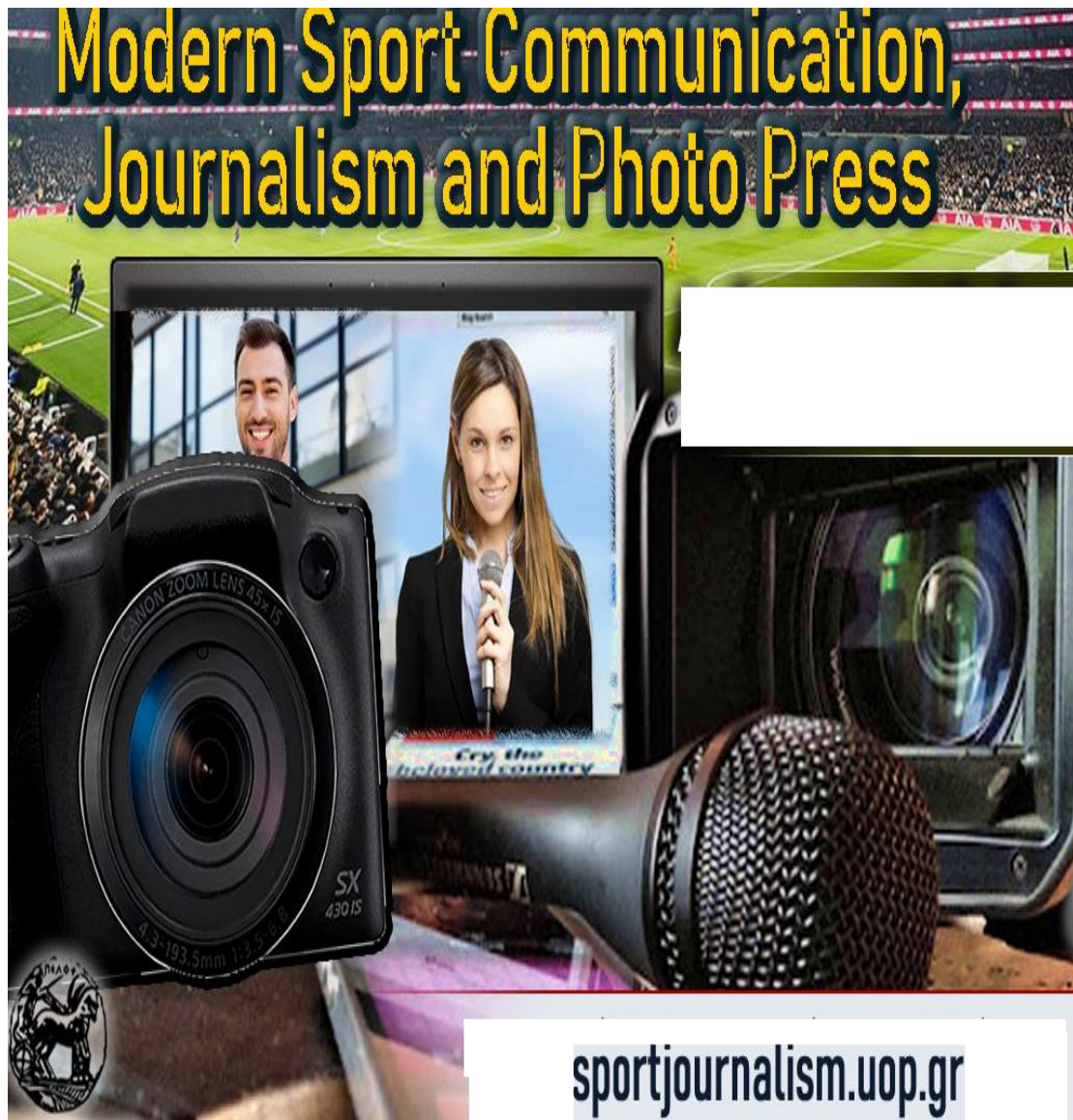


# POST GRADUATE THESIS WRITING REGULATIONS



This Regulation was approved by the decision of the 182nd/29-12-2023 Meeting of the Assembly of the Department of Sports Organization and Management and are posted in the "STUDENTS" section of the website of the MSc (<https://sportjournalism.uop.gr>):

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## **IMPORTANT INFORMATION FOR THE PREPARATION OF THE POSTGRADUATE THESIS**

*1. Is the preparation of a Postgraduate Diploma Thesis (M.Sc.) compulsory?*

*The preparation of the Master's thesis is optionally compulsory for students of the Master's Programme "Contemporary Sports Communication, Journalism and Photojournalism" in order to obtain the Master's Degree.*

*2. Does the Postgraduate Diploma Thesis (M.Sc.) have to be original?*

*The Postgraduate Diploma Thesis (M.Sc.) must be original to a certain extent, in the sense that it is a personal composition of the student. In terms of searching for an original dissertation topic, students can refer to the University of Peloponnese's Institutional Repository AMITOS <https://amitos.library.uop.gr/xmlui/> and search for titles of deposited theses, dissertations and doctoral theses in the Foundation's digital collection.*

*3. What is the purpose of the Postgraduate Diploma Thesis (M.Sc.)?*

- ✓ To combine and apply the knowledge acquired in the MSc
- ✓ deepen and increase his/her knowledge on a topic of interest
- ✓ of interest to him/her
- ✓ to acquire knowledge of scientific research methodology
- ✓ to gain experience through cooperation with enterprises or organisations and public services
- ✓ to cooperate with members of the teaching and research staff of the University of Peloponnese or other universities and to acquire specialised knowledge and experience.

