Book Series

Research Focus on Education and Sport

Series Editors
Derek Van Rheenen, University of California Berkeley

Volume 1 Call for Papers

A decade since the establishment of the Research Focus on Education and Sport Special Interest Group (RFES-SIG) within the American Educational Research Association, it is a fitting time to reflect on our work to date and to chart a future path for our community.

In order to map the vast terrain of education and sport, encompassing all levels and types of schools, as well as the multiple forms of sport and physical education within these educational spaces, we have decided to collaborate with Information Age Publishing, Inc., a national leader in the publication of social science scholarship. This collaboration will develop a book series at the intersection of education and sport.

The book series allows experts in the field to focus on particular areas of inquiry as a means to develop a coherent, academically rigorous body of knowledge.

Books in this series:
- Envisioning Scholar-Practitioner Collaborations

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Envisioning Scholar-Practitioner Collaborations: Building Communities of Practice in Education and Sport presents a collection of case studies of collaborations between scholars and practitioners dedicated to both the generation of new knowledge and innovative best practices at the nexus of education and sport. This inaugural text in a series sponsored by the Research Focus on Education and Sport Special Interest Group of the American Educational Research Association seeks to reveal a number of educational spaces in which this critical work takes place.

The volume, comprising ten unique collaborations, outlines the important intellectual and social work of scholar-practitioners at the intersection of institutional sport and education at a variety of sites, both in school and in non-school settings. Each of these chapters has a unique set of research questions, programmatic goals and findings. For the purpose of this book, however, contributors have described the nature of their collaborations—for whom and by whom these collaborations are forged—such that the “findings” are presented as lessons learned from the process of collaboration. This book reveals educational spaces where scholars and practitioners are collaborating and generating new understandings of the world we know. We characterize this effort as mutually beneficial and respectful, engendering a vision of hope, exploration and educational transformation.

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