

Title: “Andy – tell us a story”. Going public with literacy: Publication as an agent for change across the learning landscape

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Session Learning Outcomes

By the end of this session, delegates will be able to:

A fundamental premise is that academic writing [literacy] is the primary currency for ‘trading’ in learning at schools and in universities. However, whilst most students understand the need to produce writing for their teachers, the trade is often one-way, primarily for a summative grade. Also, a perennial challenge in teaching is getting students to read academic texts which often, they may struggle to relate to; to really feel intrinsic curiosity in the writing set before them. In response to these challenges, this presentation will explain the creation of a student-centred *Journal of Qualitative Research in Sport Studies* (JQRSS) which has broken down some of these barriers, predicated upon the idea that academic journals are written primarily for established academics to rehearse their arguments with each other, but not necessarily for the benefit of students. The language, theory and unrelated context of a mainstream journal article often prevents access to the Sports undergraduate looking for ‘help’ with their assignment.

Then, as development for promoting literacy and learning across the age barriers is a book called the *Sports Monograph* (2014) comprising 120 authors across 60 chapters from the ages of 6 months to 60 years. Through these chapters; creative writing, poetry and research texts, students at all levels learn to learn from each other. Delegates will appreciate how these shared examples of writing have become a cornerstone in our pedagogy on various modules in Sport; envisaging the writing, producing text for public consumption and assessment issues. In asking, ‘who is the education I provide, for?’ some of the benefits of promoting student voice in learning and teaching are reasoned through (and some consequences of going public with student voice are also considered).

Session Outline

Cycle of supervision – agent for change

There are numerous back-stories to publications in JQRSS where an undergraduate student author was supported in their writing to share their ideas. With their academic confidence rising, this lead to them writing again, perhaps as an undergraduate or as a postgraduate (Masters or PhD level). In Andrew Sprake’s case he then became a member

of staff and now supports his own undergraduates to follow suit, producing resources for his own batch of up-coming PE students^{1,2,3,4,5,6,7,8,9,10}.

Internationalisation

JQRSS has always attracted some papers from international scholars, but in 2018 the journal attracted 8 contributions from e.g. Australia¹¹, South Africa¹², Canada¹³ and USA¹⁴. The central pedagogical tenant of the journal is to be a catalyst for promoting student centred learning, creative research methods and internationalising, through student voice, what Research Inspired Teaching can look like.

Staff development

JQRSS has become a central vehicle to staff development from a number of subtle perspectives, for example, by creating the journal in (2007) a need/opportunity was created for:

- staff supporting student writing,
- staff mentoring staff in their writing,
- an outlet for novel kinds of expression in research,
- an editorial panel,
- a reviewers list and duties,
- roles for student UG or PG Student Editorial Officers,
- an academic award for the ‘best’ article every volume.

These aspects of academic and collegial activity have filtered on to CVs for job applications, research proposals and substantive evidence of research activities on personal websites – all helping with staff development through an academic ‘life-cycle’.

Enjoying academic writing

“If you are not enjoying your writing, you may be doing it wrong”. Academic writing should be worthwhile and fun. These are words not usually associated with research methods or literacy tasks. But a memorable quote from one student alludes to the changes and realisation that is possible in the products elicited from our students “I didn’t know I was allowed to think (or write) like that at university”. Discuss...

Session Activities and Approximate Timings

Phases	Timings
1. Introductions: Clive and Andy ¹⁵ – a physical education exists in physical bodies!	5 mins
2. Sharing expertise on thinking, learning and writing - An outline presentation of the <i>Journal of Qualitative Research in Sports Studies</i> .	10 mins
3. As evolution of the same pedagogy but with less of an obvious research focus) is the <i>Sports Monograph</i> book (2014). Introduce.	10 mins
4. Andy... tell us a story – interactive with audience: -what might busy students write about? -what might busy teachers write about?	10 mins

5. Delegates... tell us your stories – ideas/experiences for writing -pros and cons of going public with ‘student writing’ -effort: setting a precedent in your subject area/department -what’s the argument for not sharing?	10 mins
Total	45 mins

Pyramid selling – a pedagogy

Following Andy’s example (there are many others similar within JQRSS) delegates are invited to envisage a draft/map/outline an idea to develop in to a written product.

Consider how that writing might be shaped/edited to share as a resource – who might benefit from such an opportunity?

Consider/discuss the roles of the teacher as facilitator and the role of the primary currency for this engagement and learning evidence.

References

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