*4. How does the process of preparing the Postgraduate Diploma Thesis (M.Sc.) begin?*

In the 3rd semester of the programme, the Postgraduate Diploma Thesis (M.D.) is planned. The postgraduate student has the right to submit a thesis and a proposal for a Master's thesis if he/she has successfully completed 80% of the total number of courses of the two semesters.

*5. What could be the subject of the Postgraduate Diploma Thesis (M.Sc.)?*

Postgraduate students choose a topic that is clearly of a research nature and that belongs to the field of knowledge of the taught subjects. The topic is proposed by the student in consultation with the supervisor.

6. *What are the formal requirements for the writing of the Postgraduate Diploma Thesis (M.Sc.)?*

The language of the thesis is Greek. However, the alternative option of writing the thesis in English is given, with the agreement of the Tripartite Advisory Committee. Each *Postgraduate Diploma Thesis (M.Sc.)* must meet the minimum scientific requirements and the necessary academic conditions. It must be typed (1.5 point font), the text must be fully typeset, the font size of the text must be 12 except for the font size of the chapter and section titles which must be 14 and 12, respectively. The font shall be Times New Roman, there shall be a table of contents and shall follow the structure shown below. Information from books and journals will be cited in the usual way (references) and those from the internet will be noted with precise reference to website(s) (see relevant section below). The APA Writing Method, 7th edition, is used for writing the *Postgraduate Diploma Thesis (M.Sc.)*, which is summarised in the following pages. On the MSc website and in the e-class in the MSc course, the MSc writing template Word file with ready text formatting configurations is posted.

7. *What is the scope of the Postgraduate Diploma Thesis?*

The main body of the thesis is expected to be a minimum of 20,000 words, not including the bibliography and Appendices.

8. *Procedure for starting and completing the Postgraduate Diploma Thesis*

1. Submit to the MSc Secretariat an application form indicating the proposed *Postgraduate Diploma Thesis* degree, the proposed supervisor and a summary of the proposed thesis (there is an online application form available on the MSc website).
2. Approval of the *Postgraduate Diploma Thesis* topic and appointment of a 3-member examination committee by the MSc Committee and the Departmental Assembly.
3. Submission of the *Postgraduate Diploma Thesis* proposal to the MSc Secretariat after the agreement of the supervisor. The proposal submission period for students who are working on their *Postgraduate Diploma Thesis* in the fall semester is from September 15 to November 15, while for students who are working on their *Postgraduate Diploma Thesis* in the spring semester, the proposal submission period is from February 15 to April 15 (there is a proposal form on the MSc website).
4. Start writing the *Postgraduate Diploma Thesis*. (There is a standard Word file for writing the *Postgraduate Diploma Thesis* with the text formatting commands ready)
5. After the end of the *Postgraduate Diploma Thesis* writing period and after the agreement of the supervisor, students should follow the following procedure to publicly support the MSc.
6. Submission and checking of the *Postgraduate Diploma Thesis* for plagiarism in e-class and delivery to the supervisor and members of the Examination Committee by notifying the MSc Secretariat of the *Postgraduate Diploma Thesis* evaluation form from the Turnitin software and an electronic copy of the *Postgraduate Diploma Thesis* in a WORD file.

Please note that the acceptable percentage of copying at postgraduate level should not exceed 20%.

7. Please note that the submission of the Master's Thesis to the members of the Committee should be made at least 15 days before the public support. Otherwise, the members of the Examination Committee have the option of referring the examination to a subsequent *Postgraduate Diploma Thesis* examination date.
8. If the supervisor and the Examination Committee agree, the student sends an e-mail to the MSc Secretariat to be included in the public support date of the MSc.

### *9. Supervision of Postgraduate Diploma Thesis*

The right to supervise postgraduate theses is held by the lecturers of paragraphs a) to f) of article 4, paragraph 4. 2 of Law no. 4957/2022 provided that they hold a doctoral degree. By decision of the competent body of the MSc, the supervision of dissertations may also be assigned to faculty members of the Department, members of the supervisory board and members of the teaching staff of the Department, who have not undertaken teaching work in the MSc. Lecturers who have the right to supervise M.Sc. theses may each be assigned to supervise five (5) M.Sc. theses per series of admissions.

The supervisor has the scientific responsibility for the preparation of the Master's Thesis and is appointed by the Coordinating Committee upon request of the student, which includes the proposed title of the Master's Thesis, the proposed supervisor and the abstract of the proposed thesis.

The student's communication with the supervisor takes place mainly during the specified office hours and days, either in person at the Department's premises, or electronically via his/her e-mail address or, in absolutely urgent cases, via his/her mobile phone.

### *10. Examination of Postgraduate Diploma Thesis*

The evaluation of the Master's thesis is carried out by a three-member Committee composed of faculty members of the department or lecturers of the MSc or faculty members of other departments and researchers of grades A, B and C with relevant scientific specialization in the subject of the postgraduate thesis, following the recommendation of the Committee and the decision of the Departmental Assembly. The members of the three-member committee shall be appointed by the Departmental Assembly and one of them shall be the supervisor. After the completion of the writing of the thesis and after the agreement of the supervisor, the candidates shall deliver a copy of the thesis to the members of the Committee. When the Committee deems the thesis to be ready, it is publicly supported following an announcement by the Programme Secretariat.

