


Voici une compilation de la recension d'avril 2022. Vous y trouverez 37 références. Dans cette édition, l'équipe de l'OQL a pu répertorier 9 articles rédigés en français. Et à titre de rappel, le sigle  indique que l'article est disponible immédiatement, puisqu'il est libre de droits.

Bonne lecture et belles découvertes!

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## 1. Développement du sport

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Technologie Volleyball Innovation		<a href="#"><u>Evaluation of the volleyball coaches' experience in a 3-dimensions environment</u></a>
Football Arbitre Technologie		<a href="#"><u>Les aides numériques à l'arbitrage du football. D'une longue résistance à une rapide introduction (1998-2018)</u></a>
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Perception Distorsion Jugement		<a href="#">Perception and Judgement Formation and Their Significance in Coaching</a>
Performance Covid-19 Composition corporelle		<a href="#">Effects of COVID-19 Lockdown on Body Composition and Physical Performance of Elite Female Football Players</a>
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eSport Jeux vidéo Bourse d'études		<a href="#">Esports Scholarship Review: Synthesis, Contributions, and Future Research</a>
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Autoritarien Démocratique Parents		<a href="#">Gender differences in parental educational styles in athletes: Competition level and sport success</a>

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## 2. Développement du loisir

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Gamification  
École  
Éducation

[Pour ou contre la « gamification » à l'école ?](#)

Jeu vidéo  
Industrie  
Développement

[La Société du jeu vidéo](#)

Autisme  
Inclusion  
Camp de jour

[Camps de jour et enfants ayant un trouble du spectre de l'autisme : examen de la portée de la littérature scientifique](#)

Activité extra-scolaire  
Usage du temps  
Réussite scolaire

[Le plaisir et le calcul : une analyse des activités extra-scolaires des étudiant-es](#)

Jeux vidéo  
Internet  
Thérapie familiale



[Les jeux vidéo multijoueurs, une opportunité en thérapie familiale](#)

Bénéfices  
Santé  
Risques



[Benefit-risk assessment: balancing the benefits and risks of leisure](#)

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## 3. Développement du plein air

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Néolibéralisme  
Covid-19  
Expérience

[Nature-based solutions: democratising the outdoors to be a vaccine and a salve for a neoliberal and COVID-19 impacted society](#)

Infrastructures vertes  
Système urbain  
Résilience

[Chapter 14: Well-connected urban green infrastructures for more livable and resilient urban systems](#)

Espaces verts  
Parcs  
Aménagement



[Canadian green spaces during COVID-19: Public health benefits and planning for resilience](#)

Design universel  
École primaire  
Éducation



[Universal Design for Learning - A framework for inclusion in Outdoor Learning](#)

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## 4. Développement de l'activité physique

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Équité  
Diversité  
Kinésiologie



[Kinesiology, Physical Activity, Physical Education, and Sports through an Equity/Equality, Diversity, and Inclusion \(EDI\) Lens: A Scoping Review](#)

Activité physique  
Étirements  
Thérapie physique



[Sport Activities For Senior Students – Best Practice](#)

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## 5. Sécurité et intégrité dans les sports

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Jeux vidéo  
Inégalités  
eSport

[Une agentivité inégalitaire : jeux vidéo et accessibilité des filles à la parole publique](#)

Inégalités  
Essentialisme  
Libre arbitre

[Idéologie du genre, sport de jeunes et production de l'essentialisme mou](#)

Pont  
Inéquité  
Ségrégation



[Between equality and discrimination: the paradox of the women's game in the mind-sport bridge](#)

Olympiques  
Droits humains  
Éducation

[Olympism and Human Rights](#)

Inéquité de genre  
Industrie  
Idéologies

[Addressing Gender Inequity in Sport Through Women's Invisible Labor](#)

Comportement  
Corruption  
Système d'intégrité

[Development of a national sport integrity system](#)

Transgenre  
Participation  
Voix humaine

[Understanding How Voice Impacts on Trans Women's Participation in Sport](#)

Équité des genres  
Handicap  
Participation

[Gender Equity in Disability Sport: A Rapid Scoping Review](#)

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# Résumés

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## 1. Développement du sport

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### **La gamification du sport : L'expérience croisée du pratiquant et du spectateur connectés à l'espace de jeu**

La gamification transpose des éléments de jeu dans l'espace sportif selon trois marqueurs : autonomisation, enrichissement et ludification. Les villes misent sur ces tendances actuelles de consommation de loisirs hyper-connectés, individualisés et personnalisés. L'article traite donc des modalités de production et d'usage des espaces et services sportifs gamifiés par des dispositifs connectés. Éléments théoriques, pratiques et méthodologiques arment deux études de cas typiques (parcours running d'Orléans et stade Allianz Riviera de Nice) qui montrent que la pertinence et l'efficacité des aménagements réalisés sont liées aux attentes, à l'appropriation et à la valeur ajoutée que leur accordent les utilisateurs.

Schoeny, A., & Chaboche, J. (2022). [La gamification du sport. L'expérience croisée du pratiquant et du spectateur connectés à l'espace de jeu](#). *Sciences sociales et sport*, 19(1), 61-97. doi:10.3917/rsss.019.0061

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### **Evaluation of the volleyball coaches' experience in a 3-dimensions environment**

L'apparition des nouvelles technologies dans le sport peut aider à reproduire un contexte de match réel. Notre objectif est de caractériser l'expérience vécue par des coaches de volleyball immergés dans un match 3D afin de voir si le dispositif peut être un outil crédible dans un programme de formation d'entraîneurs. Dix-sept coaches furent immergés dans 3 séquences 3D d'un match de volleyball, grâce à un casque Oculus Rift, avant de compléter un questionnaire de perceptions composé de 33 items concernant les paramètres définissant l'expérience de l'utilisateur et de 3 questions ouvertes. Les résultats montrent des scores positifs pour les paramètres d'immersion (M = 6,49 ; ET = 2,84), d'émotions positives (M = 5,24 ; ET = 2,69), de jugement (M = 7,70 ; ET = 1,82) et de flow (M = 5,83 ; ET = 2,75), même si ce dernier résultat doit être analysé avec précaution. Les réponses aux questions ouvertes confirment ces résultats. Malgré quelques limites, le lien entre les résultats et plusieurs concepts importants liés au changement de comportement (motivation intrinsèque, théorie de l'auto-détermination, résultats d'apprentissage) semble souligner les bénéfices potentiels de l'implémentation de ce dispositif dans une formation d'entraîneurs. Néanmoins, son utilisation doit être limitée à la formation à l'observation de l'environnement plutôt qu'à l'intervention à cause du manque de contrôle sur l'environnement et d'interaction du dispositif.

