with more readily. More revealing to me is that this could be a feature of how, as Editor, I may be influencing qualitative writing in sport. As a teacher and researcher this seems to be a good thing!

Five out of eleven papers feature a strong narrative approach devoting in some cases, almost their entire wordage to the storied account. Whilst some justification for this is present in each case, the messages for the reader becomes all the more clear for the strengthened sense of identity and relationship developed through the writing. James Edwards’ *Getting Home* is a Forrest Gump style retelling of outdoor existence from the perspective of the homeless in USA, which differs to Peter Gilliver’s autobiographical reflections and analysis of his life in *Adventure*. Then, fourteen first year students offer a no-holes-barred insight to their *Lessons in Learning* within the English school system. Using rich descriptive writing they expose from a learner’s perspective, a collective pedagogy of what good and poor practice in education might look like. Then, Clive Palmer’s *Boots and me* is an ethno-sensual account using stylised writing to create colourful analogies; seemingly wild associations, to richly describe in minute detail aspects of being a climber but through the medium of his boots. By focussing narrowly on this one item of sports equipment, a much wider map of his social existence is revealed. Bridging the gap from the auto-storied experience to research data collected from others, is Isabelle Breslin’s study on *Self perceptions of female leaders in the Outdoors*. She uses vignettes as a data format for personal stories written for her research, but has interestingly and with great skill, written the whole report in the first person.

The remaining six papers follow this trend in data collection, from the self-reflective *auto-account*, to the analysis of responses from interviewees or field-observations of others’ behaviour. Aimee Busko’s *Outdoor learning through the school day* comprises a combination of data capture; interviews, focus groups and observations but in reporting style, adopts a novel but ethnographically obvious tactic of structuring the whole account around features of the school day, beginning with registration... so don’t be late! Then, Wilson Rushton’s *Mind games in amateur boxing* provides a rare glimpse into a scenario rarely witnessed by onlookers, how amateur boxers might psyche each other out before a bout. This is followed by Christopher Baldwin’s *Rugby Union referees’ experiences* in which he shares some findings from his recently completed PhD. Volume 4 of JQRSS in 2010 featured Christopher’s initial ideas for this study called *Fairness and subjectivity in rugby refereeing*
which may now be a valuable resource for before and after experiences in research, as well as for a
detailed insight to the world of volunteers carrying ethical burdens in a pressurized game setting.
Nicolai Hermann’s analysis of *Olympic Domestic sponsorship programmes* is a data-informed critical
discussion tracing how the Games are managed at a city or regional level, learning from the mistakes
of the past to ensure the continued existence of this truly cultural phenomena in sport. David Grecic’s
paper on *Coaching philosophies in action* is again, a data-informed critical discussion prompting a
fresh look at coach education. His motives are to value the person, not solely the outcome of
competition performance which so many Governing Body systems seem to concentrate on. Finally,
Andrew Sprake offers a purely critical discussion on whether Physical Education is actually Physical
Entertainment and that the PE world may be missing a valuable, and perhaps vital link in their claim
to be regarded as teachers and educators, or even a subject on the National Curriculum. In this article
Andrew has set the scene for a vibrant debate on what Physical Education is, can be, or indeed could
be in the future – all of which will inform his PhD field research over the coming years.

I am most grateful to Isabelle Breslin for sharing her artwork, the *Lens of Morality* (2015)
featured on the front cover of this volume. Her artwork makes a strong statement about our society
and responsibilities for those who aspire to offer sports experiences for others. It also reflects the
considerable impact that student-centred learning through creative means can have in education.

**The JQRSS Qualitative Researcher Award for Volume 9, 2015**

The Editor’s academic award for outstanding qualitative research: the *JQRSS Qualitative
Researcher Award* (no.9, 2015) has been awarded to Sheri Treadwell from the State University New
York (SUNY). Her paper, *Advocating for change in rural Physical Education: a middle school
perspective through Photovoice and student SHOWeD analysis*, stemmed from her PhD research and
was mentored by her Supervisor, Jim Stiehl. This award recognises the recipient’s efforts to conduct
high quality primary research, and then to communicate her 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
2016 (Volume 10) will appear in 2017 (Volume 11).
Qualitative Researcher Award 2016 JQRSS (Volume 10, Issue 1)
James Edwards, University of Central Lancashire UK.

Journal of Qualitative Research in Sports Studies
Volume 9, Issue 1, December 2015

Contents

Editorial
A sense of the person – the subject of our research
Clive Palmer

1. Creativity: using creativity to portray reality
Clive Palmer, Anna Creswell and Rachel Loveday

2. Alone: a study of solo expedition experiences
Hannah Smith and Clive Palmer

3. A life on the rocks: a methodology for understanding the older adult’s experiences of rock climbing
Mark Hickman and Paul Doherty

4. Education’s not black and white, it’s vibrant grey
Sarah Nickless, John Stoszkowski and Clive Palmer

5. Cutting grass in the fast lane – the road to realisation
Paul Swales and Clive Palmer

6. Advocating for change in rural Physical Education: a middle school perspective through Photovoice and student SHOWeD analysis
Sheri M. Treadwell and Jim Stiehl

Anna-Sophie Hippke and Jörg Krieger

8. Shirts, Ties, Prawns and Associates: storying golf club culture
Niamh Kitching, Ann MacPhail and Alan Bairner

9. Calypso cricket: connecting cultures in California
Joseph Pryle and Clive Palmer
Volume 9, 2015: Editorial

A sense of the person – the subject of our research

Introduction

Welcome to Volume 9 (2015) 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 with a view to stimulating further 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 [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, the Open Call for Papers and JQRSS Operational Guidance provides both an invitation to submit work and further advice to potential authors. In closing there are summative comments and other editorial acknowledgements.

Overview of submissions: Sensing people in social research

A thematic trend across papers in JQRSS volume 9 is the notable presence of people in the research; their voices which can almost be heard through the writing. This is achieved through a narrative style, integrating dialogue to present and analyse data. In a few papers this is supplemented with images. An undergraduate student said to me this year that he ‘liked all the articles in my journal because you got a sense of the person in the writing’. This apparently simple observation brought home to me why the articles in JQRSS may be proving interesting for learners to read and equally, for authors to write. Qualities such as empathy, relevance, accessibility and honesty, in practical and applied contexts seem to come through in the writing for this volume. More revealing is that this could be a defining feature of how as Editor, I may be influencing qualitative writing in sport. As a teacher and researcher this seems to be a good thing!

