



THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH

Abstract Book

**19th Annual International Conference on
Sport & Exercise Science
24-27 July 2023 Athens, Greece**

**Edited by
Maria Kosma & Olga Gkounta**

2023

Abstracts
19th Annual International
Conference on Sport & Exercise
Science
24-27 July 2023, Athens, Greece

Edited by
Maria Kosma & Olga Gkounta

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Preface

This book includes the abstracts of all the papers presented at the 19th Annual International Conference on Sport & Exercise Science (20-24 July 2023), organized by the Athens Institute for Education and Research (ATINER).

A full conference program can be found before the relevant abstracts. In accordance with ATINER's Publication Policy, the papers presented during this conference will be considered for inclusion in one of ATINER's many publications only after a blind peer review process.

The purpose of this abstract book is to provide members of ATINER and other academics around the world with a resource through which they can discover colleagues and additional research relevant to their own work. This purpose is in congruence with the overall mission of the association. ATINER was established in 1995 as an independent academic organization with the mission to become a forum where academics and researchers from all over the world can meet to exchange ideas on their research and consider the future developments of their fields of study.

To facilitate the communication, a new references section includes all the abstract books published as part of this conference (Table 1). I invite the readers to access these abstract books –these are available for free– and compare how the themes of the conference have evolved over the years. According to ATINER's mission, the presenters in these conferences are coming from many different countries, presenting various topics.

Table 1. *Publication of Books of Abstracts of Proceedings, 2011-2023*

Year	Papers	Countries	References
2023	24	14	Kosma and Gkounta (2023)
2022	36	22	Konstantaki and Gkounta (2022)
2021	27	15	Papanikos (2021)
2020	16	12	Papanikos (2020)
2019	18	10	Papanikos (2019)
2018	14	10	Papanikos (2018)
2017	16	7	Papanikos (2017)
2016	13	10	Papanikos (2016)
2015	19	9	Papanikos (2015)
2014	22	12	Papanikos (2014)
2013	21	12	Papanikos (2013)
2012	26	12	Papanikos (2012)
2011	38	13	Papanikos (2011)

It is our hope that through ATINER's conferences and publications, Athens will become a place where academics and researchers from all over the world can regularly meet to discuss the developments of their disciplines and present their work. Since 1995, ATINER has organized more than 400 international conferences and has published over 200 books. Academically, the institute is organized into 6 divisions and 37 units. Each unit organizes at least one annual conference and undertakes various small and large research projects.

For each of these events, the involvement of multiple parties is crucial. I would like to thank all the participants, the members of the organizing and academic committees, and most importantly the administration staff of ATINER for putting this symposium and its subsequent publications together.

Gregory T. Papanikos
President

Editors' Note

These abstracts provide a vital means to the dissemination of scholarly inquiry in the field of Sport & Exercise Science. The breadth and depth of research approaches and topics represented in this book underscores the diversity of the conference.

ATINER's mission is to bring together academics from all corners of the world in order to engage with each other, brainstorm, exchange ideas, be inspired by one another, and once they are back in their institutions and countries to implement what they have acquired. The 19th Annual International Conference on Sport & Exercise Science accomplished this goal by bringing together academics and scholars from 14 different countries (Australia, Bulgaria, Canada, France, Germany, India, Japan, Kazakhstan, South Africa, Spain, Taiwan, Trinidad and Tobago, Türkiye, USA), which brought in the conference the perspectives of many different country approaches and realities in the field.

Publishing this book can help that spirit of engaged scholarship continue into the future. With our joint efforts, the next editions of this conference will be even better. We hope that this abstract book as a whole will be both of interest and of value to the reading audience.

Maria Kosma & Olga Gkounta
Editors

**19th Annual International Conference on Sport & Exercise
Science, 20-24 July 2023, Athens, Greece**

Organizing & Scientific Committee

All ATINER's conferences are organized by the Academic Council. This conference has been organized with the assistance of the following academic members of ATINER, who contributed by reviewing the submitted abstracts and papers.

1. Gregory T. Papanikos, President, ATINER & Honorary Professor, University of Stirling, U.K.
2. Maria Kosma Head, Sports Unit, ATINER & Associate Professor, Louisiana State University, USA.

FINAL CONFERENCE PROGRAM

19th Annual International Conference on Sport & Exercise Science, 20-24
July 2023, Athens, Greece

PROGRAM

08.30-09.15
Registration

09:15-10:00

Opening and Welcoming Remarks:

- Gregory T. Papanikos, President, ATINER.

10:00-11:30 Session 1

Moderator: Olga Gkounta, Researcher, ATINER.

1. **Masato Kawabata**, Professor, Rikkyo University, Japan.
Title: A Theory-Based Physical Activity Intervention Program at School: Necessity for Controlling Methodological Effects of Wearable Devices to Examine the Intervention Effect.
2. **Donna Comissiong**, Senior Lecturer, The University of the West Indies, Trinidad and Tobago.
Jeffrey Leela, Senior Lecturer, The University of the West Indies, Trinidad and Tobago.
Karim Rahaman, Senior Lecturer, The University of the West Indies, Trinidad and Tobago.
Title: Mathematical Analysis of Team Impact and Individual Player Contribution in Football.
3. **Pam Kappelides**, Senior Lecturer, La Trobe University, Australia.
Haley Baxter, PhD Student, University of Waterloo, Canada.
Mary Grant, Lecturer, La Trobe University, Australia.
Russell Hoye, Professor & Director, La Trobe University, Australia.
Title: Challenges for Pathways of Female Sport Officials.

Discussion

11:30-13:30 Session 2

Moderator: Pam Kappelides, Senior Lecturer, La Trobe University, Australia.

1. **Maria Kosma**, Associate Professor, Louisiana State University, USA.
Title: Phenomenological Body Schema as Motor Habit in Skill Acquisition – Intentionality is in Action.
2. **Nick Erickson**, Associate Professor, Louisiana State University, USA.
Maria Kosma, Associate Professor, Louisiana State University, USA.
Title: Exploring the Formation of the HEART (Health, Exercise, ARTS) Center: Emergence and Importance.
3. **Pinar Gultekin**, Associate Professor, Düzce University, Turkey.
Title: Assessment of the Adequacy of Urban Open and Green Spaces Physical Activity and Recreation Opportunities for Fenerbahçe Park.

Discussion

13:30-15:00 Session 3

Moderator: Maria Kosma, Associate Professor, Louisiana State University, USA.

1. **Rahşan Inal**, Assistant Professor, Erzincan Binali Yildirim University, Turkey.
Title: Sport as a Field of Struggle.
2. **Lefose Makgahlelam**, Associate Professor, University of Limpopo, South Africa.
Title: The Use of Electronic Information Resources by Postgraduate Students at the University of

Limpopo.

3. **Koketso Manamela**, Lecturer, University of South Africa, South Africa.
Title: Bibliometric Analysis of the Fourth Industrial Revolution Literature Related to Libraries: 2013-2021.

