

The title should be 4 lines down from the top, in **bold**, centralized and use title caps

All papers must have double line spacing (unless your lecturer states otherwise), from title page to References to Appendices

Student papers must have the page number on the top right hand corner of the header

Title of Lab Report

Your subject code and name of the subject as in your subject outline

Student Name

AB1234: Name of Subject

Lecturer's/Tutor's Name

This is the date of submission

29 February 2020

Use the **same font throughout** the whole paper

Recommended fonts are:

- San serif fonts: Calibri 11, Arial 11, Lucida Sans Unicode 10
- Serif fonts: Times New Roman 12, Georgia 11

Abstract

The abstract is usually between 150 to 250 words. Refer to your subject outline for the specific word requirement. It provides an overview of the research study so readers can decide if they wish to read further. It is also a concise but comprehensive summary of the most important details of the research study. Details should include essential perspectives of the literature review, the problem being studied and/or research questions, the hypotheses, the method used (design, sample, sample size), the findings/results of the study (effect size, confidence level, statistical significance), the implications of the study, and the applications of the findings. It is formatted as you see here, double-line spacing as with the rest of the lab report (unless otherwise advised in the subject outline). There should be a line for keywords below the abstract, which are important points of research study used as search points for research databases and other researches.

Keywords: three to five words, research topic, population, method, applications of the findings

Indent first line of every paragraph 0.5"

Title of the paper: **Bold**, Centralised,
Title caps

Title of Lab Report

Your introduction is in this paragraph. No need to write the first level heading "Introduction" unless, in your subject outline, your lecturer specifically requires it. This introduction presents the specific problem under investigation and should have a description of the research strategy. Specifically it explains why the problem is important in the context of the field of study.

The second and subsequent paragraphs contain the literature review for the specific areas of interest related to the problem under investigation. This is a suggested beginning for the literature review. The purpose of this literature review is to examine the changes that have taken place in the referencing style of the APA since its beginning in 1929 (APA Style, 2020). The literature review should delve into related research studies and theoretical frameworks from the research literature and has to be comprehensive, especially for psychology lab reports.

The individual paragraphs of the literature review explain how the current study relates to previous work in different areas of interest. Each paragraph discuss the links to theory and the impact of previous research studies on different aspects of the current study.

In-text citation for three or more authors

State your first study (Gold et al., 2013) for your literature review discussion and point out the main issues. Explain the main ideas in this study, the methodology, results and conclusion. Evaluate its importance and relevance to your broad area of inquiry. You can state the next study, Gaultney (2010) is relevant for these reasons. Then move onto the next paragraph or sub-area.

In-text citation for one author

All articles or books reviewed which will be discussed in the Discussion section must be covered in this section. Ensure you cover all relevant areas in your literature review (Curcio et al., 2006; Kousaie & Phillips, 2102; Trockel et al., 2000).

In-text citations for two authors

Organisation of in-text citations for multiple studies

In-text citation for group authors with acronym, first mention

All paragraphs must be indented 0.5” or 1.25cm from the left. Remember to cite your sources in the correct APA style based on the 7th edition of the Publication Manual of the American Psychological Association (APA; American Psychological Association, 2020).

Ensure that you have the relevant reference for the citation in your References list at the end of the paper (APA, 2020).

Subsequent mention of same in-text citation

The final paragraph in this section is a road map of the lab report. It contains the primary (and/or secondary) hypotheses and objectives of the study, how the hypotheses and research design relate to each other, and the theoretical and practical implications of this study.

First level heading, title caps, centralised and bold font

Method

Second level heading, title caps, left aligned and bold font

Participants

These are the people who participated in your study. State their age, sex, ethnic group, and give percentages for comparison. For example, 60% identified themselves as female, 38% as male, and 2% as transsexuals, between the ages of 23 and 26 years ($M = 25$, $SD = 2.1$).

For aquaculture lab reports, this first subsection would be titled “Sample Collection” and explain the details of how and where samples were collected, transported, stored and maintained for the experiment. Include field collection permits where relevant.

Second level heading, title caps, left aligned and bold font

Research Design

Describe the specific design of your study; include variables, definitions and justifications. Be specific so that other researchers can replicate and validate your study.

Measures

Second level heading, title caps, left aligned and bold font

Describe the specific instruments you used in your study to collect data, e.g., tests and/or questionnaires. When describing the measures, do discuss the reliability of the measures used.

