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

Clive A Palmer, University of Central Lancashire
Journal of Qualitative Research in Sports Studies
Volume 3, Issue 1, December 2009

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

Clive Palmer (University of Central Lancashire)

ISSN: 1754-2375
ISBN: 978-0-9562343-7-7
JQRSS Article No: Editorial: Volume 3, Issue1, 2009

To cite this article:
Journal of Qualitative Research in Sports Studies, 1, 1, iii-vi.

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

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

JQRSS Mapping of Articles (2007- to date):
https://www.academia.edu/8827414/Mapping_of_JQRSS_articles_across_Undergraduate_and_Postgraduate_research

Copyright © Clive Palmer and the individual authors

Notice:
The discussions, statements of fact and opinions contained in the articles of The Journal of Qualitative Research in Sports Studies are those of the respective authors and cited contributors and are set out in good faith for the general guidance of student supported research and the promotion of pedagogical discussion in teaching and learning contexts. No liability can be accepted by the Editor, Editorial Board, Advisory Board, the reviewers or the authors/submitters for loss or expense incurred as a result of relying upon particular statements made or circumstances outlined in this journal.

Online Research Profiles:
academia.edu: https://uclan.academia.edu/ClivePalmer
ResearchGate: http://www.researchgate.net/profile/Clive_Palmer
British Conference of Undergraduate Research http://bcur.org/journals/
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.

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 to develop their interests in and around qualitative research in sport. The purpose of the journal incorporates both the production of the contents through staff and student collaboration as well as the sharing of information to facilitate teaching and learning. Both may be a sign of its “impact” in education. For
example the papers feed directly back into lectures and underpin, along with a wide range of other sources, the initial research endeavours of students.

Also, whilst in the teaching and learning vein, JQRSS is not strictly an in-house journal although it may appear to have been conceived as such in Volume 1. As they say, “one has to start some where”. Open-house rather than solely in-house seems to be the path for JQRSS to take, this having parallels with the value of inviting an outside speaker to enrich a programme or topic. Similarly these articles, some from different universities and different countries draw in lots of new ways of thinking and applying research skills in context. It is hoped that this tactic will inspire our students whilst they are on their relatively short journey in Higher Education, wherever they might be.

The articles in JQRSS are now stimulating student researchers to engage in their own projects, some independently of their assessed coursework, as well as supporting them with applied examples of qualitative research. Relevant articles are also being cited by staff in their research and JQRSS is now registered on the British Educational Index hosted at Leeds University http://www.leeds.ac.uk/bei/. Selected papers to do with Physical Education will emerge from a search on the BEI database. JQRSS has been presented at several international conferences in the past year and as a result has attracted submissions from other universities around the UK and from overseas, all of whom are most welcome as from their individual contribution comes wider educational benefit for the readership.

From this trend of general growth and expansion we have seen fit to reorganise the journal slightly with the introduction of an Advisory Board. The strategy for having an Advisory Board is that they may be representative of the areas of sport, PE teaching and researching both within Higher Education and outside of it. It is hoped they will advise upon the general direction of the journal in relation to the sports world that the contributors may comment upon in their research. In the interests of blind peer review there is now a note of credit for reviewer’s generous efforts to read and comment upon articles.

The Editors have also introduced an academic award for outstanding qualitative research, the “JQRSS Qualitative Researcher of the Year Award” which recognises the efforts of the recipient to carry out and communicate their research activities to a very high standard. Somewhat like an Early Career Researcher award, 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. Congratulations to our recipients
so far. Details of the 2007 (Vol. 1) and 2008 (Vol. 2) awards appear the end of this editorial. The award for 2009 (Vol. 3) will appear in 2010 (Vol. 4).

Production costs and the distribution of JQRSS have also been issues for consideration over the past year with the result that the journal is now produced via a Print on Demand route and is available online through booksellers such as Amazon.co.uk or Play.com. Consequently, JQRSS in hard copy is now more widely available to support teaching and learning and maintains a also web presence at the Write Now website, where past papers can be accessed by following the links from: http://www.writenow.ac.uk/index.html. The price of the journal is set to cover print and distribution costs and is hopefully affordable for individuals and institutions. Authors elect to publish their work for publication in JQRSS on the understanding that there are no royalties, but, there is no submission fee either. Towards these ends I would like to acknowledge and thank Professor Stuart-Hampton Reeves, Head of the Centre for Research Informed Teaching at the University of Central Lancashire for supporting this journal as it has grown and developed into its third volume. His assistance has been vital in bringing this journal to the readership in its current format and presentation. Thank you.

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.

**Scope and purpose of the journal**

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

(a) To showcase and share student research at either undergraduate or postgraduate level.

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

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

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

**Open call for papers**

Please consider that there is an open call for papers and potential submitters are encouraged to contact us with their ideas. Guidelines for layout and referencing are detailed in the opening pages of this journal. Deadlines for submission should be discussed with the editors as they are determined by a number of factors including the degree of mentoring required, reviewing possibilities and general readiness of the article for publication. Please use this current and earlier Volumes as a guide to context, layout and appropriateness of content, and then, contact us.
How it works: each paper is dual authored by the student who is first named and the mentor who is second named on the paper (no more names, no less). 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 writing and supported research which as a general pedagogical principle is at the heart of what this journal is about.

Reviews of various forms are also invited for publication and may be sole authored by students or supported by staff. The ultimate 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 seems to be to feature book reviews predominantly. However, because of the special mandate for this publication we wish to extend the act of reviewing to include reviews of not only books, but, book chapters and journal articles. It is hoped that this may encourage students and staff to share their ideas by focusing in more closely, and perhaps more usefully, on a single information source, 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 1000 words in length. Please contact us if you wish to submit a review.

In closing I would like to thank the mentors and the reviewers for their time and patience to read articles and make helpful suggestions and recommendations for improvement. In all cases you have freely shared your specialist knowledge to raise the quality of these papers for publication and thereby, the quality of student writing. As Editor I thank you all most sincerely for your efforts. Please see also the JQRSS Acknowledgement Footnotes at the end of each paper for students’ comments to reviewers, mentors and readers.

Dr. Clive Palmer
Senior Lecturer in Sports Coaching
University of Central Lancashire
Journal of Qualitative Research in Sports Studies
ISSN: 1754-2375

JQRSS Qualitative Researcher of the Year Award

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

Volume 1, Issue 1, (2007) Rachael Lear