

AN INTRODUCTION TO  
**PSYCHOLOGICAL  
SCIENCE**

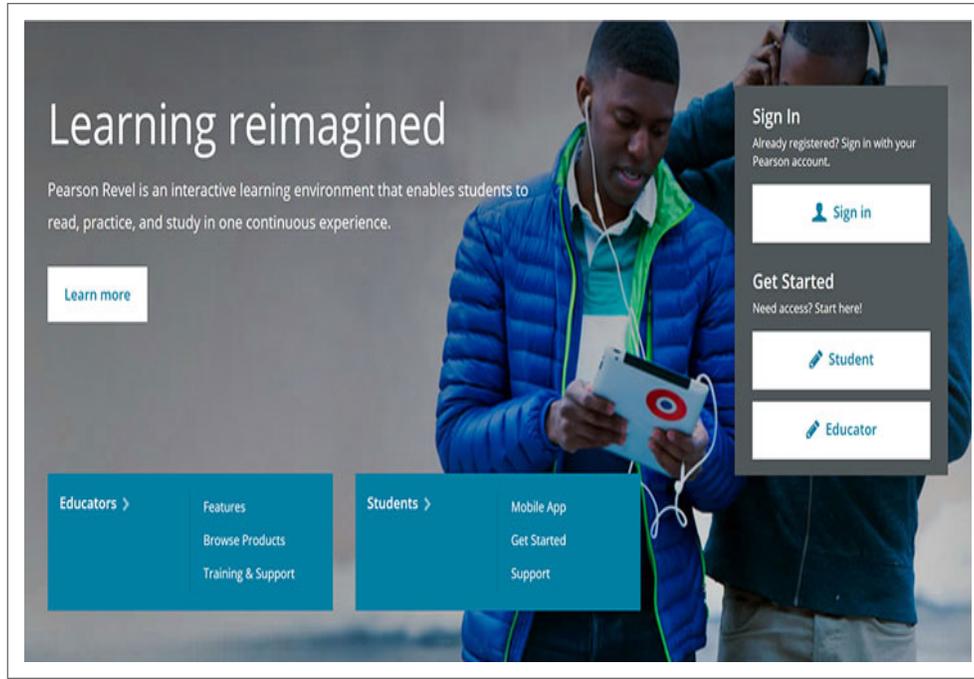
Third Canadian Edition



Mark Krause  
Daniel Corts  
Stephen Smith



# About Revel and This Course



Pearson Education

## About This Course

### From the Authors

It is our privilege to welcome you to the third Canadian edition of *An Introduction to Psychological Science*. We would not have had this opportunity without the support and feedback of the instructors who have adopted this book for their classes, and from their students (and our own) who have learned from this book. Why is it time for a third edition? As you should already know, psychological science progresses quickly, and we want to ensure we represent significant advances or theoretical challenges that are happening right now. In addition, there are examples

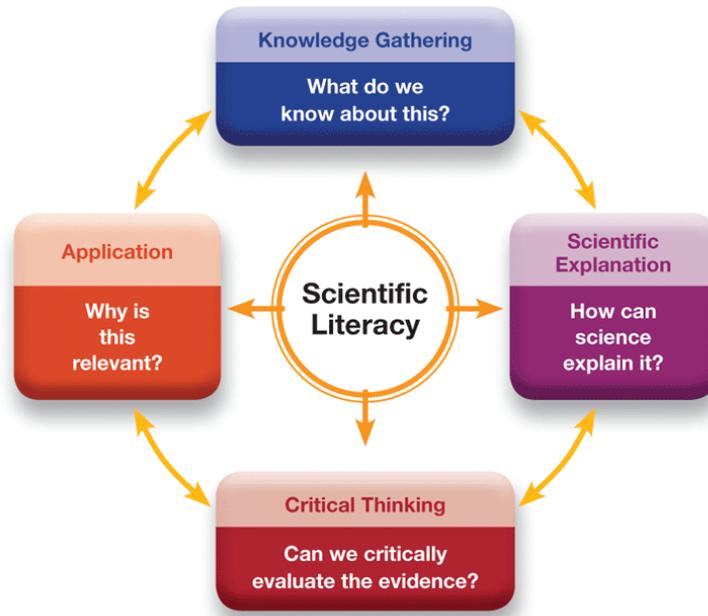
and applications of psychological principles in the media all of the time, and we want to include these in the learning experience, whether in the text or in online activities. While keeping the book up-to-date with the latest research and current events, we also want to improve on our presentation of classic studies, research methods, and so on that remain in the foundation of our discipline. This is where the feedback from our readers has been so important. Thanks to everyone who has shared what they have enjoyed about this book as well as what we might be able to do better—we believe we have, in fact, done better!

Despite the updates and fine-tuning, the heart of this project has always been *scientific literacy*. The term indicates that memorizing facts should not be the ultimate objective of your introduction to psychology; instead *literacy* emphasizes your ability to encounter, understand, and evaluate scientific information. Scientific literacy comprises four interrelated components:

- 1. Knowledge:** What do we know about a phenomenon?
- 2. Scientific explanation:** How does science explain the psychological process we are examining?
- 3. Critical thinking:** How do we interpret and evaluate all types of information, including scientific reporting?
- 4. Application:** How does research apply to our own lives and to society?

To make scientific literacy the core of our book and the Revel experience, we developed content, quizzes, activities, and other features with the scientific literacy model (shown in the graphic) as a guide. This represents how the four competencies each represent a different facet of scientific literacy, whereas the multidirectional arrows show their

interdependence. In other words, you can't use scientific information (Application) if you don't fully understand it (Knowledge), or if there are not sound data and reasoning to support it (Scientific Explanation and Critical Thinking).



*An Introduction to Psychological Science* presents students with a model for scientific literacy; this model forms the core of how this book is written and organized. We believe a scientific literacy perspective and model will prove useful in addressing two course needs we often hear from instructors—to provide students with a systematic way to categorize the overwhelming amount of information they are confronted with, and to cultivate their curiosity and help them understand the relevance, practicality, and immense appeal of psychological science.

Psychological science is in a privileged position to help students hone their scientific literacy. It is both a rigorous scientific discipline and a field that studies the most complex of all phenomena: the behavioural, cognitive, and biological basis of behaviour. With this focus on

behaviour, one can rightly argue that psychology resides at the hub or core of numerous other scientific disciplines; it also shares connections with neuroscience, education, and public health, to name a few linkages. From this perspective, the knowledge acquired by studying psychological science should transfer and apply to many other fields. This is great news when you consider that psychology is one of the few science courses that many undergraduates will ever take.

In the third Canadian edition of this textbook, we have continued our emphasis on helping the readers organize and assess their thinking and learning about the material. Each module includes learning objectives of increasing depth (knowing, understanding, analyzing, and applying) as well as quiz items that assess learning at each level. We have also included interactive materials using the Revel platform (found in the e-version of this book). Together, these tools should help make the concepts relevant to readers' lives; this, in turn, should improve retention of the course material.

