Tsukuba Summer Institute 2016
Collaborative Research Program (CoRP)

Introduction session
Instructors 2016

• Dr Jackie Goodway, Ohio State University, USA
• Dr David Kirk, University of Strathclyde, Scotland
• Dr Louise McCuaig, University of Queensland, Australia
• Dr Hiromi Miki, University of Tsukuba
• Dr Sue Sutherland. The Ohio State University
• Dr Randeep Rakwal, 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?