The support can be provided either in a classroom at the Department's headquarters or remotely through the Microsoft Teams platform. The

presentation of the *Postgraduate Diploma Thesis* is made in the form of a power point presentation file of 15-20 minutes in total duration.

In exceptional cases, if there is an objective impossibility or an important reason (illness, absence abroad, etc.), it is possible to replace the supervisor or a member of the Examination Committee after the decision of the Director of the MSc and the agreement of the Coordinating Committee.

The final evaluation and judgement of the *Postgraduate Diploma Thesis* is made by the above Committee. Approval requires the agreement of two thirds (2/3) of the members of the Committee. The *Postgraduate Diploma Thesis* is graded from zero (0) to ten (10), with a minimum passing grade of five (5). In case of rejection of the *Postgraduate Diploma Thesis*, a new evaluation date is set, at least three (3) months after the first review. In case of a second rejection, the candidate will be removed from the MSc.

The approved *Postgraduate Diploma Thesis*, after the completion of any corrections proposed by the Committee, is submitted to the library in electronic form.

#### *11.Procedure for depositing the Postgraduate Diploma Thesis in the institutional repository AMITOS and in the library.*

Once approved by the examination committee and the grades are submitted to the Secretariat of the MSc, they must be posted in the AMITOS institutional repository following the following procedure:

1. Submission of the student's thesis by the student to the Institutional Repository (there is a guide for submitting a thesis to the Institutional Repository which is available on the Library's website [http://amitos.library.uop.gr/item\\_submission\\_guide.pdf](http://amitos.library.uop.gr/item_submission_guide.pdf) and on the website of the MSc) and includes the following stages:
  - Connection of the student to the Institutional Repository through his/her Institutional Account - completion of the necessary metadata (data)
  - uploading the digital file (in pdf format) of the *Postgraduate Diploma Thesis* in the Repository
  - selection of a Creative Commons license - acceptance of the terms of publication in the Repository (Authorization for Electronic Disclosure of a Document - Certificate of Deposit)
  - After the 4 steps above, the student completes the deposit, but the work is not published in the Repository and is NOT yet visible to the general public.
2. Approval of the submission of the file to AMITOS by the MSc Secretariat. The verification of the data (metadata) by the Secretariat is absolutely necessary before the work is deposited in the Institutional Repository.
3. Approval by the library and final entry in the Institutional Repository.
4. Sending an electronic copy of the *Postgraduate Diploma Thesis* in WORD and PDF format and a signed Authorization for Electronic Access to Documents (by email and on CD) to the Secretariat of the MSc, which deposits them in the library.

## **PLAGIARISM**

The term "plagiarism" means the unlawful appropriation, theft and publication by another person (author) of another person's language, thoughts, ideas, or expressions and the presentation of these as one's original work. The forms of plagiarism can be: online, oral, written or otherwise.

In accordance with Art. 4777/2021 (Government Gazette 25/A/17.02.2021), the Regulation against Plagiarism of the University of Peloponnese (decision 18/30.06.2021 Session 193rd) and the Regulation of Principles and Operation of the Ethics Committee (EIDC), which was passed by the Senate of the University of Peloponnese in its 184th /21-12-2020 session, No. Resolution 31st, plagiarism is a serious disciplinary offence, an offence of academic ethics as a morally reprehensible and punishable act and at the same time a violation of intellectual property rights. Plagiarism is punishable by disciplinary sanctions and penalties, but it also gives rise to civil claims.

In particular, plagiarism is completely contrary to the principles of academic ethics, and may also involve a violation of the existing legislation on intellectual property. Plagiarism or the silencing of the direct or indirect contribution of other persons to the subject matter of scientific activity or research is expressly prohibited, as well as a) the use of the intellectual creations of others and their presentation by students as their own, in case they have to fulfil specific obligations in the context of either teaching, or research process, b) the presentation of work produced in collaboration with other students as an individual creation, c) the submission of part or all of a work that, while having been produced to fulfil specific teaching or research requirements in the past, is resubmitted to fulfil other or new teaching or research requirements. Violation of the above will result in severe disciplinary penalties for students who engage in the specified misconduct.

It is noted that in order to determine the existence of plagiarism, the Foundation's antiplagiarism software (turnitin) is used, which is integrated in all the courses of the MSc that are posted in the e-class, as well as in the course "Postgraduate Diploma Thesis", where the papers are submitted for an originality check and the possibility of plagiarism. Postgraduate students have access to this check, as the Turnitin service allows multiple submissions of the thesis at the draft level in order to correct and improve it. The maximum number of submissions of a paper is 3 times, where the third (3rd) submission is the final similarity report. In this way, students are trained in the correct use of references and bibliography, and practice in editing their papers and in the correct writing of original papers. It should be noted that the acceptable rate of copying at postgraduate level should not exceed 20%.

