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Establishing a research agenda for Sport and Exercise Science education: A Delphi study



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Background

Our recent scoping review which mapped the evidence that exists in teaching the unique discipline of sport and exercise science (Burgess et al. 2005)

“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.”



Aim

The aim of this study was to establish expert consensus on priorities for future educational research in SES higher education and, through these priorities, develop a strategic research agenda for the discipline.



Methods



Three round Delphi approach



Participants were SES academics currently teaching in Higher Education at undergraduate and/or postgraduate level



Completed by online questionnaire



- ✓ Distributed to: CASES HoD forum members
- ✓ and Course contacts for CASES endorsed HE courses
- ✓ Advertised on research LinkedIn pages
- ✓ Snowballing encouraged



Round 1



Demographic questions and three open ended Delphi questions:



1

In your opinion which aspects of teaching and learning warrant further underpinning research within a SES context?



2

In your opinion which aspects of assessment warrant further underpinning research within a SES context?



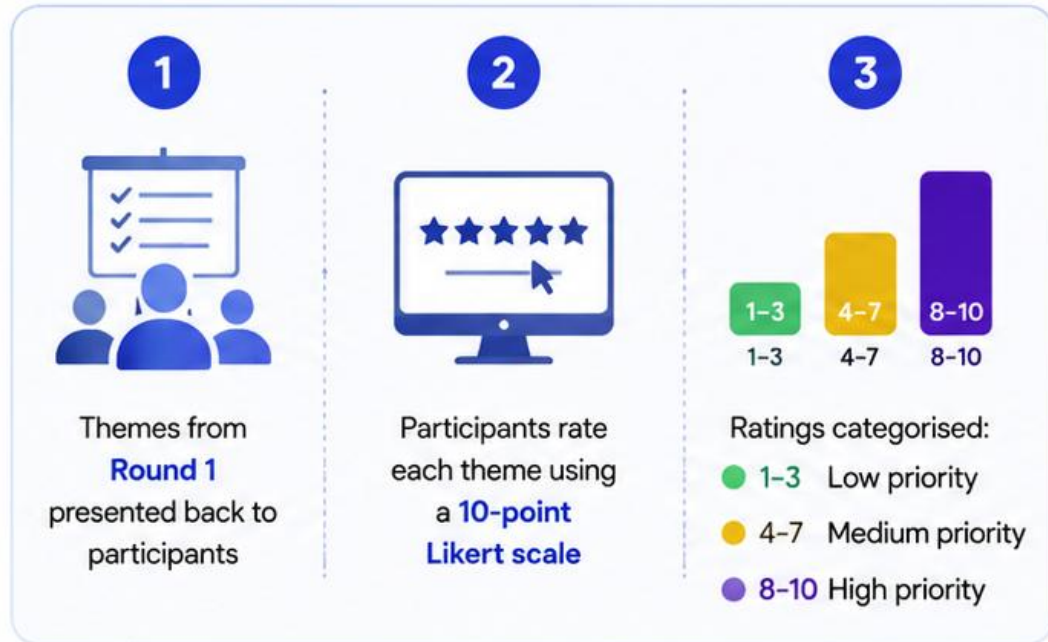
3

In your opinion which aspects of a student's journey warrants further underpinning research within a SES context?

Round 2 & 3

ROUND 2

Rate & Categorise



Consensus = $\geq 70\%$ of participants rate a theme within the same priority category