The first paper, Creativity, is a discussion about using creativity to portray reality concerning the harrowing topics of child abuse in society and its associations with sport. Two artworks; a short story, Taken, is a child’s-eye-view account of her abduction from Primary school. This is combined with a pictorial artwork called Overexposed, illustrating the child sex trade around stadiums at the Brazil 2014 World Cup. The student authors wish to impart a message to coaches, teachers and parents about the importance of child safeguarding in sport and in education. Then in Alone: a study of solo expedition experiences, Hannah Smith uses narrative-style recollections, diary reflections and creative drawings to comprehend the notion of solitude whilst on adventurous journeys to the mountains of Scotland and Wales. An interesting model of coping and reflection is seen to emerge from this study.
Complementing this, *A life on the rocks* is an exploration of qualitative research methodology set in the context of the older adults’ experiences of rock climbing.

*Education’s not black and white* is the third publication from Sarah Nickless in JQRSS (Vols 6, 8 and 9) marking her passage through Undergraduate education. Written entirely through a reflective lens, this paper offers a no-holes-barred glimpse into the experiences of a learner from school to the end of her degree. Honest perceptions about the education jungle she finds herself in; from school to FE college to university are critically analysed, along with how she developed strategies to get through it all. There is much for the student or teacher and lecturer alike to take from this sobering account. *Cutting grass in the fast lane* is a narrative account from Sarah’s class-mate, Paul Swales, while they were both at Uclan. Paul reveals how a mature student has made decisions concerning his career directions, his experiments in life and work leading him to a late arrival at university. The honesty and simplicity of this offering may resonate with many who make big decisions on gut feelings.

*Advocating for change in PE* is an account of learners’ experiences in rural USA, recorded through a process of Photovoice (photographic data) with a standard model of SHOWeD analysis applied to the visual data in an appendix. This is an extensive report of the initial research idea and its theoretical genesis in relation to research literature, followed by application in the field to collect data. The final article is a conceptualising of this detailed work in to a single report which is a condensed version of the fuller PhD thesis from which it came. From the use of research methods to the analysis of the topic itself, the ‘whole package’ of this paper will be a useful exemplar for PhD students who are faced with the challenge of representing complex field work with a degree of originality. *Public opposition to the Olympic Games* is the first of two papers from the German Sports University in Cologne, this one being a Masters critical discussion paper on the impact of an Olympic bid to host the 2024 Games in Hamberg, Germany. This article flags the changing attitudes of people towards hosting the Games in their home city which would be a fruitful grounding for primary field research at PhD level.

*Shirts, ties, prawns and associates* is another narrative style paper revealing the attitudes of male dominated establishments in sport; golf clubs in this case, and the real challenges faced by women ‘on the ground’ in these environments. This is a fascinating insight pitched in hour by hour sound-bites, with analysis supplementing the dialogue. *Calypso cricket* is a report of early field data in an ongoing PhD project. The paper shows how a preliminary narrative was used explore personal motives which in turn helped to establish a strategy to approach the field – a plan to observe cricket in the USA. Then, by analysing that data, new concepts are seen to emerge which will guide into the next phase of research. *Olympic Education via e-learning* is the second of the papers from the German Sports University Cologne. In this case it is a PhD research proposal to investigate the potential for educating about Olympism and Olympic Values through PE in Germany and further afield. A valuable range of primary data collection ideas are incorporated in this paper. Finally *Back to front coach learning* offers a valuable lesson in hind-sight after applying a ‘tidy’ research process to a PhD study about Coach Education in sport. A highly competent, almost clinical Grounded Theory paper is couched between a prologue and epilogue of personal reflections. These reflections seem to create tensions within the researcher indicating how his evolution as a researcher is constantly changing, pulling him towards more ‘messy’, even, it might be said, more authentic interpretations of field data.

An interesting overview of the points within education that the authors have found themselves when making these contributions plots the progressive nature of how JQRSS is supporting these researchers. There are 4 papers from 3rd year undergraduates all adopting a narrative and creative style to research writing, a Masters degree paper of critical discussion, 2 early PhD papers, one being a
proposal and the other in the midst of data collection, and finally 4 papers from researchers who are now Post-Doc, their writing emerging from their thesis. This is a very pleasing cross section of education acting as stepping stones with evidence of learning through the various levels of research. An illuminated pathway should an undergraduate wish to follow it.

I am most grateful to Rachel Loveday for sharing her artwork Overexposed – negative images of sport (2014) to be featured on the front cover of this volume. Her artwork makes a strong statement about our society and responsibilities for those who aspire to offer sports experiences for young people. It also reflects the considerable impact that student centred learning through creative means can have in education. Following graduation, Rachel now works in a Primary school as a Physical Education Teaching Assistant, exactly who the Creativity paper was aimed at… although Rachel composed the artwork a year before this appointment.

The JQRSS Qualitative Researcher Award for Volume 8, 2014

The Editor’s academic award for outstanding qualitative research; the JQRSS Qualitative Researcher Award (no.8, 2014) has been awarded to Nicola Hamilton from the University of Central Lancashire for her paper Learning to ride a bike: a qualitative study of cycling and the Bikeability programme, mentored by Clive Palmer. This award recognises the recipient’s efforts to conduct high quality primary research and then to communicate her 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. This article is now a key reading for all undergraduates in the School of Sport and Wellbeing at UCLan who are undertaking dissertation research. To this end it has made significant contributions to student learning already. The award for 2015 (Volume 9) will appear in 2016 (Volume 10).