Discussion

15:00-16:00 Discussion + Lunch

16:00-18:00 Session 4

Moderator: Olga Gkounta, Researcher, ATINER.

1. **Veselin Vasilev**, Assistant Professor, Medical University Plovdiv, Bulgaria.
Nikolay Boyadjiev, Professor, Medical University Plovdiv, Bulgaria.
Katerina Georgieva, Professor, Medical University Plovdiv, Bulgaria.
Title: Effects of Ostarine and Training on Some Metabolic Indices.
2. **Chanté Johannes**, PhD Candidate, University of the Western Cape, South Africa.
Lloyd L. Leach, Professor, University of the Western Cape, South Africa.
Nicolette V. Roman, Professor, University of the Western Cape, South Africa.
Simone Titus, Professor, University of the Western Cape, South Africa.
Sunday Onagbiye, Professor, University of the Western Cape, South Africa.
Title: The Relationship between Psychosocial Factors and Physical Activity among Undergraduate University Students.
3. **Marsa Daniel**, Teaching Associate, University of Washington, USA.
Title: Honoring the Biopsychosocial Needs of Female Athlete and Teams: How the University of Washington's IAL Program is Preparing Coaches to Best Support Female Athletes.

Discussion

18:00-20:00 Session 5

Moderator: Olga Gkounta, Researcher, ATINER.

1. **Yunus Emre Ozigci**, Deputy Head, Embassy of Turkey in Nairobi, Turkiye.
Title: Ontological and Temporal Complications of the Social Sciences' Approach to the Intersubjectivity: The Example of the Constructivism in the IR Field.
2. **Arya Rachel Thomas**, PhD Student, Indian Institute of Technology Madras, India.
Umakant Dash, Director, Institute of Rural Management Anand (IRMA), India.
Santosh Kumar Sahu, Associate Professor, Indian Institute of Technology Madras, India.
Title: Illnesses and Hardship Financing in India: An Evaluation of Inpatient and Outpatient Cases, 2014-18.
3. **Saladdin Ahmed**, Visiting Professor, Union College, Schenectady, USA.
Title: Auracide: A New Concept for Critical Analysis of Social Space.
4. **Yan Ma**, Professor, University of Rhode Island, USA.
Title: Visual Literacy Research Spectrum: Paradigm Expansion for the Field of Information.

Discussion

20:30-22:30

Athenian Early Evening Symposium (includes in order of appearance: continuous academic discussions, dinner, wine/water, music and dance)

Tuesday 25 July 2023

Session 6

09:30-11:30 Session 6a
A Special Session on "Confronting the

07:30-10:30
Old and New-An Educational Urban Walk

<p>Artificial Intelligence Reality: Managing the Academic Response” Moderator: Mr. Kostas Spyropoulos (ATINER Administration).</p>	
<p>1. Helene Jeannin, Researcher Sociologist, Orange Innovation, France. <i>Title: The Emergence and Spread of the AI for Good Movement.</i></p> <p>2. Ali Abusalem, Director, Center for Higher Education Futures (CHEF), ATINER & Course Coordinator, Kent Institute Australia & External Member of Academic Board, Elite Education Institute, Australia.</p> <p>3. Lorraine Bennett, Deputy Director, Center for Higher Education Futures (CHEF), ATINER & Managing Director, Lorraine Bennett Learning and Teaching Consultancy, Australia.</p> <p>Discussion</p>	<p>The urban walk ticket is not included as part of your registration fee. It includes transportation costs and the cost to enter the Parthenon and the other monuments on the Acropolis Hill. The urban walk tour includes the broader area of Athens. Among other sites, it includes: Zappion, Syntagma Square, Temple of Olympian Zeus, Ancient Roman Agora and on Acropolis Hill: the Propylaea, the Temple of Athena Nike, the Erechtheion, and the Parthenon. The program of the tour may be adjusted, if there is a need beyond our control. This is a private event organized by ATINER exclusively for the conference participants.</p>

11:30-13:30 Session 7

Moderator: George S. Tsagaris, Deputy Director, Sociology Unit, ATINER & Associate Professor, Cleveland State University, USA.

1. **Chin-chi Chao**, Associate Professor, National Chengchi University, Taiwan.
Title: How Pre-serve Teachers Understand and Design Social Media TESOL Practice: An Exploratory Study on Emerging Language Teacher Identities in Social Media.
2. **Adam Pitluk**, Assistant Professor, Coastal Carolina University, USA.
Title: Learning Lifestyle Coverage: An Examination of What Magazine Journalism Tenets are Taught to Contemporary Journalism Students.
3. **Malika Knissarina**, Researcher, West Kazakhstan Marat Ospanov Medical University, Kazakhstan.
Aigerim Baikulova, Associate Professor, Abai Kazakh National Pedagogical University, Kazakhstan.
Aigul Syzdykbayeva, Associate Professor, Kazakh National Teacher Training University, Kazakhstan.
Gulmira Zhumaliyeva, Senior Lecturer, NJSC “West Kazakhstan Marat Ospanov Medical University, Kazakhstan.
Title: Social Networks, Media Resources in the System of Increasing Social Responsibility among Students.
4. **Ling Li**, PhD Student, University of Erfurt, Germany.
Carsten Herrmann-Pillath, Fellow, University of Erfurt, Germany.
Title: Cultural Governance in China: The Case of Education.

Discussion

13:30-15:00 Session 8

Moderator: George S. Tsagaris, Deputy Director, Sociology Unit, ATINER & Associate Professor, Cleveland State University, USA.

1. **LaVerne Seales**, Associate Professor, California Lutheran University, USA.
Title: From Latin America to the United States: An Autoethnographic Study.
2. **Sofia Perez de Guzman**, Associate Professor, Cadiz University, Spain.

Marcela Iglesias-Onofrio, Professor, Cadiz University, Spain.

Ester Ulloa-Unanue, Professor, Cadiz University, Spain.

Title: The Long and Conflictive Path towards the Promulgation of the Spanish "Rider Law". An Example of Institutional Experimentation in the Regulation of Work in the Platform Economy.

3. **Georgios Lampropoulos**, Core Faculty, The Michigan School of Psychology, USA.

Title: "Blue Spaces" and Mental Health: An Interdisciplinary Review of the Literature and A Research Agenda for Psychology.

