



Educational Practices in Kinesiology Inaugural Editorial

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Introduction

Welcome to the inaugural issue of Educational Practices in Kinesiology (EPIK). We are pleased to write to you as the Executive Editors and co-founders of EPIK. This open-access journal arose from a frustration at the lack of high-quality teaching and learning resources in kinesiology and related sub-disciplines. In 2019, two independent groups of higher education faculty were creating parallel teaching repositories in kinesiology before serendipitously finding each other at a professional meeting. This academic journal is the outcome of our combined efforts.

The exclusive focus of EPIK is to provide a platform that enables higher education faculty in all sub-disciplines of kinesiology to share pedagogical resources through scholarship. As experienced educators, we saw the need to develop a publication outlet for resources in traditional and non-traditional formats. By providing free access to high-quality educational

materials, it is our hope that faculty find EPIK useful in supporting efforts to best prepare students for success.

Submissions

Authors can submit both traditional research manuscripts on pedagogy in addition to non-traditional resources that support teaching in the classroom and in the laboratory. Traditional format manuscripts are original, primary research articles which include quantitative and/or qualitative data with institutional review board approval. Non-traditional resources are reserved for submissions such as original classroom activities/assignments and laboratory activities designed to promote the development and sharing of high-quality teaching and learning resources in kinesiology. In a sense, EPIK serves the function of an academic peer reviewed journal as well as a peer-reviewed teaching and learning repository.

We welcome submissions from undergraduate and graduate educators within sub-disciplines of kinesiology: exercise physiology, biomechanics, sport and exercise psychology, sport sociology, sport philosophy, sport history, and motor behavior. Contributions from those teaching in related fields are also encouraged. Submissions undergo a double-blind review process by professionals in a related content area.

In the future, we hope to announce special calls for content including unique course syllabi, case-studies, editorial commentaries on the state of the field, textbook reviews, and other resources related to experiential learning in kinesiology. Please check the EPIK website for more information as these become available.

We invite you to our shared mission to expand pedagogical offerings related to

kinesiology. Help us advance kinesiology pedagogy by reading our journal, sharing it with your colleagues, and submitting your novel pedagogy research or resources for publication. We look forward to collaborating with you and reading your EPIK submissions.

Acknowledgements

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