



An Abundance Affliction for PHE Scholars: Considering Challenges to Knowledge Dissemination and Consumption, Scholarly Networking, and Beyond

Dr. Nathan Hall

Contact Author: nhall@brocku.ca

Dept. of Kinesiology, Brock University, St. Catharines, Ontario, Canada L2S3A1

Derek Wasyliv

Dept. of Kinesiology and Physical Education, Montreal, Quebec, Canada H2W 1S4

Abstract

Background: Physical and Health Education (PHE) scholarship has entered a period of unprecedented growth, marked by a proliferation of professional associations, journals, conferences, and digital dissemination platforms. While this expansion fosters innovation, global collaboration, and intellectual diversity, it also creates a paradox of plenty in which abundance risks fragmentation, inequity, and a loss of disciplinary coherence. This roundtable introduces the concept of the “abundance affliction” (Hall, 2023) to critically examine how the expanding scholarly landscape both enriches and challenges the vitality of PHE research, particularly within the Canadian context.

Methodology & Findings: This roundtable session situates the abundance affliction within sociological perspectives on disciplinary identity and knowledge production (Kirk, 2010; Lawson, 2009). Empirical evidence from recent bibliometric studies (Hernández-González et al., 2025; González-Ruiz et al., 2024) reveals a broad international spread of PHE research yet low levels of collaboration and cross-network integration. These patterns suggest that despite increased output, scholarly communities often operate in parallel rather than in concert. Canadian PHE researchers experience similar challenges as multiple organizations (e.g., PHE Canada, SHAPE America, AIESEP, and NAKHE) overlapping conferences, competing publication outlets, and multiple organizational affiliations stretch researchers’ time, resources, and capacity for engagement. Through interactive discussion, led by both a faculty member and graduate student (representing different institutions), participants will explore pathways for greater coherence in PHE scholarship, including inter-organizational coordination (e.g., between PHE Canada, SHAPE America, AIESEP, NAKHE, etc.), centralized digital infrastructures for research dissemination, and equitable participation strategies for early-career and under-resourced scholars. The roundtable aims to generate collective insights on how to transform abundance into synergy—ensuring that PHE scholarship remains connected, inclusive, and impactful.

Significance: By reframing the proliferation of opportunities as both a strength and a strain, this session contributes a timely, reflexive dialogue on how the Canadian and international PHE communities can better align their scholarly efforts to strengthen the field’s coherence and societal influence..

Keywords: knowledge translation; higher education; physical education



References

- González-Ruiz, J., Granero-Gallegos, A., Marín-Marín, J. A., & Moreno-Guerrero, A. J. (2024). Bibliometric analysis of anxiety and physical education in Web of Science: A performance and co-word study. *Pediatric Reports*, 16(4), 1169–1187.
<https://doi.org/10.3390/pediatric16040099>
- Hall, N. (2023). Ghosts in the hallowed halls: Have physical education scholars been done wrong, where have they gone, and where do they belong? *Quest*, 75(3), 195–203.
<https://doi.org/10.1080/00336297.2023.2240919>
- Hernández-González, V., Carné-Torrent, J. M., Jové-Deltell, C., & Reverter-Masia, J. (2025). Global research trends on physical education practices: A bibliometric analysis and science-mapping study. *Frontiers in Sports and Active Living*, 7, Article 1532754.
<https://doi.org/10.3389/fspor.2025.1532754>
- Kirk, D. (2010). *Physical education futures*. Routledge.
- Kirk, D. (2010). Why research matters: Current status and future trends in physical education pedagogy. *Movimento*, 16(2), 11-43.
- Lawson, H. A. (2009). Paradigms, exemplars and social change. *Sport, Education and Society*, 14(1), 97–119. <https://doi.org/10.1080/13573320802615247>