Dr. Clive Palmer

University of Central Lancashire

2015
The JQRSS Qualitative Researcher Award 2015: Sheri Treadwell
(SUNY - State University of New York, U.S.A.)

Sheri Treadwell: Volume 9, 2014
Journal of Qualitative Research in Sports Studies
Volume 8, Issue 1, December 2014

Contents

Editorial
The status of data: harvesting the field for a quality yield
Clive Palmer.................................................................................................................. xv

1. Two sides of a coin: the economic and media challenges for the Olympic Movement
Robin Austermann and Stephan Wassong........................................................................ 1

2. Learning to ride a bike: a qualitative study of cycling and the Bikeability programme
Nicola Hamilton and Clive Palmer................................................................................ 17

3. You can’t buy love at TESCO: observation field notes of a coach education event
Clive Palmer and David Grecic.................................................................................... 89

4. Granddad always said to follow your dreams
Sarah Nickless and Clive Palmer.................................................................................. 119

Reviews

5. Smelling the leather: a sensorial account of boxing in the ‘Hood
Joseph Pryle................................................................................................................ 129

6. Life gave me lemons, so I made lemonade
Jordan Radwell............................................................................................................ 135

7. More soup less poop. Please sir, I want some more
Paul Swales............................................................................................................... 139

8. (Mis)fortunes of the ignorant
James Edwards and Clive Palmer.............................................................................. 143
Volume 8, 2014: Editorial

The status of data: harvesting the field for a quality yield

Introduction

Welcome to Volume 8 (2014) 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 with a view to stimulating further 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 JQRSS Qualitative Researcher Award for the previous year, followed by the Scope and Purpose of the Journal. 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 submitters. This leads to a closing note and other editorial acknowledgements.

Overview of submissions

A thematic trend across JQRSS volume 8 is elevating the status of data for its capacity to lead research ideas from which new insights on a topic might be gleaned. Across the papers, data is harvested directly from the field and presented in honest, interesting and challenging ways that may indicate not only a primacy of voice but a greater ‘yield’ in what might be learned about the lived experience they report upon.

The first paper: Two sides of a coin, by Robin Austermann and Stephan Wassong is a discussion about over-commercialisation of the Olympics with a warning about exploiting the Olympic brand. The authors point to the potentially damaging effects of ignoring definitive Olympic heritage, which could lead to its possible demise or even extinction as a major world sporting event. Then in: Learning to ride a bike, Nicola Hamilton and Clive Palmer show the step by step phases of conducting field research into cycle training; the Bikeability Programme, in a school environment. Field observations, interviews and questionnaires lead to some interesting ideas for the educational impact of cycling in the National Curriculum.

The third paper, You can’t buy love at Tesco, is ‘data in the raw’ from a coach education event for elite golf. The event was facilitated by David Grecic for parents, players and coaches. Field notes taken by Clive Palmer form the basis of the paper and are structured for a researcher-orientated view into coach education, but also to reveal the workings in-minutia of one method of note taking. The final paper: Granddad always said to follow your dreams, from Sarah Nickless and Clive Palmer is a creative narrative about careers advice in sport. Sarah has imagined her potential life-story twenty years into the future and envisages telling her children to follow their dream, just as her Granddad had always advised her. There is an interesting twist to the paper with decisions made and affirmative action taken – a letter of resignation is written.

A series of book and chapter reviews feature in the latter section of the journal which create an unmistakable message about the impact of stylised writing for learning; the value of this for academic understanding and the enthusiasm generated for research to be conducted. In each case there is a sensual element to capturing imagination in education, creating access for the reader in text and
critical understanding about topics. There is also a sense of educational engagement through these reviews and with it some valuable critique by students about what they find appealing and effective in their learning journeys. All the titles in this volume stem from the data that a given paper reports upon emphasising a link back to the field from whence it came. It is hoped they grab reader’s attention and stimulate curiosity to read on. Asking the students to devise their own titles in these reviews has also promoted a sense of ownership and identity with their work that their normal university essays may not do.

JQRSS has had a makeover this year, the most striking being the cover design and the first page layout of the articles themselves. Reviewer comments are still incorporated but the JQRSS Acknowledgement Footnote has been altered to become a JQRSS Author Profile. I am grateful to Chris Hughes for sharing his artwork called *Opportunity*. For me, the artwork represents the interplay of data collection opportunities during a complex episode of field work, the like of which Chris is currently conducting for his Ph.D. The path through methods is not at all straight-forward; it is contextually bound and may be opportunistic, logic may emerge from chaos and for those brave enough to follow the data it is a rich, rewarding, varied, stimulating and colourful way to conduct social research.

**The JQRSS Qualitative Researcher Award 2014: Nicola Hamilton**
(*University of Central Lancashire*)

Nicola Hamilton: *Volume 8, 2014*

Journal of Qualitative Research in Sports Studies
Volume 7, Issue 1, December 2013

Contents

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

1. My life and the beautiful game
Ryan Louis and Clive Palmer

2. Going round in circles: developing reflective practice within research informed teaching, from a student to trainee-teacher perspective
David Jewitt and Mark Hickman

3. Cricket provision in schools - is the system flawed? An ethnographic investigation
Joseph Pryle and Clive Palmer

4. Using qualitative research to investigate neuroscience in a teaching and learning environment
Steven Spence, Mark Hickman and Clive Palmer

5. The epistemological chain in action: coaching in high level golf
David Grecic, Aine MacNamara and Dave Collins

6. Tales from the tee: narrative accounts of being coached in golf
David Grecic and Clive Palmer
Volume 7, 2013: 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. Usefully, 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 2013: Joseph Pryle
(University of Central Lancashire)

Joseph Pryle: Volume 7, 2013
Journal of Qualitative Research in Sports Studies
Volume 6, Issue 1, December 2012

Contents

Editorial
Coach education, golf education, physical education, a university education: common thematic ground but disparate routes to discovery in research
Clive Palmer.................................................................................................................. xiii

1. Crawling through experience
Sarah Nickless and Clive Palmer.................................................................................... 1

2. An investigation into golf coach education and its ability to meet the needs of student coaches
Thomas Davies and David Grecic.................................................................................. 13

3. Inclusion of pupils with SENs into mainstream Physical Education – potential research ideas to explore issues of engagement
Anthony Maher and Clive Palmer................................................................................ 35

4. A qualitative investigation of elite golf coaches’ knowledge and the epistemological chain
David Grecic and Dave Collins.................................................................................... 49

5. A brief walk through the changing role of Physical Education in the National Curriculum
Andrew Sprake and Clive Palmer................................................................................ 71
Volume 6, 2012: Editorial

Coach education, golf education, physical education, a university education: common thematic ground but disparate routes to discovery in research

Overview of submissions

Opening the journal is a paper by Sarah Nickless describing her experiences on her first day at university at the Freshers’ Sports and Social Fair. In doing so, Sarah engages with a level of rich description that begins to interpret her experience and rehearse a style of writing that has become prevalent in recent ethnographic writing. This, as the only undergraduate paper in the journal, is a sobering reminder of the stresses placed upon the younger student, their dreams and aspirations and the institutional framework which they have to slot into.