Specifically, the penalties imposed if the postgraduate students are caught plagiarizing in their Master's thesis will be as follows:

By decision of the Departmental Assembly, a student who is found to have committed plagiarism during the preparation of the Master's degree is expelled

from the MSc. If he/she has already graduated, the Master's degree is revoked and the matter is forwarded to the University's Judicial Office for the initiation of the appropriate legal procedures.

### *12. Some useful guidelines to avoid plagiarism*

- ✓ When material from a source of information is used, then a reference is made in the text and full details of the source are given in the bibliography at the end of the paper.
- ✓ It is useful to cross-check in-text references against the bibliography at the end of the paper to ensure that no source reference used is omitted.
- ✓ The bibliographical reference should allow the reader to refer directly to the text from which the item has been taken and, indeed, to the same edition of the book or article that has been used.
- ✓ Also, when, in writing a paper, the student summarizes the words of one or more authors, he/she should, on the one hand, avoid stitching together the words of others, use his/her own words and, on the other hand, adequately clarify where the quotation of the authors' opinions or words ends and where he/she continues in his/her own evaluation or interpretation.

There are many established bibliographic standards such as APA, MLA, Harvard etc. This MSc uses the APA bibliography standard in all submitted papers in the coursework and in the preparation of the Master's Thesis.

There are bibliographic reference management programs such as Mendeley and Refworks which provide the ability to create and manage bibliographies through the creation of a personal account, but they are paid. Similarly, there are also free quite informative websites of appropriate use of in-text citations and full bibliography at the end of the paper based on APA and other bibliography writing systems and they are as follows:

<http://www.worldcat.org/>

<http://www.citefast.com/>

<http://www.workscited4u.com/>

<https://www.citethisforme.com/>

<http://endnote.com/>

<http://www.citationmachine.net/apa/cite-a-book>

<http://www.easybib.com/>

<https://owl.english.purdue.edu/owl/resource/560/01/>

Read the instructions and examples given by the Purdue OWL guide for in-text citations and bibliography

<http://www.apastyle.org/>

consult the APA 7th edition

<https://ilrb.cf.ac.uk/citingreferences/apatutorial/index.html>

Includes instructions and examples of reference and bibliography list

Tutorial from APA Style.org

Follow the basic guidelines for using the APA standard.

<http://library.ucol.ac.nz/~upload/Library%20Documents/APA%20guide%20re-write%20May%202012%20plus%20state%20codes.pdf>



Follow the guidelines prepared by the Universal College of Learning (UCOL) Library.

#### CAPITAL STRUCTURE OF THE CAPITAL STRUCTURE OF THE MDAS

The *Postgraduate Diploma Thesis* includes:

- Cover
- Responsible Declaration
- Author's copyright
- SUMMARY
- ABSTRACT
- Foreword (optional), with acknowledgements, dedications, etc.
- TABLE OF CONTENTS
- LIST OF TABLES
- LIST OF SCHEMATICS
- INTRODUCTION
- REVIEW OF THE LITERATURE
- METHODOLOGY
- RESULTS
- DISCUSSION/CONCLUSIONS & SUGGESTIONS FOR FUTURE RESEARCH
- BIBLIOGRAPHY
- ANNEXES

*General remarks of the Introduction*

1. The problem and the research approach are presented.
2. A preliminary and brief review of the literature related to the problem is given.
3. The theoretical background of the research is presented to help generate appropriate research hypotheses and justify the possible findings of the research (predictions of the theory or theories).
4. The significance of the research, as well as the originality (or necessity) of the *Postgraduate Diploma Thesis* is discussed
5. Concludes with the purpose, where the purpose (or purposes) of the specific research are stated in 4-5 lines.
6. The statistical hypotheses (Ho1:) and the alternative (research) hypotheses (Ha1:) of the research are written. In the case of a desk study, the research questions shall be written.
7. The limitations and delimitations of the research are stated at the end of this chapter.
8. Also, the theoretical and operational definitions used in this NDE are mentioned.

It usually includes the following subheadings:

- Theoretical Basis of the topic under investigation
- Identification and definition of the problem
- Aim of the research

- Research hypotheses or research questions
- Delimitations - Limitations
- Definitions of terms

*General remarks of the Literature Review*

*In this chapter, the researcher-author summarizes what is known about the scientific area to be covered by his/her research. Already in order to substantiate his research proposal, he has acquired the basic theoretical background required by finding many papers relevant to the topic he is working on, reading them carefully and recording the researchers' suggestions. In general, this chapter includes an extensive discussion of the relevant literature, as recent as possible. In more detail,*

1. This chapter includes an extensive discussion of the relevant literature as recent as possible.
2. However, you should remain focused on the specific topic and limit the description of studies to more general conclusions.
3. When describing older studies, avoid non-essential details.
4. Emphasise the relevant findings, the relevant methodological issues and the most important conclusions.
5. Develop the research findings so that they can be understood by the general scientific audience, not just by the very experts.
6. Maintain a critical attitude towards research, but deal fairly with controversial conclusions.
7. If the theoretical basis is not clearly developed in the introduction to the paper, it is recommended that a separate section be created where the theory or theories relevant to the research should be developed.

For clarification, it is noted that the researcher-author, when writing the review chapter, should only mention the information of interest and not go into too much detail from previous research. Of each published paper, the following should be described: the sample, methodology, statistical analysis (briefly), results and conclusions. In most papers this analysis does not exceed 6 to 8 lines.