Lombard, G., Dejong, B., Mouton, A., & Cloes, M. (2022). [Evaluation of the volleyball coaches' experience in a 3-dimensions environment](#). *Movement & Sport Sciences*, 115(1), 33-42. doi:10.1051/sm/2021022

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## Les aides numériques à l'arbitrage du football. D'une longue résistance à une rapide introduction (1998-2018)

L'analyse présentée porte sur l'introduction controversée des Aides numériques dans l'arbitrage (ANA) en football. L'étude socio-historique de l'introduction d'innovations technologiques dans une arène sociale permet d'envisager les craintes et promesses qui les accompagnent. En s'appuyant sur des archives fédérales, l'étude présente les séquences d'opposition à la GLT puis à la VAR, et les arguments qui favorisent leur implémentation, tout en analysant les jeux d'acteurs et de discours qui sous-tendent ces positionnements

Desfontaine, P., Morales, Y., & Terral, P. (2022). [Les aides numériques à l'arbitrage du football. D'une longue résistance à une rapide introduction \(1998-2018\)](#). *Sciences sociales et sport*, 19(1), 99-125. doi:10.3917/rsss.019.0099

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## A Successful Collaboration between an Indigenous Youth Sport Program and Sport Psychology Faculty and Students

The Zuni Youth Enrichment Project (ZYEP) is dedicated to enhancing the quality of life for children living in the Pueblo of Zuni, a rural Indigenous community. Sport and exercise psychology scholars have highlighted the need for greater diversity in applied sport psychology research, arguing specifically for greater exposure to applied work with populations from traditionally underrepresented backgrounds. This paper describes a collaboration between an Indigenous youth program and a sport psychology lab that included the development of a coaching workshop for a sport-based positive youth development program. Collaborative efforts and the coaching workshop activities are shared, along with lessons learned.

Fry, M. D., Hogue, C. M., Claunch, J., & Iwasaki, S. (2022). [A Successful Collaboration between an Indigenous Youth Sport Program and Sport Psychology Faculty and Students](#). *Journal of Sport Psychology in Action*, 1-15. doi:10.1080/21520704.2022.2054886

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## Interaction Effect between Sports Participation and Elite Sports Development

Elite athlete success in international events and sports development promotes sports participation and this is main concern for many researchers to develop the elite sport. If the economic conditions are not desirable, it is not possible to develop elite sport and promote sports participation to achieve this goal. Economic crises have made the managers employ a deep insight into the effect of the economic conditions of the country on the sport. Therefore, the purpose of this study is to investigate the interaction effect of sports participation and elite sports development with an emphasis on macroeconomic variables using an econometric model with a simultaneous equation approach based on the 2SLS method in Iran. The results showed that inflation and unemployment rates have significant and negative effects on sports participation. Rural household income has a significant and positive effect on sports participation but urban household income has a significant and negative effect on sports participation. Standard of living has a significant and positive effect on sports participation. The effects of sports media, sports budget, and Non-athlete participants on elite sports development are significant and positive. Finally, the interaction effect of sports participation and elite sports development is positive and significant.

Khanmoradi, S., Zardoshtian, S., Fatahi, S., & Dickson, G. . (2022). [Interaction Effect between Sports Participation and Elite Sports Development](#). *Indonesian Journal of Sport Management*, 2(1), 45-63. Retrieved from <https://doi.org/10.31949/ijsm.v2i1.2261>

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## Acceptance by athletes of a virtual reality head-mounted display intended to enhance sport performance

While a growing number of studies have highlighted the potential of virtual reality (VR) to improve athletes' skills, no research has yet focused on acceptance of a VR head-mounted display (VR-HMD) designed to increase sport performance. However, even if technological devices could potentially lead to performance improvement, athletes may not always accept them. To investigate this issue, the Technology Acceptance Model (TAM) examines if perceived usefulness, perceived ease of use, perceived enjoyment, and subjective norms (i.e., social influence) are positive predictors of intention to use a specific technology. The aims of the present study were to test with competitive athletes the validity of the TAM before a first use of a VR-HMD intended to enhance sport performance and to examine to what extent the level of practice and the type of sport practiced have an influence on the previous variables of the TAM. The study sample comprised 1162 French athletes (472 women, 690 men, Mage = 24.50 ± 8.51 years) who usually practiced a sport in competition (from recreational to international level). After reading a short text presenting the VR-HMD and its interests for sport performance, the participants filled out an online questionnaire assessing their acceptance of this technological device before a first use. The results of the structural equation modeling analysis revealed that perceived usefulness, perceived ease of use, perceived enjoyment, and subjective norms were positive predictors of intention to use this VR-HMD, validating the suitability of the TAM for investigating the acceptance by athletes of a VR-HMD designed to increase their sport performance. The results also showed that athletes of all sport levels (a) had a significant intention to use VR, (b) found it quite useful (except for recreational athletes), quite easy to use, and quite pleasant to use, even if their entourage would not encourage them to use it (except for international athletes), and (c) found the VR-HMD easy and pleasant to use whatever the sport practiced. Notably some athletes (e.g., triathletes, swimmers, cyclists) did not find the VR-HMD significantly useful and did not have significant intention to use it to increase their performance. Identifying acceptance by athletes of such a device may increase the likelihood that it will be used by athletes of different levels and from different sports, so that they can benefit from all its advantages related to the improvement of their sport performance. Needs-based targeted interventions may also be conducted toward athletes who might be reluctant to integrate this type of device into their training.

Mascret, N., Montagne, G., Devrièze-Sence, A., Vu, A., & Kulpa, R. (2022). [Acceptance by athletes of a virtual reality head-mounted display intended to enhance sport performance](https://doi.org/10.1016/j.psychsport.2022.102201). *Psychology of Sport and Exercise*, 61, 102201. doi:https://doi.org/10.1016/j.psychsport.2022.102201

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## Augmented Reality for Sports Spectating and Coaching

Sport spectating and training has changed substantially in recent years. Nowadays match and training-related data are getting captured in huge quantities and qualities. With this increase of available data, there is also a strong need for novel user interfaces and new visualization techniques to present meaningful information. Broadcast media and online content are often used for remote spectating. However, they are not well integrated into the actual events during the sports performance, e.g., a live game. The same is the case for video analysis software that is often used for retrospective analyses of training sessions. Augmented Reality (AR) is an interface that focuses on in-situ visualization and comes with the advantage that it integrates the content directly into the field of view of the observer (spectator, coach, manager) which could be beneficial for live events and situations. In this chapter, we will discuss the potential of AR for sports spectating and coaching.

Stefanie Zollmann, T. L., Holger Regenbrecht, Chris Button, Wei Hong Lo, Steven Mills. (2022). [Augmented Reality for Sports Spectating and Coaching](#). In *Interactive Sports Technologies*: Routledge.

