

Advanced level Volleyball (AP-185ep)

Guide and directions for Annotated Bibliography assignment

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An essential skill, whether you enter the field of sports performance analysis, is to be able to summarize and evaluate empirical research. Empirical research refers to scientific articles that present novel research findings (as opposed to providing an opinion or review). No single article will explain everything about a topic of interest but by putting a series of scientific articles together you may be able to identify certain themes, patterns, or inconsistencies.

The Annotated Bibliography is a concise and primarily organized presentation of the research area (scientific publications and conference papers) related to the topic under consideration. Writing a review is a process that requires study of the subject to be explored, critical and abstract ability as well as method.

Within its framework, the findings related to the sections of the topic are grouped, while where necessary, the critical technical issues related to its investigation (methodology) are listed. Also, through the critical discussion, the ways of approach, the arguments and the conclusions are pointed out, which sometimes clearly explain the under-investigation issue and sometimes not. In the latter case, the literature review identifies areas for challenge and areas that need future research.

The annotated bibliography should **have 3-5 (min 3-max 5) unique, peer-reviewed empirical research articles**. Following each article, provide an annotation that summarizes the main findings and provides a brief evaluation of the article's relevance for the main topic of the assignment (e.g., how the article helps answer your question; what it informs you about what its limitations are if it does not help answer your question; how it relates to the other studies in your bibliography). The annotated bibliography should include a citation, in proper APA format (7th edition), for each article you have analyzed.

As a first step towards completing a literature review for this project, you will need to: select a topic, find 3-5 empirical research articles related to your topic, read, and summarize the introduction, methods, results, and conclusions, and provide critical analysis of the articles and its relation to your topic.

1. STEP#1:

a. Select the topic of the assignment

The offered topics are the following:

- i. Importance of the serve skill in Volleyball
- ii. Importance of the reception skill in Volleyball
- iii. Importance of the setting skill in Volleyball
- iv. Importance of the attack skill in Volleyball
- v. Importance of the block skill in Volleyball
- vi. In-game role of the libero player
- vii. In-game role of the setter
- viii. Importance of the Complex 1 in Volleyball
- ix. Importance of the Complex 2 in Volleyball
- x. Comparison between male and female Volleyball
- xi. Effect of different training forms on volleyball performance

Please study the offered topics as well as the relevant files posted on the e-class platform.

Then inform the course supervisor by email (sodrikos@phed.uoa.gr) of your selection.

The selection of the assignment can be done until Sunday 28/11/2021. The work you

selected will be assigned to you via the e-class platform.

The submission of the assignment will be done exclusively, through the e-class platform, until Friday 11/2/2022 (end date of the examination period February 2022).

b. Finding articles

You must find at least 3 (three) and a maximum of 5 (five) scientific (research) articles related to your topic. The articles must be relevant to your topic. You should choose an article published within the last ten (10) years from one of the following sources:

i. Free Access scientific sports journals:

1. <https://www.jhse.ua.es/>
2. <https://hrcak.srce.hr/ojs/index.php/kinesiology/index>
3. <http://efsupit.ro/>
4. <http://www.tss.awf.poznan.pl/>
5. <https://www.panr.com.cy/>
6. <http://www.johk.pl/index.html>
7. <https://wnus.edu.pl/cejssm/pl/>
8. <https://content.sciendo.com/view/journals/ijcss/ijcss-overview.xml>
9. <http://www.mjssm.me/>

ii. Scientific databases

1. <https://scholar.google.com/>
2. <https://www.ebsco.com/products/research-databases/sportdiscus-full-text>

iii. [Library of the School of Physical Education and Sport / National Kapodistrian University of Athens](#)

c. Selecting literature

- i. What is the topic of the article? Is it relevant to your study?
- ii. How recent is the article?
- iii. What are the strengths and weaknesses of the way authors approach the problem?
- iv. Has the author (s) evaluated the relevant literature on the subject?
- v. How effective is the study design? Is the method of investigating the problem appropriately? What mistakes does it contain? How accurate and reliable are the measurements?
- vi. Is the data analysis accurate and relevant to the research question?
- vii. Are the conclusions based on the data and their analysis?
- viii. Does the study contribute to a better understanding of the problem?

2. STEP#2: Reading your article and organizing your literature

The presentation of the bibliography requires the grouping of the published works on individual topics, the abstract extraction of common features, but also the identification of the peculiarities of each work.

During the process of organizing the literature, it would be helpful to formal how the reports are registered. For your convenience, it is suggested that you follow the method of registering and highlighting the important sections of the literature as suggested in

Table 1.

An alternative method for writing an annotated bibliography is presented [here](#).

