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

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To cite this article:

Self-archived URL link to this article:
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Advice to submitters - see JQRSS Guide to Contents & Open Call for Papers:
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JQRSS Mapping of Articles (2007- to date):
https://www.academia.edu/8827414/Mapping_of_JQRSS_articles_across_Undergraduate_and_Postgraduate_research

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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 straightforward; 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 for Volume 7, 2013

The Editor’s academic award for outstanding qualitative research; the JQRSS Qualitative Researcher Award (no.7, 2013) has been awarded to Joseph Pryle, from the University of Central Lancashire for his paper Cricket provision in schools – is the system flawed? An ethnographic investigation 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. Joseph’s article stemmed from his dissertation for a Masters degree in Sports Coaching which has now developed into an MPhil/PhD study – An Ethnography of Cricket in the USA. The award for 2014 (Volume 8) will appear in 2015 (Volume 9).

Scope and purpose of the journal

The Journal of Qualitative Research in Sports Studies presents a valuable opportunity for researchers at all levels including students; undergraduates and postgraduates alike, and all levels of academic staff from Demonstrator to Professor, to write and publish articles of their research activities within the sport’s world. The papers are externally reviewed by academics from institutions in the UK and overseas who have an interest in researching Sport and Physical Education. They also share enthusiasm for experimental writing in sports research from a qualitative standpoint. Towards these ends the journal identifies the 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 this journal. Deadlines for submission should be discussed with the Editor as they may be determined by a number of factors including the degree of mentoring required, reviewing possibilities and general readiness of the article for publication. Please use this current volume and earlier volumes as a guide to context, layout and appropriateness of content, and then, contact the Editor.

How it works: in many cases papers are dual authored; usually by the student who is first named with a mentor or supervisor as co-author. This helps to preserve both the identity of the original work and the integrity of the reviewing process. Most importantly, it reflects the student-teacher relationship in supported research and mentored writing, which as a pedagogical principle is at the heart of what this journal is about. However, 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 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 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.
In closing...

A journal should, arguably, serve the needs and interests of its readership and JQRSS strives to do just this. JQRSS has no society or paying membership and does not wish for one at this stage, but sees the needs of its readership as defining its purpose; that of helping learners and researchers to develop their interests in and around qualitative research in sport. The educational remit of the journal is two-fold encompassing both the production of the contents through staff and student collaboration as well as the sharing of information to facilitate teaching and learning. Both may be a sign of its ‘impact’ in education. For example, the papers may feed directly back into supervision tutorials, lectures and 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 this year to be produced via a Print on Demand service. It is therefore available online through companies such as Amazon or Play.com or can be ordered through any booksellers world-wide. Consequently, JQRSS in hard copy is widely available to support teaching and learning. In addition, 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. 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 8. 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.

Dr. Clive Palmer

University of Central Lancashire

2014
JQRSS Qualitative Researcher Award for Volume 7, 2013

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)**

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

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

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

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

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

**Joseph Pryle: Volume 7, Issue 1, (2013)**
JQRSS
Qualitative Researcher Award
2013
This is to certify that
Joseph Pryle
has been recognised by the JQRSS editorial board
for his outstanding research activities,
scholarly conduct and valuable contribution to the journal:

is the system flawed? An ethnographic investigation.
Journal of Qualitative Research in Sports Studies, 7, 1, 27-86.

Journal of Qualitative Research in Sports Studies
ISSN 1754-2375

Dr. Clive Palmer
Editor in Chief
University of Central Lancashire

Award Number: Seven
Volume 7, Issue 1, December 2013