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## COVID-19 Impact on the Sport Sector Economy and Athletic Performance

As COVID-19 continues to impact global health, and educational, financial, commercial institutions, sport, in particular, has not been spared. A number of major games, fixtures and competitions have been cancelled or postponed, disrupting governing bodies, organisers, teams, and athletic performers and preventing the continuous streaming of live sport, something the global sporting audience has become accustomed to (Deloitte 2020). A detailed article entitled '2020: The Year in Sports When Everyone Lost' appeared in the New York Times on 13 December. The article reported losses of USD 13 billion in the US sporting leagues, while some of Europe's largest football clubs reported revenue losses exceeding EUR 1 billion. The outcomes were equally disastrous in other sub-sectors of sport, including Wimbledon and the Olympics (Sato et al. 2020; Skinner and Smith 2021).

Wiltshire, H. D., Supriya, R., & Baker, J. S. (2022). [COVID-19 Impact on the Sport Sector Economy and Athletic Performance](https://www.mdpi.com/1911-8074/15/4/173). *Journal of Risk and Financial Management*, 15(4), 173. Retrieved from <https://www.mdpi.com/1911-8074/15/4/173>

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## European Sport Coaching Policy Framework

The primary objective of the PEAK project was to promote and support good governance in sport by delivering a set of coaching policy recommendations for use by national and European sport federations, coaching bodies and governments.

Six guiding questions formulate the foundation of this objective, and give shape and focus to the project:

1. What roles, responsibilities, and statuses does coaching currently hold in the overall sport strategies of national governments within the European Union?
2. What policies, programmes and decision-making processes currently exist in European countries to develop and enhance coaching systems; what regulates coaching to improve its quality and ensure the safety of all participants in sport, especially children?
3. Do European and National Sport Federations have policies and programmes that aim to regulate or stimulate coach development ?
4. What are the best practices currently available for the inclusion of coach development in an organization's strategic plan based on which criteria ?
5. What evidence-based strategies and practices are available to increase opportunities for women in coaching?
6. What evidence-based strategies and practices are needed to enhance the effectiveness of good governance measures in the practice of sport coaching?

John Bales, L. M. (2022). [European Sport Coaching Policy Framework](https://www.researchgate.net/profile/Louis-Moustakas/publication/359649712_European_Sport_Coaching_Policy_Framework/links/6246c0805e2f8c7a034f9fd9/European-Sport-Coaching-Policy-Framework.pdf). Retrieved from [https://www.researchgate.net/profile/Louis-Moustakas/publication/359649712\\_European\\_Sport\\_Coaching\\_Policy\\_Framework/links/6246c0805e2f8c7a034f9fd9/European-Sport-Coaching-Policy-Framework.pdf](https://www.researchgate.net/profile/Louis-Moustakas/publication/359649712_European_Sport_Coaching_Policy_Framework/links/6246c0805e2f8c7a034f9fd9/European-Sport-Coaching-Policy-Framework.pdf)

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## Perception and Judgement Formation and Their Significance in Coaching

Against the background of a solution-focused coaching approach, this chapter deals with social perception and judgement formation. Social perception is often subject to typical distortions such as self-value attribution distortions or the excessive deduction from oneself to others. The targeted use of coaching methods can help to broaden perception and draw attention to aspects that have been neglected so far. Subsequent decisions are based on a broader information base, and new scope for thought and action opens.

Schubert, L. (2022). [Perception and Judgement Formation and Their Significance in Coaching](#). In S. Greif, H. Möller, W. Scholl, J. Passmore, & F. Müller (Eds.), *International Handbook of Evidence-Based Coaching: Theory, Research and Practice* (pp. 703-712). Cham: Springer International Publishing.

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## Effects of COVID-19 Lockdown on Body Composition and Physical Performance of Elite Female Football Players

The COVID-19 pandemic led to an unusual situation in sports. Players were forced to stay at home for an undefined period of time and not allowed to use any training facilities or even exercise outdoors. Therefore, this study aimed to examine the effects of the COVID-19 lockdown on physical performance and body composition in elite female football players. During the confinement period, 19 players ( $n = 19$ ,  $M = 27$  years;  $SD = 4.19$ ) volunteered to participate in the present study. Participants were confined during 5 months and performed six remotely guided sessions a week, designed and structured by a certified fitness coach. Pre- and postconfinement period, players were tested for body composition, strength in the squat exercise, vertical jump, 30-m sprint, kicking velocity, and intermittent endurance capacity (Yo-Yo Intermittent Recovery Level 1). Fat mass and muscle mass remained unaffected after the confinement period, while only body mass showed a significant increase between periods (1.19%;  $p = .014$ ). In addition, physical performance measures postconfinement showed positive changes in kicking ( $p < .001$ ; effect size = 1.02), in contrast to a reduction in mean propulsive velocity against 40-kg load and Yo-Yo Intermittent Recovery Level 1 total distance covered ( $p: .041$  and  $.010$ , respectively). Present findings indicate that the implementation of home-based training programs during confinement periods could be sufficient stimulus to maintain body composition and physical performance (i.e., strength, vertical jump, and sprint), although they might not be sufficient to maintain intermittent endurance capacity in elite female football players.

Villaseca-Vicuña, R., Pérez-Contreras, J., Merino-Muñoz, P., Aedo-Muñoz, E., González Jurado, J. A., & Zabaloy, S. (2022). [Effects of COVID-19 Lockdown on Body Composition and Physical Performance of Elite Female Football Players](#). *Women in Sport and Physical Activity Journal*, 30(1), 44-52. doi:10.1123/wspaj.2022-0002

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## Sport and Surveillance Technologies

**Purpose:** The purpose of this chapter is to promote the importance, utility and necessity of applying a sociocultural lens to the analysis of the normalized appropriation of surveillance technologies and wearables across sports settings.

**Approach:** The chapter synthesizes existing literature that has embraced a sociocultural lens to examine the implications of the increasingly normalized adoption of surveillance technologies in sport settings. In doing so we hope to provoke discussion regarding the contemporary effects of technologies in order that they may be better understood by not only sports scholars but those who operate within sport. To achieve this aim, we provide an exemplar of how Michel Foucault's concepts have been a useful heuristic for this endeavour.

**Findings:** Within the highly commercialized and spectacularized domain of corporate sport, the performing athletic body has become a commodity of vital importance. Correspondingly, sports practitioners across the globe have rallied to devise innovative ways to train, protect and improve athletes. As this chapter details, one of the main ways in which this project has occurred is through the increased appropriation of wearable (and increasingly invasive) surveillance technologies. A major finding from existing literature is that surveillance technologies can contribute to the unproblematized production of compliant athletic commodities in sports settings. Moreover, that this can have significant limiting outcomes for athletes' development and well-being and coaches' practices. Research limitations/implications (if applicable) The chapter argues for three future 'touchstone' areas of study: Surveillance technologies and athlete retirement, unintended consequences of more technology and resisting the regulatory intentions of behavioural nudges.