We would like to thank the many instructors and students who have helped us craft this model and apply it to our discipline, and we look forward to your feedback. Please feel free to contact us and share your experiences with the third Canadian edition of *An Introduction to Psychological Science*.

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## Content Highlights

Writing the first Canadian edition of *An Introduction to Psychological Science* gave us a new appreciation for how important Canadian researchers have been to the study of psychological science. Although Canada is a relatively small country (in population and the number of research institutions), Canadian researchers have made incredibly important contributions to a number of areas of psychology. These important contributions are again highlighted in the third Canadian edition. We have also continued to focus on issues that are of particular relevance to Canadians, including bilingualism, environmental psychology, and the experiences of first- and second-generation immigrants to Canada.

As introductory psychology professors ourselves, we had a chance to use the first and second editions of our textbook in our own classes. The third edition of our textbook provides us with an opportunity to (1) add new, cutting-edge material to the discussion of various areas of our field, and (2) expand on topics that our own students have found particularly interesting. In fact, several of the changes to this edition of the book are a result of feedback and discussions with students in Winnipeg (as well as a few *much-appreciated* emails from students at other institutions).

The majority of university students are *digital natives*, meaning they have never lived in a world without mobile phones, the internet, and social media. These technological advances have brought about psychological changes. We study, work, relax, and socialize differently because many of these activities now take place over Instagram, Twitter, and other apps. In order to get readers thinking critically about psychology in our electronic lives, we have added the new #Psych feature. This feature addresses topics such as how to deal with misinformation on the internet, the

impact of screen time on sleep, and how social networks may not be a good substitute for old-fashioned, face-to-face contact. Importantly, this section is not entirely negative! This feature also highlights potential benefits of the wired world, such as providing internet-based therapy for people who live in remote locations.

Each chapter of the third edition of this textbook has been updated to reflect the latest discoveries in psychology. Indeed, we have added new topics to all 16 chapters in the book. Here are some examples:

- Chapter 1, *Introducing Psychological Science*, describes the foundations of psychology, which are unlikely to change: the nature of science, scientific literacy, and especially critical thinking. However, the world around us is definitely changing. To keep up with the times, Chapter 1 introduces the new feature, #Psych. This feature will appear in each chapter as a way of illustrating how psychology is found in the digital world while focusing on the content from that chapter. The first #Psych shows the importance of our foundational concepts when we encounter information online. How can we tell science from pseudoscience, where do we go to find accurate information, and how can we tell reliable news from propaganda?
- Chapter 2, *Reading and Evaluating Scientific Research*, features updated examples illustrating topics such as the “replication crisis” and falsifiability.
- Chapter 3, *Biological Psychology*, includes a more streamlined discussion of evolution and the brain. We have also added new information about neuroplasticity and video games, a topic that will likely interest a number of readers.

- Chapter 4, Sensation and Perception, now includes a #Psych feature focusing on autonomous sensory meridian response (ASMR), a recently identified example of atypical multimodal integration, and up-to-date citations on brain imaging of this phenomenon. We have also included scientific research on how magicians utilize principles of sensation and perception in their craft. A new application activity on noise exposure and hearing loss was added to the module on hearing.
- Chapter 5, Consciousness, includes a #Psych feature about the effects of the blue light from smart phones on our circadian rhythms. We have also performed extensive revisions of the Drugs and Conscious Experience module in order to account for the fact that marijuana is now legal in Canada. These updates include new information about the effects of marijuana on the brain as well as a discussion of how legalization affected drug use in other countries.
- Chapter 6, Learning, includes updated research on the topic of violent video game play and aggression. This is an unresolved question, with much research and meta-analyses showing weak or nonexistent effects of violent game play and actual aggressive behaviour or desensitization to others. We added citations and discussion to reflect the current controversies in this area. We reworked the section on superstitious behaviour as applied to operant conditioning. The major study cited has a published replication failure so we have cited different work that, while less “splashy” in terms of findings, will more faithfully represent research in this area.
- Chapter 7, Memory, includes new information about emotion and memory. We have also revamped our explanations of several concepts and have provided clearer examples of the differences in overlapping concepts (e.g., short-term memory and working memory).

- Chapter 8, *Thought and Language*, includes increased and refined coverage of culture and cognition along with updates on categorization. The section on humour (introduced in the second edition) was well received, so we included additional content there as well.
- Chapter 9, *Intelligence Testing*, includes updated and reorganized material on heritability and the concept of *g*. We have shifted away from other topics that have recently received significant criticism from the scientific community and provided a more critical review of the concept of multiple intelligences.
- Chapter 10, *Lifespan Development*, underwent extensive revision to streamline content and update citations. The #Psych section focuses on the highly relevant topic of digital screen-time exposure for children. Two studies were dropped because of replication failure. The marshmallow test, popular as it is to teach and discuss, has been challenging to replicate and findings may not be nearly as robust as presumed. We will follow the work in this area and integrate it back into the book if additional experiments warrant it. Also, Meltzoff and Moore's classic study of facial imitation in newborns was dropped because of failures to replicate the original work. Despite these changes, we still cover the topics of impulse control, social learning, and imitation from a developmental perspective.
- Chapter 11, *Motivation and Emotion*, includes major revisions to our discussions of the cognitive factors underlying our motivation to eat. In the Sex module, we have added a discussion of the evolutionary factors influencing our desire to have sex and have also added a new Working the Scientific Literacy Model section that discusses biological explanations of sexual orientation. We have also included a #Psych section about internet pornography and have updated our discussion of the ongoing controversy surrounding Ontario's "sex ed" curriculum.

- Chapter 12, *Personality*, includes a section featuring industrial and organizational psychology and how personality testing is relevant to employee selection and placement. The #Psych section covers the topic of internet trolling and what personality psychologists can tell us about internet trolls. A new applied activity invites students to examine their own trolling tendencies.
- Chapter 13, *Social Psychology*, has shifted more toward modern examples and away from classic studies that received some criticism; for example, describing how social pressures may be applied to problem drinking and sexual assaults. We noticed that covering obedience and the bystander effect seemed a little disheartening. To counter that, we added some material emphasizing positive behaviours such as altruism.
- Chapter 14, *Health, Stress, and Coping*, now features research on relationships between intestinal microbiota and mental health. The #Psych feature tackles the topic of how social media use and exposure relate to mental health. A new application exercise asks students to consider their own attitudes about obesity.
- Chapter 15, *Psychological Disorders*, underwent the largest revisions in the book. Module 15.1, which focuses on the benefits and challenges of diagnosing psychological disorders, was completely rewritten. It now includes information about why it is important to classify disorders while also noting several factors that make this task quite difficult. We have also added a section about the importance of correctly diagnosing attention-deficit hyperactivity disorder (ADHD). Module 15.2 also underwent very large revisions. We added new sections on Cluster A and Cluster C personality disorders as well as a new Working the Scientific Literacy Module on criminal psychopaths. Several sections of Modules 15.3—which focuses on anxiety, Obsessive-Compulsive, and mood disorders—and Module 15.4—which focuses on schizophrenia—were also updated

and reorganized to improve clarity. Notable among these changes are a clearer explanation of the neuroscience of depression and a #Psych feature on the effect of social media on depression.