The following three papers are from MPhil/PhD students at UCLan; Thomas Davies, Anthony Maher and David Grecic, supported by their supervisors as mentors – Dave Grecic, interestingly, taking on both roles of mentor and then student in his papers with Thomas Davies and with Dave Collins, respectively. Thomas Davies writes about his investigation into Golf Education, this paper stemming from his MA in Sports Coaching. Thomas uses Interpretive Phenomenological Analysis to analyse his interview findings and develops some ideas for evaluating coach education programmes. A good range of data is presented which is usefully applied in this context.

Then, Anthony Maher provides a critical literature review about the inclusion of pupils with Special Educational Needs into teaching Physical Education in mainstream schools. The paper is supplemented with potential research ideas for primary data collection at key points as the literature review develops. Each research idea critically explores a title, outlining a field researcher role within participant observation and the potential data that might be collected in a given scenario. Also a potential research output is identified – all in an attempt to sign-post possibilities for field research activity that could stem from secondary literature discussion. Following this example, it is hoped that readers might make their own connections in relation to their reviews of literature to kick-start their field research.

The penultimate paper by David Grecic presents an element of his ongoing PhD research into Golf Education. David is exploring the construction of knowledge; epistemology, by elite golf coaches and presents a good deal of primary data to construct a narrative of his investigation. This reporting strategy affords a detailed and revealing insight to some of the values held by the golf coaches he interviewed.

Closing the journal is a discussion from Andrew Sprake, a former student from UCLan now in Initial Teacher Training on his PGCE in Physical Education. As one who will shortly be entering the teaching profession, Andrew usefully questions the current role of PE, recognising its marginalised position as an academic subject in schools. By implication, Andrew seems to be exploring issues he may soon have to deal with head-on in order for his subject to survive and consequently, for him to have a career as a PE teacher in the future. There is great potential for primary field research developing from this discussion about the changing role of PE; how the subject, attitudes towards it and practices within it may have to alter for them to count as educational and therefore requiring a PE teacher as opposed to a sports coach, and justify its place on the National Curriculum.
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).

The JQRSS Qualitative Researcher Award 2012: Sarah Nickless (University of Central Lancashire)

Sarah Nickless: Volume 6, 2012
Journal of Qualitative Research in Sports Studies
Volume 5, Issue 1, December 2011

Contents

Editorial
Personal journeys through research
*Clive Palmer*................................................................................................................. xv

1. Fit for purpose? Fit for Life? A critical review essay
*Sean Clark and Andrew Sprake*.................................................................................. 1

2. A critical comparison of the National Curriculum for Physical Education 2000 to 2008
*Steven Smith and Anthony Maher*................................................................................ 9

3. Accessing experiences through ‘photo-voice’; children’s perceptions of motivations and barriers towards physical activity participation in rural and urban environments
*Emma Burton and Richard Medcalf*............................................................................. 19

4. Money, money, money? An investigation of the mediators of talent development in golf
*John Stoszkowski and Dave Collins*............................................................................. 39

5. Senses, sensible or nonsense - one year in and a sense of self doubt
*Chris Hughes and Andrew Sparkes*................................................................................ 55

6. Doing and representing qualitative research: a human perspective (Part 1: visual)
*Beki Price and Sally Varrall*......................................................................................... 59

7. Doing and representing qualitative research: a human perspective (Part 2: textual)
*Beki Price and David Gilbourne*.................................................................................... 87

8. Upward skydiving – a journey through data
*Clive Palmer and Chris Hughes*.................................................................................... 101
9. My doctoral experience
   *Mark Hickman and Judy Eaton*
   ........................................................................................................... 129

10. *Viva Voce: the living voice (of criticism)*
    *Mark Hickman and Clive Palmer*
    ........................................................................................................... 141

11. Letting go of the side of the pool
    *John Metcalfe*
    ........................................................................................................... 151

12. Pressures and expectations of an Early Career Researcher
    *Richard Medcalf*
    ........................................................................................................... 157

13. Supervision: 20:20 clarity or blurred view of care?
    *Clive Palmer*
    ........................................................................................................... 163

14. Viva survival: some personal thoughts on the PhD viva from a professor and external examiner
    *Tim Stott*
    ........................................................................................................... 175

15. Passing thoughts on watching, listening and writing
    *David Gilbourne*
    ........................................................................................................... 181

16. Truth or dare: examining the perils, pains and pitfalls of investigative methodologies in the sociology of sport
    *John Sugden*
    ........................................................................................................... 189

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**Volume 5, 2011: Editorial**

**Personal journeys through research**

**Introduction**

Welcome to volume 5 (2011) of the Journal of Qualitative Research in Sports Studies (JQRSS) which comprises papers from many first-time authors alongside more experienced writers, all wishing to share their ideas stemming from primary research or through critical discussion articles. In volume 4 (2010), the topic of rugby emerged as a theme for the journal which was more through quirk of circumstance than by design – a number of papers based on this sport being presented by chance over the year. A seed of curiosity for the notion of theme was planted at that point which has flourished into this year’s volume. At risk of being too narrowly exclusive and not getting any submissions at all, a theme was needed that would provide some unity and thereby some focus, but also permit some variety for a scope of engagement. Consequently over the past year, the theme of *plotting the journey through postgraduate research* has been experimented with, a deliberate tack of identifying a theme that prospective papers might fit into. However, there is an obvious weakness to this editorial strategy that my former method did not suffer from (i.e. labelling after the fact), that is, the risky business of setting out to collect one thing and not finding it at all, or marginally better, coming back with something completely unrelated. As a qualitative researcher I have become more comfortable with such unknowns and optimistically hedged my bets for the postgrad theme. A glance down the
contents page reveals a fantastic range of contributions about the journey through research which may be instructive, informative and thought provoking for people at different points on their particular journey. 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.