**Originality/value:** This chapter provides one of the first summaries of the socioculturally informed research that has examined the implications of the increasingly normalized presence of surveillance technologies across sports settings. In doing so, it also acts as one of the first resources designed to help those who coach and develop athletes to reflect upon the significant dangers and limiting outcomes that can be associated with the unconsidered deployment of surveillance technology.

Jones, L., Konoval, T., & Toner, J. (2022). [Sport and Surveillance Technologies](#). In J. Sanderson (Ed.), *Sport, Social Media, and Digital Technology* (Vol. 15, pp. 165-183): Emerald Publishing Limited.

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## Mental Training of Elite Athletes

This study explores the concept of the optimal psychological state as a field of positive psychology. It aimed to demonstrate the influence of a mental preparation program to optimize mental state during competition. Statistic suggests that relaxation help athletes in controlling the cardiac frequency and, therefore, better control competitive anxiety. Results indicate that the placement of athletes in optimal conditions before the competition favors the appearance of an optimal psychological state. This research confirms that the study of optimal psychological conditions for performance stays an essential orientation for sports psychology.

Boughattas, W. (2022). [Mental Training of Elite Athletes](#). *Psychology*, 13(3), 404-412. Retrieved from <https://www.scirp.org/journal/paperinformation.aspx?paperid=116232>

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## Esports Scholarship Review: Synthesis, Contributions, and Future Research

Esports, or competitive video gaming competitions, bring together aspects of sports, business, leisure, technology, and digital media, appealing to academics across multiple disciplines. Yet, esports scholarship remains highly fragmented, with scholars operating within traditional academic silos and forgoing opportunities to build on esports' interdisciplinary nature. The purpose of this integrative review is to synthesize esports scholarship from across disciplines, identify critical scholarly issues, and develop a pragmatic, interdisciplinary research agenda. We find that extant esports scholarship is categorized by literature seeking to conceptualize and legitimize esports via sport parallels, with a focus on the consumers and culture of esports. Scholarly issues include researchers examining esports in their respective academic silos, omitting opportunities to connect conceptually similar streams of literature. Overall, we synthesize esports scholarship, bridge chasms between disjointed streams of literature, and outline a pragmatic research agenda which could benefit from interdisciplinary inquiries based on a shared understanding of esports.

Pizzo, A. D., Su, Y., Scholz, T., Baker, B. J., Hamari, J., & Ndanga, L. (2022). [Esports Scholarship Review: Synthesis, Contributions, and Future Research](#). *Journal of Sport Management*, 1-12. doi:10.1123/jsm.2021-0228

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## Co-creation in youth sport development: examining (mis)alignment between coaches and parents

The authors explore the challenges and opportunities for a youth sport system in an entrepreneurial marketplace by identifying areas of (mis)alignment between parents and coaches, a key partnership in youth sport development. The context of tennis was used to recruit a sample of 130 parents and 113 coaches based in the United States. Choice-based conjoint analysis was used to compare the relative importance parents and coaches place on key youth sport program attributes and their preference for specific attribute levels. Information sources were also examined. Significant differences were found between parents' and coaches' preferences for specific program implementations, and the importance they placed on each attribute. Univariate analyses revealed significant differences for parents' and coaches' preferences for levels within each attribute, although the order of preference for each level was the same. Parents and coaches also differed in the importance placed on information sources. Overall findings indicate misalignment, which may affect parent/coach collaboration and ultimately inhibit effective athlete development. However, the findings do suggest the potential for collaboration, as parents and coaches value shared responsibility. Recommendations for facilitating collaboration for more effective athlete development include reducing consumer confusion via shared language and interpretation, and stimulating co-creation via structural change.

Horne, E., Lower-Hoppe, L., & Green, B. C. (2022). [Co-creation in youth sport development: examining \(mis\)alignment between coaches and parents](#). *Sport Management Review*, 1-22. doi:10.1080/14413523.2022.2050107

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## The economic and financial impact of the first phase of the COVID-19 pandemic on the sports market

**Background:** For the last several months, the world has been dominated by the coronavirus pandemic that effectively stopped the activity of entities in all fields of social life: finance, economy, culture and, broadly defined sport. The dynamic nature of changes and adaptation to a new reality were related to new restrictions and limitations on the functioning of society that were imposed by local governments. Information about the postponement or cancellation of mass sports events in all disciplines, including marathons, football, athletics, basketball, handball, hockey, rugby, cricket, sailing, skiing, weightlifting, to name a few, created confusion in the sports world. For the first time in the history of the modern Olympics, the Olympic Games and the Paralympic Games were postponed and took place in 2021.

**Material and methods:** The authors analysed available reports that described the general results of the sports market as well as reports and financial statements for the period of the COVID-10 pandemic published by public joint-stock companies operating in different segments of the sports industry.

**Results:** As a consequence of social isolation, society does not regularly practice physical activity, which may lead to deterioration in mental state and increase anxiety and stress. Because of the pandemic, millions of jobs around the world are at risk. Technology, including access to the Internet and on-line content customised to individual users' needs, is an excellent solution to alleviate the effects of social isolation. E-sports have become very popular in the mass media, not only in the digital world, going beyond internet streaming services, social media and websites for strategic game lovers. Since traditional league games have been suspended or cancelled, the coverage of e-sports events has appeared on television.

**Conclusions:** Today, it can be said that the COVID-19 pandemic has exerted and continues to exert a significant negative influence on the sports market, taking into consideration both economic and social aspects. It does not concern only people who work in professional sports but also those who work in related sectors such as retail or sport services that manage leagues and events. The COVID-19 pandemic has proved to be fraught with economic consequences.

Jedel, J., & Burchard, M. . (2021). [The economic and financial impact of the first phase of the COVID-19 pandemic on the sports market](http://bjhpa.journalstube.com/view/abstract/id/14728). *Balt J Health Phys Activ*, 13, 1-13. Retrieved from <http://bjhpa.journalstube.com/view/abstract/id/14728>

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## Gender differences in parental educational styles in athletes: Competition level and sport success

The goal of this research was to know whether there are differences in parental educational styles depending on gender in athletes and parents, the level of sports success (local successes, national successes and international successes) and the competition level (local competition, national competition and international competition). The sample was made up of 357 Spanish athletes. An ad hoc sociodemographic questionnaire, the Multifactor Self-Assessment Test of Child Adjustment (TAMAI) and the Oviedo Scale of Infrequency of Response (INF-OV), were used to measure the different variables. Results showed that women athletes perceived more protective fathers and men perceived more authoritarian mothers. MANOVA analyses revealed that no gender differences were found depending on the competition level and the level of success. In conclusion, fathers should be aware that they unconsciously can be more protective with girls, otherwise, mothers can be more authoritarian with boys. Thus, these results should be considered by practitioners to create programs to intervene with parents depending on athlete's gender differences.