- Chapter 16, Therapies, includes new information about the use of MDMA (Ecstasy) for the treatment of posttraumatic stress disorder (PTSD). We have also performed extensive revisions to the sections on barriers that prevent people from seeking help for psychological disorders; these changes include a discussion about how Canada's rural population does not have adequate access to mental health professionals. On a related note, we have also added a #Psych feature discussing the feasibility of internet-based cognitive therapy. We have also updated sections related to the mechanisms of antidepressants and the use of deep brain stimulation for the treatment of psychological disorders.

- Instructors consistently tell us that assessing student progress is a critical component to their course and one of the most time-consuming tasks. Vetted, good-quality, easy-to-use assessment tools are essential. We have been listening and we have responded by creating comprehensive and carefully checked end-of-module and end-of-chapter quizzes as well as homework questions for each chapter in our Revel course. These quizzes contain multiple-choice questions that enable students to assess their comprehension and better prepare for exams. Tied to the learning objectives, these quizzes assess understanding at the four levels of Bloom's taxonomy.

- Upon popular request, we have reinstated the Answer Key at the end of the text. This key provides the answers to the Apply Activity questions presented in the module summaries.

- A new Experiment Simulations appendix in Revel allows students to participate in online simulations of virtual, classic psychology

experiments and research-based inventories, helping to reinforce what they are learning in class and in their book with additional quiz questions.

We believe that these changes (among the many others made to the book) have allowed us to achieve our goal for the third Canadian edition: to provide readers with a thorough description of the field of psychology while also highlighting the importance of scientific literacy and the biopsychosocial model of human behaviour. We hope that you, the reader, feel the same. Enjoy the book!

## About the Authors

**Dr. Mark Krause** received his Bachelor's and Master's degrees at Central Washington University, and his Ph.D. at the University of Tennessee. He completed a postdoctoral appointment at the University of Texas at Austin, where he studied classical conditioning of sexual behaviour in birds. Following this, Krause accepted a research fellowship through the National Institute of Aging to conduct research on cognitive neuroscience at Oregon Health and Sciences University. He has conducted research and published on pointing and communication in chimpanzees, predatory behaviour in snakes, the behavioural and evolutionary basis of conditioned sexual behaviour, and the influence of testosterone on cognition and brain function. Krause is currently a professor of psychology at Southern Oregon University, where his focus is on teaching, writing, and supervising student research. His teaching includes courses in general psychology, comparative psychology, learning and memory, and behavioural neuroscience. His spare time is spent with his family, cycling, reading, and enjoying Oregon's outdoors.

**Dr. Daniel Corts** discovered psychology at Belmont University, where he received his Bachelor's degree. He completed a Ph.D. in experimental psychology at the University of Tennessee in 1999 and then a postdoctoral position at Furman University for one year where he focused on the teaching of psychology. He is now a professor of psychology at Augustana College in Rock Island, Illinois, where he has taught for over 19 years. His research interests in cognition have led to publications on language and memory, and he has also published in the area of college student development. Corts is also involved in applied work, designing and conducting evaluations for grants funding public education initiatives. Corts is enthusiastic about getting students involved in

research and has supervised or coauthored over 100 conference presentations with undergraduates. Corts is active in Psi Chi, the International Honor Society in Psychology, and recently finished a term as president. In his spare time, he enjoys spending time with his two children, travelling, camping, and cooking.

**Dr. Stephen Smith** received his Bachelor's degree in psychology and political science from the University of Lethbridge, and his Master's degree and Ph.D. in psychology from the University of Waterloo. After graduating in 2004, he completed a postdoctoral fellowship in the Affective Neuroscience Laboratory at Vanderbilt University in Nashville, Tennessee. Smith is now a professor of psychology at the University of Winnipeg. His research focuses on how emotion, attention, and movement interact, and on how these processes are performed by the nervous system. He has published research on emotional processing in patients with different types of brain damage, the phenomenon of the autonomous sensory meridian response (ASMR), and, using neuroimaging, how emotions influence the activity of cells in both the brain and the spinal cord. Smith's teaching includes introductory psychology, physiological psychology, and third- and fourth-year courses in cognitive neuroscience. In his spare time, he loves to travel, read, play hockey, coach soccer, and spend time with his wife and two young children.

### **Acknowledgments**

We cannot fathom completing a project like this without the help and support of many individuals. Through every bit of this process have been our families and we thank you for your love, patience, and support. In addition, our departments have been wonderfully understanding and helpful, offering advice with their various specializations, providing

examples and tips, reviewing drafts, and tolerating our occasional absences (and grumpy moods).

The third edition of this book was definitely a team effort. Our Content Developer, Dea Barbieri, showed superhuman patience (and an exceptional knowledge of hockey). Ruth Chernia provided amazing copy editing and helped turn our mad scribbles into a coherent book. We are also indebted to Kim Veevers (Executive Portfolio Manager) and to everyone on the production and permissions side of things: Söğüt Güleç, Andrea Falkenberg, Jaime Smith, and Meaghan Lloyd at Pearson Canada, Jennifer Stevenson at Ohlinger Studios, Pradeep Subramani and Shubham Verma at Integra Software Services Pvt. Ltd. We would also like to thank the entire Pearson sales team for promoting this book as well as the supplements team for preparing other online materials.

The third Canadian edition of this book benefited from conversations with a number of colleagues. Doug Williams, Amy Desroches, and Justin Friesen from the University of Winnipeg provided us with interesting insights into different aspects of psychology that ended up influencing several chapters. Mike Dixon from the University of Waterloo (and Steve's former basketball teammate) provided useful information about gambling (Module 6.2). Steve's clinical psychology graduate student, Tracie Parkinson (University of Manitoba), provided a great deal of information that found its way into Chapters 15 (Psychological Disorders) and 16 (Therapies). Finally, we would like to thank the many reviewers and students who carefully read over the first two Canadian editions of this book. We are very grateful that you shared your expertise in the field of psychology, and in teaching, to help bring this book to life.

We value feedback from both instructors and students, and we are sure that we will need it for our fourth Canadian edition. Please do not hesitate to offer suggestions or comments by writing to Mark Krause

(krausema@sou.edu), Dan Corts (danielcorts@augustana.edu), or Steve Smith (s.smith@uwinnipeg.ca).