Discussion

15:00-16:00 Discussion + Lunch

20:00-21:30

Ancient Athenian Dinner (includes in order of appearance: continuous academic discussions, dinner with recipes from ancient Athens, wine/water)

Wednesday 26 July 2023
An Educational Visit to Selected Islands
or
Mycenae Visit

Thursday 27 July 2023
Visiting the Oracle of Delphi

Friday 28 July 2023
Visiting the Ancient Corinth and Cape Sounio

Saladdin Ahmed

Visiting Professor, Union College, Schenectady, USA

Auracide: A New Concept for Critical Analysis of Social Space

Auracide would serve us well in the discussion about and as an alternative to urbicide and spatiocide. Strictly speaking, it is neither the city nor space as such that is killed in circumstances of racist segregation of the inhabitants of a city or a territory unless the city or the territory is actually emptied or almost emptied from people, which is usually not what scholars who adopt the term urbicide or spatiocide have in mind even though they might agree that such forms of destruction of human geography would also constitute urbicide or spatiocide. I propose *auracide* as a more accurate term to conceptualize what actually takes place when a city or a region is subjected to the oppressive exercise of biopower or biopolitical social engineering. Although urbicide and spatiocide make sense metaphorically and their use could be justified to emphasize what otherwise would continue to be underrepresented, *auracide* would be more compatible with the analytic purposes of a critical theory of social space. In most cases, what is eliminated is not the city or the space but something about the city or the social space in question. That something that is destroyed is aura, so what takes place could be called *auracide*. Indeed, as I have argued elsewhere, the systematic destruction of spatial aura is at the heart of the production of totalitarian space and totalitarianism.

Chin-chi Chao

Associate Professor, National Chengchi University, Taiwan

How Pre-serve Teachers Understand and Design Social Media TESOL Practice: An Exploratory Study on Emerging Language Teacher Identities in Social Media

This study addresses the question how pre-service language teachers may understand and address the prevailing SM culture in their design and development of SM language teaching. Social media (SM) in general has become an indispensable part of everyday life. Its impacts have reached all aspects of language education, although not all language teachers are fully aware. The tendency is clear now: For many students now sitting in the classroom, the boundary between their expectation for a SM video and a classroom experience may be closing. There seems to be a pressure for classroom instruction to feel like an eye-catching YouTube video, having the feature of being interesting yet useful, while providing bite-size learning content yet requiring little or no effort from the learner who position themselves as an audience waiting to be entertained.

Such learner expectations could make teachers torn between conventional school culture and SM culture, and they may experience conflicts and struggles with their language teacher identities (LTIs). In some previous studies (Chao, 2022; Chao and Fang, 2020), the clear ideological discrepancy between language teaching in SM and that in conventional language-teaching institutions was revealed by the experiences of classroom-teacher-turned language-teaching YouTubers. The results suggest that school teachers who are immersed deeply in the formal teaching practice and school-oriented value system could experience struggles and conflicts with SM cultures. One question to be addressed then is how pre-service language teachers who have not yet been deeply immersed in school culture and value system may understand and address the prevailing SM culture in their design and development of SM language teaching.

In this exploratory qualitative case study, graduate and undergraduate students who are pre-service teachers were invited to start their SM practices teaching their selected SM audience their chosen aspects of TESOL (Teaching English as a Second or Other Language). The researcher started by interviewing each of them about their backgrounds, experiences, and aspirations related to TESOL and SM. During the 12-week project while developing their SM practice, the participants also engaged in discussions on SM cultures and how such

cultures might be in conflict with existing TESOL practice and how it could be made creatively useful for TESOL. They did so by analyzing some SM language-teaching practitioners and their work while using these practitioners' work to dialogue with publications on language teaching methodology (e.g., learner-centered language teaching approaches) and SM culture (e.g., participatory culture). The whole process was documented through audio and video data, including individual interviews, group discussions, written reflections, and the participants' elaboration on their work-in-progress. Drawing on Wenger (1998), the findings is a complex picture of how these pre-serve teachers manifest SM in TESOL through their created SM practices. In particular, their participation or non-participation is related to their emerging LTIs, for example, whether or not there is a willingness to break the ideological boundary of what it means to be a SM practitioner and a language teacher. Implications and suggestions for language teacher education are provided.

Donna Comissiong

Senior Lecturer, The University of the West Indies, Trinidad and
Tobago

Jeffrey Leela

Senior Lecturer, The University of the West Indies, Trinidad and
Tobago

&

Karim Rahaman

Senior Lecturer, The University of the West Indies, Trinidad and
Tobago

**Mathematical Analysis of Team Impact and Individual
Player Contribution in Football**

In this paper, we present an important application of the Hungarian Method - a well-known combinatorial optimization tool for solving assignment problems. For our purposes, we consider the assignment of players to specific roles in a football team. The study entails the breakdown of a team into defence, midfield and attack, and assigns the main roles associated with each position. This provides insight on which players perform specific roles in order for the team to maximize its output. To illustrate this method, we utilize the average player statistics per game for Manchester United and Chelsea from the 2016/2017 Premier League Season.

In addition, a team rating index is created by identifying six sub-indices. The first is called team contributions - which includes set piece goals, percentage tackles won, percentage take-ons won, percentage aerial duels won, number of interceptions, number of blocked shots, number of clearances, number of red and yellow cards. To illustrate the method, we use team data for the 2016/2017 Premier League Season. A multiple correlation is carried out on the data which produces a correlation coefficient for each contribution. The proposed team rating index can be a useful tool for measuring the overall strengths of competing teams.

Marsa Daniel

Teaching Associate, University of Washington, USA

Honoring the Biopsychosocial Needs of Female Athletes and Teams

The needs of female athletes differ from those of male athletes, yet most coaches and teams adopt training programs and sport practices that are built around male physiology. The outcomes of favoring training methods shaped around male physiology range from suppressed performance outcomes, to increased risk of injury and burnout, to severe endocrine dysfunction.

The University of Washington's Center for Leadership in Athletics, based in the College of Education, is committed to facing these tensions in sport by equipping coaches and sport leaders with research-based tools and strategies that will ignite change and honor the needs of historically under-researched and under-served populations such as female athletes.

In this lecture, we discuss how to create sport spaces and training practices that support the health and well-being of female athletes *while simultaneously* supporting female athletes in reaching their optimal level of performance.

Nick Erickson

Associate Professor, Louisiana State University, USA

&

Maria Kosma

Associate Professor, Louisiana State University, USA

Exploring the Formation of the HEART (Health, Exercise, ARTS) Center: Emergence and Importance

The purpose of this presentation is to stimulate a panel discussion on the formation of a new interdisciplinary center focused on Health, Exercise, and the ARTS (HEART) to be founded at Louisiana State University, Baton Rouge, Louisiana, USA. The center can serve as a research and creative hub for artists and scientists. Initially, the HEART academic program can be created before establishing the HEART center. The emergence of the HEART center is based on the professional work of the first author and the scholarship of the second author, including their ongoing collaboration since 2017. For nearly 40 years, the first author has been in the professional world of the performing arts as an actor, dancer, aerialist, instructor, advisor/director, and coach of performers. He has witnessed and felt the positive, life-affirming effects of intense, physically based performance on both the performers and audience. The second author has scientifically validated those observations by showcasing that movement experiences in performing arts lead to positive mental health, physical health, lifestyle changes, and the love of movement for a lifetime (e.g., Kosma & Erickson, 2020a, 2020b; Kosma, Erickson et al., 2021a, 2021b). Throughout the authors' multiple years of experience in acting (first author) and scholarship (second author), they have witnessed the importance of physical training on improved body schema (motor habit), and thus "charisma" and "stage presence." They are currently collaborating in a research project to validate these professional and research-based observations. In this way, movement educators can encourage a personal ongoing commitment to body awareness, comfort, and confidence for a balanced body schema (motor habit) as we engage with others and the world (Kosma, 2023; Merleau-Ponty, 1945/2014). Efficient and balanced whole-body movements (e.g., sitting, kneeling, standing, squatting, jumping, and running) can improve body schema and facilitate free and convincing expression of emotions. Notwithstanding the financial challenges in developing the HEART center, its foundation will encompass a place to creatively and scientifically explore how

performing arts can change the lives of educators, students, and the community for health and well-being.

