

The state of research in teaching and learning in Sport and Exercise Science: A scoping review



Dr Katherine Burgess, Robert Gordon University
Dr Eddie Bradley, The University of Sunderland
Dr Katie Dray, Canterbury Christ Church University
Dr Sarah Powell, Lancaster University
Dr Oliver Runswick, King's College London



Background



Sport and exercise science degrees are **unique** in their **breadth** and **applied nature**.

— A wide range of pedagogical approaches are likely needed —



**Lecture theatre
and classroom**

Traditional teaching
and discussion



Laboratories

Practical, technical and
experimental learning



Sports settings

Real-world, applied and
performance contexts



However, there is currently
**limited synthesis of discipline
specific and accessible resources**
to support teaching staff in best
practice for these complex needs.



Aim

This project aimed to **collate**, **describe** and **map** the literature that exists in teaching the unique discipline of sport and exercise science in Higher Education



Methods



Databases:

SportDiscus; Web of Science; ERIC



Peer reviewed original articles

evaluating pedagogical approaches in
SES related disciplines in Higher Education (HE)



Abstracts and subsequent full-text articles

were screened by dual reviewers and data
extracted (article characteristics, topic and
outcome measures)



Literature quality was assessed using the
Mixed Methods Appraisal Tool (MMAT)



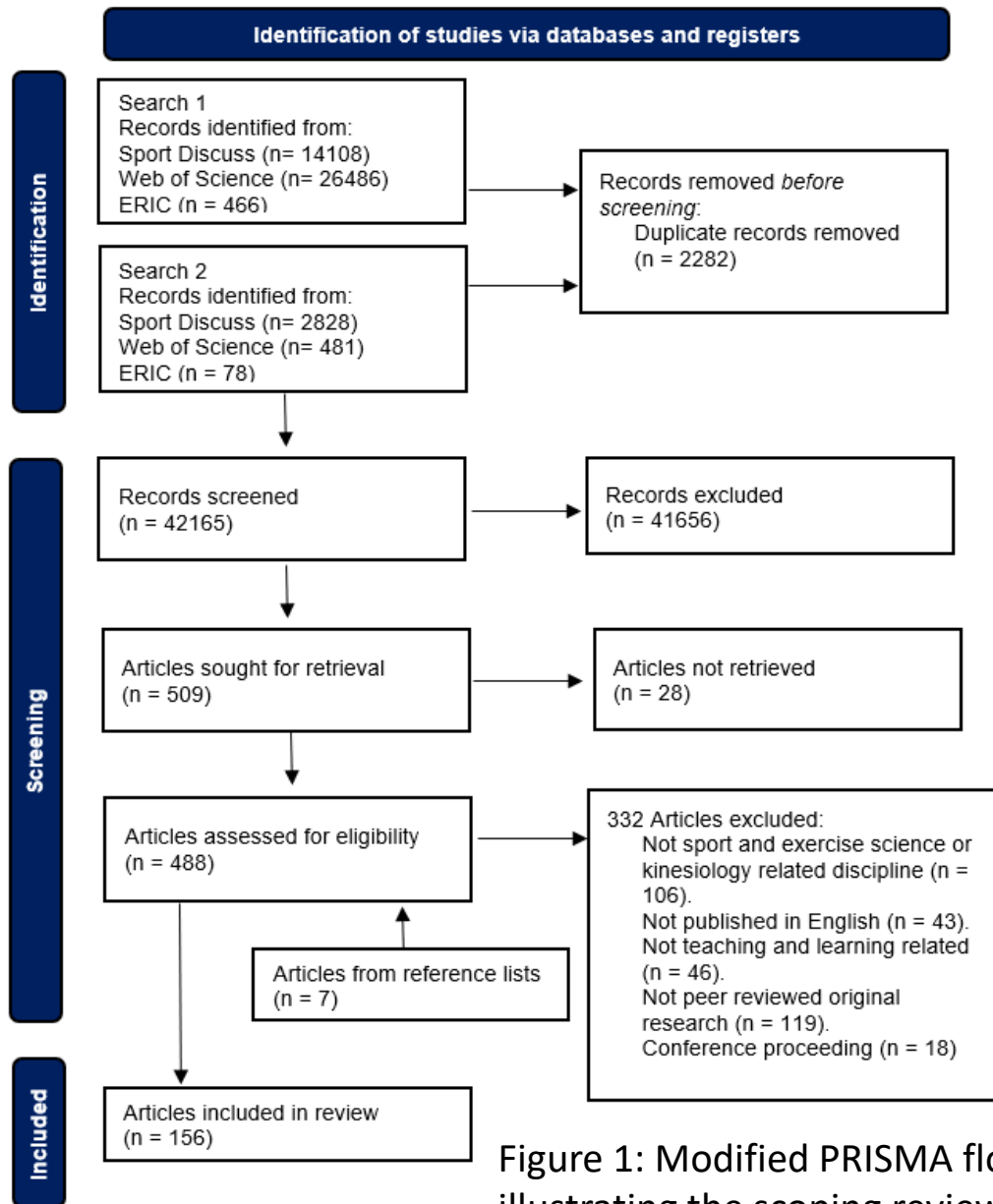
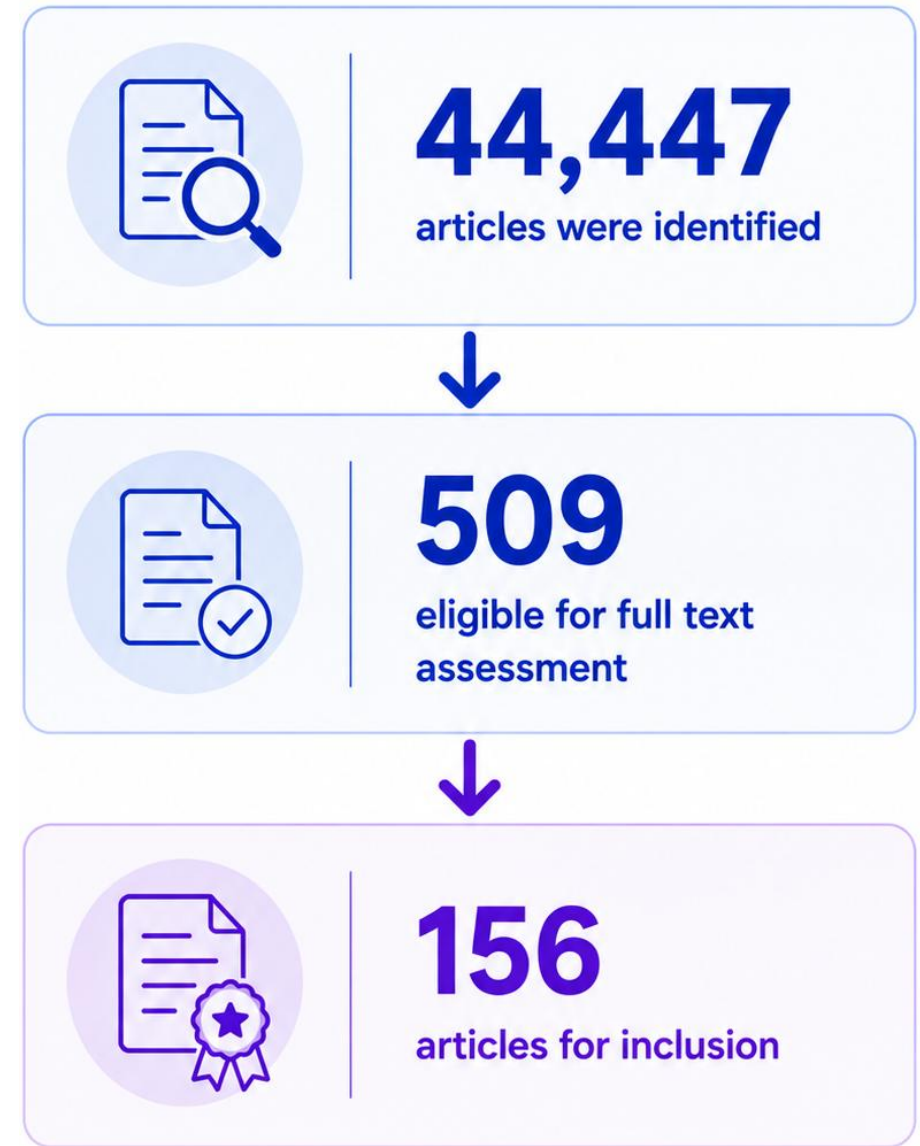


Figure 1: Modified PRISMA flow diagram illustrating the scoping review selection process.