## **Dedications**

*For Andrea, Finn, and Skyler. You fuel my passion and motivation for this endeavor. I cannot thank you enough. —Mark Krause*

*To Kim, Sophie, and Jonah, for your patience, understanding, and forgiveness during all the hours this project has occupied me. —Daniel Corts*

*To my brilliant wife, Jenn, and our hilarious children, Oliver and Clara. Thank you for putting up with me. —Stephen Smith*

# The Story of Revel—Why Revel?

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**WATCH** Why Revel?

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 Listen to the Audio

Revel is an interactive learning environment designed for the way today's students read, think, and learn. Revel uses interactives and assessments integrated within the narrative that enhance content as well as students' overall learning experiences.

The story of Revel is simple: When students are engaged in the course content, they learn more effectively and perform better.

When creating your course, you have many choices as to how to supplement your lectures and curriculum. So ask yourself these questions: How do I know if my students are reading their assigned

materials? Do I want my students to have a better understanding of the concepts presented in this class through course materials and lectures? Do I want to see my students perform better throughout the course? If you answered “yes” to these questions, choose Revel.



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# Narrative Tells the Story

◀ Listen to the Audio

With Revel, students are introduced to a new learning experience, one in which the most up-to-date content, reading, and interactive learning become one.

We've talked to hundreds of instructors about their biggest challenges in teaching their courses. We've heard some consistent answers: students are not engaged; students come to class unprepared; students are unable to think critically. However, the most common answer is that students do not read, which leads directly to, and in fact magnifies, the other challenges that instructors identified—lack of student engagement, lack of student preparedness, and an inability to think critically. Our goal in developing Revel was to research why students aren't reading and to solve that problem first and foremost as a gateway to deeper learning.



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# Research and Data

◀ Listen to the Audio

Research shows that for students, reducing the extraneous cognitive load – that is, the mental effort being used in the working memory – is key to learning and retention. When students read or study in order to process and retain information, the information must move from the working memory to the long-term memory. Put simply, reducing extraneous cognitive load increases long-term memory.

Our research also tells us that students do not see the benefits of reading their textbooks. Students perceive their instructor's dynamic lectures and class notes as their main source for learning and view their assigned text as simply a repetition of that classroom experience. In a student's mind, why would they read? What are the benefits?

We share the same goals: to give your students the motivation to read by adding value to their interaction with the course materials, and to make it easier for you to assign reading.

If that's important to you, choose Revel.

# The Story of Revel—The Solution

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**WATCH** The Revel Solution

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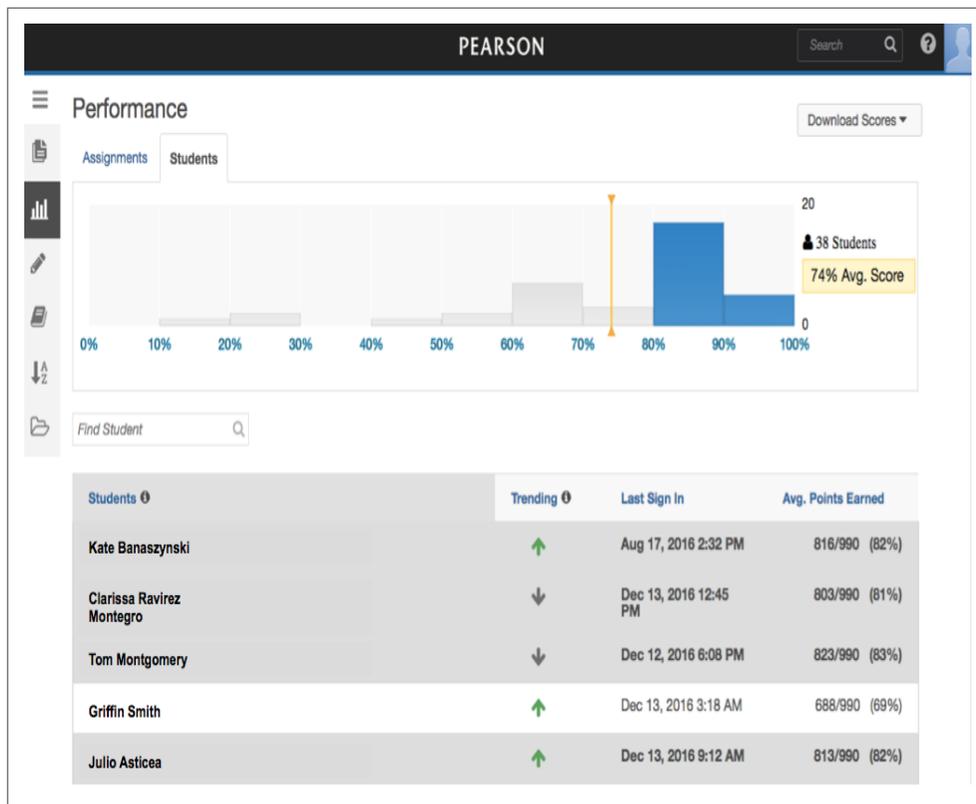
Revel is learning reimagined.

**Revel benefits your students.** Revel’s dynamic content matches the way students learn today. Narrative is supported and enhanced by interactive content and as a result, reading becomes a pleasure rather than a chore. Revel also enables students to read and interact with course material on the devices they use, anywhere and any time. Responsive design allows students to access Revel on their tablets, desktop computers, or mobile devices with content displayed clearly in both portrait and landscape view.

**Revel benefits you.** Revel allows you to check your students' progress and understanding of core concepts through regular and consistent assessment. End-of-module and end-of-chapter quizzes in Revel allow students opportunities to check their understanding at regular intervals before moving on; their grades are reported to the instructor dashboard.

Revel also offers no-, low-, and high-stakes writing activities for students through the journal, shared writing, and essay activities.

Revel lets you monitor class assignment completion as well as individual student achievement. Do you want to see points earned on quizzes, time on task, and whether a particular student's grade is improving? If so, choose Revel.



# Reading

 Listen to the Audio

Our extensive research with both students and instructors found that students who spend time completing their Revel reading assignments come to class better prepared to ask questions and participate in discussions. Revel's assignability and tracking tools help educators make sure students are completing their reading and understanding core concepts. Instructors using Revel can see how frequently students access their reading assignments and how well they understand what they read before they come to class.

Assessments allow instructors to gauge student comprehension frequently, provide timely feedback, and address learning gaps along the way. Stakes associated with assessment instruments can positively impact motivation, which can improve student participation and performance.



oneinchpunch/Fotolia

# Learning Design Theory

◀ Listen to the Audio

Over the course of several years, we have worked with thousands of educators, students, and instructional design experts to develop Revel with our authors. All of Revel's key aspects—from features to content to performance dashboard reporting—were guided by interactions with our customers. Each Revel prototype has been tested with educators and students to make sure it facilitates the achievement of their course and individual goals. The result is a new approach to digital learning that gives educators and students precisely what they need to enhance learning and engagement.