**Overview of contents**

The contents page plots research experiences progressively, spanning from the undergraduate to postgraduate at various levels, on to post doctoral and professorial reflections. The intention was to capture something about the research experience at each stage of development that might overall, constitute a journey through the educational terrain of postgraduate research and beyond. There is no hierarchy of social importance being emphasized by the order of contributions, although it is reasonable to acknowledge that there may be some institutionally. The ordering merely reflects where people may be in their research careers and their writing offers a rare and valuable insight to what may lay ahead if a person intends continuing in that direction. No pejorative sense of social status is inferred by the ordering, and titles are used below to indicate relationships between student and mentor as well as the researchers’ relationship with their data.

Whilst all papers in JQRSS have been/are peer reviewed, the process and reporting of reviewer’s comments has been an aspect of experimentation in volume 5. This was intended to increase the pedagogical impact of each paper. Each paper has been peer reviewed by researchers who may either be approaching, or be beyond the stage that a given author was writing from. What these review comments begin to reveal are some limits (wider and narrower scope) of understanding about a paper that may be possible. Consequently, by including them, a reader or author may agree or disagree with comments or even see something new and formulate their own opinion about the research as critiqued. A reviewer may also be blind to what is set before them which is also interesting. Either way a path towards further reasoning and critical judgement may be realised which may be sufficient justification for including the reviews in this volume.

Moving from undergraduate research towards postgraduate research is the focus of the first three papers. Opening the running order are two undergraduate students who have worked together to produce a critical review essay about an earlier article appearing in JQRSS in 2009. The initial work for their collaboration was in response to an academic request on a research methods module written by Sean Clark when he was in his second year. Then, Andrew Sprake in his third year mentored the work to produce the paper as presented. This is followed by an article by Steven Smith, a third year undergraduate, mentored by Anthony Maher, a postgraduate researcher on his MPhil/PhD. The paper is a critical discussion about inclusion in Physical Education. The third paper stems from a third year undergraduate dissertation by Emma Burton, mentored by Dr Richard Medcalf, himself a post-doc Early Career Researcher. Emma’s paper clings, understandably, to the formalised structure of a dissertation but does experiment with ideas about collecting and representing data. As the contents page develops towards postgraduate contributions the formalised structure of presenting research gradually becomes less formalised and greater experimentation with data seems to take precedence.

The first postgraduate article is from John Stoszkowski’s MPhil, mentored by Professor Dave Collins, the paper is about the effect of money and opportunity in golf and in terms of presentation moves from a formal dissertation structure towards an emergent story from participants. This trend sets the scene for the papers that follow. Chris Hughes, an MPhil/PhD researcher offers some early reflections about his commitment to research, supervised by Professor Andrew Sparkes, “one year in and a sense of self doubt” which may be an informative read for any students who intend treading a similar path. Then Beki Price’s autoethnography (parts 1 and 2) is a moving account of representing personal
narratives through the medium of art which was part of her MRes supervised by Professor David Gilbourne. These papers raise some interesting dilemmas for the assessment of research and the judgment of art (and data) within it as well as some critical points of ethical concern that usefully emerge. “Upward skydiving – a journey through data” by Dr Clive Palmer and Chris Hughes was quite literally as the title suggests – a journey mentally and physically. The research was conducted by Chris as part of his early MPhil/PhD research and the naming order rather bucks the trend of the student being guided by an experienced mentor. My role as participant in Chris’ research led to a discovery about methods of data collection and data ownership which is reflected in the naming order. That is, it reflects the relationship with the data that emerged for us as researchers. Whilst Chris orchestrated the data collection protocol it was data about me, collected by me, written up by me, and reflected on by me. Whilst I had always considered that it was data for Chris and I handed it all over as good a participant would do, he seemed to have unwittingly made himself an outsider to his own research and seemingly could not work with the data, he struggled to interpret it, he felt had no direct relationship with it. This is only one perspective and I think he does have a relationship with the data, it’s just not the one he was expecting!

The next two papers served a valuable purpose in their creation and may be equally valuable for the PhD student who is approaching the examination phase of their research (see also Tim Stott’s paper on PhD examination). The first paper by Mark Hickman, with guidance from his mentor Dr Judy Eaton, took the opportunity to summarise his PhD thesis on reflective practice in outdoor leadership, into a concise paper of about 4000 words, all in preparation for his viva voce examination in November 2011. This helped to focus his thoughts and also to reappraise his work closely and critically, a useful act of revision. In drafting this paper a good deal of new learning took place and through his re-appraisal began to question how his own knowledge and status of truths were made which he may have judged earlier as being ‘concrete’ or at least established. As the viva date crept closer then more critical thoughts were confided to his reflective journal. Both Mark and I realised the value of capturing these thoughts and growing personal concerns in the immediate lead up to this major examination. Consequently we have tried to formulate these thoughts in the final dual authored paper of the volume “Viva Voce: the living voice (of criticism)”. Importantly, this point in the contents page marks when the dual authorship of papers stops. Becoming post-doctoral also marks when researchers are ostensibly free of formalised supervision and become free of working towards formally assessed learning outcomes for an award. Congratulations to Mark for passing his PhD, I know that working on these papers helped him to prepare and to make the most of his examination experience. We hope they may be useful to others in this vein too.

The next six papers are sole authored and may be a taste, or a warning, of the scope for writing without formal supervision or presence of learning outcomes. The first is from Dr John Metcalfe who, as a recent post-doctoral researcher, offers an interesting reflection on his assurances in quantitative data during his PhD research. He began to question whether his data was satisfying his main curiosities and therein began to wonder if qualitative data might reveal some new perspectives. However he was seemingly not prepared for this way of thinking as a PhD researcher, hence his quandary… “Letting go of the side of the pool”. This is followed by Dr Richard Medcalf’s thoughts about the “Pressures and expectations of an Early Career Researcher” which reveal to some extent, a researcher existence in a world with no clear sign-posts. This is an honest account which acknowledges the rapidly changing nature of research and the need for a sense of community and sharing of expertise to survive. Implicit of survival as a researcher is the stark realisation that the ECR may be committed to a new set of expectations towards becoming established as an academic.
The next two papers consider the concepts of supervision and examination. By reflecting on his supervision experiences Dr Clive Palmer discusses some perspectives of the supervisee and a supervisor. This paper points to some roles and responsibilities of the student and the supervisor and tries to dissect what supervision may be, as opposed to teaching and mentoring (for example, as second named mentors appear in JQRSS articles). Professor Tim Stott’s informative contribution discusses his experiences of “the viva” - examination of PhDs. Again the paper takes two perspectives, from each side of the fence as it were - painting some experience of the research student who is being asked to defend his work and then, that of the examiner who is designing probing and analysing questions for research students to defend their work. It is interesting to consider that when Tim embarked upon his PhD, he probably never considered that one day he may be examining other’s PhDs.

