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16-17 November 2020, Abu Dhabi, UAE
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OF SPORTS FOR WOMEN



**FATIMA BINT MUBARAK
WORLD SPORTS AWARDS**



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Guidelines for abstract submissions

Abstracts submitted for approval should be in **English**. If necessary, an additional abstract in **Arabic** can be written in the submission form. See also models for abstract submission and forms in the bottom of this page (attached)

Layout: Please supply abstracts in the following format:

1. **Paper:** Set the paper to **A4** paper.
2. **Margins:** Use **2.5 cm** all around.
3. **Font:** Abstract should be presented in MS Word format, using the font Times News Romans, size 12, single space and alignment text full justified.
4. **Length:** The length of each abstract should be between **300-500 words max** (except title, authors, authors' affiliations). Abstracts longer than **500 words** will not be accepted.
5. **Measurements & abbreviations:** Units, symbols and abbreviations should conform to the International System of Units
6. **Title:** Bold, preferably **6 -12 words** in length and two lines max. Follow the title with one blank line before the authors.
7. **Authors:** Normal text (not bold). First name, middle initials and last (family) name. Separate authors using a comma, and separate the last two authors using only 'and'. For multiple author affiliations, follow each name with sequential number superscripted corresponding to the author affiliation below. On the next line provide the author affiliation(s). **The name of the author presenting during the congress must be underlined (*)**.
8. **Authors' affiliation(s):** Italic title case. Provide only Department, Institute, City and Country. Where authors are from multiple affiliations precede these with a superscripted number corresponding to the list of authors. Follow the author affiliation with two blank lines. Author's contact (address email).
9. **Structure of abstract:** The abstracts must include the following subheading: (i) a brief introduction/key studies, (ii) Methods, (iii) Results, (iv) Conclusion, (V) References. Present the subheading to begin each section followed by a full colon (:) all in bold letters. Immediately follow the full colon with the text using no emphasis. Paragraphs should be avoided within a section. Sections should be separated by one line. **Figures and tables are not allowed in the abstract. Abstract model is available at the bottom of this page.**

Content:

- **Introduction:** Indicate the significance and purpose of the research and if required, cite primary literature sources. Indicate the statement which is being tested, and is testable by the methods; or the original aims of the study.
- **Method:** Describe the research design (research strategy, method of data collection, validity and reliability). By submitting an abstract, the authors certify that their work complies with the ethical guidelines for human and animal research.
- **Results:** Brief highlights of the results obtained. All quantitative results should be analyzed by appropriate statistical methods. For qualitative research methods of data analysis should also be justified.
- **Conclusion:** Should include reference to implications and applications drawn from results, including the potential relevance/significance of the results and/or the need for further research. Care should be taken by the authors not to overstate their conclusions.
- **References:** References should be prepared using the Publication Manual of the American Psychological Association (6th Ed), also referred to as APA-Style. Information and tutorials on how to write according APA-Style can be found on <http://www.apastyle.org/>

Abstract Example

Title: Centered text /Bold text /12 times New-Roman
Effect of Presentation Format and Expertise on Attacking-Drill Memorization in Soccer

Auteur(s): Centered text / normal text 12 / times New-Roman
Aïmen Khacharem¹ & Bachir Zoudji^{2,3}

Establishment: Centered text / normal text 10 / times New-Roman
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Introduction (Bold text /12 times New-Roman)

The major challenge of these studies is the necessity to adjust instructional methods with alterations in learners' expertise. For example, Kalyuga and Sweller (2004) provide evidence for the expertise reversal effect in the task domain of calculating distances in coordinate geometry and levels of guidance. Less skilled participants performed better when they studied worked examples (step-by-step demonstration), whereas experts benefited more when they actively solved problems (Khacharem, Zoudji, & Ripoll (2013).

Method (Bold text /12 times New-Roman)

Participants: Two groups of male volunteers participated in the experiment, 24 expert soccer players and 24 novices (control group).

Procedure and Task: Participants took part in the experiment individually (45 min). The three formats of presentation were successively presented to the participants (static, animated, and combined). The order of their presentation was counterbalanced within-groups. The procedure consisted of two phases: study phase and test phase. After watching, either a static format, a dynamic format, or a combined format (study phase), participants were asked to rate their invested mental effort and to complete a recall reconstruction-test (test phase).

Results (Bold text /12 times New-Roman)

Main results indicated (a) that novices benefited more from the static than dynamic format, while expert players benefited more from the dynamic than static format; and (b) a negative effect of the combined format on the learning process of the two groups.

Discussions and Conclusions (Bold text /12 times New-Roman)

Findings suggest the need to adapt the presentation format to players with different levels of expertise. The results of this study also indicate that coaches should avoid the use of the combined format, regardless of the level of expertise. This latter point requires confirmation from further studies. To sum up, this study suggests that adapting presentation format to players with different levels of expertise should be an indispensable part of efficient tactical learning.

References (Bold text /12 times New-Roman)

- Khacharem, A., Zoudji, B., & Ripoll, H. (2013). Effects of Presentation Format and Expertise on Attacking-Drill Memorization in Soccer. *Journal of Applied Sport Psychology*, 25, 234 - 248.
- Kalyuga, S., & Sweller, J. (2004). Measuring knowledge to optimize cognitive load factors during instruction. *Journal of Educational Psychology*, 96, 558-568.