CONSENSUS ACHIEVED

Retained for further analysis

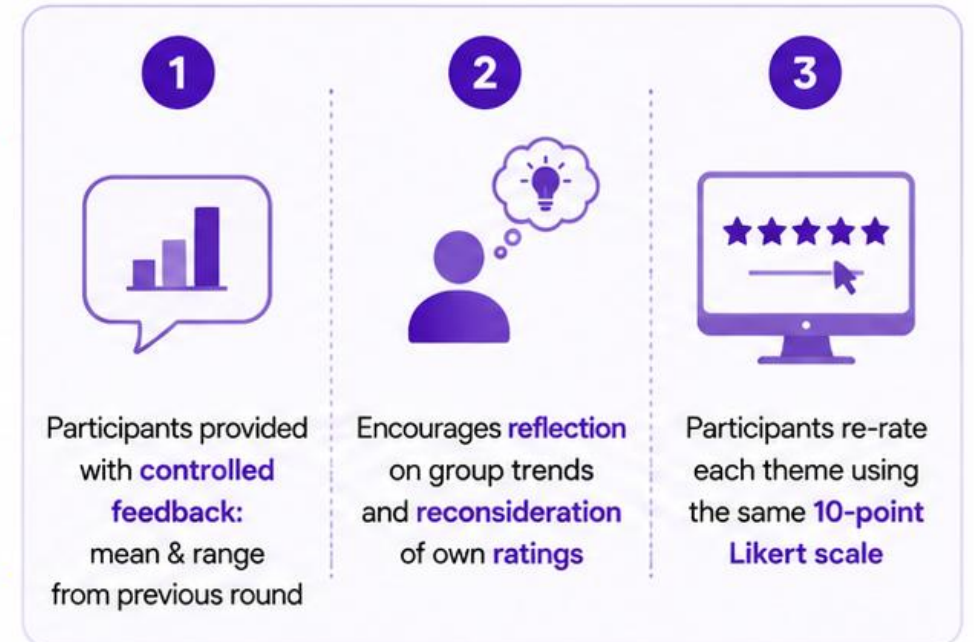


NO CONSENSUS

Progressed to Round 3

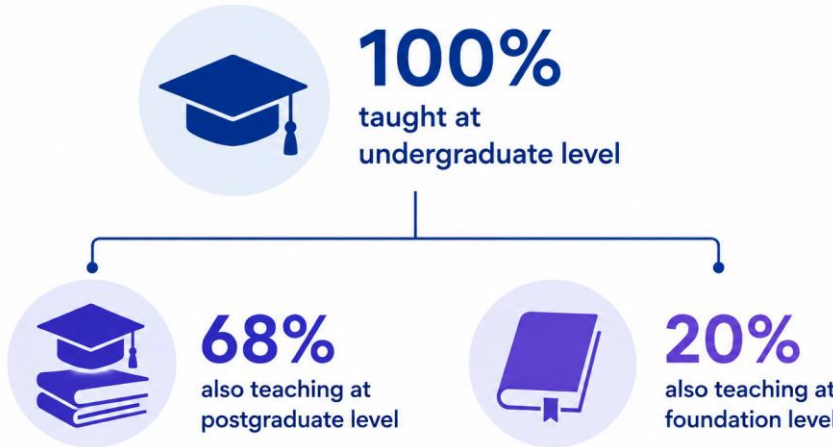
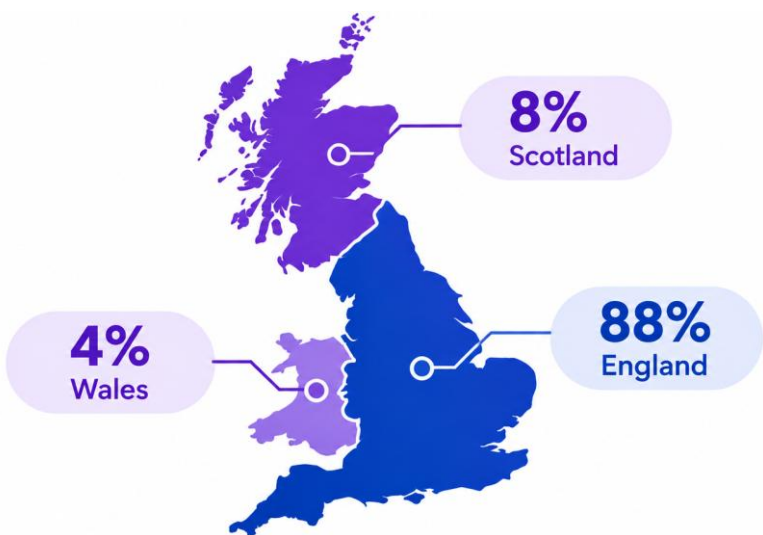
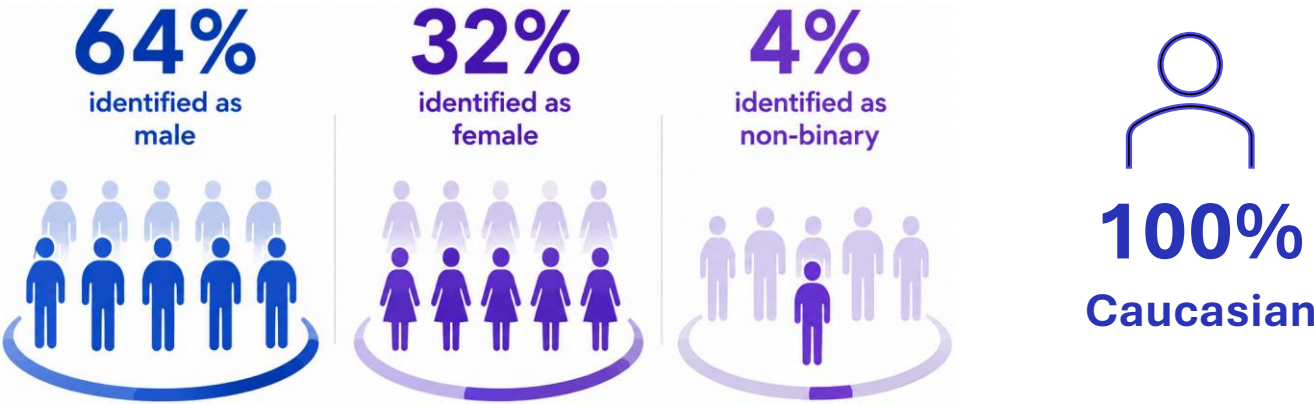
ROUND 3

