

Special Issue: Black Scholarship in Physical Education

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Abstract:

This special issue of *Journal of Teaching in Physical Education (JTPE)* includes a collection of exemplary scholarship in physical education led by first authors who identify as Black scholars. The creation of this issue was inspired by the national and international Movement for Black Lives (Ray, 2020), and the acute attention given to anti-Black racism following widely publicized murders of Black Americans including Ms. Breonna Taylor, and culminating with the death of Mr. George Floyd on May 25, 2020. During the summer months of 2020, a variety of education organizations, academic departments, and individual leaders expressed solidarity with the anti-racist movement and committed to improving the conditions of Black Americans through changing policies and practices (Morton et al., 2021). A network of Physical Education Teacher Education (PETE) scholars and practitioners hosted two online conversations focused on race and racism in the discipline. Those discussions were later disseminated via a podcast. The conversations on race in PETE were among the most popular on the podcast platform, according to a recent publication (McMullen et al., 2022). The collective voices of Black scholars created space for a better understanding of the Movement for Black Lives and its relevance to PETE.

Keywords: physical education | Breonna Taylor | George Floyd | Black scholars | Physical Education Teacher Education

Article:

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This special issue on Black Scholarship in Physical Education is unique to JTPE because it does not focus on a topic of common interest to readers. Instead, the first author of each paper self-identifies as Black. Readers will find a variety of research foci and methodological approaches among the articles. Some authors, for example, were specifically interested in issues that impact Black communities while other authors are interesting in the lived experiences of students and teachers in physical education contexts. While the first authors identified as Black, the authorship teams are diverse. This reflects the varied interest and collaborative spirit among the group of Black scholars featured in this special issue. Within the enclosed papers, the diversity of Black scholarship is seen in the methodologies employed, institutional affiliations, career ranks, geographical distribution, and scholarly interests. This issue could not be inclusive of all Black scholars, but its publication in the JTPE makes a significant contribution to making Black scholars and their scholarship more visible in our discipline. As coeditors of this special issue, we consulted all Black scholars of physical education that could be identified through our networks to invite participation. We believe the JTPE is most fitting for this special issue because it is historically rooted in physical education in the United States and attracts an international audience (Byra & McCullick, 2019).

Featured Articles

Richard F. Jowers and colleagues examined occupational socialization and life histories as two factors contributing to the evolving beliefs and actions of sport pedagogy doctoral students. This research has practical implications for doctoral programs and raises questions for future research. The second paper, authored by Tara B. Blackshear, utilizes critical race theory and Black feminist thought to examine the implications of being awarded physical educator of the year on Black women. Her research celebrates the success of one Black physical educator while also providing suggestions for normalizing Black excellence in physical education. Third, Michael A. Hemphill and colleagues describe a restorative justice approach to social and emotional learning that acknowledges both race and racism. The authors describe the importance of community engagement in the development of social and emotional learning initiative tailored to the needs of students.

A study led by Stacy Imagbe compares the knowledge and behaviors related to active living among Black and White middle school students. The authors highlight disparities in knowledge and physical activity among Black and White students and call for culturally relevant approaches to help eliminate disparities. Korey L. Boyd and his colleagues situate culturally relevant and sustaining pedagogies within the context of preparing Black and Latinx preservice physical educators. Their research illustrates the need to place cultural and ethnic identities of preservice teachers at the center of teacher education programs. Ray N. Fredrick and his coauthors broaden our horizons through a case study of how an evidence-based after-school program developed in the United States could be transformed to meet the needs of children in Paraguay. Their research illustrates how international partnerships can be leveraged to translate positive youth development across geographic borders.

Cory E. Dixon and colleagues explore how culturally relevant and sustaining pedagogies used in the training future professionals at a youth development center can be transferred into their careers as PETE Faculty. They explored the experiences of three graduate students as they navigate

challenges teaching in a nontraditional setting and provide suggestions for culturally relevant and sustaining pedagogy. Robin J. Dunn studied how debriefing can be used as a tool for teaching children to transfer concepts of personal and social responsibility beyond physical activity contexts. Her study suggests that using scaffolding approaches to guided discovery can help in promoting the transfer of life skills beyond physical activity programs.

Using the metaphor of The Conveyor Belt, Javier L. Wallace and colleagues describe how Black males in physical education and related disciplines can benefit from PETE. As a marginalized community within a marginalized discipline, the Black scholars in PETE need systems that grant them to benefit from mainstream resources while simultaneously allowing them to advance their scholarship, teaching, and service to Black communities. Desmond W. Delk and colleagues seek to recalibrate our understanding of social justice through a review of current social justice literature in PETE. They end their review with recommendations for the direction of future research informed by social justice principles.

Acknowledgements

As coeditors of the special issue, we appreciate the JTPE leadership team including Mark Byra and Bryan McCullick. Additionally, about 24 PETE scholars volunteered their time as peer reviewers and their service is appreciated. Most importantly, we wish to acknowledge the community of PETE scholars who identify as Black. Only a small number of our colleagues could be included in this special issue. Therefore, we hope this is one of many ways the discipline uses its platforms in support of Black communities and Black scholars.

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