Penultimately, Professor David Gilbourne and finally Professor John Sugden bring Volume 5 to a close. David Gilbournes’ “Passing thoughts on watching, listening and writing” is a personal account which acknowledges some of the tensions of being an autoethnographer and a writer. Central questions for him are; when might an autoethnographer stop being a researcher? When do they rest? Is everything in life potential data? And then, going public, how do you tell the story? The ethical issues of self-censorship and revelation about aspects of life may be at the core of this paper which may in turn raise some intellectual challenges that define the academic who tackles them. An honest and candid view this paper reflects that life, genuinely, may be a messy business and may not be easily represented in a well-ordered “neat” journal article and is well worth revisiting after a first read.

Professor John Sugden’s article “truth or dare” highlights some of the consequences for the researcher and the research project stemming from active engagement in the field as an social investigator. In this paper ethical issues are confronted in the context of covert field research in sport (football) with problems of protection of self and of informants coming to the fore. Practical approaches to field engagement are discussed in relation to methodological imperatives, which seem to highlight the perceived divide between academic reporting and public revelation. Who is the research for and how will it be reported? These simple questions raise some potentially serious consequences for the career of the social researcher – a valuable warning perhaps for those who may embark upon social investigative research independently.

The JQRSS Qualitative Researcher Award 2011: Beki Price (Cardiff Metropolitan University)

Beki Price: Volume 5, 2011

Journal of Qualitative Research in Sports Studies
Volume 4, Issue 1, December 2010

Contents

Editorial
Sowing the seeds for an organic education
*Clive Palmer*........................................................................................................................... xiii

Foreword
*Matthew Thombs*...................................................................................................................... xxi

1. Getting started with qualitative research, a guide for undergraduates: from curiosity to methodology
*Clive Palmer and Gerald Griggs*.............................................................................................. 1

2. National Curriculum Physical Education: healthy lifestyles and lifelong participation in physical activity
*Wesley Johnrose and Anthony John Maher*............................................................................. 15

3. Examining a coaching philosophy through ethnographic principles - Winter with Woolton
*Chris Hughes and Clive Palmer*............................................................................................. 23

4. From practice to play, coaching rugby the empowering way
*Andrew Procter and Clive Palmer*.......................................................................................... 49

5. What am I doing and why? Philosophy to practice – personal observations about coaching rugby.
*Stuart Wilkinson and Clive Palmer*....................................................................................... 57

6. Fairness and subjectivity: auto-ethnography of a first time rugby referee
*Chris Baldwin*....................................................................................................................... 65

7. Journal Article Reviews
(1) Haptic phenomenology in sport (2) Somatic psychology in sport
*Chris Hughes*........................................................................................................................... 83
Volume 4, 2010: Editorial

JQRSS: Sowing the seeds for an organic education

Introduction
Welcome to volume 4 (2010) of the Journal of Qualitative Research in Sports Studies (JQRSS) which comprises papers from first-time authors wishing to share their ideas stemming from primary research or through critical discussion articles. There are a number of pedagogical developments from volume 3 (2009) detailed in this editorial. The most noteworthy in this opening was the passing of a milestone in my learning about journal production, appearing for a second time through a Print on Demand service i.e. being sold/distributed online. Therefore, in combating a criticism that I may have reinvented the wheel at least three times over in volumes 1, 2 and 3 - by producing it differently each year, I claim merely to have learned through experience on volume 4. In a similar vein, I hope that readers may 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 the journal.

Overview of contents
Volume 4 demonstrates a qualitative research interest towards the sport of rugby and therefore may be all the more distinctive for adopting a themed approach to this sport. In recognition of this specialisation I am grateful to Mr. Matthew Thombs, National Academy Head of Sports Psychology for the Rugby Football Union and friend of the journal, for writing a foreword which I hope may emphasize the links that might be established between student initiated research and the real world of sport.

A significant pedagogical development has been the active involvement of the Student Editorial Officers in writing papers, reviewing articles and assisting in the peer reviewing process of submissions. Many of these student-authors have published in previous volumes of JQRSS and therefore have a valuable stock of experience which may be ideally pitched at the intended audience for this journal. Their thoughts, criticisms and recommendations were as constructive and well-reasoned as those from other reviewers, and, I was interested to discover from their feedback that the tasks were felt to be publication-related, new, challenging and interesting for them. Consequently I have witnessed how the journal can remain relevant for authors as they follow their paths into postgraduate study and early post-doctoral research writing. This is an exciting development concerning the underlying pedagogic mission of the journal. Indicative of this are the contributions from James Kenyon, longstanding in his role as Student Editorial Officer he may be one of the few students nationally on sport studies related programmes, to have published some of his research writing during every year of his undergraduate and postgraduate studies to date (Kenyon and Palmer, 2007; 2008; Kenyon and Rookwood, 2009; Kenyon, 2009; Kenyon, 2010; Burgess and Kenyon, 2010; Kenyon and Rookwood, 2010). Congratulations are due to Jamie this year having won a scholarship to embark upon his PhD research at Loughborough University.

The growth of the rugby theme could be described as being organic in the sense that it has occurred naturally over time which belies the running order as presented in the contents page. The first paper I received was in fact the last one featured; the cameo paper from Chris Baldwin about his experiences of refereeing youth rugby in New South Wales, Australia. His account seemed to indicate greater challenges for controlling parents and officials in his rugby world than the young players at the matches he presided over. Chris Baldwin’s recollections are interesting to follow which a parent of a player or young coach may also find easy to relate to. The next two papers are the exceptions to the
rugby theme, but did kick-start the organic education idea. First was that Gerald Griggs and I had written some guidance on starting a qualitative research project and it seemed logical to place this as an opening paper for volume 4. However, Gerald’s involvement came from mentoring his former student, Elizabeth Smith, in volume 3 (Smith and Griggs 2009) and he wished to contribute further to help student researchers reading this journal. Second was the Physical Education paper by Wesley Johnrose and Anthony Maher. Wesley’s paper evolved from his first year essay on a PE module and Anthony Maher, the co-author, is a PhD student researching in the area of Physical Education. Having already co-authored chapters with third year students on the project entitled The Sporting Image: What If? (Palmer, 2010) and having written an article review for JQRSS in 2009 Anthony was well-placed and experienced to take up the mentoring role which has developed his skills and interests further (Maher, 2009; Maher, 2010; Smaje and Maher, 2010; Kopczyk and Maher, 2010).