**INTERACTIVES AND VIDEOS** Integrated interactive elements and brief videos allow students to engage with content and take an active role in learning. Revel's interactive learning tools have been designed to be completed quickly so students stay focused and on task.

**INTERACTIVITY SPACED ACROSS CONTENT** Instructional design research shows that active pauses—with interactive content interspersed within the text narrative—improves learning. Interactive content can often more clearly provide information that is difficult to convey in static text. Revel integrates active pauses to let learners stop and process information using encoding and retrieval processes in the brain (Cheon, Crooks, Chung, Song & Kim, 2014).

**FAMILIAR LEARNING AND STUDY TOOLS** Highlighting, note taking, and a glossary personalize the learning experience. Instructors can add notes for students, too, including reminders or study tips.

# Data and Product Development

◀ Listen to the Audio

Instructional design research shows that taking a test on presented material promotes subsequent learning and retention of that material on a final test. When assessments are implemented appropriately and with specific, timely feedback, students are engaged in the retrieval process, and this act of retrieving solidifies the original learning. (McDaniel, Anderson, Derbish, & Morrisette, 2007; Wiliam 2007).

# The Story of Revel—Your Students

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**WATCH** Revel and Your Students

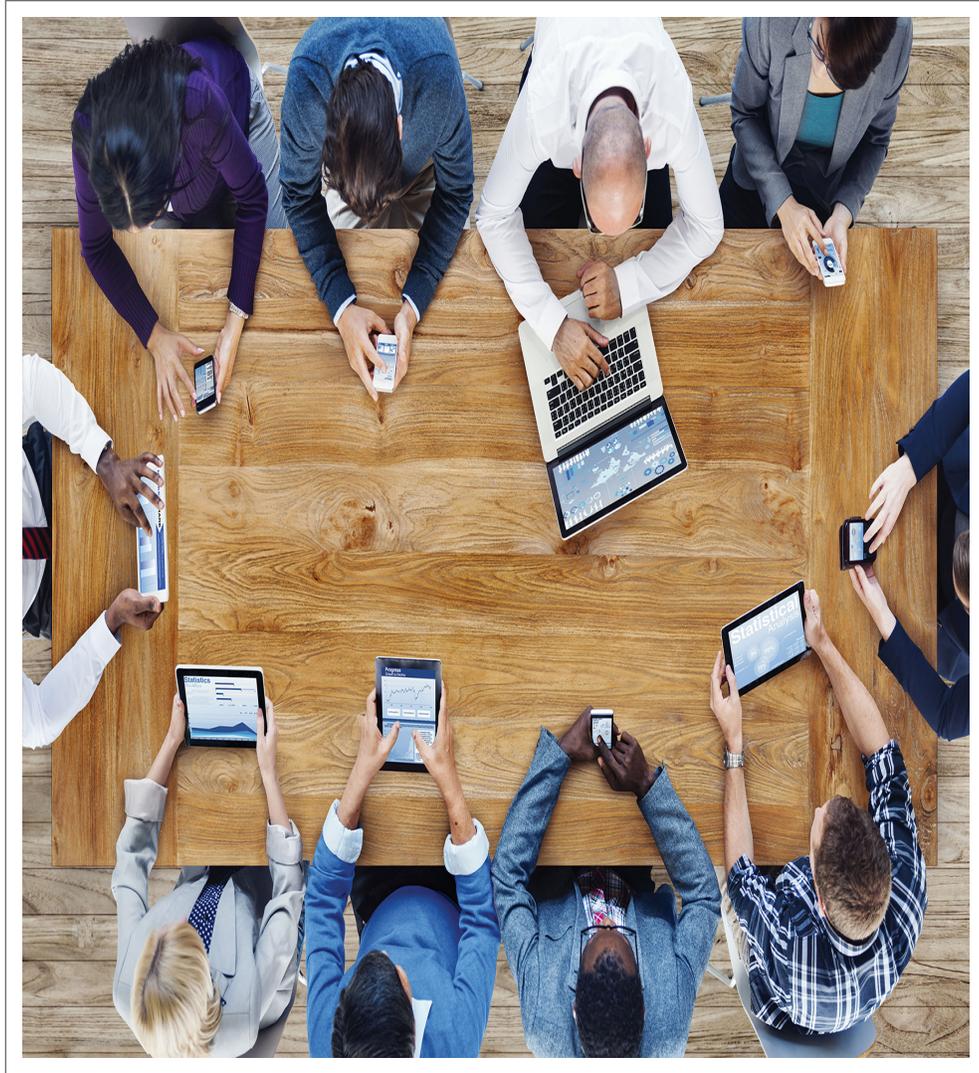
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 [Listen to the Audio](#)

Today's students are busy. Many are not only taking a full class load, but are also working full-time, holding internships, raising families, and commuting to and from campus. As an instructor, you are competing for the limited time that students have outside of class. In addition, you are competing with other courses in which students juggle heavy workloads.

With Revel, students can be efficient with their time. Revel ensures that your course will become a priority, and it will motivate students to complete their reading prior to coming to class. You work hard to give your students a 21<sup>st</sup> century experience in class, one that incorporates multimedia and technology. With Revel, your students can have that

same experience out of class on their own so that they can be better prepared, and ultimately, more successful, in your class.



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# What Students Need

 Listen to the Audio

Students need to be motivated to read. Students also need the work they do outside of class to be a valuable use of their limited time. They need to believe that they are spending their time wisely. The interactive elements of Revel ensure that students are getting more than just a digital textbook experience; with Revel, they are “experiencing” the content in new and dynamic ways. Coupled with periodic assessment tools – as well as opportunities to write about what they have read and learned – Revel enhances student learning and retention.



Jacob Lund/Fotolia

# Mobile App

◀ Listen to the Audio

The new Revel mobile app lets students read, practice, and study—anywhere, anytime, on any device. Content is available both online and offline, and the app automatically syncs work across all registered devices, giving students greater flexibility to toggle between their phone, tablet, and laptop as they move through their day. The app also lets students customize assignment notifications to stay on top of all due dates.