Table 1. Highlight important sections of the literature

Id	Scientific article	Methods	Results	In you text
	Cite authors, title, date, doi etc.	Remark important aspects of the method section (sample, gender, age, level, experience etc.)	Mention the points or phrases of the article on which you are going to rely to develop the paragraph of your text (note in the parentheses the page on which they are eg. page 45 bottom right). You also note any shortcomings or remarks of the authors (eg. weakness of the study was the experimental mortality due to abandonment, inconsistency of several athletes).	you note the paragraph (s) of your text to which you refer in that section
1.	Visnes H, Aandahl HÅ, Bahr R. Jumper's knee paradox--jumping ability is a risk factor for developing jumper's knee: a 5-year prospective study. <i>Br J Sports Med</i> 2013; 47: 503–7. doi: 10.1111/j.1600-0838.2011.01430.x	Participants for this prospective cohort study were recruited among players entering the Top volley Norge (TVN) program. TVN is located in Sand, Norway and combines an elite volleyball training program with a 3-year senior high school boarding school program. The students started at the age of 15–16 years, and they were expected to complete 3 years for a college-entry baccalaureate degree. Some students entered the program in the second or third year directly. TVN aimed to recruit the most talented junior volleyball players in Norway, and the athletes represented the school in the Norwegian national leagues at various levels	<p>The results from the multivariate analyses are shown in Table 3. Across all models, boys had three to four times higher risk for developing jumper's knee compared with girls, independent of training and match exposure (p. 610 -2nd column)</p> <p>They concluded that to progress to the senior national team, players must increase their CMJ and spike jump through improving strength and speed-strength, and developing high levels of stretch-load tolerance in stretch-shortening cycle activity. The optimal programme for increasing vertical jump height is difficult to define, but a review from 2010 focused on explosive-type strength training and plyometric training as key elements.10 (p.1 -2nd column)</p>	<p>3.2 ii (p. 18) <i>Knee injuries</i></p> <p>3.4 1 (p. 24) Injury prevention methods</p> <p>6.2 (p. 26)</p>

3. STEP#3: Writing your summary and analysis

Your assignment should not exceed 6 pages (including title, summary, and references list), single-spaced, in 12pt. Times New Roman font. Your paper should include your full first and last name, course's name, and your topic along the top.

For your convenience you can use the working writing template which is posted as a normal word file in the link:

https://uoa2-my.sharepoint.com/:w/g/personal/sodrikos_o365_uoa_gr/EQ0q6H6ywmBOtq1TwT6EpL0BQupfGXtvJkqvoYcnE-Yvg?e=vm4VVh

The structure of the literature review work consists of the following fields:

Title: Describes accurately the basic contents of scientific articles.

Summary: Summary of the main elements of the study.

Introduction: Provides the broadest framework for introduction to the subject of the review. Information background (definitions of concepts, theories, importance, and originality of the review), the purpose of the review, organization of the review.

Annotated Bibliography review: Bibliography review summarizes, contrasts, supports, criticizes, agrees, and disagrees with each scientific article dealing with the subject. In the final paragraph, the bibliographic review focuses on the composition of each scientific text, related to the subject under investigation and mainly on the critical examination of this composition.

Conclusions: Important research findings and conclusions. Possible research gaps. Concerns and future goals. Critical evaluation of the literature allows the identification of important issues that have not been explored or require additional study.

Bibliography: List of all scientific articles, books and websites used in the study. The bibliographic reference system will be ARA 7th edition. For your convenience, you can use the Microsoft word reference system to add citations and bibliography (info [here](#)).

Submit your final analysis in a .docx or .doc version online via e-class. The grading rubric for this assignment is presented in Table 2.

Table 2. Grading rubric for annotated bibliography

Description	Unacceptable (Below standards)	Acceptable (Meets minimum standards)	Good (Exceeds minimum standards)	Points
Summary	The student does not clearly summarize the main points of the article (i.e., the main research question, methods, results, and implications) and/or includes inaccurate information.	Most of the article is summarized, but the student may not clearly cover all aspects (i.e., the main research question, methods, results, and implications).	The summary clearly outlines the main research question, methods, results, and implications in the student's own words.	2
Analysis	The student does not clearly move beyond a summary of the article to provide an analysis. No new ideas are contributed beyond what is in the article itself, or the analysis is overly confusing.	The student provides an analysis of the article by answering most of the questions assigned. The ideas presented are mostly novel, going beyond what is in the article itself.	The student provides an insightful analysis of the article, answering all or nearly all of the questions assigned. The student articulates novel ideas that clearly go beyond what is in the article itself. The analysis is clear and rational.	5
Writing	Overall, the student's communication of their analysis is confusing, unclear, and/or suggests a limited understanding of the issues involved in this question.	Overall, the student's communication of their analysis is somewhat clear and/or suggests some understanding of the issues involved in this question.	Overall, the student's communication of their analysis is clear and evidences a general, overarching understanding of the issues involved in this question.	1
Format	Paper does not follow all formatting guidelines outlined in the syllabus, and either fails to cite the article or cites it inaccurately.	The Paper does not exceed 6 pages long, follows all formatting guidelines outlined in the syllabus, and accurately cites the article in APA format at the end.	The Paper does not exceed 6 pages long, follows all formatting guidelines outlined in the syllabus, and accurately cites the article in APA format at the end.	1
Mechanics	Grammatical, punctuation, and spelling errors significantly detract from reading the paper. Basic sentence structure often includes poor structure (e.g., run-on sentences).	There may be a few grammatical, punctuation, and/or spelling errors, but overall, they do not detract too much from reading the paper. Basic sentence structure is good (e.g., avoids run-on sentences, sentence structure is solid).	Grammatical, punctuation and spelling errors are RARE and do not detract from reading the paper. Basic sentence structure is good (e.g., avoids run-on sentences, sentence structure is solid).	1
Total Possible Points				10