Partial funding for this presentation was provided by the LSU Provost's Fund for Innovation in Research – Arts/Humanities Project Support Fund.

Pinar Gültekin

Associate Professor, Düzce University, Türkiye

Assessment of the Adequacy of Urban Open and Green Spaces Physical Activity and Recreation Opportunities for Fenerbahçe Park

Within the scope of the study, 253 publications in the fields of Neanderthal, Neanderthal legacy, Neanderthal behavior, Neanderthal archaeology, Neanderthal DNA, Neanderthal tools in the SCI, SSCI, ESCI, and SCI Expanded citation indexes over the Web of Science database between the years 2000-2022 were bibliometrically examined. The aim of this study is to bibliometrically analyze the publications related to the Neanderthal legacy and the relationships between these publications. This

It is anticipated that the research will contribute to several different areas. First, it will allow the integration of Neanderthal legacy research topics that have been done to date. It will provide insight into future studies while highlighting areas of interest for secondary research. In conclusion, it will provide an overview of the Neanderthal legacy concept. In order to evaluate the publications in the study, changes in the volume and number of publications, keywords, trends in subject headings, publishing countries and institutions are discussed. In the research, collaborations of institutions, authors and countries were mapped with social network analysis. The trends in the subject headings, the countries that contributed the most to the field, the most frequently used keywords and authors, and the most cited ones in the field were visualized by using the VOSviewer program.

Rahşan Inal

Assistant Professor, Erzincan Binali Yildirim University, Turkey

Sport as a Field of Struggle

Activism by athletes, sports clubs, or sports spectators has a long history. Studying this history as sports activism parallels the critique of functionalism, the dominant paradigm of sports sociology in the 1960s and 1970s. Sports activism led by athletes showed that sport, as one of the institutions in civil society where the ruling class established its cultural, economic, and social hegemony, could also be a site of conflict and resistance. In 1967, Harry Edwards, the founder of the Olympic Human Rights Project, did seminal work for the sociology of sport focusing on black athlete activism. Activist movements have diversified with forms such as the “taking the knee, me too movement, speaking out” and have met and continue to meet large masses through social media. Today, sports activism, which can be considered in a very broad framework, includes not only athletes but also football fan groups and sports clubs. This diversity has brought about typology experiments in the study of sports activism. This study aims to evaluate sports activism in Turkey within the framework of typologies of sports activism developed with the possibilities of historical sociology and hegemony theory. The typology of sports activism created by Cooper, Macaulay, and Rodriguez and the perspective of hegemony theory in sports were utilized. In this qualitative research design, the digital archives of four major newspapers in Turkey and sports activism literature were reviewed. As a result, it was determined that while sports activism in Turkey exists with athletes, football fans, and alternative football clubs/leagues, the activist movements do not disappear in periods when “force” rises. It was concluded that athlete activism might be limited, but activism within alternative football clubs/leagues and football fan groups is well widespread.

Helene Jeannin

Researcher Sociologist, Orange Innovation, France

The Emergence and Spread of the AI for Good Movement

Artificial Intelligence (AI) algorithms are taking an ever growing place in our lives. Their uses provoke fears, questions and high expectations due to the scale of the promises made. In 2018, UNESCO warned the international community against the risks of AI. "It is our responsibility to lead a universal and enlightened debate [...] in order to enter this new era with our eyes wide open, without sacrificing our values, and to make it [...] to establish a common global foundation of ethical principles," said its Director-General, Audrey Azoulay.

The years 2015-2016, in particular, marked a real turning point in realizing the importance of the ethical challenges of artificial intelligence. They demonstrate a transition that is both technological and societal. It is about defining values and requirements to be respected to ensure that artificial intelligence serves the interests of human beings. The initiatives in favor of AI Ethics observed from 2015 onwards have been so numerous and vibrant that they have given rise to a craze, which some have dubbed an "ethics rush", or a "tidal wave". What do these initiatives involve? What form do they take? Why and how are they being put in place? We will retrace the major steps of the path that led to the emergence and then the spread of the "responsible AI" movement, particularly in three spheres: science, media and politics, as well as businesses and organizations.

Chanté Johannes

PhD Candidate, University of the Western Cape, South Africa

Lloyd. L. Leach

Professor, University of the Western Cape, South Africa

Nicolette. V. Roman

Professor, University of the Western Cape, South Africa

&

Simone Titus

Professor, University of the Western Cape, South Africa

&

Sunday Onagbiye

Professor, University of the Western Cape, South Africa

The Relationship between Psychosocial Factors and Physical Activity among Undergraduate University Students

Introduction

Physical inactivity among undergraduate students is a concern at universities. As recommended by the World Health Organisation, young adults should participate in at least 150 minutes of moderate-intensity physical activity and/or 75 minutes of vigorous-intensity physical activity per week. Physical activity is beneficial for physical health as well as enhancing the mental health, motivation, and social well-being of undergraduate students. However, students are not meeting the physical activity recommendations, and thus are susceptible to mental health challenges, lack of motivation, and lack of social support within the university environment. Few studies have been conducted focusing on undergraduate students' psychosocial factors and how these impact their physical activity well-being.

Aim

The aim of this paper is to determine the relationship between psychosocial factors influencing physical activity participation among undergraduate university students.

Methods

A cross-sectional study was conducted through an online self-administered questionnaire at a university in September 2022. Data on

sociodemographic information was collected. Additionally, psychosocial factors and physical activity levels were obtained. Psychosocial factors were measured using the previously validated questionnaires, namely, the Depression, Anxiety, and Stress Scale 21 (DASS21) for mental health, the Physical Activity and Leisure Motivation Scale (PALMS) for motivation, and the Perceived Social Support from Family (PSS-Fa) and Friends (PSS-Fr) for social support. Physical activity levels were measured using the previously validated International Physical Activity Questionnaire - Short Form (IPAQ-SF) and categorised as “inactive”, “minimally active” and “health-enhancing physical activity”. The total physical activity levels, measured as MET-min/week, were calculated, as recommended by the IPAQ Consensus Group.

