

Editorial

PIRKKO MARKULA AND KRISTI SKEBO

Welcome to the third issue of *Movement Matters*!

This year has brought some changes to our journal. With the passing of our founding editor Jim Denison, whose scholarly insight and beautiful writing are deeply missed, we now have a new editorial team. Kristi Skebo whose work appears in Volume 3 of our journal, has now joined Pirkko Markula to move on Jim's legacy to create a journal that could provide a space for theorizing and discussing the importance of movement for the graduate student members of the Body, Movement, and Culture Research Group (BMC) housed within the Faculty of Kinesiology, Sport, and Recreation at the University of Alberta. Kristi was a part of the initial steps of getting *Movement Matters* up and going as research assistant with significant input on how our journal appears today. While Jim's insights, leadership, and scholarship are very dearly missed, we have been fortunate to include work from two of his previous MCoach students, Kevin Shields and Suzanne Landers. Jim would be very proud to see their work published and how they have moved on his coaching research.

Our first paper, nevertheless, highlights Kristi's own work from her MCoach degree that she completed in 2022 at the University of Alberta. Kristi completed an action research study on coaching rhythmic gymnastics (RG) in Edmonton for her capping project and has now continued to a Ph.D. program in the Faculty of Kinesiology, Sport, and Recreation to obtain further insights into RG coaching. As an experienced coach herself, Kristi is well aware that, traditionally, an RG coach dictates the training to focus specifically on repetition of RG specific skills. To counter these often harmful practices in her capping project, Kristi developed her own coaching approach that she implemented as a part of her action research. More specifically, she employed the framework of kinesio-cultural exploration (KCE) to reconceptualize skill development in a competitive RG setting. Through this approach to coaching, Kristi was able to challenge her own, previous assumptions of effective RG coaching to create a learning environment that encouraged gymnasts to become active participants in sharing knowledge in collaboration with each other and the coach during the coaching sessions.

Our second paper comes from Suzanne Landers who completed her Masters of Coaching (MCoach) degree at the University of Alberta in 2023. Suzanne is currently an assistant volleyball coach with the University of New Brunswick St. John Seawolves. Suzanne conducted an action research study of her coaching with a 16U volleyball team

for her MCoach capping project. Her interest in pre-competitive (PC) routines and the potential positive impact they can have on athletes' psychological states during training and competition laid the groundwork for her action research study. Suzanne's interest was based on her observations of how other coaches employed PC routines. She, thus, began to question the 'why' behind PC routines and wondered if the athletes had the skills to do what the coaches asked of them. She employed action research as a methodological framework to facilitate her learning of PC routine theory and approaches, inform her exploration of these approaches, and reflect on her own role as a coach in this process. Suzanne explored the use of three different approaches in a team setting: self-talk, visualization, and use of music. Through her work, Suzanne critically examined her learning and implementation process, which in turn, enabled her to grow as a coach, becoming more conscientious of her own actions and behaviours, and ultimately reshaped her coaching practices.

Our final paper comes from Kevin Shields who also completed his Masters of Coaching (MCoach) degree at the University of Alberta in 2023. Kevin is currently the Head of Sports Participation at Canadian Wintersports and the head coach of the Carleton University Nordic Ski Team in Ottawa, Ontario. For his capping project, Kevin questioned the use of standardized periodization plans and 'typical' workouts in cross country ski training. Overreliance on these physiological-based approaches led him to consider how he could create a more athlete-centred learning environment. To do this, Kevin chose to explore and implement an alternative pedagogical approach, Positive Pedagogy (PPed). Through his action research study, Kevin shifted his coaching role from a prescriber of workouts to that of facilitator, where he guided athlete learning by creating an engaging physical environment, asking questions, and designing activities that encouraged playful experimentation by the athletes. Kevin's reflective practices enabled him to implement more effective, athlete-centred, science-based training practices.

While this collection of papers focuses on presenting work by the MCoach capping projects, we are very proud of how it showcases Jim's tutelage of the coaching students and his continued care for the MCoach degree that he led from its initial introduction to the KSR graduate offerings. As the current editorial team, Pirkko and Kristi are committed to continue showcasing the diverse topics, theoretical approaches, and methods encouraged by the BMC research group to find ethical ways to practice moving in today's society. To be able ask, problematize, and practice were also central tenets to Jim's research and writing that will continue to inspire the BMC research group as well movement researchers around the world.