

**Tsukuba Summer Institute 2016
Collaborative Research Program
(CoRP)**

Introduction session

Instructors 2016

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- Dr Louise McCuaig, University of Queensland, Australia
- Dr Hiromi Miki, University of Tsukuba
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Description of the Course

- You will work in a group on a task for 6 days
- The task will provide an introduction to the research process in physical education and sport pedagogy and associated fields
- The task will involve the development and presentation of a research project proposal
- Our primary focus is understanding the process of conducting quality research

Description of the Course

- You will be provided with information each day to assist you to complete the task
- You will be given time each morning to work on the task with your group
- Your group will make a presentation of your research project proposal on the final day

Task Step 1

- Identify a 'hot' topic in physical education and sport pedagogy or a related field
- Write the draft title of your study
- Identify group member names and country affiliations



Step 2

- Write a paragraph explaining the importance of your topic (300 words max.) The intent of this paragraph is to persuade the reader that this topic needs to be studied.
 - Consider the body of literature you will draw on to write your paragraph and the key words you would use in your literature search
 - Consider the theoretical perspective/s you might use to inform your study
 - Reference key literature in making your case for the importance of your topic
 - Consider implications of this research to physical education implementation, policy and physical education teacher education, and sport

Step 3

- List your Research Questions (RQs) (between 2 and 4 RQs)
 - These should be in interrogative form (?)

Example: *'Relationships between body image, motivation and physical education experiences in 13-14 year old boys and girls'* (Kerner, C. UoB)

 - RQ1: Are there between pupil and between class differences in the body image scores of 13-14 year old pupils within physical education?
 - Identify the theoretical basis of your study and briefly describe how it grounds your study.

Step 4

- Write about the research design and methods you might use in order to generate data that will allow you to answer your RQs
 - Consider design and methods in relation to each RQ. Make sure your design aligns with your research questions
 - Consider how you would characterise the methodology of your study overall (eg. qualitative, mixed-method, ethnographic, practitioner research)
 - Consider the ethical issues likely to arise in your study and whether you will need the permission of gatekeepers

Step 5

- Identify up to three journals in which you would seek to publish the findings of your study, and write a short paragraph (50 words max.) explaining how your study fits with the mission of each journal.
- Identify three conferences of national or international associations.
 - Consider each journal/conference as a scholarly or professional community and so as a specific audience for your work
 - Consider the networking opportunities each conference would provide and how you might optimise these

Step 6

- Present your completed task as a group in English on Friday morning
- You have 10 minutes for the presentation and up to 10 minutes to answer questions

What is a “Hot Topic?”

It is a topic in physical education and sport pedagogy

- That we don't know enough about
- That we need to know more about urgently
- That is current and relevant
- That knowing more about will make a difference for the better professionally or policy
- That we can learn more about through well designed research projects

How do we know a topic is 'hot'?

- Careful reading of the research literature suggests the topic is important and current but insufficiently understood
- A problem has emerged from professional practice, highlighted by practitioners
- A new policy has presented new challenges to practice
- Typically gains a wide profile through various media

Some Examples of 'Hot Topics'

- Can adolescent girls learn to value the physically active life? And can physical educators assist them to do so?
- What are the consequences of motor development delay for young children's physical development, health and wellbeing? And can we develop a program to overcome these consequences?
- Are teachers equipped to do health work?