Results

The results indicated that a total of 534 undergraduate students participated in the study. The majority of students were female (53.6%) with a mean age of 20.69 (SD = 2.66). Physical activity levels revealed that almost a third (29%) of undergraduate students fell into the ‘inactive’ category, 31.1% were minimally active, and 39.9% were in the health-enhancing physical activity category. Correlations between psychosocial factors and total MET-min/week indicated that mental health was significantly correlated to physical activity ($r = 0.101, p < 0.05$), whereas motivation ($r = 0.010, p > 0.05$) and social support ($r = -0.006, p > 0.05$) were not significant.

Conclusion

The results from this study highlight that psychosocial factors should be considered when implementing physical activity promotion strategies amongst university students. The psychosocial factor, mental health, was significant to physical activity participation, whereas motivation and social support were not significant. Physical activity has a positive impact on mental health such as depression, anxiety, and stress. Therefore, future research on mental health should investigate physical activity interventions as a coping strategy among undergraduate university students.

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Challenges for Pathways of Female Sport Officials

Problem and Purpose

Participation by females in sport officiating roles remains low relative to males, reducing the visibility of females in these important sporting role model positions. The importance of having females in leadership roles as officials has been well documented to assist women and girls remain involved in sport, and assist others enter the officiating profession (Tingle et al., 2014). The 2015 Victorian Government (Australia) Inquiry into Women and Girls in Sport and Active Recreation highlighted that increasing the number of females in sport officiating requires changes in at least three key areas: (1) how we design officiating pathways for women and girls, (2) promotion and recruitment practices for female officials, and (3) the enabling environment of education, training and support that drives their engagement in officiating. This presentation examines how three sports govern and manage these issues, specifically their design of officiating pathways for women and girls, the suitability and efficacy of their promotion and recruitment practices for female officials, and the enabling environment they provide in relation to education, training and support for female officials.

Literature Review

A scoping review of research into female volunteer officials in community sport (Baxter, Kappelides & Hoye, 2021) highlighted that over the past two decades there has been a surge in female sport participation in countries around the world, however, the increase in sport participation and growth in demand for sport participation opportunities for girls and women has not been reflected in an increase in the number of females officiating in sport at all levels and there continues to be significantly lower numbers of women pursuing

officiating positions relative to males. It also highlighted that the sport officiating environment is not a positive, nor welcoming one for female officials, and females face additional barriers to entry and progression as sport officials compared to males. Drawing on the work of LaVoi and Dutove's (2012) application of ecological systems theory to the context of female sport coaching at the individual/intrapersonal level, interpersonal level, organizational/structural level, and socio-cultural level, this study seeks to identify organizational and societal supports needed for female sport officials.

Methodology

We conducted a desktop analysis of the design of the officiating pathway and governance structure within three sports (Australian rules football, basketball and football (soccer)), interviewed the state (provincial) staff who manage the development and recruitment of sport officials, and are in the process of interviewing 40 active female officials across these three sports. Data analysis is ongoing and will be completed prior to the conference.

Results, Discussion, Conclusions & Contributions

Our findings, which will be presented at the conference, will focus on how these three sports design officiating pathways for women and girls, the suitability and efficacy of their promotion and recruitment practices for female officials, and the enabling environment they provide in relation to education, training, and support for female officials. We will explore the implications of these findings for future participation of females in sport officiating roles.

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&

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A Theory-Based Physical Activity Intervention Program at School: Necessity for Controlling Methodological Effects of Wearable Devices to Examine the Intervention Effect

Background

Regular participation in moderate-to-vigorous physical activity (MVPA) is important to manage obesity. Physical education (PE) is considered to play an important role in promoting lifelong participation in physical activity (PA) because cost-effective interventions can be implemented in PE. Therefore, the present study aimed to investigate whether a school-based intervention targeting salient PA benefits and barriers grounded on the theory of planned behavior (Ajzen, 1991) would promote junior high school student's participation in MVPA.

Method

After obtaining consent forms, 171 junior high students (male = 84) from 3 schools underwent the control condition followed by the intervention condition. Both the conditions consisted of PE lessons twice per week over 4 weeks. In the control condition, PE teachers encouraged students to participate in PA during leisure time without providing persuasive messages. While in the intervention condition, PE teachers delivered persuasive messages that targeted the salient benefits and barriers associated with PA to the students at the last 5 to 10 minutes of each PE lesson. PA levels over a week were measured objectively with wrist-mounted accelerometers and subjectively with self-reporting questionnaires at three times (Baseline, Post 1, and Post 2) in each condition. To examine the effects of the intervention, a repeated MANOVA was conducted on students' weekday and weekend MVPA levels. Growth curve modelling was also conducted as a complementary analysis.

Results and Conclusions

The proposed school-based intervention program grounded on TPB was useful to enhance participant's intentions to MVPA. The school-based intervention was found ineffective in promoting weekday's MVPA based on the subjective and objective PA measures. The results across six measurement points showed the huge effects of wearing accelerometers on promoting weekday's MVPA, which were much larger than the intervention effect. The results of the present study clearly indicated that the effect of an intervention on promoting MVPA should be critically examined by controlling the methodological effect of wearing accelerometers.

Note

Dr. Nikos L. D. CHATZISARANTIS was with Curtin University, Australia when this study was conducted as a Co-Investigator. He was an internationally renowned researcher in the field of exercise and health psychology. Very sadly, he passed away in Greece in May, 2020. His great contributions to the field are indelible.

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Social Networks, Media Resources in the System of Increasing Social Responsibility among Students

The technocratisation of the global world has led to the fact that no modern student can imagine even an hour without the Internet. It is the main source of information about the reality around them, competing with interpersonal communication, replacing family and friends.

Undoubtedly, this means of upbringing the younger generation should be properly used, because social networks and media resources contain inexhaustible "communicative possibilities, a fundamental cognitive resource, a vast field for the realization of personal social responsibility.

The problem of social responsibility is considered by us through the prism of higher education under scientific project "Social responsibility of students in the conditions of professional training in the universities of Western Kazakhstan" (IRN № AR09058126), funded by the Committee of Science of the Ministry of Science and Higher Education of the Republic of Kazakhstan. This is why it is so important for us to promote social responsibility in the learning youth at university level, as young people should be guided only by their socially responsible behaviour in their next professional and life stages. This publication stresses that the quality of life of each individual, and of society as a whole, depends in most cases on the level of social responsibility we display.

For the first time in our country scientific research on the problem of formation of social responsibility in the learning youth has allowed not only to make scientific-theoretical analysis of the problem, but also to make methodological and practical recommendations to increase

social responsibility in the conditions of professional training of future specialists in the university and educational website, which aims to raise awareness of the university student of social commitment and responsibility, so that everyone would understand the presented. Our aim is to evaluate the effectiveness of the website and media resources through observations, creative activity products, feedback and a survey (representative sample size: 200 people).

The study contributes to the optimisation of the educational process aimed at the professional training of both highly qualified professionals, as well as highly moral citizens of modern society.

This research is funded by the Committee of Science of the Ministry of Science and Higher Education of the Republic of Kazakhstan (Grant No. AP09058126).