The next three papers are all rugby related and focused upon discussions around coaching. Chris Hughes presents his undergraduate research conducted whilst on a Sports Coaching degree, followed by papers from Andrew Proctor and Stuart Wilkinson who are on a Masters programme in Elite Sports Coaching. Andrew and Stuart are professional rugby league coaches in their own right and they share some reflective thoughts on coaching philosophy and practice in that world. However, a pedagogical seed had been sown for Chris Hughes who carried out a participant-observation study on coaching behaviour at a professional rugby league club. It transpired that Stuart Wilkinson was in fact the coach whose behaviour Chris was studying over the course of that winter season. What is particularly interesting is that Chris’ paper is based upon behavioural data from Stuart who was in part using Chris reciprocally, as an impartial sounding board to work out his thoughts for what would eventually become his submission to this journal. Each seemed to be using the other for their own purposes - productively in an educational sense to explore their individual research interests at their level. I have had the pleasure in mentoring both students’ papers and can see now the educational value of their linking-up. However, at the time of supervising Chris over the period 2009-10 I did not know Stuart was registered as an MA student at UCLAN. At that point my only contact with Stuart, or more accurately with Stuart’s thoughts were in the form of anonymised responses cropping up in notes from field observations and interviews. It was only when I mentored Stuart’s paper later in the same year that I discovered in his data, evidence of referring to a researcher who was visiting his club and how useful that second layer of reflection was for him. What I think may be particularly significant from all this is that the evidence of their learning collaboration is manifested in their respective publications for JQRSS. Chris, whilst in his final year also benefitted from mentoring a fellow undergraduate student in the What If? (Palmer, 2010) publication (Hughes, 2010; Berkeley and Hughes, 2010) which helped to develop more confidence in his writing and research skills on his journey from undergraduate student at UCLAN to PhD researcher at John Moores University. Also, Chris’ journal article reviews in this volume may give some indication of where his research interests have developed since his field-engagements with Stuart earlier in the year. This in itself may be an interesting and valuable trace of student research development within education in which JQRSS has played a significant part. Thank you to all contributors for sharing such a depth and breadth of research ideas, I hope that collectively they are as informative and inspirational for readers as they were to investigate.
The JQRSS Qualitative Researcher Award 2010: Chris Hughes (University of Central Lancashire)

Chris Hughes Volume 4, 2010
Journal of Qualitative Research in Sports Studies
Volume 3, Issue 1, December 2009

Contents

Editorial
Degrees of editorial freedom: educating, stimulating and incorporating new ideas about research in sport
Clive Palmer................................................................. xi

1. Urban neighbours of Hope: Futsal and social involvement in the slums of Bangkok – The Klong Toey case study
James Spence-Evans and Joel Rookwood........................................ 1

2. The changing man
Scott Threlfall and Andrew C. Sparkes........................................ 17

3. Fit for purpose? Fit for life? A discussion about the National Curriculum for Physical Education (QCA, 2007) programme of study for key stage 3 and attainment target
Ryan Dodd and Clive Palmer.................................................. 37

4. The ‘friendly’ derby? Examining the rivalry between supporters of Liverpool and Everton football clubs
Kirsten Pugsley and Joel Rookwood.......................................... 45

5. A review of girls’ experiences during sport education
Oleg Sinelnikov and Peter Hastie............................................. 67

6. Who are you calling a liar? Questioning the levels of integrity in modern elite sport through an ethical and political agenda
Steven Panter and Clive Palmer............................................. 79

7. Good vibrations, the effectiveness of teaching rebound therapy to children with profound and multiple learning difficulties
Elizabeth Smith and Gerald Griggs......................................... 91
Volume 3, 2009: Editorial

Degrees of editorial freedom: educating, stimulating and incorporating new ideas about research in sport.

Introduction

Welcome to Volume 3 (2009) of the Journal of Qualitative Research in Sports Studies (JQRSS). Learning from our experiences of writing Volume 2 (2008), this third volume makes a valuable addition to what is now a significant body of knowledge stemming from student mentored research. There are now approximately forty articles across the three volumes, (2007,8,9) comprising in the main dual authored papers which are mentored by an academic member of staff who are second named. There are reviews of various kinds and also “cameo” articles. Cameo articles are usually one per volume, when an academic or non-student is invited to write specifically for a student audience. An underlying research theme in Volume 2 (2008) was that of experimenting with different ways of presenting data to “tell a story”. Experimentation with this theme continues further in this volume. There have also been several new developments which are worthy of editorial note which will help track the evolution of JQRSS over its relatively short history to date.
Over the past year it has become apparent that JQRSS enjoys a degree of editorial freedom which other journals being managed by commercial publishers, may not be able to extend to their contributors for various economic reasons concerning deadlines, print runs, overheads etc. This in itself is not earth-shattering news and JQRSS has no need to compete in this regard (yet?). However, pedagogically, this degree of editorial freedom, within the confines of its peer review system, does help to realise an avenue of experimentation with research ideas that have been turned to immediate good effect in teaching and learning. This may be seen as an advantage in education terms and helps to identify the niche which JQRSS may occupy in the wider world of journals.