Results

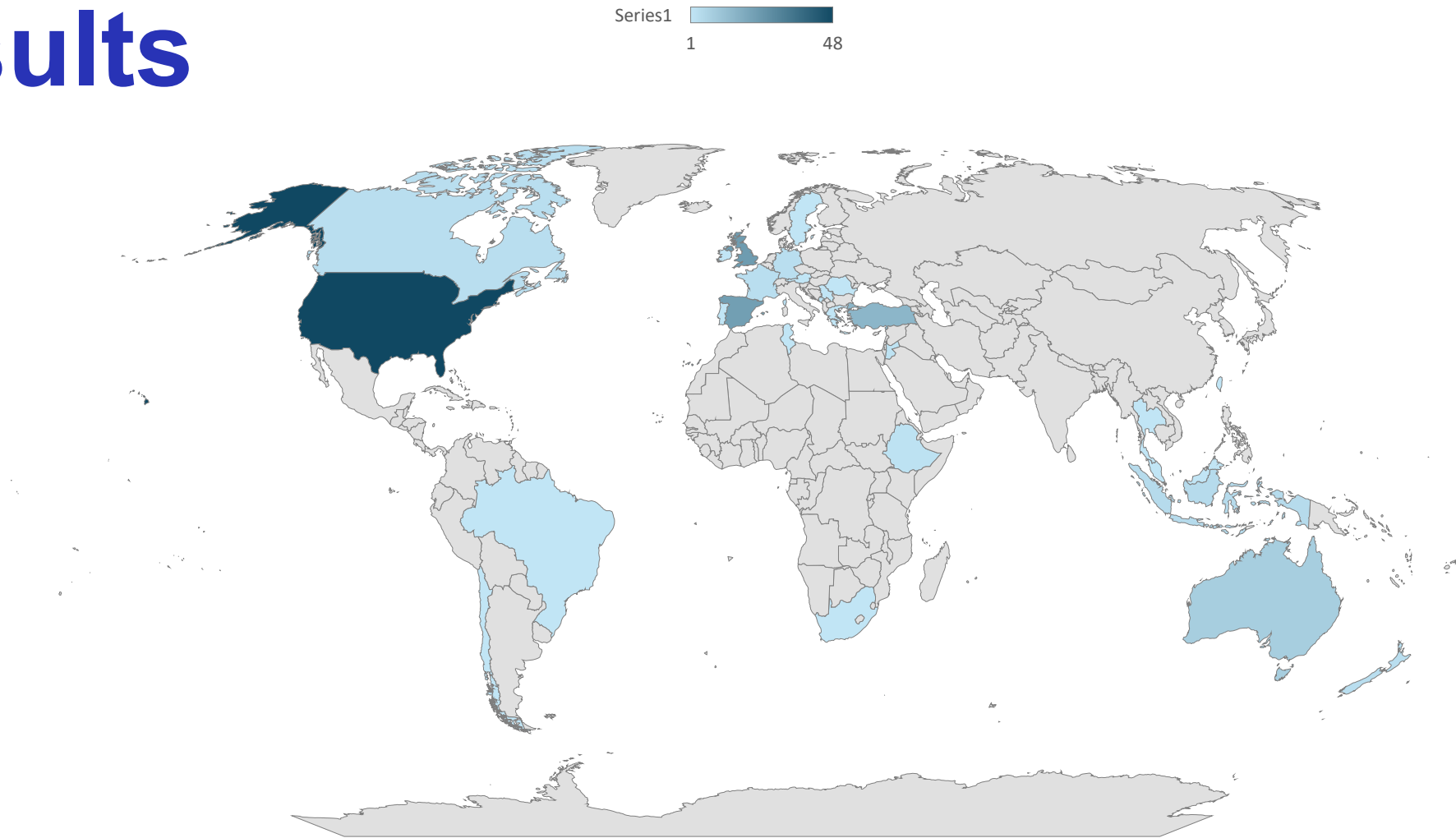


Figure 2: Geographical heat map representing the density of publications by country