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Phenomenological Body Schema as Motor Habit in Skill Acquisition – Intentionality is in Action

The purpose of this presentation is to showcase the importance of Merleau-Ponty's (1945/2014) phenomenological body schema as motor habit in skill acquisition and perception of the world and contrast it with the standard information processing models that are solely based on cognition. Examples of disability cases are used, including Schneider's brain damage from World War I and instances of apraxia, to exhibit that difficulty in executing certain motor skills is based on lack of body schema/motor habit and not on some gnostic disorder. Although Schneider did not have an intellectual disorder and he knew the positions of his limbs and body parts, he was unable to perform abstract movements with his eyes closed (e.g., "extend or flex a finger upon command") ... "unless he was allowed to see his limb in question or execute preparatory movements involving his whole body" (Merleau-Ponty, 1945/2014, p. 105). Even though Schneider could not point to his nose upon command (abstract movement), he could "grasp" or "touch" his nose or take a handkerchief from his pocket to blow his nose (concrete and functional movements). Therefore, his pathology had nothing to do with lack of memory, symbolism, or representation – as hypothesized by classical psychologists. The need for Schneider to implement preparatory movements to find his limbs and body parts to execute abstract movements signifies that the issue was in his consciousness of body schema as an intersensory whole that "catches" and "understands" movement pre-reflectively-habitually. Motor skills are learned only via body movement because the body "grasps" and "conceives" movement by throwing itself into meaningful significations. Motor skill execution is done tacitly via body schema that may involve essential external apparatus like a blind man's cane or aerial silks in aerial practice. The blind man can explore and perceive different objects by using his cane because the cane has become part of the subject's "body synthesis"; "the cane is no longer an object that the blind man would perceive, it has become an instrument with which he perceives. It is an appendage of the body" (Merleau-Ponty, 1945/2014, p. 154). Constant engagement with concrete, functional movements, and different ways to perform abstract movements (e.g., use of preparatory actions), can improve body schema/motor habit, and

consequently mobility, skill performance, and understanding of the world.

Partial funding for this presentation was provided by the LSU Provost's Fund for Innovation in Research – Arts/Humanities Project Support Fund.

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“Blue Spaces” and Mental Health: An Interdisciplinary Review of the Literature and a Research Agenda for Psychology

This paper reviews the extensive interdisciplinary literature on the relationship between “blue spaces” (water environments such as the sea, coasts, rivers, and lakes) and human physical and mental health and other forms of well-being. A variety of meta-analyses and quantitative and qualitative studies are reviewed and examined, including randomized controlled trials, organized according to these areas. Relevant literature is reviewed from a variety of disciplines related to the topic (landscape architecture, psychology, medicine, leisure studies, etc.). Studies of various moderators, mediators, hypothesized causal mechanisms, and confounding variables in helping explain and understand the relationship between nature (green and blue spaces) and mental health are presented. Both positive effects and risks are discussed.

Research findings are considered and discussed within the sociocultural and geographical contexts that these studies were conducted. Results are sometimes mixed and nuanced, suggesting methodological issues and the presence of complex moderators. Research recommendations for more nuanced research designs in exploring and understanding these phenomena are provided, including proposals for controlling for extraneous variables and testing various possible moderators, such as personality traits, environmental characteristics, and psychological states. Social justice, prevention, and therapeutic implications and applications are also introduced.

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&

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Cultural Governance in China: The Case of Education

China's enduring civilization profoundly influences its contemporary economy and society. Comprehending China necessitates recognizing its distinctive culture. As China's first Special Economic Zone, Shenzhen embodies national and international significance. Shenzhen's urbanization development transformed village committees into shareholding cooperatives - hybrid entities and administrative bodies with complex control exceeding formal ownership.

This research examines shareholding cooperatives' role governing local culture through coordinating government education initiatives. Education, in a broad sense, includes preschool education, compulsory education, quality education for student groups, as well as adult education and mass education. It constitutes acquiring knowledge, shaping values and attitudes via formal and informal learning. It enables personal growth, social cohesion, and cultural continuity during change.

Through a comprehensive review of government policies and education reform proposals, this study identifies the critical objective of integrating socialist ideologies and traditional values into curricula. A detailed case study of a cooperative collaborating with authorities to develop a filial piety industry exemplifies how education serves as a vehicle for synthesizing modernity with traditional customs, thereby contributing to social stability. Furthermore, an analysis of interactions between the government and cooperatives provides valuable insights into the reasons behind the authorities' support for cooperatives in constructing socialist morality and emphasizing familial virtues through education.

Adopting a case study approach, this research analyzes the multifaceted role of education in facilitating cultural governance and moral education trajectories in China. Despite the rapid pace of social change, socialist values, and cultural traditions persist and endure through educational practices. However, the interpretation of these values remains subject to contestation, and effectively navigating the

complexities of cultural preservation and change through education proves challenging. Additionally, while the state establishes its legitimacy by promoting familiar values through education, the negotiation of these values is an ongoing process. By examining multiple shareholding cooperatives, this study reveals the diversity of cultural governance practices, showcasing the cooperative's ability to navigate complexity and adapt to change under governmental guidance. The findings highlight the interactive nature of government-society-cooperative relationships in shaping local culture through education.

The contributions of this research extend to enhancing our understanding of cultural dynamics, governance, and the role of education in preserving core values during times of social change. The analysis serves as a foundation for further investigations into the realm of values, traditions, and civil society in China. Exploring the nexus between education and public culture yields valuable insights into state-society relations and political dynamics, enabling nuanced explorations of the intricacies of cultural governance.

Yan Ma

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Visual Literacy Research Spectrum: Paradigm Expansion for the Field of Information

Following up with the call and presentation of “Visual Literacy for Library and Information Science Education” at the ATINER's 2015 conference, the author will present a paradigm expansion in visual literacy research for the information field. ACRL Visual Literacy Competency Standards for Higher Education in 2011 and its 2022 the Framework for Visual Literacy in Higher Education have presented a pressing task for research in visual literacy for the information field. To develop and lead an interdisciplinary research advancement will enhance information field research, education, and professional services in this visual information world. This proposed research paradigm expansion focuses expanding from text-based information research and its services to a whole paradigm expansion and shift of information research methodology changes, advancements, and embracement of interdisciplinary spectrum for research opportunities to establish a critical and social construction of knowledge by examining the encoding and decoding of meaning process in the visual information world. The researcher has been doing research in visual literacy since 1992 and teaching visual literacy for LIS studies since 1999. As past President of the International Visual Literacy Association, the researcher will present and share her insights and experience of research on visual literacy for the field of information with colleagues.