Re-rate with Feedback



Results inform final priorities and consensus outcomes

Results



Current Job Role	
	Participant (%)
Tutor	4
Teaching Fellow	16
Lecturer	20
Senior/Principal Lecturer	20
Associate Professor	12
Professor	8
Education Qualifications/Accreditations	
	Participant (%)
PGCert HE	40
PGDip HE	4
FHEA	60
SFHEA	32
PFHEA	4
CASES PedAccred	16
Other	12
Years of Experience	
Mean	15.5
SD	7.8
Range	2-30 years

38 Thematic Priorities Identified

- 1  Inclusive and/or accessible assessment methods
- 2  Assessment literacy
- 3  Developing specific skills (e.g. critical thinking, data analysis)
- 4  Applied or practical skill assessment
- 5  Personal and/or pastoral care (e.g. mental health and wellbeing)
- 6  Authentic assessment
- 7  Authentic approaches to learning (e.g. case study learning)
- 8  The role and effect of generative artificial intelligence (genAI)
- 9  Learning and development (e.g. learning gain, monitoring)
- 10  The barriers and facilitators to learning
- 11  Professional identity and applied skills/experience
- 12  Continuing professional development, experience, developing professional identity, careers support
- 13  Enhancing curricula under resource constraints
- 14  Experiential learning (practical teaching, bridging theory to practice)
- 15  Assessment and technology (e.g. genAI, technology integration)
- 16  Assessment design and structure (e.g. volume of assessment, student choice)
- 17  Interdisciplinary teaching
- 18  The issues that affect student engagement and impacts learning
- 19  Student belonging and enhancing student engagement
- 20  Accessibility and inclusion (e.g. individualised learning)
- 21  Developing student confidence
- 22  Student transitions and induction (e.g. pre-induction, FE to HE transitions, supporting students with multiple entry points)
- 23  Assessing problem solving
- 24  Quality assurance and standardisation (incl. unconscious bias in marking)
- 25  The effect of delivery mode (e.g. asynchronous teaching, block teaching, non-linear pedagogies)
- 26  Developing professional skills and graduate attributes (e.g. work readiness, soft skills, professional judgement)
- 27  Supporting non-traditional entry students
- 28  The effect of delivery method (e.g. flipped classroom, gamification)
- 29  Technology to enhance teaching
- 30  Group work
- 31  Professional skills assessment (e.g. aligned to accreditation, soft skills, practical assessment of soft skills)
- 32  Effective feedback and feedback literacy
- 33  Supporting international students or students whose first language is not English
- 34  Inclusivity of teaching practices (e.g. decolonising the curriculum, accessible learning, transgender teaching practices)
- 35  Teaching modules spanning multiple degree programmes
- 36  Supporting communities of practice
- 37  The effect of class structure (e.g. size of class, length of class)
- 38  Extra-curricular activities
Assessment for learning



ROUND 1



ROUND 2



ROUND 3

OVERALL OUTCOME



25

participants in
round one



19

consented to
further contact



16

progressed to
complete round two



11

themes reached
consensus
(9 high priority and
2 medium priority)



27

themes to be
carried forward
into round three



14

participants
completed the
round three
questionnaire



Round three resulted
in a further

6

themes reaching
consensus
(2 high and 4 medium
priority)



This led to overall –

11

priority themes
reached consensus

11 Priority Themes

 EMPLOYABILITY AND GRADUATE CAPABILITY			
		Median (score)	IQR
2	 Developing professional skills and graduate attributes (e.g. work ready graduates, soft skills, professional judgement)	9	1.5
6	 Professional skills assessment (e.g. assessment aligned to accreditation, assessment of professional skills, impact of practical assessment on the development of soft skills)	8	1.25
10	 Professional identity and applied skills/experience (e.g. continuing professional development, developing applied experience, developing professional identity, careers support)	8	1.75

 AUTHENTIC LEARNING AND ASSESSMENT			
		Median (score)	IQR
4	 Applied or practical skill assessment (e.g. applied competence assessment, application of knowledge assessment)	9	2
5	 Experiential learning (practical teaching, bridging theory to practice)	9	2.25
7	 Authentic assessment	8	1.75
9	 Authentic approaches to learning (e.g. case study learning, project-based learning)	8	2.5

 EMERGING EDUCATIONAL CHALLENGES			
		Median (score)	IQR
1	 The issues that affect student engagement and how that impacts learning	9	1.5
3	 Developing specific skills (e.g. critical thinking, critical evaluation, data analysis)	9	2
8	 The role and effect of generative artificial intelligence (genAI)	8	2
11	 Assessing problem solving	8	2.75

Call to Action



Research in the 11 identified areas is required **as a priority**



Everyone in this room **can help** with this



Join with us in **exploring these priorities**