*General remarks of the Method*

The Method section details how the research has been conducted, including the conceptual and operational definitions of the variables used. The researcher-author should not forget that different types of research require different methods. A complete and well-structured description of the methods used allows the reader to evaluate the appropriateness of the methods, as well as the validity and reliability of the instruments used in the research.

However, when the *Postgraduate Diploma Thesis* is a review, the researcher does not follow the following structure. In the methodology chapter of the review-based *Postgraduate Diploma Thesis*, he/she clearly identifies how to search and select the scientific literature. He/she describes precisely and lists the electronic - online search sources, as well as all those sources used to identify the literature used for the writing of the MA.

It usually includes the following subheadings:

- Participants or Sample
- Research instrument(s) or means of data collection
- Data collection procedure
- Statistical analysis

### *General remarks on the results*

It is the most important part of the research. The results are written in a separate chapter in some order, related to the research hypotheses and their statistical analysis (method section). At the beginning, the author presents the descriptive statistics, reporting means (M) and standard deviations (TA or  $\pm$ ) for all dependent variables and for all experimental conditions. If these data are too many, only the significant tables are listed in the results section and the rest are put in an Appendix. The differences between the variables, the level of significance and the possible correlations between them are then reported. To make the statistical indicators easier to understand, they are listed in italics, and for each indicator (*r*, *t*, *F*,  $\chi^2$ ) the degrees of freedom (*df*) and significance (*p*) are indicated. If the author uses post hoc analysis, this should be mentioned (e.g., Bonferroni, Tukey, Scheffe, etc.). To make the results easier to understand, the description is combined with tables and Figures/Diagrams.

CAUTION: This chapter presents ONLY the statistical findings and does not discuss the results. Statistical (and non-) findings only are presented. Also, each statistical method, REQUIRES a different way of presenting the data (see statistical and survey methodology books).

For example, in Analyses of Variance (ANOVA), ...

"Simple analysis of variance (ANOVA) for independent samples on the dependent variable Educational Adequacy - TSES, in relation to parents' level of education (A/secondary, B/secondary, and C/secondary), showed statistically significant differences [ $F(2, 226) = 3.158, p = .044$ ]. The Bonferroni post-analysis ANOVA indicated that PE teachers whose parents' education level was B/secondary education had higher professional competence scores ( $M = 7.05 \pm 0.87$ ) than PE teachers whose parents' education level was C/secondary education ( $M = 6.57 \pm 1.17$ )."

For the *t*

The mean values of Hormone X before ( $M = 166.00 \pm 26.97$ ) and after exercise ( $M = 172.90 \pm 26.83$ ) showed a statistically significant difference ( $t(9) = -2.33, p < .05$ ), after a two-sided (or one-sided) test of significance.

When we have to present  $\chi^2$

The results are presented as follows, "There was a statistically significant difference between the actual and expected incidence between men and women with respect to the three causes of death ( $\chi^2(2) = 135.18, p < .001$ )."

For Spearman (*r<sub>s</sub>*) or Pearson (*r<sub>s</sub>*)....

In explaining the data, the researcher may point out: "There was a statistically significant negative correlation between the rank order series of vaccination

rates and the mortality rate of children under 5 years of age in the 10 countries ( $\rho$  or  $r_s(8) = -.71, p < .05$ ). When Pearson  $r$  then  $r(8) = .81, p < .05$ ".

For more information and presentation of other statistical measures, the reader may refer to the relevant bibliography (see below)

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: Author.

Βαγενάς, Γ. Κ. (2019). *Στατιστικές εφαρμογές στην αθλητική επιστήμη με παραδείγματα στο SPSS (7<sup>η</sup> Έκδοση)*. Αθήνα: Τζιόλας.

Field, A. (2016). *Η διερεύνηση της στατιστικής με τη χρήση του SPSS της IBM*. Αθήνα: Προπομπός.

Παπαϊωάννου, Α., Ζουρμπάνος, Ν., & Μίνος, Ν. (2016). *Εφαρμογές της Στατιστικής στις επιστήμες του Αθλητισμού & της Υγείας*. Θεσσαλονίκη: Δίσιγμα.

Τραυλός Α. Κ. (2008). Κλινική Στατιστική. Στους Γ. Ι. Μπαλτόπουλος & Π. Ευαγγελοπούλου (Επ.), *Πρακτικά του 11<sup>ου</sup> Θεματικού Συνεδρίου Εντατικής Θεραπείας και Επείγουσας Ιατρικής: Κλινικές περιπτώσεις και σπάνια νοσήματα*. (σελ 153-172). Αθήνα, Αττικής: Πασχαλίδης.

*Also, with the appropriate keywords, the reader can refer to the internet and find how to present statistics not presented in this template.*

### *Presentation of Tables*

The format of the Table is as below. The title must accurately reflect what is presented in the Table. Also, the Table is presented on one page and is located immediately following the paragraph that lists Table data. For example, when it is noted that "means and standard deviations are presented in Table X and plotted in Chart X," the reader expects to see the Table and/or Chart on the same page or the next page.

For more information on how the Tables are presented, including examples, the reader can refer to the following text:

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: Author.

or on web portals that provide valuable information on how to cite bibliographic sources according to the APA style of writing.