González-García, H., Martínez-Martínez, F. D., & Pelegrín, A. (2022). [Gender differences in parental educational styles in athletes: Competition level and sport success](https://doi.org/10.1177/17479541221087205). *International Journal of Sports Science & Coaching*, 17479541221087205. doi:10.1177/17479541221087205

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## 2. Développement du loisir

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### Pour ou contre la « gamification » à l'école ?

Le bus s'ébroue une dernière fois, puis plus rien. Panne de moteur. « Arriverons-nous à temps pour assister au grand show de Las Vegas ? » Monsieur Bauer ne cache pas son inquiétude. Cela fait deux semaines qu'il sillonne les États-Unis avec sa classe. Ce roadtrip d'un genre nouveau (...).

Schlag, M. (2022). [Pour ou contre la « gamification » à l'école ?](https://www.cairn.info/magazine-cerveau-et-psycho-2022-4-page-58.htm), 142(4), 58-63. Retrieved from <https://www.cairn.info/magazine-cerveau-et-psycho-2022-4-page-58.htm>  
[https://www.cairn.info/load\\_pdf.php?ID\\_ARTICLE=CERPSY\\_142\\_0058](https://www.cairn.info/load_pdf.php?ID_ARTICLE=CERPSY_142_0058)

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### La Société du jeu vidéo

En moins de cinquante ans, les jeux vidéo (JV) se sont imposés comme une forme de la culture populaire. Que ce soit aux USA, en Asie ou en Europe une personne sur deux joue, sous une forme ou une autre, à un jeu vidéo et un joueur sur deux est une joueuse. « L'attrait pour les jeux vidéo s'étend à toutes les générations : 87 % de la génération Z, 83 % des milléniaux et 79 % de la génération X jouent à des jeux vidéo sur des smartphones, des consoles de jeu et des ordinateurs au moins une fois par semaine, voire tous les jours ». C'est une industrie en plein développement économique. En 2021, les revenus issus des ventes de jeu vidéo étaient de l'ordre de 180 milliards de \$ et la croissance annuelle moyenne est de l'ordre de 9%. C'est une industrie à très forte valeur ajoutée, dont l'impact direct sur l'emploi est faible : la production par les studios de jeu vidéo en France emploie dans les périodes fastes entre 5 000 et 10 000 personnes et la valeur de cette production peut être grossièrement estimée à un milliard d'euros. C'est, comparé à des secteurs classiques comme l'automobile ou même la téléphonie, très faible. Mais l'importance du JV est toute autre et a été citée par le Président de la République : c'est un des piliers du « soft power ». Les concepteurs de jeux vidéo ont conçu et mis en pratique des principes d'écriture interactive très originaux, basés sur des mécanismes cognitifs, qui les dotent d'une efficacité redoutable.

Natkin, S. (2022). [La Société du jeu vidéo](https://www.cairn.info/revue-l-ena-hors-les-murs-2022-2-page-68.htm). *L'ENA hors les murs*, 512(2), 68-70. Retrieved from <https://www.cairn.info/revue-l-ena-hors-les-murs-2022-2-page-68.htm>  
[https://www.cairn.info/load\\_pdf.php?ID\\_ARTICLE=EHLM\\_512\\_0068](https://www.cairn.info/load_pdf.php?ID_ARTICLE=EHLM_512_0068)

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## **Camps de jour et enfants ayant un trouble du spectre de l'autisme : examen de la portée de la littérature scientifique**

Attending a day camp during summer has many benefits for children and their families. When a child has special needs, challenges may be encountered. This is especially true for children with Autism Spectrum Disorder (ASD). Based on nine articles selected from seven databases, the objective is to shed light on the adaptations or intervention strategies as well as the support to be offered to young children with ASD in the camp setting. Two main themes emerged from the analysis regarding the impact on children with ASD: 1) the development of social skills through specialized programmes or interventions and 2) the improvement of physical literacy through camp participation. It was also noted that training for practitioners is a key to achieving these positive outcomes.

Girard, S., Paquet, A., & Cyr, C. (2022). [Camps de jour et enfants ayant un trouble du spectre de l'autisme : examen de la portée de la littérature scientifique](#). *Leisure/Loisir*, 1-29. doi:10.1080/14927713.2022.2040382

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## **Le plaisir et le calcul : une analyse des activités extra-scolaires des étudiant-es**

À partir d'une série d'entretiens menés auprès d'étudiant-es inscrit-es dans différents cursus de l'enseignement supérieur public, cet article s'intéresse à ceux et celles qui pratiquent des activités en dehors de leur scolarité et qui s'inscrivent dans des parcours de réussite scolaire. Issu-es des classes moyennes et supérieures, du côté des bon·nes élèves, ils et elles ont été dès le plus jeune âge socialisé·es à exercer une ou des activités extra-scolaires par lesquelles ils et elles ont acquis des dispositions utiles à l'université. Une fois en études supérieures, ces jeunes poursuivent des activités extra-scolaires qu'ils mobilisent selon deux conceptions : une « gratuite », dans laquelle ils déclarent pratiquer leurs activités par « passion » ; une « calculée » présentée comme un investissement dans la réussite des études et de la carrière professionnelle. Cet article montre alors comment les activités extra-scolaires renforcent des parcours de réussite précocement engagés.

Couronné, J., Dupuy, C., Sarfati, F., & Simha, J. (2022). [Le plaisir et le calcul : une analyse des activités extra-scolaires des étudiant-es](#). *Sociologie*, 13(1), 63-77. Retrieved from <https://www.cairn.info/revue-sociologie-2022-1-page-63.htm> [https://www.cairn.info/load\\_pdf.php?ID\\_ARTICLE=SOCIO\\_131\\_0063](https://www.cairn.info/load_pdf.php?ID_ARTICLE=SOCIO_131_0063)

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## **Les jeux vidéo multijoueurs, une opportunité en thérapie familiale**

L'auteur présente les résultats d'une recherche menée sur les jeux vidéo multijoueurs et découvre une typologie des Guildes de joueurs utilisable en thérapie. Après avoir rappelé les limites et risques d'un usage excessif, il montre les bénéfices de l'usage des MMORPG comme soutien au développement psychosocial de la personnalité. Il définit des outils thérapeutiques nouveaux : le PASS et les rituels de connexion.