For aquaculture lab reports, this subsection would contain the specific names of the specific instruments used to collect data for the study. Describe the specific instruments used, for example, tests, genetic sequencing, and others measures. When describing the measures, also discuss the reliability of the measures used. Describe in detail the procedures taken to ensure the tests or other scientific measures for data collection are accurately and correctly administered. The following subsection (Procedures) would not exist in an aquaculture lab report.

Procedure

Second level heading, title caps, left aligned and bold font

Here you detail how the sample size was determined and selected. Describe the settings and locations in which the data was collected, any reward for participation, as well as ethics approval for the study.

Statistical Analysis

Second level heading, title caps, left aligned and bold font

Here you detail the specific statistical methods applied to the data for analysis of results. It is the same for aquaculture lab reports.

First level heading, title caps, centralised and bold font

Results

This is the section where you describe the analyses of the results of your research study. You can include tables and your graphs from your analyses in this section. It is a good idea to organise the analyses based on your study indicators.

Study Indicator 1

Second level heading, title caps, left aligned and bold font

Present the analyses and discussion in relation to the appropriate research question(s).

Present important statistical results can be found in a table. Number your tables from 1 to N, based on the order they appear in your paper. Even if you only have one table, still label it Table 1. Ensure you refer to important details in the table when referring to it in your text.

For example, Table 1 shows the results of the baseline characteristics of college students and their sleep patterns.

Table 1

Table number, title caps, left aligned and bold font

Table heading, letter caps, left aligned and in italics

Sociodemographic Characteristics of Participants - Baseline

Baseline characteristics	No naps		Naps		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender						
Female	46	63	27	37	73	60.8
Male	39	82	8	17	47	39.2
Marital status						
Single	41	75	14	25	55	45.8
Married/partnered	13	71	5	29	18	15.0
Divorced/widowed	14	68	6	32	20	16.7
Other	11	42	16	58	27	22.5
Children	17	63	10	37	27	22.5

Note: N = 120 (*n* = 60 for each condition). Details of participants that are important for the analysis should be included here. Do not repeat details already in your text above.

Link these baseline characteristics to those used in your literature review studies, if relevant (Kousaie & Phillips, 2102; Trockel et al., 2000). Evaluate the implications for your first research question.

Study Indicator 2

Second level heading, title caps, left aligned and bold font

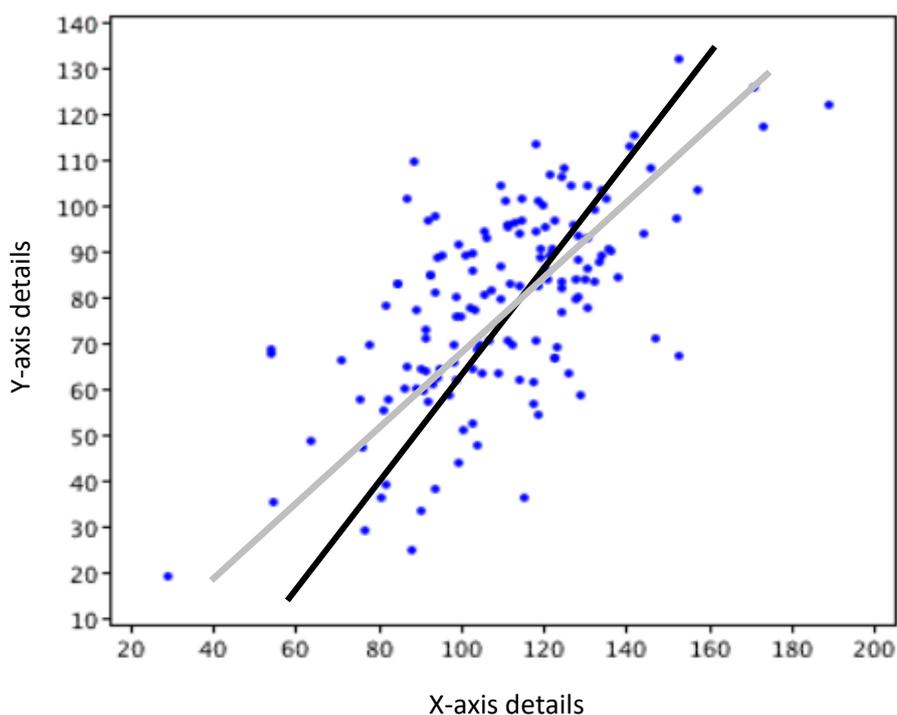
Present the analyses and discussion in relation to the appropriate research question(s). If you need to include a graph, embed it as a figure. Number your figures from 1 to N, based on the order they appear in your paper. Even if you only have one figure, still label it Figure 1. Ensure you refer to important details in the figure when referring to it in your text. For example, Figure 1 shows the correlation between frequency of naps taken by college students during two semesters and their academic results.