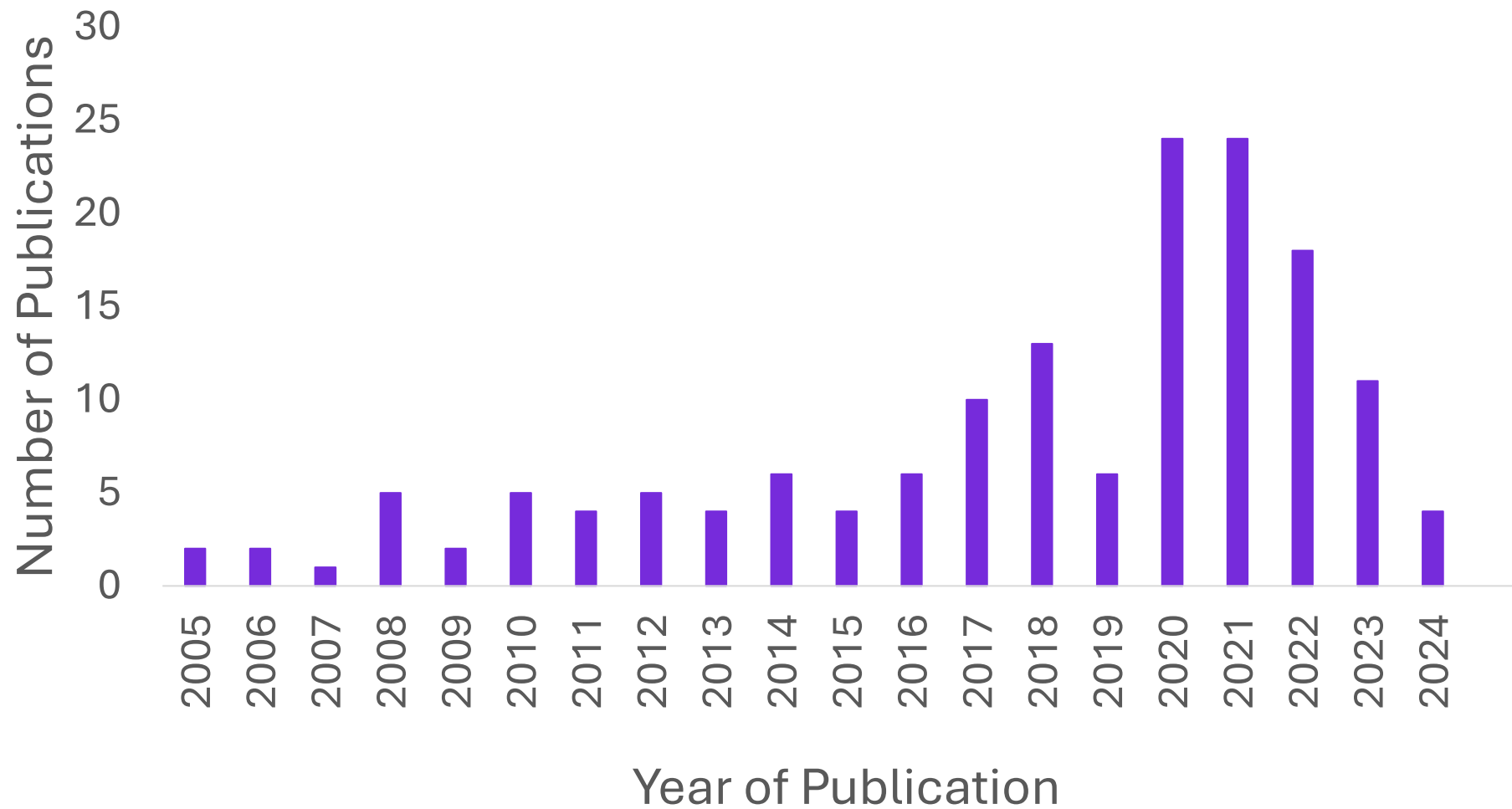


Figure 3: The number of SES HE publications per annum

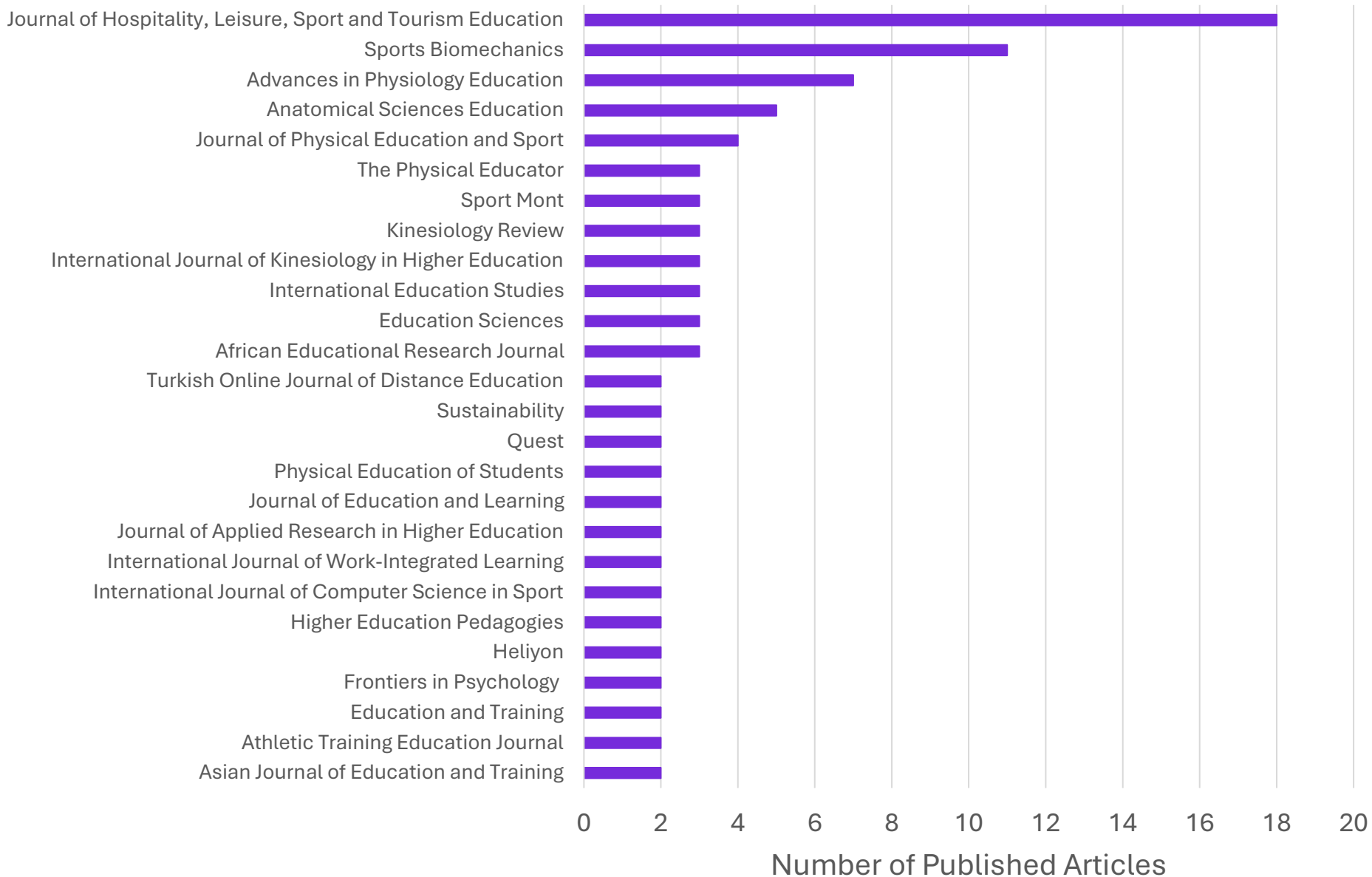


Figure 4:
Density of
publications per
journal.
Journals which
only contained
one article are
omitted from
this figure

