

<b>Title of Resource</b>	Activity: To Be Organized - Applying APA Style
<b>Author(s)</b>	Melissa Gebbia
<b>Institution</b>	Molloy College
<b>Brief Description:</b>	This activity requires students to apply what they have learned about APA style, using the content of a very simple lab report. The goal is to apply APA format elements and afford the instructor the opportunity to model formatting techniques.
<b>Keywords:</b>	APA Style APA Manual
<b>Author Contact Information:</b>	mgebbia@molloy.edu
<b>Additional Information:</b>	This resource was inspired by a similar activity I came across years ago but it has been altered so many times that I can no longer connect it to the original activity.

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**Instructors:**

*Have you ever finished explaining the parts of a research paper and wanted to gauge what your students retained instead of waiting for the first lab report? This is a great 45-60 minute activity to do in a research methods (experimental psychology) course after you introduce APA style and cover the elements of a report.*

*You need to have all students on computers either individually or in pairs. Most students are familiar with the Milgrim study from General Psychology or Social Psychology but if they are not familiar, have them locate and read the Milgrim (1963) article referenced in the activity. This will add time to the activity but will also serve as an opportunity to review library skills while preparing them for "To Be Organized."*

*Students can work on their own to organize the content and then you can support them by modeling the formatting of a title page and the running head for the first page as well as the other pages. I encourage my students to save this report when it is complete as an example for future lab reports.*

## To Be Organized - Applying APA Style

### Directions:

*In this activity, your job is to reorganize and add format to a set of paragraphs from a simple research report. You will find information for the Abstract, Introduction, Participants, Materials, Procedure, Results, Discussion, and References sections of an APA style report. The APA Manual is a great resource to help you determine the necessary APA style elements.*

*Please copy the following text into a Microsoft word document and move the paragraphs as needed. Then add in subject headings (Abstract, Method, Participants, Materials, Procedure, Results, Discussion, and References), indentation, italics, and bold text.*

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The participant met another person they thought to be participating in the study in the waiting room before the experiment began. The other person was an actor. Each participant got assigned to the role of teacher and was asked to deliver the shocks to the actor ("learner") every time an incorrect answer was given. The participant believed that he was delivering real shocks to the actor. The learner was a confederate of the study who pretended to be shocked. As the experiment progressed, the teacher heard the learner plead to be released and complain about a heart condition. Once the 300-volt level was reached, the learner banged on the wall and demanded to be released. Beyond this point, the learner became completely silent and refused to answer any more questions. The experimenter then instructed the participant to treat this silence as an incorrect response and deliver a further shock. If the participant asked the experimenter if they should stop, they were instructed to continue. After the study all participants were fully debriefed.

There are many studies of individual differences and obedience even when the obedience leads to evil actions (Zimbardo, 2007). Most theories suggest that only very disturbed people do horrible actions if they are ordered to do so. Our experiment tested the obedience of adolescent students to authority. The findings suggest that most obey all orders given by the authority-figure. However, it appears that when it comes to people harming others, the situation a person finds themselves in is more important than previously thought. In contrast to earlier belief, individual characteristics are less important.

Current theories focus on personal characteristics to explain wrong-doing and how someone can intentionally harm others (Zimbardo, 2007). In a survey, professionals such as doctors, psychologist and laymen thought that very few out of a population (1-3%) would harm others if ordered to do so (Zimbardo, 2007). However the historical events around the Nazi war trials and daily life occurrences show that "obedience may be a deeply ingrained behavior tendency" (Milgram, 1963, p. 371). The author wanted to test whether this is true, or just a cheap explanation. Can people harm others because they obey the orders? Are good-hearted people able to do this? In the current experiment we investigate whether an adolescent will keep giving electric shocks to another person just because they are told to do so. We expect that very few will keep giving shocks, and that most persons will disobey the order.

The participants were 40 male students, between 14-18 years of age. They were recruited by an advertisement in a local newspaper and were paid \$4.50.

A "shock generator" was used to deceive the participants into thinking that they gave shock to another person in another room. The shock generator had switches labeled with different voltages, starting at 30 volts and increasing in 15-volt increments all the way up to 450 volts. The switches were also labeled with terms which reminded the participant of how dangerous the shocks were.

Most of the participants became very agitated, stressed and angry at the experimenter. Many continued to follow orders all the time even though they were clearly uncomfortable. The study showed that people are able to harm others intentionally if ordered to do so. This finding contributes to an understanding of the importance of the situation on behavior.

Milgram, S. (1963). Behavioral study of obedience. *The Journal of Abnormal and Social Psychology*, 67(4), 371-378.

Zimbardo, P (2007). *The Lucifer Effect: Understanding How Good People Turn Evil*. New York, New York: Random House.

Of the 40 participants in the study, 26 delivered the maximum shocks. Fourteen participants did not obey the experimenter and stopped before reaching the highest levels. All 40 participants continued to give shocks up to 300 volts.