In spring 2016 and 2017, over 1,600 students at nearly 80 two and four-year colleges and universities responded to a demonstration of Revel. Here is a sample of some student responses:

"Easy to access, no waiting for the textbook to arrive. I can review for tests and it will remind me of upcoming assignments." - Danielle, Normandale Community College

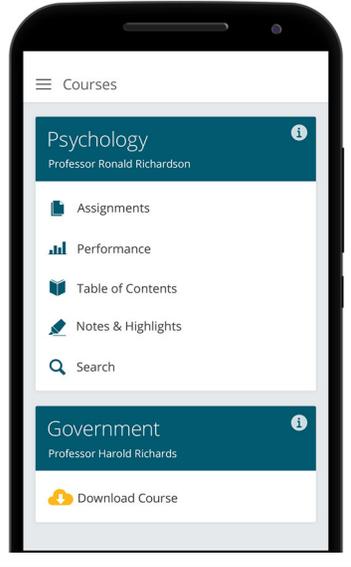
"Simple interface, easy to navigate and very convenient." - Degerio, Guilford Technical Community College

"The future of learning." - Enrique, Des Moines Area Community College

Available for download from the Apple iTunes App Store or Google Play.

## OFFLINE ACCESS

Download course material  
to read, practice and study  
even when you're offline



# Accessibility

◀ Listen to the Audio

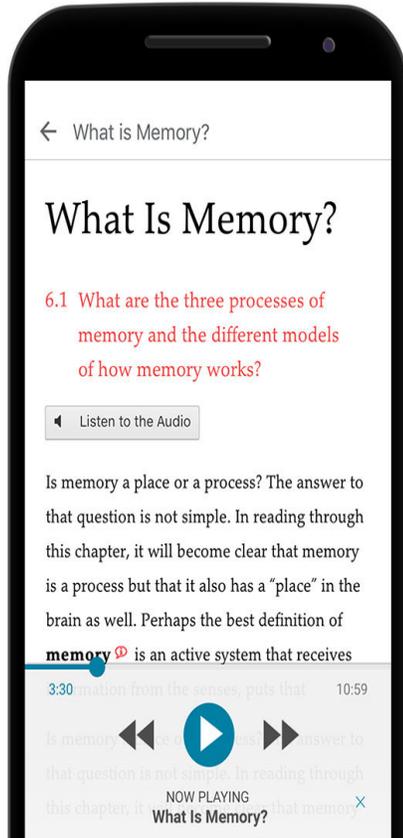
Learning doesn't stop when students walk out of class or step off campus; we designed the mobile app because learning happens where life happens — everywhere.

The Revel app lets students customize assignment notifications to stay on top of all due dates. With the Revel app, students can:

- access the assignment calendar;
- complete reading and quizzes;
- set customized due date reminders;
- check overall performance on their mobile device.

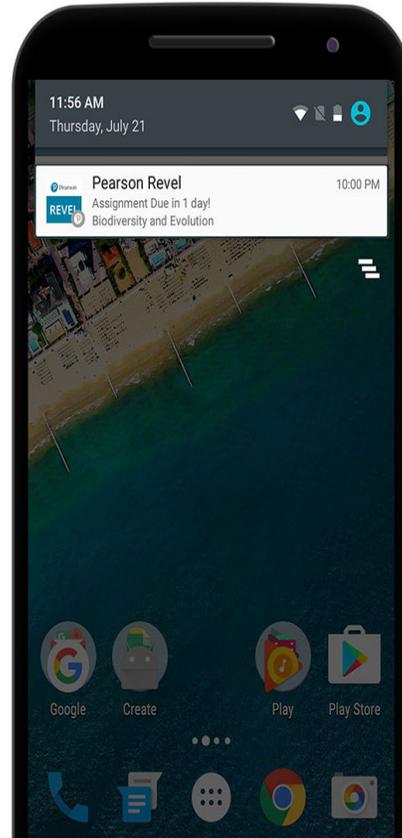
## AUDIO

Listen and learn as you go with full audio of your text (available for most courses)



## NOTIFICATIONS

Set your own notifications so you never miss a deadline again



# Support and Implementation— Getting Started with Revel

◀ Listen to the Audio

More than 5,000 Revel instructors are connecting and sharing ideas. They're energizing their classrooms and brainstorming teaching challenges via Pearson's growing network of faculty communities. The Revel community is an open, online space where members come together to collaborate and learn from each other. If you're currently teaching with Revel or considering Revel for use in your class, we invite you to join the Revel community.

Getting started with Revel is easy:

- **Identify the Problems You Want to Solve**

Do you want students to come to class more prepared, having read their assigned reading? Are your goals focused on improving student success in your course? Are you looking to increase student engagement? Are you interested in flipping your classroom so that students learn basic course content outside of class, allowing for more active and applied in-class learning?

- **Keep It Simple**

The process of accessing and navigating these learning solutions needs to be simple and intuitive. Revel has built-in, frequent, low-stakes assessments for students to easily assess their understanding of the material, without getting sidetracked from their required reading assignment.

- **Track Learning Gains**

Educators who track and measure learning gains are able to make informed decisions about product implementations, course transformations, and redesigns. In addition, they can increase their ability to prove institutional effectiveness, meet accreditation standards, track quality-enhancement plans, and fulfill grant requirements.



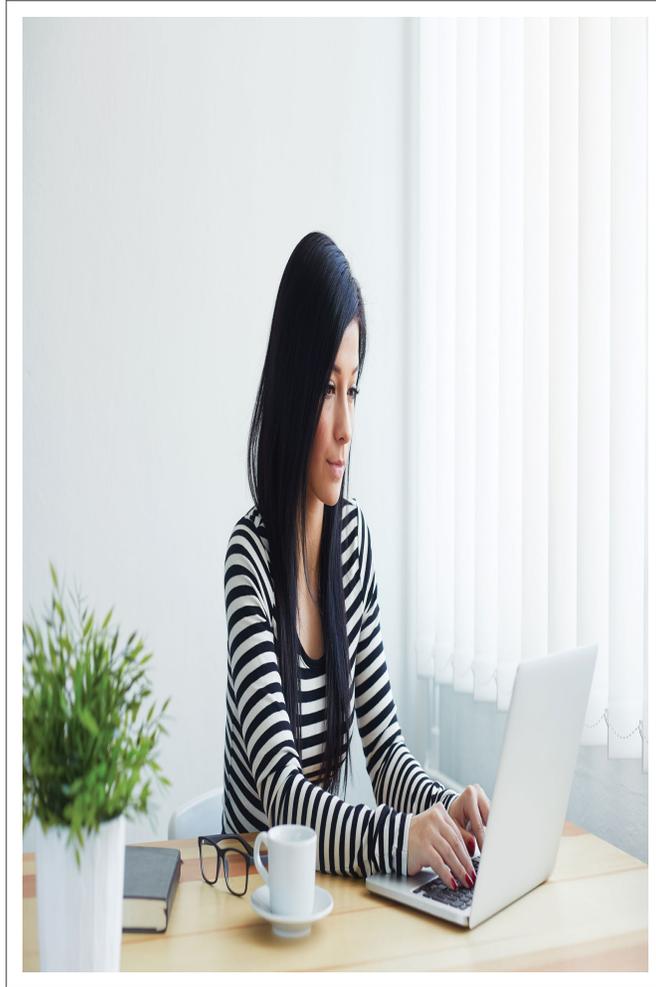
# Course Creation, Set-Up, and Assignments

 Listen to the Audio

If you have used a Pearson digital product in the past like a MyLab, you can use your same Pearson account info to sign in to Revel.