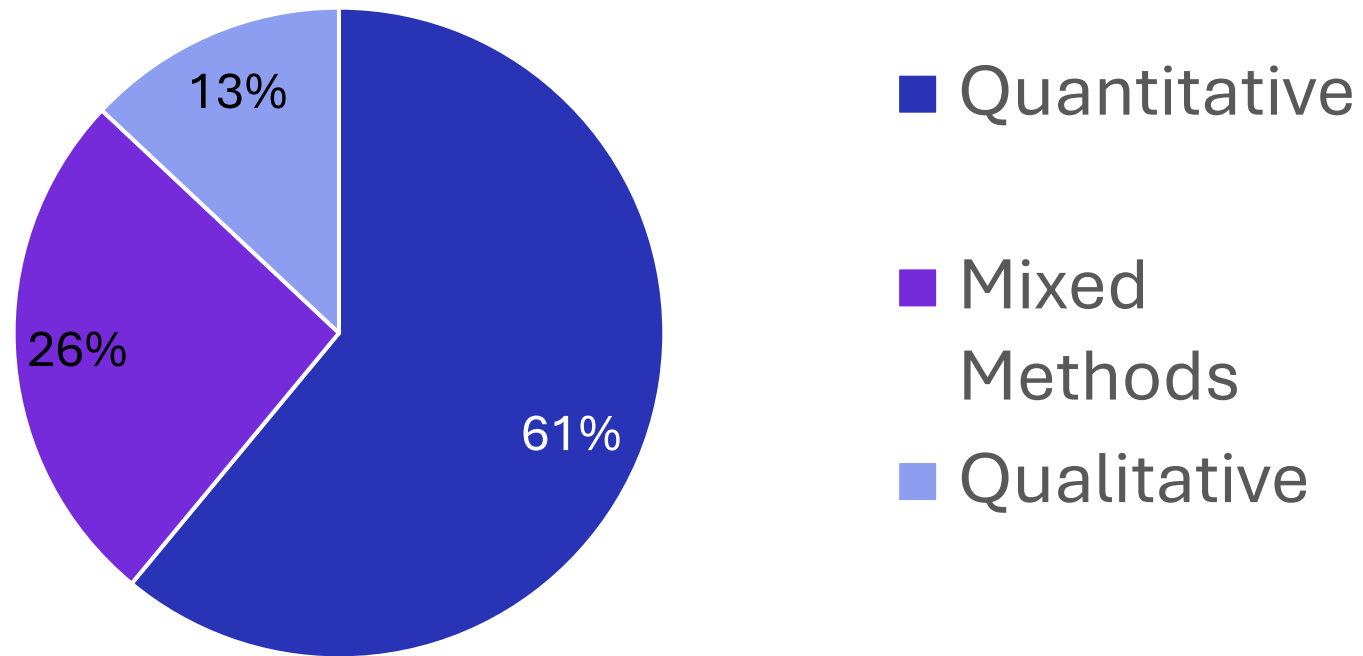


Figure 5: Proportion of study designs present in the sample

Table 1: Frequency of topic category of retrieved articles

Article Topic Category	Number of Publications	Percentage of Publications
Student experience	49	31
Teaching methods	43	27
eLearning	30	19
Student learning	30	19
Achievement and attainment	25	16
Assessment	18	12
COVID-19	15	10
Student perceptions	15	10
Technology	15	10
Employability	13	8
Course design	12	8
Engagement	11	7
Transferable skills	10	6
Active learning	9	6

Table 2:
Frequency of
outcome measure
category of
retrieved articles

Article Outcome Category	Number of Publications	Percentage of Publications
Student experience	50	32
Student attainment	48	31
Student perceptions	30	19
Student learning	22	14
Assessment (design)	9	6
Course design	9	6
Student attitudes	9	6
Student engagement	9	6
Online learning	8	5
Student satisfaction	8	5

Figure 6.
Proportion
of sample
receiving
each MMAT
score

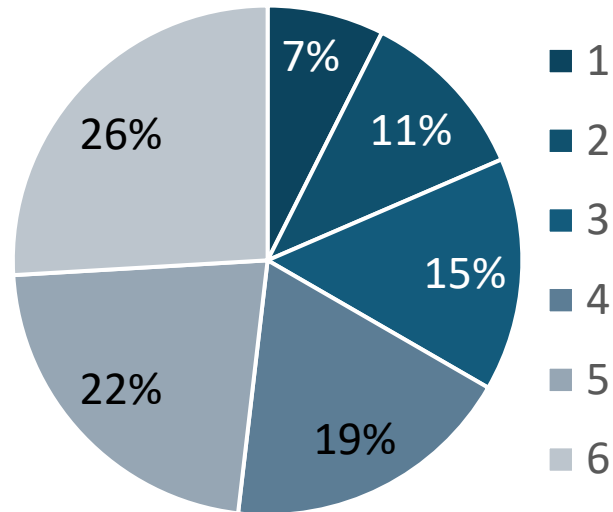


Figure 7:
Geographical
heat map
representing
the mean
quality score
of literature
produced per
country