Berben, F. (2014). [Les jeux vidéo multijoueurs, une opportunité en thérapie familiale](#). *Thérapie Familiale*, 35(1), 71-88. doi:10.3917/tf.141.0071

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## **Benefit-risk assessment: balancing the benefits and risks of leisure**

In recent years recreation, sport and even children's play have been affected and, in some ways, transformed by safety concerns. Although safety is a desirable goal, it may at times impinge on personal freedoms and the contribution of these activities to health and wellbeing, and it follows that a balance needs to be struck between safety and these other sought-for goals. A difficulty has been that safety concerns are usually addressed by carrying out a risk assessment, but, so far as the commonly used methods are concerned, the benefits of an activity are not part of this process and may be undervalued or forgotten. One solution has been to go beyond conventional risk assessment to a procedure that includes consideration of benefits. However, it is fair to say that this has been a slow process, partly because it appears novel and challenging, but this essay posits that benefit-risk assessment is not a newly invented procedure but one that has been commonplace throughout history, and that only from a narrow perspective can it be considered novel. The essay goes on to discuss aspects of the benefit-risk process including its historical roots, research insights, and implications for leisure time decision-making.

Ball-King, L. (2022). [Benefit-risk assessment: balancing the benefits and risks of leisure](#). *World Leisure Journal*, 1-16. doi:10.1080/16078055.2022.2052952

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### 3. Développement du plein air

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#### **Nature-based solutions: democratising the outdoors to be a vaccine and a salve for a neoliberal and COVID-19 impacted society**

Extant research reveals time in nature is causally associated with children's health and well-being, including a child's intra and interpersonal skills, socioemotional growth, physiological function, and cognitive development. In today's neoliberal and COVID-19 era, nature-based solutions, alongside a broader outdoor and experiential learning *suite* may be well placed as both a vaccine and a salve for our current societal challenges. However, contemporary school education is underpinned by an audit or performative culture evidenced by standardised national testing that may diminish access to outdoor or nature-immersive experiences. Looking forward, the authors contend that contemporary education, and more broadly society, requires nature-rich experiences for a flourishing sustainable future. Drawing upon Foucault, this paper highlights the need to critique education and society's dominant ideologies and practices. These counter-narratives advocate for emancipatory change in contemporary education especially infusing different voices such as Indigenous knowledges offered in and through a democratised access to the outdoors.

Dickson, T. J., & Gray, T. L. (2022). [Nature-based solutions: democratising the outdoors to be a vaccine and a salve for a neoliberal and COVID-19 impacted society](https://doi.org/10.1080/14729679.2022.2064887). *Journal of Adventure Education and Outdoor Learning*, 1-20. doi:10.1080/14729679.2022.2064887

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#### **Chapter 14: Well-connected urban green infrastructures for more livable and resilient urban systems**

The urban system's socio-ecological resilience rests on diverse infrastructures, not only on well-functioning transportation, communication, energy, drinking water, sanitary and waste treatment, health, education, sport and cultural infrastructures, but also on well distributed, connected and functioning "urban green infrastructures". In this chapter we argue that green infrastructures are essential for the overall quality of life and the very sustainability and resilience of urban socio-ecosystems and should therefore be considered as a priority in urban planning and governance. After defining the terms, we provide the reasons why it is important to take full account of this infrastructure. In a second section, we discuss the main challenges in assessing, planning, and implementing green infrastructure strategies. We conclude with some lessons learned from the literature and various examples for fully integrating green infrastructures into urban system governance, drawing from the literature and an example from the Greater Geneva.

Finger-Stich, A. (2022). [Chapter 14: Well-connected urban green infrastructures for more livable and resilient urban systems](#). In M. F. a. N. Yanar (Ed.), *The Elgar Companion to Urban Infrastructure Governance* (pp. 238-262).

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## Canadian green spaces during COVID-19: Public health benefits and planning for resilience

La propagation rapide de la COVID-19 en mars 2020 a mené à l'imposition de confinements et à la fermeture des lieux publics dans le monde entier. Les médias ont ensuite fait état d'une hausse de fréquentation des lieux naturels par les personnes vivant à proximité, qu'il s'agisse de parcs, de sentiers, de plages ou d'autres espaces verts extérieurs. Cependant, des voix se sont aussi élevées pour savoir s'il était véritablement possible d'utiliser ces lieux sans risque et sans causer d'autres effets négatifs comme le surachalandage ou la détérioration de l'environnement. En réponse, le CCNSE a publié un document intitulé La COVID-19 et la sécurité à l'extérieur : considérations sur l'utilisation des espaces récréatifs extérieurs<sup>1</sup> pour faire reconnaître le rôle essentiel que les espaces extérieurs étaient susceptibles de jouer durant la pandémie, puisqu'ils permettraient d'avoir des interactions sociales sans danger, de faire de l'activité physique saine et d'atténuer certains effets de la situation sur la santé mentale.

Eykelbosh, A., & Chow, A. (2022). [Canadian green spaces during COVID-19: Public health benefits and planning for resilience](#). *National Collaborating Centre for Environmental Health*.

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## Universal Design for Learning - A framework for inclusion in Outdoor Learning

This article proposes the application of the principles of Universal Design for Learning (UDL) as a framework for promoting inclusion in outdoor learning in primary school settings. The authors conceptualise outdoor learning, highlighting the potential for more child-initiated experiential learning. Yet this paper is not concerned only with outdoor learning, but with the inclusion of all learners in outdoor learning, through enactment of the curriculum in mainstream schooling. The diverse profile of children in primary schools calls on teachers to prepare teaching, learning and assessment activities to address a wide range of social, emotional, physical, cognitive and cultural needs. Contemporary researchers recognise outdoor learning as an effective pedagogy to promote inclusion and therefore reduce the barriers for full participation in the primary classroom. UDL is offered as a framework for planning outdoor learning to support delivery of curricula that are responsive to the needs of all learners. UDL is underpinned by three principles: multiple means of engagement, representation, expression and action. Two vignettes are shared to illustrate how these principles can be applied to outdoor learning in a meaningful and sustained way. The article highlights the benefits for teachers and learners of applying UDL principles to outdoor learning to promote inclusion in the diverse primary class.

Kelly, O., Buckley, K., Lieberman, L. J., & Arndt, K. (2022). [Universal Design for Learning - A framework for inclusion in Outdoor Learning](#). *Journal of Outdoor and Environmental Education*. doi:10.1007/s42322-022-00096-z

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## 4. Développement de l'activité physique

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### **Kinesiology, Physical Activity, Physical Education, and Sports through an Equity/Equality, Diversity, and Inclusion (EDI) Lens: A Scoping Review**

**Background:** Equity, equality, diversity, and inclusion are terms covered in the academic literature focusing on sports, kinesiology, physical education, and physical activity, including in conjunction with marginalized groups. Universities in many countries use various EDI policy frameworks and work under the EDI headers “equality, diversity and inclusion”, “equity, diversity and inclusion”, “diversity, equity and inclusion”, and similar phrases (all referred to as EDI) to rectify problems students, non-academic staff, and academic staff from marginalized groups, such as women, Indigenous peoples, visible/racialized minorities, disabled people, and Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and Two-Spirit (LGBTQ2S+) experience. Which EDI data, if any, are generated influences EDI efforts in universities (research, education, and general workplace climate) of all programs.

