

For APA 7, student papers do not require a running head, although your professor may prefer you to have one. A running head is the same on every page and is a shortened version of the title in all caps (50 characters or less).

The title should be centered, bold, and start three or four lines below the top margin.

From Distraction to Education: Technology and the Classroom

Title is centered and major content words are capitalized. Words like a, an, and the are only capitalized if they are the first words of the title.

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The author's name should be two lines below the title and be centered.

PSYCH 100: General Psychology

Professor Higgs

Most commonly, your professor will want your name, the class, their name, and the date. Your professor may have their own preference of how the title page should look like.

Feb. 21, 2020

Heading Styles: Check to see if your professor wants/expects/requires you to use different level headings.

A great resource with examples of 5 levels of headings is Scribbr. See the chart (to the right) with heading levels 1-5.

Also see this information at the following link below:
<https://www.scribbr.com/apa-style/apa-headings/>

Level	APA Heading Format (7th ed.)
1	Centered, Bold, Title Case Text begins on a new line (indent first line).
2	Left-aligned, Bold, Title Case Text begins on a new line (indent first line).
3	Left-aligned, Bold, Italic, Title Case Text begins on a new line (indent first line).
4	Indented, Bold, Title Case, Period. Text begins on the same line.
5	Indented, Bold, Italic, Title Case, Period. Text begins on the same line.

Abstract

The abstract is more common in professional papers and is often not required in many English classes. Check with your professor if you need one.

The abstract is brief summary of the paper that is between 150-250 words. Here is where you would define any abbreviations or acronyms that are in the paper. Most people read the paper's abstract to decide if the paper is worth using. Also include keywords.

Keywords:

Here are examples of what level 1-5 headings look like on an APA paper (see image right).

This sample page and more resources on APA headings are available from Scribbr:

<https://www.scribbr.com/apa-style/apa-headings/>

The screenshot displays a document titled "APA headings and subheadings.docx" with the page number "2". The main title is "The Effects of Smartphones on Attention in Classrooms", labeled as a "Section label".

The document structure is as follows:

- Level 2** (Attention Span)
 - Level 2** (Smartphone Use)
 - Level 1** (Method)
 - In order to gain a better insight into the effects of smartphones on the attention span in classrooms, semi-structured interviews were conducted with 50 high school students.
 - Level 2** (Sampling Method)
 - A non-probability sample was used to gather participants for this research. The driving factors behind this decision were cost and convenience.
 - Level 3** (Procedure)
 - Potential participants were asked to complete a screening survey that consisted of demographic questions and basic questions about smartphone usage.
 - Level 4** (Participant Recruitment). Participants in this study were recruited through posts on relevant social media.
 - Level 5**
 - Tools.** The school's Facebook and Instagram accounts were used to target relevant participants. The reach of the posts was increased by paying a small advertising fee.
 - Compensation.** As an incentive, students who participated were granted an exemption from an essay assignment.
 - Level 4** (Participant Selection). Participants were selected based on their age, gender, and level of smartphone usage to acquire a representative sample of the population.
 - Level 3** (Sample Characteristics)
 - The 50 selected participants were aged between 14 and 18, with an approximately equal number from each grade. With respect to gender, 22 participants identified as male, 25 participants as female and 3 participants as "other".
 - Level 2** (Interview Procedure)
 - The interviews were conducted on school premises and lasted approximately one hour. A flexible framework of six questions was used to prompt open-ended discussion.

Level 1
Heading**From Distraction to Education: Technology and the Classroom****Hook** Many professors discourage the use of laptops in the classroom as a way to prevent

students from playing games and browsing Facebook during class. What many people don't

Bridge

realize is that technology can improve classroom instruction if it is used wisely. Although some

may still disagree, there has been a strong push for technology in the classroom setting.

Thesis

Initially, there are some concerns involving technology when it comes to its effectiveness. "When we evaluated the correlation between reported study strategies and students' quiz scores, we did not discover any statistically significant results. Therefore, reported study strategy may not influence the efficacy of the guided notes" (Glowdowski & Thompson, 2018, p. 113). As seen in Glowdowski and Thompson's article, the incorporation of technology does not necessarily lead to improvement in student outcomes. How and what technology is used is paramount in its effectiveness.

The name and authors should come before the quote or be in the parenthesis at the end.

**Topic
Sentence**

Additionally, some schools such as six Washington Public Schools in the District of Columbia are making budget and policy changes in order to make technology readily available to students. In an article from the Washington Post, Perry Stein discusses a school's plan to shorten the school year and use the money in order to invest into laptop computers for its students (2019, p. 1). Such policies will ensure that each student will have access to a laptop for things like research, essay writing, and math. If all goes as planned, students will be able to learn more in less time through the use of technology.