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The Use of Electronic Information Resources by Postgraduate Students at the University of Limpopo

Electronic Information Resources (EIR) play a vital role in promoting students' learning in institution of higher learning. The significance of equipping academic libraries with quality electronic information resources in institution of higher learning cannot be over emphasized. Institution of higher learning libraries across the world spend a lot of their budget to make IER available to users. Like other institution of higher learning, University of Limpopo, spend a huge amount of money to subscribe to various IER. It is therefore important for the library to know if the university is getting value for money spend on IER by ensuring they are being optimally utilized by students, and academic staff. This study is conducted to examine the usage of EIR by post graduates' students at the University of Limpopo. The purpose of the paper was to establish the level of use, awareness and constraints of the usage of EIR at the University of Limpopo. A quantitative research methodology was adopted, and survey questionnaires were used to collect data from postgraduate students at the University of Limpopo. The population of the study comprised postgraduate students from the Faculty of Humanities. The finding of the study found that the majority of the students were aware of the IER provided by the library. The findings further revealed that the postgraduate students mostly used Internet resources, e-books and e-journals as the IER. The finding of the study also established that load shedding, inadequate and slow internet access and lack of sufficient PCs in the university computer labs were the three major challenges to the effective use of IER. The study made the following recommendations, among others, improved electricity backup on campus, increase internet bandwidth, more lasting data and more PCs be made available in the computer labs.

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Bibliometric Analysis of the Fourth Industrial Revolution Literature Related to Libraries: 2013-2021

The Fourth Industrial Revolution (4IR) is progressing very rapidly. Since its inception, the 4IR has proven itself as an emerging technology that revolutionizes libraries. Libraries are in an era where changes come with high speed and much intense issues, and this seems to be because of the 4IR. The 4IR's potential to overcome different challenges of library services has shifted the research interests of many scholars towards addressing the importance of technologies in libraries. This resulted in publishing more research papers in this emerging field. Thus, there is a need to conduct research studies through which a broad overview of research contributions in this field could be investigated. To respond to this need, this study offers a bibliometric analysis to examine the state of the publication productivity carried out on 4IR in libraries. A well-curated search was conducted from a Web of Science database for the relevant literature on 4IR in libraries. The results showed a lack of publication productivity on 4IR in libraries. This substantial lack was observed through an analysis of publication trends, document types, top publishing authors, and top affiliations from Web of Science databases.

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Ontological and Temporal Complications of the Social Sciences' Approach to the Intersubjectivity: The Example of the Constructivism in the IR Field

International relations studies reside on co-constituted and co-assumed actors, objects and meanings without self-standing correspondence in the "objective" reality. This is a purely intersubjective field where theorisation lacks such an independent anchor in contrast to the positive sciences. The IR theorisation tends therefore to build constructs/interpretative frameworks based on preceding and subjective world-views, and to fill these frameworks with according narratives on the phenomena and events they study. Theorisation thus becomes more than it intends to be, as it involuntarily assumes a *genetic* function which takes the immediate, lived givenness of the phenomena and events as malleable material. The multiplicity of the IR theories stems from the multiplicity of the pre-postulated world-views, when immediate givenness of phenomena and events is not multiple. The fundamental problem of the IR theorisation is its involuntary-yet-inherent lack of access to its subjects in a non-genetic way, "as they appear/ are given". From here stems the (secondary) problem of temporal distortion: The theory tends, because of its "genetic function", to juxtapose its own narrative of the *genesis* of the phenomenon or event upon the immediate, lived, therefore *post-genetic* givenness, which does not necessarily equate to its narrated "genetic moment", thus furthering the alteration of the study object.

As representative examples: The realist/ structural realist approach, however it adopts *pre-theoretical* references such as the State-as-Subject, brings a *posteriori* frameworks of power-relations and interests that shape an "altering" narrative of the interstate interactions. The constructivist theorisation takes the intersubjective nature of the IR field into account but defines intersubjectivity as a product of its own postulated social/ psycho-social processes and proceeds into a narrative in accordance with them. The post-structuralism's critical approach to "metanarrative" becomes itself an *attitude* equivalent to theorisation with its alternative and equally selective *a priori*s and anchors through which de-centering is performed as a narrative with similar complications.

At that point, how the IR phenomena and events may be worked with as they are immediately, pre-theoretically, intersubjectively given

and not as a narrative of a theoretical construct becomes a legitimate question. Here the Husserlian phenomenology may provide useful answers, with the integration of some concepts of Heidegger's "phenomenological ontology". The main tools of this *descriptive* way of approaching the IR will be the universal and eidetic reductions for putting into perspective the theoretical attitude as attitude, the construct as construct and the narrative as narrative in order to display the phenomena's and events' *generic way of presenting themselves*, yet within the particularity of the givenness at hand, which appresents its *temporality* in retention-protention and anticipatory horizon; its related, constitutive subjects in their *Mitsein* within their referential intersubjective environment as *Mitwelt*. Here, diverting from their Husserlian equivalents that relapse both into egology *and* constructivist-like genetic formula of social processes, the Heideggerian terms of *Mitsein* and *Mitwelt* will be employed to define the interaction on the ground of the Subjects' being-relative-to-others, which the IR phenomena and events appear as forms.

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The Long and Conflictive Path towards the Promulgation of the Spanish "Rider Law": An Example of Institutional Experimentation in the Regulation of Work in the Platform Economy

This paper aims to present an analysis of the development, negotiation and implementation process of the so-called "Rider Law" in Spain. Law 12/2021 of 28 September is a pioneer in Europe. It aims to guarantee the labor rights of people working as delivery couriers for digital platforms and includes, among other issues, a regulation calling for transparency in the use of algorithms and also introduces a presumption of employment for workers engaged in this form of delivery activity. It is the only law in force that applies this presumption. The announcement in May 2020 of the imminent regulation of the sector by the Minister of Labor precipitated and intensified the strategic actions of the platforms aimed at guiding the law in their favor. This forms an ideal context that allows us to observe in an increased way, like with a magnifying glass, the political, legal and discursive maneuvers of the platforms, focused on imposing their model of labor relations in the sector, and the resistance strategies of self-organized workers and unions.

We understand this process as a battle (symbolic, but also practical) for the definition of work and the worker in the sector of food delivery platforms, with three actors involved: the platforms, the collectively organized workers and the government. On the one hand, the strategies deployed by the platforms aimed at conquering (imposing) the political and social legitimacy of their employment management model based on the recommodification of work (transfer of labor costs, responsibility and risks to employees) are analyzed. These strategies are largely oriented to reformulate the semantic axes with which work has been named and politically governed and, therefore, to erode the collective dimension of work. On the other hand, it analyzes the initiatives carried out by various collective actors who, in a very unfavorable context for the construction of collective identities, have been able to organize

workers, offer resistance and reverse, at least in part, the process of recommodification of the work of the riders. Finally, the legislative intervention of the government and the complex negotiation process of the "Rider Law" are analyzed.

The analysis is based on 25 in-depth interviews, 17 with riders, three with key informants, representatives of unions, and five with middle managers of delivery platforms. In order to ensure a diversified sample that covered a range of social and labour conditions, six key criteria were established for the recruitment of the 17 riders: sex, education level, domestic responsibilities or other employment, nationality (Spanish nationals or immigrants) and participation in any union or activist organisations operating in the sphere of platform economies. In addition, as the Spanish Rider Law was introduced in 2021, during the fieldwork, it is important to clarify that seven participants were interviewed before its introduction and 10 afterwards. The interviews lasted between 60 and 90 minutes and were recorded and transcribed verbatim.