**Method:** Our study used a scoping review approach and employed SCOPUS and the 70 databases of EBSCO-Host, which includes SportDiscus, as sources aimed to analyze the extent (and how) the academic literature focusing on sports, kinesiology, physical education, and physical activity engages with EDI.

**Results:** We found only 18 relevant sources and a low to no coverage of marginalized groups linked to EDI, namely racialized minorities (12), women (6), LGBTQ2S+ (5), disabled people (2), and Indigenous peoples (0). Conclusions: Our findings suggest a gap in the academic inquiry and huge opportunities.

Arora, K., & Wolbring, G. (2022). [Kinesiology, Physical Activity, Physical Education, and Sports through an Equity/Equality, Diversity, and Inclusion \(EDI\) Lens: A Scoping Review](https://www.mdpi.com/2075-4663/10/4/55). *Sports*, 10(4), 55. Retrieved from <https://www.mdpi.com/2075-4663/10/4/55>

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### **Sport Activities For Senior Students – Best Practice**

The publication is dedicated to sharing the best experiences of project Erasmus plus partners. We believe that we put together an interesting publication that may serve as motivation for existing and starting U3A but also for universities and spare-time associations which are interested realised U3A sport activities. U3A should be seen as a comprehensive educational and counselling system for the older citizens mostly in their retirement age. Demands on the organization and the educational process are different than the education of children, youth, or adults. The education of seniors has its own specifics which should be respected. In the monograph are best practise from Slovakia (Zvolen), Poland (Lubsko), Czech Republic (Brno), Portugal (RUTIS) and Spain (Coruna). We believe this publication is going to urge the progress of senior sport activities in Europe and it is going to aid in drawing attention to the words – University of the third age.

Selecký, E. (2022). [Sport Activities For Senior Students – Best Practice](https://www.researchgate.net/profile/Erik-Selecky/publication/359280403_SPORT_ACTIVITIES_FOR_SENIOR_STUDENTS_-_BEST_PRACTICE/links/62330299d37dab4f96eb1a1c/SPORT-ACTIVITIES-FOR-SENIOR-STUDENTS-BEST-PRACTICE.pdf). Retrieved from Technical university in Zvolen: [https://www.researchgate.net/profile/Erik-Selecky/publication/359280403\\_SPORT\\_ACTIVITIES\\_FOR\\_SENIOR\\_STUDENTS\\_-\\_BEST\\_PRACTICE/links/62330299d37dab4f96eb1a1c/SPORT-ACTIVITIES-FOR-SENIOR-STUDENTS-BEST-PRACTICE.pdf](https://www.researchgate.net/profile/Erik-Selecky/publication/359280403_SPORT_ACTIVITIES_FOR_SENIOR_STUDENTS_-_BEST_PRACTICE/links/62330299d37dab4f96eb1a1c/SPORT-ACTIVITIES-FOR-SENIOR-STUDENTS-BEST-PRACTICE.pdf)

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## 5. Sécurité et intégrité dans les sports

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### Une agentivité inégalitaire : jeux vidéo et accessibilité des filles à la parole publique

Les jeux vidéo sont devenus un moyen d'expression et de connaissance privilégié par les jeunes. Ils permettent de développer la prise de parole au sein de la famille, avec les pairs, entre joueurs et créent du lien social. Cet article interroge, à partir d'une analyse de la littérature surtout anglo-saxonne, la façon dont ils participent au processus de démocratisation des sociétés contemporaines en développant l'agentivité (agency) des enfants et adolescents et celle dont les filles peuvent se les approprier. Il discute des freins et limites de ce processus pour les filles. Celles-ci restent peu visibles dans l'espace médiatique et sont bien moins nombreuses dans le eSport. Les harcèlements sexistes les mènent à adopter des stratégies de camouflage –avatar masculin, modification de la voix– ou à abandonner la compétition. L'eSport serait-il un espace de réaffirmation de l'identité et de la domination masculine en maintenant le contrôle de la parole dans un domaine médiatisé ? La parole de la joueuse, sa prise en compte dans l'espace ludique public sont un point aveugle à questionner. Les jeux vidéo et les loisirs, espaces intermédiaires de socialisation, sont trop sous-estimés par les chercheurs, les éducateurs, les politiques, pour comprendre ce qui se joue dans la socialisation enfantine. Des pans entiers de la compréhension des pratiques juvéniles échappent encore et peuvent conduire à des choix contre-productifs sur le plan éducatif.

Vari, J. (2022). [Une agentivité inégalitaire : jeux vidéo et accessibilité des filles à la parole publique](#). *Éducation et sociétés*, 47(1), 133-149. doi:10.3917/es.047.0133

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### Idéologie du genre, sport de jeunes et production de l'essentialisme mou

Vers le milieu du siècle dernier, une idéologie dominante fondée sur le présupposé de différences naturelles et immuables entre les sexes s'était imposée aux États-Unis au point de constituer une composante intégrale de la répartition inégale des sexes entre les sphères domestique et publique, phénomène surtout visible dans les familles de classe moyenne. Le sport représentait alors un champ important dans le processus de naturalisation de cette nouvelle idéologie, que nous proposons de nommer « essentialisme dur ». Depuis les années soixante-dix, l'explosion de la pratique sportive féminine a été le reflet de leurs avancées professionnelles, incitant les chercheurs à aborder le sport en tant que terrain privilégié pour l'étude de rapports de genre contestés. L'objectif de cet article est de contribuer à ces débats en proposant une périodisation en quatre temps des idéologies de genre hégémoniques et contre-hégémoniques, sur une période allant du milieu du vingtième siècle à nos jours. À partir d'une approche empirique des représentations qu'ont les entraîneurs sportifs professionnels des enfants et de la notion de genre, nous identifierons une idéologie de genre ascendante que nous appellerons « l'essentialisme mou ». Il s'agira de montrer que le sport de jeunes est devenu un terrain privilégié de la construction de discours essentialistes mous qui s'approprient le langage féministe libéral du « choix » et du libre arbitre pour l'appliquer aux filles (mais pas aux garçons) et dont l'effet est de reproduire et de naturaliser les inégalités et asymétries de genre telles qu'elles se manifestent au sein des différentes classes sociales

Messner, M. (2022). [Idéologie du genre, sport de jeunes et production de l'essentialisme mou](#). *Sciences sociales et sport*, 19(1), 155-185. doi:10.3917/rsss.019.0155