Overview of contents

Once again there is an impressive array of sport related topics which have been tackled within this volume. A significant trend throughout is the focus upon teaching and learning in various contexts ranging from sports sociology to Physical Education to coaching sport; all in the main for social and educative reasons. The authors share their ideas about sports and physical education in the UK, Poland and the United States of America with some interesting commentary about NGO (non-governmental organisation) sports camps in Bankok and India. The paper on rock climbing and the cameo articles in particular present some challenging ideas about the interpretation and use of data in research which may stimulate some interesting debate. Featuring also in these papers more prominently than in earlier volumes, are discussions about the pros and cons of the various research methods used which are incorporated in way that does not cloud or detract from the story they tell. This may be a positive sign of development. Also, given the educational remit of JQRSS it is pleasing to highlight that, with the odd exception, the full spectrum of qualifications and standing in Higher Education are represented in the collaborative contributions to this volume. First, second and third year Undergraduate students, Masters and PhD students have been supported by Lecturers, Senior Lecturers and Professors, to present their research in a clear and thoughtful manner. Towards the end of the journal two journal article reviews feature some critical analysis about research in coaching and PE which might guide the reader about their usefulness in the study of sport. Thank you to all contributors for sharing such a depth and breadth of research ideas, we hope that collectively they are as informative and inspirational for readers as they were to investigate.

The JQRSS Qualitative Researcher Award 2009: Keith McGregor

(University of Central Lancashire)

Keith McGregor Volume 3, 2009

Journal of Qualitative Research in Sports Studies
Volume 2, Issue 1, December 2008

Contents

Editorial
Clive Palmer........................................................................................................ iii

1 The Golden Triangle’s forgotten children: Using football to support the social development of the extra-national youth population of Thailand, Myanmar and Laos.
Angela Yong and Joel Rookwood................................................................. 1

2 Consuming “celebrated athletes” – an investigation of desirable and undesirable characteristics.
Kevin Dixon and Darren Flynn.................................................................. 13

3 Funding and sponsorship; the commercial impact of the 2012 London Olympic Games – some considerations.
James Kenyon and Clive Palmer............................................................... 29

4 “Like Everton, you’re just a small club” - perceptions of greatness in British club football.
Daniel Eaves and Joel Rookwood.............................................................. 45

5 It’s the winning that counts, not just taking part - opinions and aspirations of some entry-level sport’s coaches.
Christopher Prior and Clive Palmer......................................................... 59

6 Doing it for the team - examining the causes of hooliganism in English football.
Paul Gow and Joel Rookwood................................................................. 71

7 Obesity and the exercise opportunity, a critical dialogue in Physical Education.
Rachael Lear and Clive Palmer............................................................... 83
Volume 2, 2008: Editorial

Introduction
Welcome to Volume 2 (2008) of the Journal of Qualitative Research in Sports Studies. Developing from our experiences of writing Volume 1 (2007), this second volume represents a significant addition to what is now a growing body of knowledge stemming from student generated research; each paper being mentored by an academic member of staff. An underlying research theme in this volume has been that of experimenting with different ways of presenting qualitative data within the text to “tell your story”. This theme has largely guided the selection of papers for the journal so that its contents might reflect some variation within this theme, i.e. that they might collectively show some variation of possibilities and examples of working with qualitative data. It is hoped that these ideas are useful to the student researcher by providing a reference point to get started on their own accounts of research in sport.

Whilst each paper is quite different in terms of topics studied and their presentation of ideas there is a unifying theme of discussing the “lived experience” or discussing things that might affect this for
different groups of people. Over the past year, as students conducted their investigations and began to make discoveries there seemed to be a need for them to demonstrate and communicate in writing what they, specifically, had found. That is to say that one person’s discoveries about attitudes to sports coaching or behaviour in Physical Education, was different to the next being affected significantly by the context of their research situation. This situation may have been determined by for example, different environments and different relationships for observations and interviews, different levels of detail in responses, or unexpected areas of interest emerging from the data. These kinds of things may lead the student to want to demonstrate in their written work what they have discovered in their own way but within the discipline of good academic writing about qualitative research, be that for submitting coursework essays or the writing of articles such as these. Consequently, it may be claimed that there may be no fixed model or ideal to follow in writing about qualitative data that will suit all investigations that might simultaneously, emphasize what was special about the research and show what the subtleties of the discoveries were in a given context. Therefore, we hope you find these articles helpful, engaging and thought provoking for your ongoing research.

Overview of contents
There is an impressive array of sport related topics which have been tackled within this volume. A significant trend throughout is one of providing commentary about sports coaching, sports provision and understanding of sporting culture, including that of Physical Education as they may have been variously experienced. Consequently, the breadth of sporting scenarios which have attracted the attention of the authors has also been impressive ranging from local coaching provision to national and Olympic level commentary. Additionally there are a number of papers on football culture ranging from discussions about the perceptions of domestic football to the use of that sport by non-governmental organisations for charitable and social development purposes. As a reflection of the breadth of application of sports related research, this volume hosts writing from a range of authors across the levels of Undergraduate study, as well as Masters and PhD students along with their associated mentors. Contributors also come from a range of Higher Education institutions which are both UK based and from overseas and some contributors are currently outside of HE but working within the sports world. All are welcome.

The JQRSS Qualitative Researcher Award 2008: Paul Gow
(Liverpool Hope University)

Paul Gow and Joel Rookwood Vol 2 2008
Journal of Qualitative Research in Sports Studies
Volume 1, Issue 1, December 2007

Contents

Editorial
Clive Palmer................................................................. iii

1 A critical evaluation of the roles and responsibilities of the Physical Education teacher – perspectives of a student training to teach P.E. in Primary schools.
Emma Hind and Clive Palmer........................................ 1

2 Football for Peace? Perspectives of co-existence in Israel
Sam Liebmann and Joel Rookwood................................. 11

Rachael Lear and Clive Palmer...................................... 19

4 Fan perspectives of football policing.
David Stead and Joel Rookwood.................................... 33

5 Shaping the young ballerina – an insight into the opinions and beliefs of some ballet teachers in the North of England
Stephanie Openshaw and Clive Palmer.......................... 43

6 Cardiff City as a vehicle to promote Welsh nationalism
Gary Rogers and Joel Rookwood.................................... 57

7 Can we have our ball back please? Rising inactivity levels in Great Britain’s youth and the impact on elite football
James Kenyon and Clive Palmer.................................... 69

8 An application of ethnographic method in an investigation into girl’s attitudes towards trampolining in Physical Education
Jacqui McCabe and Clive Palmer.................................... 77
Doing your undergraduate dissertation using qualitative research: Tutor reflections.

Charles Buckley

Book Review


Simon Kawycz

Volume 1, 2007: Editorial

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”.

The JQRSS Qualitative Researcher Award 2007: Rachael Lear

(Liverpool Hope University)

Rachael Lear and Clive Palmer Vol 1 2007