If you do not have a Pearson account already, click **Educator** in the **Get Started** box, and click **I would like to request access**.

After sign in, you will arrive at Revel's course homepage. Select **Search for Materials** in the upper right-hand corner and enter the title, author, ISBN or keyword of the text you'll be using. When you find your text, click **Create Course**. Fill in your course information, and click **Save**.



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Rostislav Sedlacek/Fotolia

The first time you log in to Revel as an instructor you will be prompted to “start creating assignments.” Click **Get Started**.

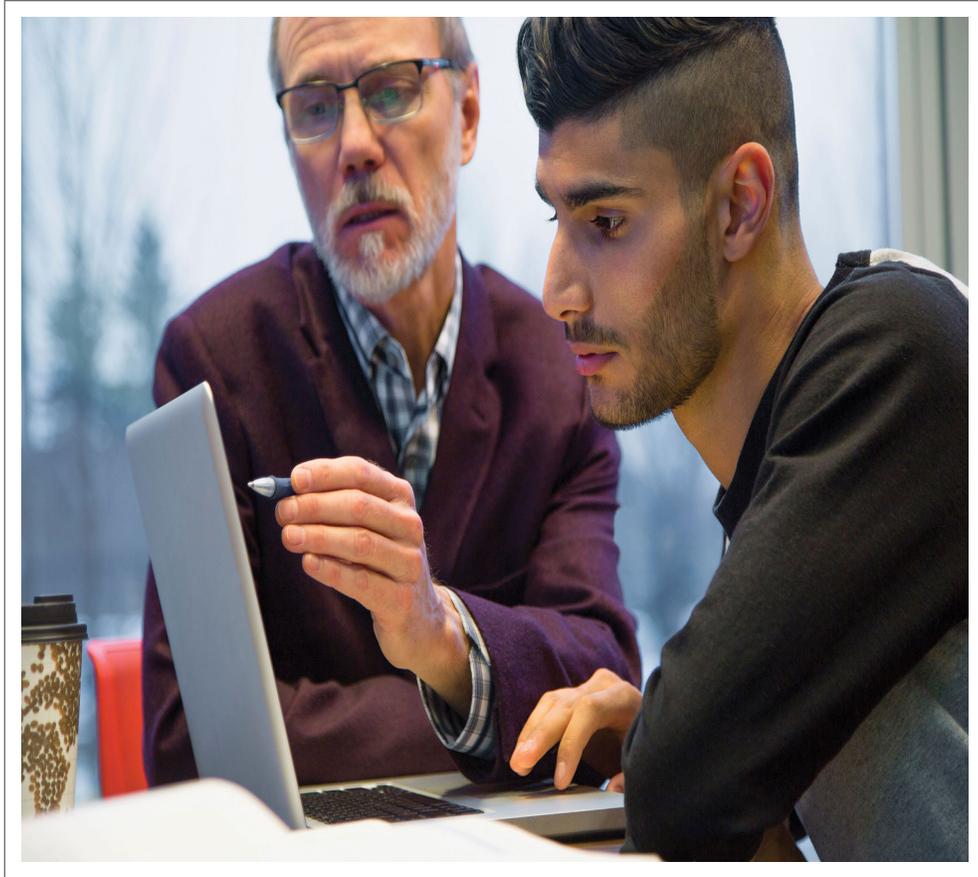
You are now ready to:

- select content to choose textbook content, interactive media, and graded assignments;
- set due dates to make sure students know what Revel reading and assessments are due and when;
- publish assignments to push content and assignments to students.

**BUILDING AN ASSESSMENT PLAN** Revel includes various quiz types to use for both formative and summative assessments. To get started, simply assign each Revel module that you intend to cover in your course. Be sure to consider your assignment due dates. If your goal is for students to come to class more prepared, then be sure to make assignments due before those topics are covered in class.

Additionally, think about how you will measure success in this Revel course. What are the quantifiable goals you want to achieve? Pertinent metrics might include one or both of the following:

- an analysis of student engagement using Revel's built-in reporting features or
- a comparison of in-class exam scores, final course grades, or retention rates with those of previous semesters.



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# Dashboard and Analytics

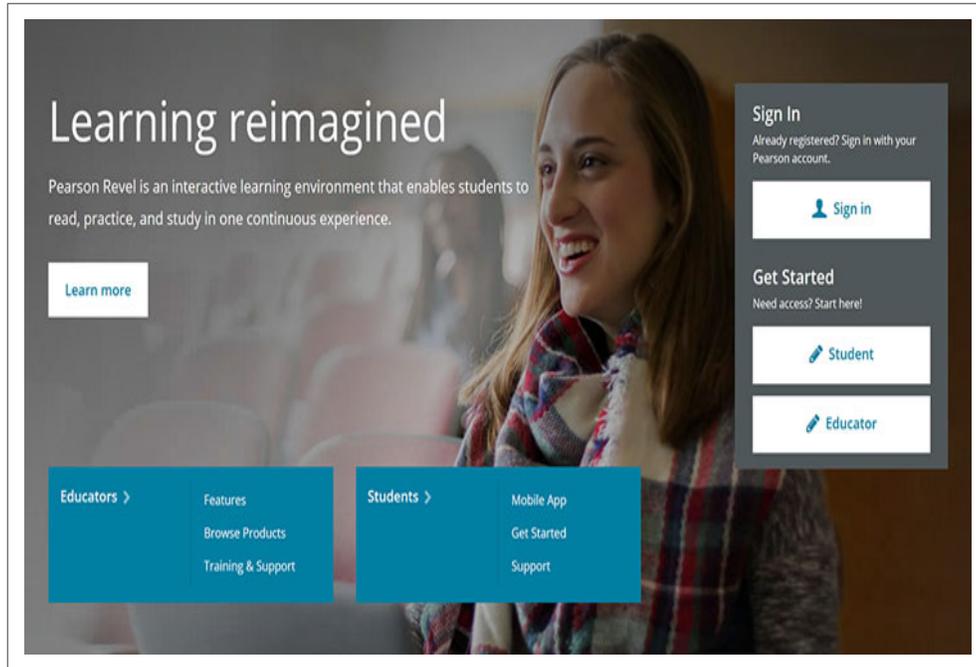
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Because students tend to skip optional assignments, it is critical that Revel contributes to the overall course grade. The recommendation of experienced educators is that Revel should represent at least 10-20% of the total course grade.