Figure 1

Figure number, title caps, left aligned and bold

Figure heading, letter caps, left aligned and in italics

Association Between Naps Taken and Academic Results



Note: This is a fictitious scatter plot. Each dot represents nothing. Describe the details of the scatter plot here in these notes.

Complete the analysis here. Cite any of the studies covered in your literature review that correspond with this analysis (Curcio et al., 2006; Gaultney, 2010) and evaluate the

implications for your second research question. When you have finished the analyses and presentation of results, move to the next section, the discussion.

APA 7th (APA, 2020) has very specific instructions on how to set up tables and graphs: Refer to the specific page at this link (<https://apastyle.apa.org/style-grammar-guidelines/tables-figures>).

First level heading, title caps, centralised and bold

Discussion

Alternative in-text citation for two authors

In this section, you discuss the evaluations and implications of the analyses from the above section. Discuss relating the analyses to the literature review readings such as Kousaie and Phillips (2102) and Gold et al, (2013), citing where relevant. This is a very important part of your paper as this is where you showcase your critical thinking abilities.

This is the section where you remind readers of the hypotheses in your study, evaluate and interpret the implications of the findings, drawing inferences and conclusions for each hypothesis investigated in the study. This is also where you emphasise theoretical and/or practical consequences of the finding.

For the critical analysis, you can have sub-sections here for limitations and future directions, ending with your concluding paragraph(s).

Second level heading, title caps, left aligned and bold font

Limitations and Future Directions

Discuss the limitations of your research study, and the implications these have on your analyses and evaluations.

Consider the future directions that other researchers can embark on in their research studies in the light of what you have found out in your analyses and evaluations. Possible new directions or ideas arising from your study can be postulated here.

First level heading, title caps, centralised and bold



Conclusion

The conclusion is where you summarise, in a few succinct sentences, the main issues and your final evaluations from your research study. You do not introduce any new ideas in a conclusion.

First level heading, title caps, centralised and bold

► **References**

American Psychological Association (2020). *Publication manual of the American*

Indent second
and subsequent
lines for each
reference

Psychological Association (7th ed.). American Psychological Association.

<https://apastyle.apa.org/products/publication-manual-7th-edition>

APA Style. (2020). About APA style. <https://apastyle.apa.org/about-apa-style>

Reference for two or more authors up to 19.

Curcio, G., Ferrara, M., & De Gennaro, L. (2006). Sleep loss, learning capacity and academic performance. *Sleep Medicine Reviews, 10*, 323-337.

<https://doi.org/10.1016/j.smrv.2005.11.001>

Gold, B. T., Kim, C., Johnson, N. F., Kryscio, R. J., & Smith, C. D. (2013). Lifelong bilingualism maintains neural efficiency for cognitive control in aging. *The Journal of Neuroscience, 33*(2), 387-396. <https://doi.org/10.1523/JNEUROSCI.3837-12.2013>

Gaultney, J. F. (2010). The prevalence of sleep disorders in college students: Impact on academic performance. *Journal of American College Health, 59*(2), 91-97.

<https://doi.org/10.1080/07448481.2010.483708>

Kousaie, S. & Phillips, N. A. (2102). Ageing and bilingualism: Absence of a “bilingual advantage” in Stroop interference in a nonimmigrant sample. *The Quarterly Journal of Experimental Psychology, 65*(2), 356-369.

<https://doi.org/10.1080/17470218.2011.604788>

Trockel, M. T., Barnes, M. D., & Egget, T. L. (2000). Health-related variables and academic performance among first-year college students: Implications for sleep and other behaviors. *Journal of American College Health, 49*(3), 125-131.

<https://doi.org/10.1080/07448480009596294>