Annotated Bibliography

What is an annotated bibliography?

As the name suggests, an annotated bibliography is made up of two parts: an annotation (or summary) and a bibliography (or list of sources related to a specific topic).

An annotated bibliography looks very much like a reference list that you normally put at the end of an essay or report, but it contains an added summary for each information source.

Purpose of annotated bibliographies?

There are various purposes of an annotated bibliography.

Sometimes your lecturer will assign an annotated bibliography as a separate assignment. The purpose of this is to provide evidence that you are able to conduct research on a particular topic. It is also to demonstrate the quality and depth of your reading and informs the reader about the breadth of the research available on a particular topic.

Some researchers or students in higher levels of education compile annotated bibliographies to help with the formulation of an essay, thesis or research paper. They create the annotated bibliography whilst undertaking their research to highlight the important parts of each article and add critical comments that can be used when writing the paper.

How to create an annotated bibliography

Your lecturer may provide you with some specific instructions on creating an annotated bibliography (such as how many sources of information to use, the length of the annotations), but below are some of the basic steps:

**STEP 1: Conduct research**

- Locate relevant information on your topic in a variety of different formats (such as books, journal articles, websites, documents etc.)
- Briefly read each article to make sure you have a variety of perspectives covered, and choose the best articles/sources for your topic

**TIP:** Use the Library website at [https://tafesa.spydus.com](https://tafesa.spydus.com) to locate information. The Library website provides a library catalogue to locate relevant books and journals, links to some e-journals and links to online databases that can be used to find articles

**STEP 2: Record your information sources**

Write down the bibliographic information about each information source and format it into哈佛Referencing Style, just as if you were writing a reference list. You will need to record:

- Author
- Year of publication
- Title of the book, journal article, website
- Year of publication
• Title of the Journal (if relevant)
• Publisher and place of publication (if relevant)
• Page numbers (if relevant)
• Internet address (URL) if using an online source

Once you have completed this, put the list of information sources into alphabetical order by author’s surname.

TIP: If you’re uncertain about how to cite each source in the Harvard Style, look at the TAFE SA Library Study Guide on Harvard Referencing (Advanced) located at:

https://tafesa.libguides.com/harvardreferencing/harvardadvanced

STEP 3: Critically review the article and write a summary

• Read each article or information source in more detail. Answer the following questions:
  o Who are the author/s, and are they credible/expert in their field? Where are they employed?
  o What is the article about?
  o What are the main points of the article?
  o If the article is about research, what was the purpose of the research and how was the research conducted?
  o What were the conclusions/findings in the article?
  o Is the article relevant or useful to my topic and why/why not?

• Write a 150-250 word summary in your own words which contains all of the information above, and place the summary underneath the bibliographic information about that article

• Complete a summary for each of the information sources you have selected

An example of a completed annotated bibliography is provided on the next page.

This article is published in a peer-reviewed journal, by authors Kevin Hull from the University of South Carolina and Julie E. Dodd from the University of Florida. The purpose of this paper is to investigate how Twitter is being used in the classroom by teachers in higher education in the United States. The authors designed an online survey that was sent to 50 teachers who were identified as Twitter users from various colleges and universities. There were 33 responses to the survey (66% response rate), and the results were measured against Chickering and Gamson’s “seven principles for good practice in undergraduate education” (1987). Overall, the results were positive, with teachers reporting that Twitter had positively affected student learning. Educators reported that they had used Twitter for communication purposes; to encourage rapport between lecturers/students; and to gain information from their field of study by following relevant accounts.

This article has highlighted some of the practical ways that Twitter can be used in education, but due to the small number of respondents, it is possibly a limited viewpoint. The authors themselves concede that the educators’ opinions were the only thing being recorded, and they were unable to check whether the educators were doing what they said they were. Overall however, this article provides a useful insight into one social media platform being used in higher education.


This article is published in a peer-reviewed journal, by authors Stefania Manca from the Institute of Educational Technology and the National Research Council of Italy and Maria Ranieri from the University of Florence. The purpose of this paper is to provide empirical evidence on how social media is being used both personally and professionally by educators in higher education in Italy. An online survey was sent to the entire Italian university population, and respondents were asked to refer to their use of several social media and other online platforms, including Twitter, Facebook, LinkedIn, Blogs etc. for personal, educational and professional purposes. There was a response rate of 10.5% (6139 responses), and as the title of this article suggests, the authors concluded that many of the respondents preferred to use social media for personal purposes, or to create professional connections with academic peers rather than for use in teaching. They found that scholars from the Humanities, Arts and Social Sciences were more likely to use social media in their teaching than those in the hard Sciences. This article provided limited information to those readers wanting more information on the practical use of social media in teaching, but the extensive list of social media and other online platforms was useful and could provide a starting point for further investigation.


This article is published in a peer-reviewed journal, by authors Anastasia Stathopoulou from the International University of Monaco, Nikoletta-Theofania Siamagka from the Aristotle University of Thessaloniki (Greece) and George Christodoulides from the American University of Sharjah (United Arab Emirates). The purpose of this article is to investigate the adoption of social media as a supporting tool to undergraduate students. The authors conducted an initial online survey of educators teaching undergraduate marketing subjects within management courses in the UK. A second study consisting of four focus groups was then conducted to gain student perspectives on the use of social media in their course. The first study had 259 responses (19.5% response rate) and found that the faculty do not use social media a great deal in the delivery or assessment of their subjects, but they were aiming to utilise it more fully in the future. Students in the focus groups felt positive about the use of social media in their classes to assist with visual learning, engagement and participation, but felt there was limited use in assessment.

This article is valuable in providing both the educators’ and students’ perspective on social media use in education and gives some practical suggestions to the reader for implementation.