Evidence**Analysis****Close or Link**

Moreover, some schools are addressing the inherent challenges of technology in the classroom and do well to address how to meet those challenges head on. In "Technology in the Classroom," Alice Armstrong discusses the challenge and training required of educators in order to implement technology effectively:

Signal Phrase before a block quote. Use a block quote if the quote is more than three lines long.

Indent
Block Quote
by .5
(hanging
indent) and
remove
quotation
marks.

These tools do not magically solve all of the problems that classroom teachers face. They come with challenges that educators must meet head on, not the least of which is learning to wield them effectively with students. For those in the profession who are not instinctive users of technology, this challenge can be significant. That's why it is imperative that districts provide faculty with effective training and technical support (2014, p. 41).

Not only is it important to find out what is difficult with using technology in the classroom, but it is equally important to acknowledge its uses. Armstrong goes on to explain that when it comes to the use of laptops and tablets, “technology is transforming students into explorers and teachers into guides (2014, p. 41). So, we need to use technology to improve and expand the way that students are learning in a way that is interactive and reinforces what they have already learned.

Restate
Thesis

All things considered, despite the hesitation of some, there is a driving force behind the movement to incorporate technology in the classroom. Some people believe that technology may not easily translate into better learning. Many schools are actively changing their educational systems to use more tech in classrooms. Also, there are schools who are meeting the challenges of using technology and are coming up with effective solutions. With the way that schools are embracing technology, students and teachers should take a close look at how they can make the most of it in each class.

Review

Closing
Statement

The conclusion should have a restatement of a thesis, review body paragraphs, and have a closing statement.

References

References centered and bold.

Armstrong, A. (2014, January 1) Technology in the Classroom It's Not a Matter of "If," but

"When" and "How" *Education Digest*, vol. 79, no. 5, pp. 39–46.

<http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=29&sid=506a7a1e-e1a0-4b98-9bda-d5d54260a0c6%40sessionmgr4006>.

Citation of an article from a magazine.

Glodowski, K., & Thompson, R. (2018, March 1). The Effects of Guided Notes on Pre-Lecture

Quiz Scores in Introductory Psychology. *Journal of Behavioral Education*, vol. 27, no. 1, pp. 101–123.

Citation for an article from an academic journal. Note that the URL is included, but your professor may ask for the doi.

<http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=18&sid=506a7a1e-e1a0-4b98-9bda-d5d54260a0c6%40sessionmgr4006>.

Citation for a book with two authors

Hacker, D. & Sommers, N. (2018). *A Pocket Style Manual*. 8th ed., Bedford St Martins.

Stein, P. (2019, February 21) District eliminates extended school year, invests more in classroom technology." *Washingtonpost.com*.

Note that for APA, the article title is not in quotes and the journal is in italics. Only include years for offline sources.

<https://link.gale.com/apps/doc/A575328620/OVIC?u=yuca26750&sid=OVIC&xid=4d1c25a0>.

Citation for an article from a newspaper. Include the year, month, and day for all online sources (if available).

For more help with APA, consider signing up for an APA or Research Paper Workshop in the Tutoring Center, meet with a tutor for a writing session, or see our handouts.

Annotated Bibliography**Annotated Bibliography centered and bold**

Calkins, S., & Kelley, M. (2007). Evaluating internet and scholarly sources across the

disciplines: Two case studies. *College Teaching*, 55(4), 151-156.

<http://www.heldref.org/pubs/ct/about/html>

This article, written by two highly respected college professors and authors, effectively discusses the problem of unintentional online plagiarism and many students' in the ability to evaluate, critique, synthesize, and credit online sources properly. Two case studies from different disciplines, which were designed to foster critical evaluation of the internet and scholarly sources, are discussed in detail. I found this article to be useful because much of the content of these case studies can be easily adapted to fit assignments in different academic disciplines. One information literacy assignment in on quarter college at college is not enough. If students are expected to use the internet in a responsible way, educators must provide guidelines and relevant experience that allows students to apply those guidelines in practical ways.

Your professor may ask for an Annotated Bibliography instead of a Reference page. In this case, change "References" to "Annotated Bibliography" and include a three to five sentence paragraph after each source that does the following:

1. Summarize the source.
2. Assess the credibility of the source.
3. Explain how this source has lent to the strength of your argument.

Note that you will either need an Annotated Bibliography or a Reference Page, but not both.

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