Remember that when you assign a chapter or section in Revel, you are assigning reading, interactives, videos, and assessments. All you need to do is pick the chapters and topics you want to cover, and then assign them to your students on the Revel assignment calendar. The Performance Dashboard allows you to export the student grades and provides total points earned for easy manual adjustments to external gradebooks.

Instructional design research suggests that certain habits of mind and dispositions are associated with critical thinking skills. Writing can be used as a tool to foster critical thinking. To get students to move toward adopting these habits and dispositions, instruction and assessment should be appropriately complex, and focused on supporting, eliciting, and assessing skills such as evaluation, analysis, synthesis, collaboration, and critical reflection. (Cope, Kalantzis, McCarthey, Vojak & Kline, 2011; Liu, Frankel, & Roohr, 2014).

**As a reminder, all Revel product information can be found on the Pearson Revel site.**



# Learning reimagined

Pearson Revel is an interactive learning environment that enables students to read, practice, and study in one continuous experience.

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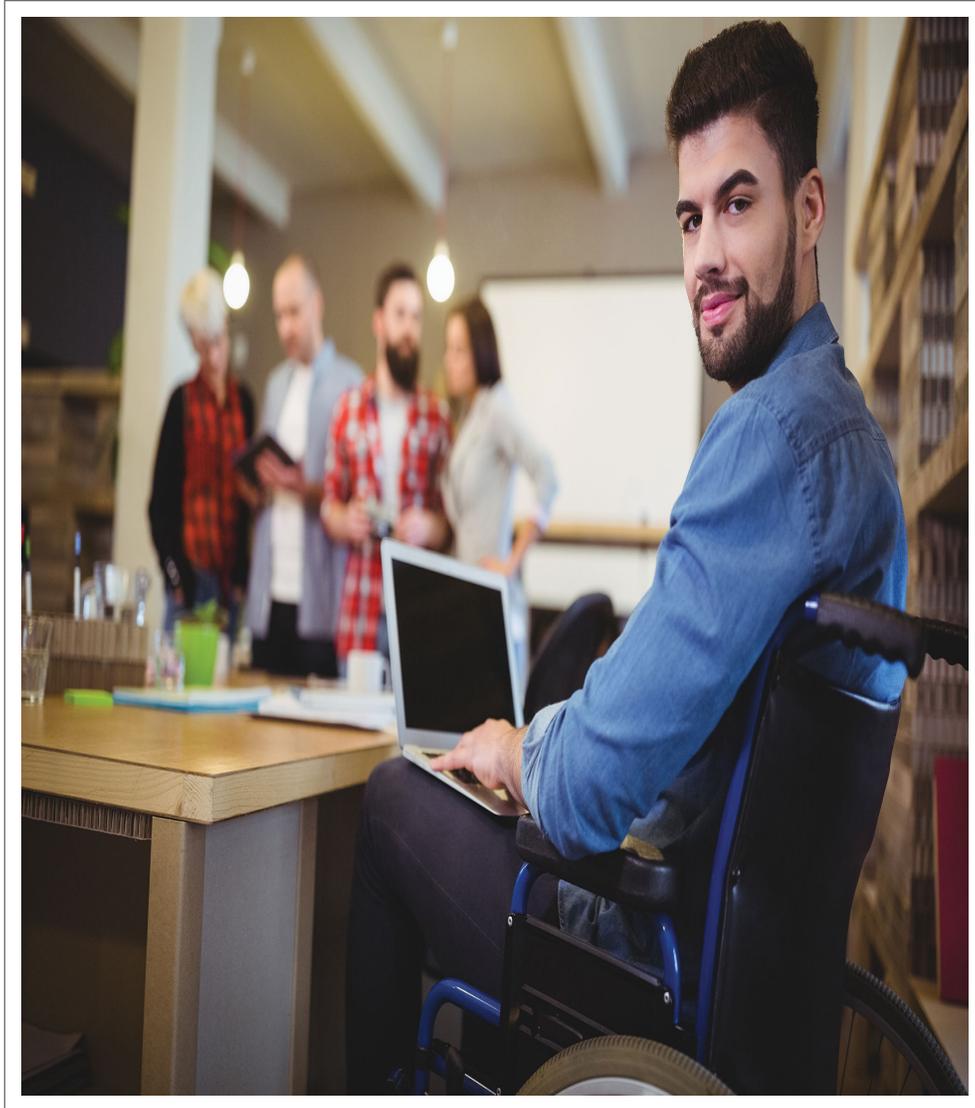
- Mobile App
- Get Started
- Support

# LMS Integration

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Pearson provides Blackboard Learn™, Canvas™, Brightspace by D2L, and Moodle integration, giving institutions, instructors, and students easy access to Revel. Our Revel integration delivers streamlined access to everything your students need for the course in these learning management system (LMS) environments.

**SINGLE SIGN-ON** With a single sign-on, students are ready on their first day. From your LMS course, students have easy access to an interactive blend of author's narrative, media, and assessment.



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**GRADE SYNC** Flexible, on-demand grade synchronization capabilities allow you to control exactly which Revel grades should be transferred to the LMS gradebook.

**BEFORE YOU GET STARTED**

Visit [www.pearsonhighered.com/revel/educators/lms-integration-services/](http://www.pearsonhighered.com/revel/educators/lms-integration-services/) for administration and training guides related to your LMS.

# Summary

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With Revel, Pearson authors have been able to reimagine the way students learn content, applying new and engaging learning and assessment strategies that were not possible in the past with a print textbook. If you want your students to read, retain what they have read, understand concepts more fully, and develop and apply critical thinking skills, you have one choice.

Choose Revel.

The screenshot shows the Pearson Revel website landing page. The background features a smiling woman wearing headphones and holding a smartphone. The main heading is "Learning reimaged". Below it, a sub-heading states: "Pearson Revel is an interactive learning environment that enables students to read, practice, and study in one continuous experience." A "Learn more" button is positioned to the left of the sub-heading. On the right side, there is a "Sign In" section with the text "Already registered? Sign in with your Pearson account." and a "Sign in" button. Below that is a "Get Started" section with the text "Need access? Start here!" and two buttons: "Student" and "Educator". At the bottom, there are two teal-colored navigation menus. The "Educators" menu includes "Features", "Browse Products", and "Training & Support". The "Students" menu includes "Mobile App", "Get Started", and "Support".

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# Chapter 1

## Introducing Psychological Science

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### 1.1 The Science of Psychology

The Scientific Method

Building Scientific Literacy

Working the Scientific Literacy Model: Planning When to Study

Module 1.1 Summary

### 1.2 How Psychology Became a Science

Psychology's Philosophical and Scientific Origins

The Beginnings of Contemporary Psychology

Emerging Themes in Psychology

Module 1.2 Summary

# Module 1.1 The Science of Psychology

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## Learning Objectives

1.1a Know . . . the key terminology of the scientific method.