

Editorial

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

Introduction

Welcome to Volume 6 (2012) 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.

Ordering below: for primary interest an *overview of submissions* precedes an outline of the *scope and purpose of the journal* which is followed by the *JQRSS researcher award* for the previous year. Then, an explanation of the *open call for papers* and *JQRSS operational guidance* provides further information about the context of this journal and advice to potential submitters. This leads to a closing note and other editorial acknowledgements.

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 of the Year Award 2011

The Editor's academic award for outstanding qualitative research; the *JQRSS Qualitative Researcher of the Year Award* has been awarded to Beki Price of Cardiff Metropolitan University for her investigations in 2011 (papers 6 and 7 in volume 5); 'Doing and representing qualitative research: a human perspective (Part 1: visual)' mentored by Sally Varrall, and 'Doing and representing qualitative research: a human perspective (Part 2: textual)' mentored by David Gilbourne. 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. Beki's research was towards her Masters of Research degree in Applied Qualitative Research Methods in Sports Exercise. The award for 2012 (Volume 6) will appear in 2013 (Vol. 7).

Scope and purpose of the journal

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

- (a) To showcase and share student research at either undergraduate or postgraduate level.
- (b) Through a process of mentoring and external review, help to improve student's confidence to present their ideas formally.
- (c) To create a contemporary resource of qualitative research within the sport's world which is accessible to students and informs their ongoing investigations.

From the combined efforts of the students, their mentors and the external reviewer's feedback, the Editorial Board feel that these aims are achieved in some considerable measure through the papers comprising this volume. In working towards these aims I believe we bring significant meaning to the phrase 'research informed teaching' and hope that the principal audience intended for this journal; the students, will benefit from its contents. If you have any enquiries for a potential submission or

topic of research, please do not hesitate to contact the editor through the UCLan website.

Open call for papers and JQRSS operational guidance

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

How it works: in the majority of cases each paper is dual authored by the student, who is first named, and the mentor who is second named on the paper (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 research and mentored writing, which as a pedagogical principle is at the heart of what this journal is about. However, there are a limited number of sole-authored papers appearing as ‘cameo’ contributions, usually the last paper in a volume, in which some especial wisdom may be imparted to help enrich or invigorate student mentored writing. More recently, other exceptions to the dual authoring rule have come from authors whose writing has been free of supervision and mentoring, usually post-doctoral and above, which may be a healthy sign of evolution in JQRSS in serving its readership and application of its contents.

Reviews of various forms are also invited for publication and may be sole authored by students or supported by a mentor. The aim of a review in this journal is that the criticisms offered are usefully directed at teaching and learning in some way and are therefore subject to editorial control. The norm in many journals is to feature book reviews predominantly, however, because of the special mandate for this publication we wish to extend the act of reviewing to include reviews of not only books but, book chapters and journal articles. It is hoped that this may encourage students and staff to share their ideas by focusing more closely, and perhaps more usefully, on a single source of information rather than offering general comment about a large body work which in itself may be more deserving of deeper critical review elsewhere. Reviews would typically be 500-1000 words in length. Please contact us if you wish to submit a review.

In closing...

A journal should, arguably, serve the needs and interests of its readership and JQRSS strives to do just this. JQRSS has no society or paying membership and does not wish for one at this stage, but sees its readership as being defined by its purpose; that of helping learners to develop their interests in and around qualitative research in sport. The educational purpose 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 and help to guide the initial research endeavours of students.

Production costs and the distribution of JQRSS is an ongoing concern with the result that the journal continues this year to be produced via a Print on Demand service. It is therefore available online through companies such as Amazon or Play.com or can be ordered through any booksellers world-wide. Consequently, JQRSS in hard copy is now more widely available to support teaching and learning than were the limited print-runs of volumes 1 and 2. The price of the journal is set to cover print and initial production costs and is hopefully affordable for individuals and institutions. Please note also that authors elect to publish their work for publication in JQRSS on the understanding that there are no royalties, but as yet, there is no submission fee either. To these ends, a debt of thanks are owed to Dr. John Minten, Dean of the School of Sport, Tourism and The Outdoors at the University of Central Lancashire, for his continued support for JQRSS as it has developed into volume 6. His assistance has been vital in bringing this journal to the readership in its current format and presentation. Thank you for your valued support.

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

Dr. Clive Palmer,
University of Central Lancashire,

2012

JQRSS Qualitative Researcher of the Year Award 2011

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

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

Lear, R. and Palmer, C. (2007) Is there life after playing football? Investigating the perspectives of football coaches at a club in the North West of England. *Journal of Qualitative Research in Sports Studies*, 1, 1, 19-32.

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

Gow, P. and Rookwood, J. (2008) Doing it for the team - examining the causes of contemporary English football hooliganism. *Journal of Qualitative Research in Sports Studies*, 2, 1, 71-82.

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

McGregor, K. and Palmer, C. (2009) It's not the falling I'm worried about it's hitting the ground - investigating the fear of falling, comfort zones and camaraderie between extreme grade rock climbers. *Journal of Qualitative Research in Sports Studies*, 3, 1, 127-146.

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

Hughes, C. and Palmer, C. (2010) Examining a coaching philosophy through ethnographic principles – Winter with Woolton. *Journal of Qualitative Research in Sports Studies*, 4, 1, 23-48.

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

Price, B. and Varrall, S. (2011) Doing and representing qualitative research: a human perspective (Part 1: visual). *Journal of Qualitative Research in Sports Studies*, 5, 1, 59-86.

Price, B. and Gilbourne, D. (2011) Doing and representing qualitative research: a human perspective (Part 2: textual). *Journal of Qualitative Research in Sports Studies*, 5, 1, 87-100.

JQRSS

Qualitative Researcher of the Year Award

2011

This is to certify that

Beki Price

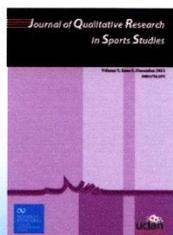
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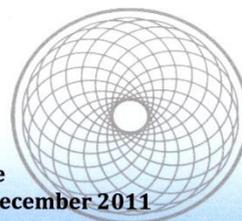
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Dr. Clive Palmer
Editor in Chief
University of Central Lancashire

A handwritten signature in black ink that reads 'Clive Palmer'.



**Award Number: Five
Volume 5, Issue 1, December 2011**