Table 1. Means (M) and standard deviations (SD) of the control and exercise group for the measurements after the first, third, fifth and sixth hours of instruction on the dependent variables of speed and accuracy.

<i>Study Groups</i>		<i>Measurements<sup>a</sup></i>				
		<i>First</i>	<i>Third</i>	<i>Fifth</i>	<i>Sixth</i>	<i>Total</i>
<i>Speed Control</i>	<i>SD</i>	62.96	63.88	65.21	62.63	63.67
		7.52	6.09	11.38	10.76	8.96
<i>Precision Control</i>	<i>SD</i>	60.04	61.13	62.71	59.63	60.88
		8.00	6.36	11.18	11.30	9.22
<i>Speed Control</i>	<i>SD</i>	71.17	72.33	75.75	57.83	69.27
		8.31	7.30	9.92	9.68	11.00
<i>Precision Control</i>	<i>SD</i>	68.17	69.83	73.58	54.33	66.48
		8.72	7.03	9.67	10.49	11.45

*Note: <sup>a</sup>n = 12; <sup>b</sup>N = 48*

#### *Presenting Schemes or Graphs or Images*

The Title of the Figure or Graph or Image accurately conveys what is presented and located under the Figure or Graph or Image. Other types of graphs may also be used, such as Pies, Linear, etc. This depends on the type of research, the dependent variable and other factors that refer to the ways to best and accurately display the results.

*For more information on how to present the Tables, as well as examples, the reader can refer to the following text:*

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

or on web portals that provide valuable information on how to cite bibliographic sources.

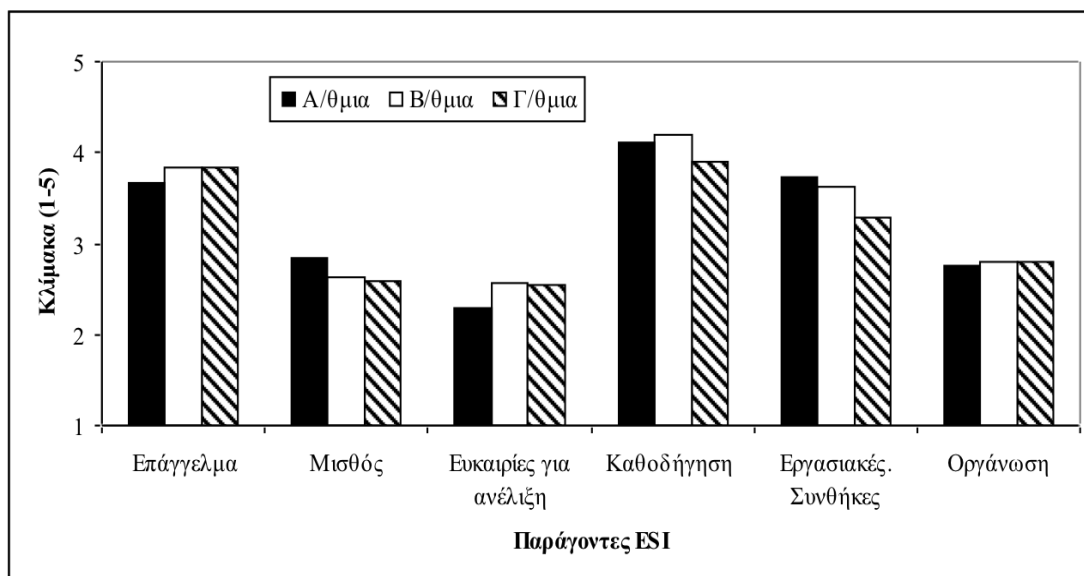


Figure 4. Mean values of the factors Occupation, Salary, Opportunities for advancement (- in the management hierarchy), Guidance, Working Conditions, and Organization according to the education level of the parents of the PE teachers.

*Recursive Postgraduate Diploma Thesis:* When the *Postgraduate Diploma Thesis* is recursive, we skip the RESULTS chapter and create the chapter - DISCUSSION (of course changing the numbering of the following chapters). In the DISCUSSION chapter, the researcher-author thoroughly discusses the findings of the research cited in the literature review chapter and provides well-founded answers to the research questions posed in the introduction chapter (purpose of the work - research, research questions).

#### *General Points of Discussion*

Another important chapter in writing a paper is that of discussion. The purpose of the discussion is to provide scientific explanations for the results and draw conclusions. In this chapter, the researcher-writer answers the research hypotheses or research questions for reflective *Postgraduate Diploma Thesis*.

- ✓ The chapter always starts with the purpose of the work and a brief report of the results.
- ✓ A justification of the findings is attempted according to the research hypotheses of the study and a comparison of the findings with research that is consistent with the findings of the study and with research that shows conflicting results.
- ✓ The argumentation used aims to demonstrate the diversity and superiority of the conducted study taking into account all its limitations and weaknesses.

- ✓ The statistical findings of the study (without presenting statistical indicators) are justified in line with existing research and theories.
- ✓ Finally, unanswered research questions that could form the basis for future research are proposed, as well as the practical value and application of the results are discussed.