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## **Between equality and discrimination: the paradox of the women's game in the mind-sport bridge**

Gender differences in the sporting world are long-standing and historic. Couched often as biologically given, differences in the uptake, training and playing of sport, from hobby to elite Olympian, are riven with discourses, practices and attitudes regarding the different aptitudes of men and women. Recognizing the ways these gendered differences operate is contentious and problematic, particularly in relation to women-only spaces. Such spaces can be used to promote the development and skills of women while simultaneously perpetuating and reinforcing women's difference and inequality to men. Using the case study of bridge (the card game), we analyse the ways in which the women's game is viewed as both hindering women's progression in the game whilst also providing women spaces to compete internationally. Findings from an email questionnaire with tournament and club players show how the women's game incapsulates both inequality and opportunity. The women's game remains a divisive issue within the bridge world as it provides competitive opportunities for women at an elite level, whilst simultaneously being viewed as technically inferior and discriminatory. The paper argues that the tensions and ambivalences of the paradox of women-only spaces reflect ongoing hetero-patriarchal discourses within sporting and leisure contexts.

Rogers, A., Snellgrove, M., & Punch, S. (2022). [Between equality and discrimination: the paradox of the women's game in the mind-sport bridge](#). *World Leisure Journal*, 1-19. doi:10.1080/16078055.2022.2051068

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## **Olympism and Human Rights**

Olympic Education is tasked by both Olympism (Olympic Movement's underlying philosophy) and the United Nations to educate on human rights. This study explores how present this call is in contemporary European Olympic Education. National Olympic Education programmes from twelve countries are examined and compared: Armenia, Austria, Belarus, Croatia, Hungary, Israel, Germany, Lithuania, Portugal, Russia, Slovenia, and Spain. Responses by individuals with NOAs' leadership positions to a semi-standardized research questionnaire as well as written information by NOAs on implemented national Olympic Education programmes, collected during February-May 2021, are subjected to a content analysis. Results indicate that human rights are explicitly and implicitly included as an educational theme in contemporary Olympic Education programmes. Parallels between human rights education and Olympic Education can be drawn.

Fuentes, R. L. (2022). [Olympism and Human Rights](#) : Springer VS Wiesbaden.

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## **Addressing Gender Inequity in Sport Through Women's Invisible Labor**

While the progress of women in the sport industry has become more visible, there is still significant gender inequity. Extending the sport organizational literature, we argue that the unpaid, invisible, and emotional labor of women, especially those holding diverse social identities, is significantly contributing to gender inequity at the organizational level. In broader sport research, the micro, everyday experiences of women stakeholders and the connection to macro societal structures and ideologies have provided foundational insight to build upon. However, there is a need for research to focus on the meso-level organizational practices, policies, designs, structures, and culture to create real change. Therefore, we present a conceptual paper, focused on a meso-level analysis and the invisible labors that women stakeholders engage in, to extend existing work and provide a pathway for further investigation into gender inequity in sport.

Sveinson, K., Taylor, E., Keaton, A. C. I., Burton, L., Pegoraro, A., & Toffoletti, K. (2022). [Addressing Gender Inequity in Sport Through Women's Invisible Labor](#). *Journal of Sport Management*, 1-11. doi:10.1123/jsm.2021-0229

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## Development of a national sport integrity system

The persistence of integrity problems in national sports organizations (NSOS) globally suggests that current approaches (e.g., good governance, piece meal legislation and policy) to curbing them are ineffective. Scholars have argued for a broad strategy to enhance integrity, deter unethical behavior, and prevent integrity system failures. A theoretical gap exists in conceptualizing a national sport integrity system (NSIS). Drawing from accountability, integrity systems, integrity management, and sport integrity literatures a holistic and configurational framework of the actors, and the internal and external components of a NSIS was conceptualized. A NSIS is comprised of institutions, policies, practices, agencies, and actors responsible for promoting and safeguarding the integrity of an NSO. A NSIS was designed for both federated and unitary sport governance models that consists of three interconnected components: the institutions that serve as the operational arm of the system, the accountability arm that is responsible for guarding integrity, and actors who manage the operational systems and accountability mechanisms. An NSO collaboratively coordinates and assists with capacity building to suitably deliver the system components across the respective levels of governance. The paper concludes with consideration of how the system may be used in practice, challenges for adoption, and directions for future research.

Kihl, L. A. (2022). [Development of a national sport integrity system](#). *Sport Management Review*, 1-24. doi:10.1080/14413523.2022.2048548

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## Understanding How Voice Impacts on Trans Women's Participation in Sport

The aim of this chapter is to provide research evidence on the role of the human voice in sport settings and for trans women's participation in sport. The first section outlines the importance of sport persons' voices in sport settings and the vocal challenges inherent in sport environments. The core finding is that voice is important to the cohesiveness of team sport and that sports people often experience a heavy vocal load. The second section of this chapter provides evidence on the links between voice, gender identity and trans women's engagement in sport. Sport is a highly gendered social environment and trans women often have difficulty integrating into a sport team if their voice is not congruent with their female physical appearance. The third and final section considers the implications of this evidence for development of sport policy and the potential role of voice training for these women. Voice feminisation training for trans women may mitigate some of the challenges that these women experience in sport settings when appropriate support is in place for their engagement in sport.

L. Stewart, J. O., P. O'Halloran. (2022). [Understanding How Voice Impacts on Trans Women's Participation in Sport](#). In E. P. Gemma L. Witcomb (Ed.), *Gender Diversity and Sport*: Routledge.

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## Gender Equity in Disability Sport: A Rapid Scoping Review

**Aim:** A scoping review was conducted to map the literature related to gender equity in disability sport.

**Design:** Six databases relevant to the sport sciences were searched, yielding an initial 1,543 records; after two phases of screening and data extraction, 61 records were selected for synthesis. Descriptive statistics were generated on information related to the record contexts, approaches, and results. Qualitative descriptive analyses were used to group data inductively into themes in line with addressing the research question.

**Results:** Most records examined the experiences, participation, and representation of adults in elite contexts. Insights across records pointed to gender inequities in participation and experience, often influenced by the intersection of ableist and masculinity notions. Limited research also pointed to strategies that can contribute to advancing gender equity.

**Conclusions:** Implications were discussed to advance understandings of disability sport and enhance participation across levels (e.g., coaching, athletic) and contexts (e.g., elite/Paralympic, recreational).

Culver, D. M., Shaikh, M., Alexander, D., & Fournier, K. (2022). [Gender Equity in Disability Sport: A Rapid Scoping Review](#). *Journal of Clinical Sport Psychology*, 1-23. doi:10.1123/jcsp.2021-0074

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