

Use of *APA Style* Headings

APA Format: Headings

1 level of heading

Centered, Bold

Introduction

“The Chinese character for conflict is made up of two different symbols superimposed; one indicates danger while the other signifies opportunity” (Hocker & Wilmot, 1985, p. 3). Likewise, the difference in whether a conflict has positive or negative outcomes is the management of that conflict (Johnson & Johnson, 1995). The use of both metaphor and framing can play an integral role in conflict management.

APA Format: Headings

2 levels of headings

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Research Questions

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This study addressed the following research questions:

1. What metaphorical expressions are communicated when interviewees are asked to describe how they personally experienced past interpersonal conflict episodes specific to the five basic conflict orientations of competition, compromise, avoidance, accommodation and collaboration?

APA Format: Headings

3 levels of headings

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Chapter 5: Summary, Conclusions and Recommendations

Problem, Methodology, and Findings

Problem summary. “Conflict refers to a broad range of behaviors and is often equated with disagreement, hostility, competition, controversy and incompatibility” (Putnam & Jones, 1982, p. 262). Conflict most often arises from people’s needs, and unmet needs do not go away (Williams, 1997). When describing what transpired during a conflict experience, an individual’s words become the frame of reference in which the situation is both communicated and understood.

APA Format: Headings

4 levels of headings

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Findings

Restatement of the Purpose

This study was designed to evaluate learning outcomes for students in DE classes using MS PowerPoint presentations, in which some of the presentations were accompanied by textual information and some of the presentations were narrated by the presenter. It was an attempt to determine if there is a significant difference in learning outcomes for the students given these two methods of presentation. In addition, this study would attempt to determine if there is a direct correlation between student's attitudes regarding these two presentation types and their test results.

Response rate. Because of the very low response rate, the results of this study can not only not be generalized to a larger population, they cannot be trusted to accurately reflect the learning outcomes experienced by the students in these classes. They can also not be trusted to accurately reflect the attitudes of the students toward their learning experiences.

Sample size. The sample size for both classes utilized in this study was small.

APA Format: Headings

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5 levels of headings

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Findings

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Composition I. The Composition I class had 21 students begin the term and 15 completed the class (Table 4).