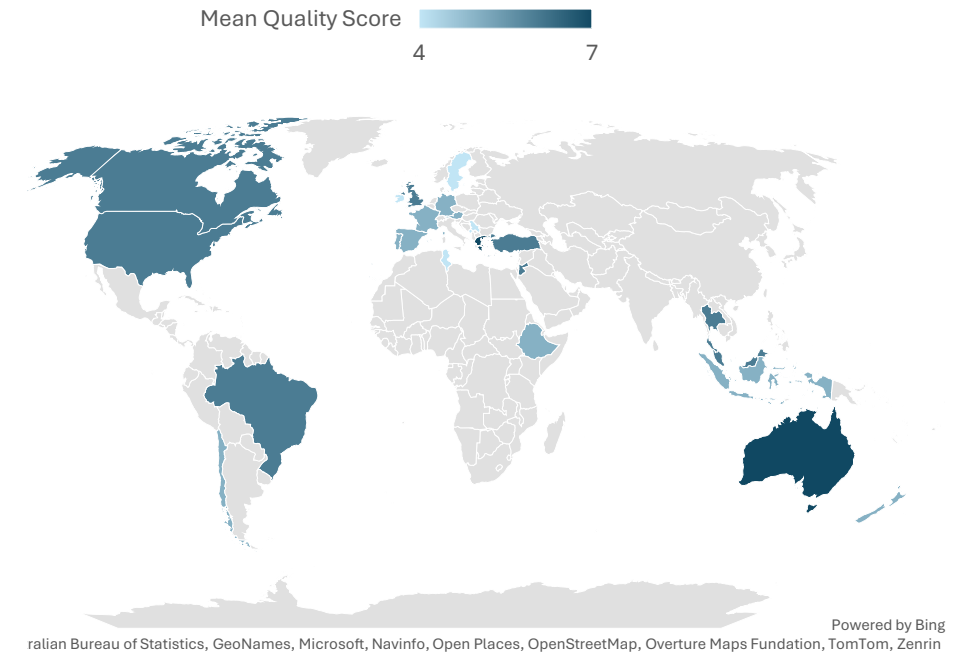
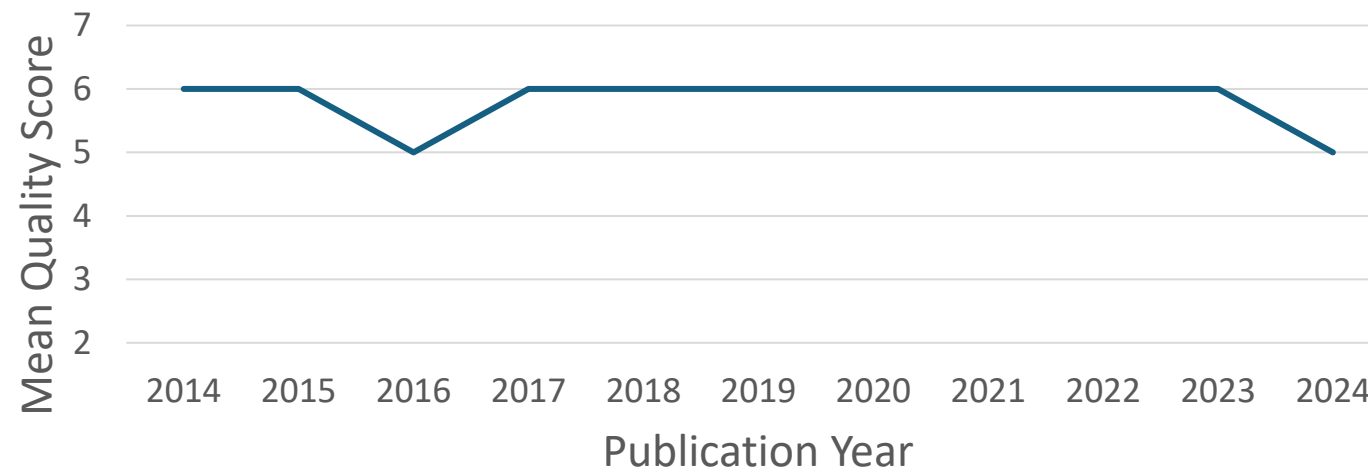


Figure 6.
Mean
quality score
over time



Conclusions & Recommendations



- The database created can be used by academics as an evidence source to enable evidenced based pedagogy in sport and exercise science.
<https://doi.org/10.1016/j.jhlste.2025.100573>



- Aside the surge of literature on the impact of Covid-19 the research is diverse, without a saturation of any facet of pedagogic research in the SES field.



- Further research specific to SES students is required in all areas however, there are specific gaps in terms of research on 'diversity and inclusion' and 'access to higher education' which need to be filled.

Questions?