It usually includes the following subheadings:

- Research Conclusions
- Limitations of the Research and Suggestions for Future Research

*General remarks on Annexes*

*The annexes present those elements that the researcher considers it appropriate not to include in the main body of the PES, such as, for example, detailed tables of statistical analysis.*

*However, they should certainly be included:*

*A) A request for consent - consent to the institution (see Template)*

*B) A declaration of consent (see template)*

## BIBLIOGRAPHY

This chapter includes all the sources that helped the researcher-author to complete his/her research. It should be noted that all articles, books, abstracts, etc., used in the writing of the Thesis should be mentioned. All references cited in the text must be included in the bibliography.

Writing-presentation of the bibliography can be done in several ways. The most comprehensive is considered to be the one followed by the APA (American Psychological Association) (for a detailed presentation see APA 7th edition, 2020).

- ✓ The setting of blocks of each report is complete
- ✓ Arranged in alphabetical order according to the surname of the first author.
- ✓ Greek and foreign bibliographic references should be listed alphabetically together, without separation.
- ✓ The bibliography should be single-spaced, with 1.5 spaces between each new reference. The first line of each single reference should be aligned with the left margin, and the following lines should be indented 5 spaces to the right.

Table 1. Basic Forms of Citations in the text (outside parentheses)

<i>Type of Citation</i>	<i>First in-text Citation</i>	<i>Successive in-text citations</i>
<i>One publication from one writer</i>	<i>Τραυλός (2020)</i>	<i>Τραυλός (2020)</i>
<i>One publication from two writers</i>	<i>Τραυλός και Μουντάκης (2020)</i>	<i>Τραυλός και Μουντάκης (2020)</i>
<i>One publication from more than three writers</i>	<i>Dimitropoulos et al. (2019)</i>	<i>Dimitropoulos et al. (2009)</i>
<i>One publication from more than four writers</i>	<i>Δουβής et al. (2020)</i>	<i>Δουβής et al. (2020)</i>
<i>One publication from more than five writers</i>	<i>Δημητρόπουλος et al. (2021)</i>	<i>Δημητρόπουλος et al. (2021)</i>
<i>Groups – Organizations (identified by the abbreviations) as authors</i>	<i>National Institute of Mental Health (NIMH) (2003)</i>	<i>NIMH (2003)</i>



<i>Groups – Organizations (no abbreviations) as authors</i>	<i>Πανεπιστήμιο Πελοποννήσου (2005)</i>	<i>Πανεπιστήμιο Πελοποννήσου (2005)</i>
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Table 2. Basic Forms of In-Text Citations (in parentheses)

<i>Type of Citation</i>	<i>First in-text Citation</i>	<i>Successive in-text citations</i>
<i>One publication from one writer</i>	<i>(Τραυλός, 2020)</i>	<i>(Τραυλός, 2020)</i>
<i>One publication from two writers</i>	<i>(Τραυλός &amp; Μουντάκης, 2020)</i>	<i>(Τραυλός &amp; Μουντάκης, 2020)</i>
<i>One publication from more than three writers</i>	<i>(Dimitropoulos et al., 2019)</i>	<i>(Dimitropoulos et al., 2019)</i>
<i>One publication from more than four writers</i>	<i>(Δουβής et al., 2020)</i>	<i>(Δουβής et al., 2020)</i>
<i>One publication from more than five writers</i>	<i>(Δημητρόπουλος et al., 2021)</i>	<i>(Δημητρόπουλος et al., 2021)</i>
<i>Groups – Organizations (identified by the abbreviations) as authors</i>	<i>(National Institute of Mental Health [NIMH], 2003)</i>	<i>(NIMH, 2003)</i>
<i>Groups – Organizations (no abbreviations) as authors</i>	<i>(Πανεπιστήμιο Πελοποννήσου, 2005)</i>	<i>(Πανεπιστήμιο Πελοποννήσου, 2005)</i>

### *Examples*

Journal:

Martens, R. (1971). Anxiety and motor behavior: A review. *Journal of Motor Behavior*, 3, 151–179.

Sibley, B. A., & Etnier, J. L. (2003). The relationship between physical activity and cognition in children: A meta-analysis. *Pediatric Exercise Science*, 15, 243–256.

- Souglis, A. G., Chryssanthopoulos, C. I., Travlos, A. K., Zorzou, A. E., Gissis, I. T., Papadopoulos, C. N., & Sotiropoulos, A. A. (2013). The effect of high vs. low carbohydrate diets on distances covered in soccer. *The Journal of Strength & Conditioning Research*, 27(8), 2235-2247.
- Travlos, A. K. (2010). High intensity physical education classes and cognitive performance in eighth-grade students: An applied study. *International Journal of Sport and Exercise Psychology*, 8(3), 302-311.

*In cases where there is a doi, the author puts the doi. of the publication after the period (.) (e.g. doi:10.1037/0278-6133.24.2.235).*

- Travlos, A. K. (2009). Effects of submaximal steady-state aerobic exercise and fitness in random number generation test. *Biology of Exercise*, 5(2), 45-54. doi.org/10.4127/jbe.2009.0029

#### Books:

- Coakes, S., & Steed, L. (1999). *SPSS analysis without anguish*. New York, NY: John Wiley & Sons.
- Foster, J. (1998). *Data analysis using SPSS for windows*. London, UK: Sage.
- French, E., & Lehsten, N. (1973). *Administration of physical education for schools and colleges* (2nd ed.). New York, NY: The Roland Press.
- Keppel, G. (1991). *Design and analysis: A researcher's handbook* (3rd ed.). New York, NY: Prentice-Hall.
- Slack, T. (1997). *Understanding sport organizations: The application of organizational theory*. Champaign, IL: Human Kinetics.