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**Learning Lifestyle Coverage:
An Examination of What Magazine Journalism Tenets are
Taught to Contemporary Journalism Students**

This study explores the various lessons, tenets, theories and practices being taught in American journalism schools to contemporary journalism students vis-à-vis the field of magazine journalism. Students who are preparing for careers at either local, city, regional, national, or custom magazines are learning various canons at various schools. This qualitative research looks to the deans at some of the more well-regarded journalism schools known for producing quality magazine journalists and takes a snapshot of what is being taught in the classroom in 2023.

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Illnesses and Hardship Financing in India: An Evaluation of Inpatient and Outpatient Cases, 2014-18

Background

Progress towards Universal Health Coverage requires protecting every individual and community from health-related financial distress. In developing countries, the increasing disease burden puts a lot of stress on scarce household finances. However, this burden is not the same for everyone. The economic burden varies across the disease groups and care levels. Government intervention is vital in decreasing financial distress. In India, even when outpatient care forms a significant proportion of out-of-pocket expenditure, government schemes focus on reducing household expenditure on inpatient care alone. Thus, people resort to hardship financing practices like informal borrowing or selling of assets in the event of health shocks. In this context, we aim to identify the disease(s) that cause maximum hardship financing for outpatients and inpatients and to understand the change in hardship financing in India over time.

Methods

We used two waves of National Sample Survey Organization's data on Social Consumption on Health- 71st and 75th rounds. Descriptive statistics are reported, and logistic regression is carried out to understand the adjusted impact of illness on hardship financing. Pooled logistic regression of the two rounds of the data is done separately for inpatients and outpatients. Marginal effects models are used to study the changes in hardship financing over time.

Results

The results suggest that cancer has the maximum likelihood of causing hardship financing in India for both inpatients and outpatients.

The marginal effects models of pooled cross-section analyses reveal that from 2014 to 2018, hardship financing decreased for inpatients, whereas it increased for outpatients.

Conclusion

The paper helps to identify the disease group against which the household requires the maximum financial protection. It also emphasizes how financial security at the outpatient level is essential to reduce hardship financing and reach the goal of Universal Health Coverage.

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**From Latin America to the United States:
An Autoethnographic Study**

Spanish language students and educators in the United States fit a specific mold tied to race, ethnicity, and phenotype. On the one hand, we have the expected Latin American or Spanish-looking and speaking student and instructor; on the other, the white or African American who has embraced the language and culture and is the language student and instructor. When that Spanish instructor happens to be a Black woman from the Spanish Speaking World, it becomes problematic and, in some cases, even unacceptable to many. In addition, the United States' lack of knowledge of race and ethnicity in the Spanish Speaking World is challenging and overwhelming for Afro-Latinos who come to this country.

Drawing from research and personal experiences, the triple condemnation of being Black, an immigrant, and a woman within the United States academic world are the focus of this piece. This paper, written as an autoethnography, focuses on the realities of race and ethnicity in the United States through an Afro-Latina Spanish Language student and instructor's journey. Further, it serves as an uncovering of experiences demonstrating the role that U.S. academic institutions, society, and culture have in furthering and perpetuating Afro-Latinas' othering. With these combined factors in mind, this topic is approached with a renewed sense of urgency in the hopes that the larger African Diaspora's lived experiences are acknowledged, and stories revived at a time when race relations in the world, in this case, in the United States are at a critical point.

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Effects of Ostarine and Training on Some Metabolic Indices

Selective androgen receptor modulators (SARMs) are a group of androgen receptor ligands. The non-steroid SARMs are freely available online and used by professional athletes and amateurs to increase their muscle mass. However, there is still no approved candidate from this group, which poses a risk for the health of their users. The field-leader of non-steroid SARMs is ostarine. In our study we aimed to examine ostarine effects alone or combined with endurance training for 8 weeks on some metabolic indices.

We used 3 months old male Wistar rats (body weight 160-200 g). The rats were divided into the 4 groups: (n=10 for each group) A - sedentary group treated with placebo, B - sedentary group treated with ostarine, C - training group treated with placebo, D - training group treated with ostarine. The non-steroid SARM was given to the animals via subcutaneous injections five times a week (with a dose of 0.4 mg/kg bw). The training groups ran on a treadmill for 40 min, five times per week.

At the beginning and the at the end of the experiment the same six rats for each group were put in the metabolic cages of the system for monitoring of small laboratory animals (CLAMS, Columbus Instruments, Columbus, OH, USA) for 24 hours. In the metabolic cages the temperature was 22-24°C, 12/12h. light/dark cycle was maintained, and the animals had access to water and food ad libitum. After a 12h adaptation period, for each rat we measured oxygen consumption (VO₂) at rest, RQ (Respiratory quotient), energy expenditure and food consumption in the dark period from 0:00 to 4:00 am. Statistical analysis was performed. The values are given as mean ± SEM.

At the beginning of the experiment all groups had almost same VO₂, RQ, energy expenditure and food consumption (P>0.05). At the end the following results were found:

1. Endurance training had a significant effect on oxygen consumption as the training rats had lower $\dot{V}O_2$ at rest than the sedentary ones (24.2 ± 0.6 ml O_2 /kg/min vs 26.6 ± 0.6 ml O_2 /kg/min, $P < 0.05$). Ostarine had no main effect on $\dot{V}O_2$ (25.1 ± 0.6 ml O_2 /kg/min vs 25.75 ± 0.6 ml O_2 /kg/min, $P > 0.05$) and there was no significant interaction between the two factors ($P > 0.05$).
2. Neither ostarine intake (1 ± 0.009 vs 1.01 ± 0.009 , $P > 0.05$) nor training (0.99 ± 0.009 vs 1.01 ± 0.009 , $P > 0.05$) had significant effect on RQ. No interaction between treatment and exercise was observed ($P > 0.05$).
3. Submaximal training (0.94 ± 0.06 kcal vs 0.90 ± 0.06 kcal, $P > 0.05$) and ostarine (0.99 ± 0.06 kcal vs 0.85 ± 0.06 kcal, $P > 0.05$) did not have main effects on energy expenditure. There was lack of significant interaction between ostarine and exercise ($P > 0.05$).
4. Otarine did not exert main effect on food consumption (5.5 ± 0.5 g vs 5.2 ± 0.5 g, $P > 0.05$). Endurance training had no significant effect as well (4.7 ± 0.5 g vs 6 ± 0.5 g, $P > 0.05$). We did not find significant interaction between the two factors ($P > 0.05$).

In conclusion ostarine and submaximal training did not have effects on energy expenditure, food consumption and respiratory quotient. Training lowers the oxygen consumption at rest while ostarine had no effect on it.

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