#### Chapters of books:

- Marcoen, A. (1999). Social development. In Y. V. Auweele, F. Bakker, S. Biddle, M. Durand, & R. Seiler (Eds.), *Psychology for physical educators* (pp. 293-320). Champaign, IL: Human Kinetics.
- Tomporowski, P. D. (2006). Physical activity, cognition, and aging: A review of reviews. In L. W. Poon, W. J. Chodzko-Zajko, & P. D. Tomporowski (Eds.), *Active living, cognitive functioning, and aging* (pp. 15-32). Champaign, IL: Human Kinetics.

#### Thesis:

When we have the entire thesis and did not retrieve it from a specific site.

- Jamienson, L. (1981). *A competency analysis of recreational sports personnel in selected institutional settings* (Unpublished doctoral dissertation). Indiana University, Indianapolis, IN, USA.

When we retrieved the thesis or master's thesis from a certain site.

Johnson, S. (2004). *Financial variables and merger premiums: Evidence from bank mergers*. Available from ProQuest Dissertations and Theses database. (UMI No. 3025476)

When using the thesis summary.

Cannon, C. (2004). Does moral education increase moral development? A re-examination of the moral reasoning abilities of working adult learners. *Dissertation Abstracts International: Section A*, 61(12), 4851A. (UMI No. 9999321)

#### FOR PUBLICATION IN CONFERENCE PROCEEDINGS:

Published article in conference proceedings

Gibson, C. C. (2005). Impact of the larger social context on the distance learner. In S. Allsop (Ed.), *International Council for Distance Education: One world many voices: Quality in open and distance learning* (pp. 279-282). Chicago: Milton Keynes.

#### FOR AN ANNOUNCEMENT AT A CONFERENCE:

Hoeber, O., Riemer, H., Oorsch, K., & Hoeber, I. (2005). *The application of web-based survey research methods to longitudinal designs* (Abstract). North American Society for Sport Management Conference, Regina, Saskatchewan, Canada. June 2-5.

#### FOR AUDIOVISUAL AND ELECTRONIC MEDIA

The Rolling Stones. (1986). *Hot Rocks 1964-1971* [CD].  
American Psychological Association. (1992). *Psychology: Understanding ourselves; understanding each other* [video cassette]. (Available from the American Psychological Association Book Store, Washington, DC)  
CBS Evening News. (1998, September 17). New York: CBS.

#### FOR OTHER SOURCES

Raulin, M. L., & Graziano, A. M. (2004). *Student Resource CD to research methods: A process of inquiry* [CD-ROM]. Boston: Allyn and Bacon. (Included free with the textbook)  
Hall, M., & Robinson, D. (1998). *The human brain* [CD-ROM]. New York: Springer-Verlag Electronic Media.  
*Turbo Pascal for Windows 1.5*. (1992). Borland International.

For an article at an email address (printed and online)

Ku, G. (2008). Learning to de-escalate: The effects of regret in escalation of commitment [Electronic version]. *Organizational Behavior and Human Decision Processes*, 105(2), 221-232. doi:10.1016/j.obhdp.2007.08.002

For an article at an email address (online only)

Moerman, D. E. (2003, June). "Placebo" versus "meaning": The case for a change in our use of language. *Prevention & Treatment*, 6(1). doi:10.1037/1522-3736.6.1.67c

For an article at an e-mail address (from a database)

Colvin, G. (2008, July 21). Information worth billions. *Fortune*, 158(2), 73-79. Retrieved from Business Source Premier database.

For an article in an electronic address (online encyclopedia)

Containerization. (2008). In *Encyclopædia Britannica*. Retrieved May 6, 2008, from Encyclopædia Britannica Online: <http://search.eb.com>

Electronic magazine

Cumming, J., & Maxwell, G. (1999). Contextualising authentic assessment. *Assessment in Education: Principles, Policy & Practice*, 6 (2). Retrieved September 30, 2004, from <http://www.articleplace.org/84567.html>

Professional/Corporate Website

National Renewable Energy Laboratory. (2008). *Biofuels*. Retrieved May 6, 2008, from: [http://www.nrel.gov/learning/re\\_biofuels.html](http://www.nrel.gov/learning/re_biofuels.html)

File/article available on a university program or university department website

Victor, N. M. (2008). *Gazprom: Gas giant under strain*. Retrieved July 2, 2008, from Stanford University, Program on Energy and Sustainable Development Web site: [http://pesd.stanford.edu/publications/gazprom\\_gas\\_giant\\_under\\_strain/](http://pesd.stanford.edu/publications/gazprom_gas_giant_under_strain/)

*Full website*

Witchcraft In Europe and America is a site that presents the full text of many essential works in the literature of witchcraft and demonology (<http://www.witchcraft.psmmedia.com/>).

*Blog Article*

Arrington, M. (2008, August 5). The viral video guy gets \$1 million in funding. Retrieved from <http://www.techcrunch.com>

For more information, ways to cite other sources (e.g. electronic media, online magazines, periodicals, newspapers, etc.) as well as examples, the reader can refer to the following collection:

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: Author.