PSYCHOLOGY
AN EXPLORATION
Canadian Edition

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PEARSON
Toronto
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Psychology in Action

Secrets for Surviving University and Improving Your Grades  PIA-2

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MyPsychLab

MyPsychLab is an online homework, tutorial, and assessment program that truly engages students in learning. It combines interactive online materials with powerful online assessment to help students better prepare for class, quizzes, and exams—resulting in better performance in the course—and provides educators with a dynamic set of tools for gauging individual and class progress. MyPsychLab helps ensure that students are always learning and always improving.

MyPsychLab Video Series
Comprehensive, current, and cutting edge, the exclusive 30-minute video episodes for every chapter take the viewer from the research laboratory to inside the brain to out on the street for real-world applications.

MyPsychLab Simulations
MyPsychLab Simulations allow students to experience psychology. Students participate in online experiments and surveys to reinforce what they are learning in class and reading about in the book.

Pearson eText
MyPsychLab also includes an interactive eText with a variety of multimedia resources available right from the pages. Learning aids such as video clips and animations link directly in the eText to illustrate key concepts.
NEW Dynamic Study Modules

Not every student learns the same way and at the same rate. And now, thanks to advances in adaptive learning technology, you no longer have to teach as if they do. The Dynamic Study Modules in MyPsychLab continuously assess student performance and activity in real time, and, using data and analytics, personalize content to reinforce concepts that target each student’s strengths and weaknesses.

Writing Space

Better writers make great learners—who perform better in their courses. To help you develop and assess concept mastery and critical thinking through writing, we created the Writing Space in MyPsychLab. It’s a single place to create, track, and grade writing assignments, provide writing resources, and exchange meaningful, personalized feedback with students, quickly and easily.

Proven Results

Instructors and students have been using MyPsychLab for nearly 10 years. To date, over 500,000 students have used MyPsychLab. During that time, three white papers on the efficacy of MyPsychLab were published. Both the white papers and user feedback show compelling results: MyPsychLab helps students succeed and improve their test scores. One of the key ways MyPsychLab improves student outcomes is by providing continuous assessment as part of the learning process. Over the years, both instructor and student feedback have guided numerous improvements that have made MyPsychLab even more flexible and effective.

Faculty Advisor Program

Pearson is committed to helping instructors and students succeed with MyPsychLab. To that end, we offer a Psychology Faculty Advocate Program designed to provide peer-to-peer support to new users of MyPsychLab. Experienced Faculty Advocates help instructors understand how MyPsychLab can improve student performance. To learn more about the Faculty Advocate Program, please contact your local Pearson representative or one of the Faculty Advocates listed below:

- Noland White at noland.white@gcsu.edu
- Gabe Myland at gabe.mydland@dsu.edu
- Teresa Stalvey at stalveyt@nfcc.edu

Overall, MyPsychLab allows us to take assessments and connect them to outcomes in accordance with APA guidelines. In nine years of experience MyPsychLab has been completely reliable and has never gone down.

MyPsychLab simplifies my life and allows me to be more informative, knowledgeable, creative, and entertaining. The entertainment factor increases the number of students that sign up for my class.
Instructors consistently tell us that making their classroom lectures and online instruction exciting and dynamic is a top priority in order to engage students and bring psychology to life. We have been listening, and we have responded by creating state-of-the-art presentation resources, putting the most powerful presentation resources at your fingertips.

**presentation resources for instructors**

**Powerful and Exclusive**

Instructors consistently tell us that making their classroom lectures and online instruction exciting and dynamic is a top priority in order to engage students and bring psychology to life. We have been listening, and we have responded by creating state-of-the-art presentation resources, putting the most powerful presentation resources at your fingertips.

**ClassPrep available in MyPsychLab**

Finding, sorting, organizing, and presenting your instructor resources is faster and easier than ever before with MyClassPrep. This fully searchable database contains hundreds and hundreds of our best teacher resources, such as lecture launchers and discussion topics, in-class and out-of-class activities and assignments, and handouts, as well as video clips, photos, illustrations, charts, graphs, and animations. Instructors can search or browse by topic, and it is easy to sort your results by type, such as photo, document, or animation. You can create personalized folders to organize and store what you like, or you can download resources. You can also upload your own content and present directly from MyClassPrep.
**PowerPoint slides**

These slides bring the powerful Ciccarelli/White/Fritzley/Harrigan design right into the classroom, drawing students into the lecture by combining engaging overviews of key concepts with rich visuals.

The slides are built around the text’s learning objectives and offer multiple pathways or links between content areas.

**Personal Response System**

Also included are clicker questions that help generate discussion and provide instant feedback on how your students are responding to lecture content.
teaching and learning package
Integration and Feedback

It is increasingly true today that as valuable as a good textbook is, it is still only one element of a comprehensive learning package. The teaching and homework package that accompanies Psychology: An Exploration, Canadian edition, is the most comprehensive and integrated on the market. We have made every effort to provide high-quality instructor resources that will save you preparation time and will enhance the time you spend in the classroom. Noland White has overseen the development of each component of the teaching and assessment package by working directly with the authors and reviewers to ensure consistency in quality and content.

The Test Item File contains a primary test bank containing thousands of questions. Each chapter includes a two-page Total Assessment Guide that categorizes all test items by learning objective and question type (factual, conceptual, or applied) in an easy-to-reference grid.

The test item file has been thoroughly revised in response to feedback. It has also been analyzed line-by-line by a developmental editor and a copy editor in order to ensure clarity, accuracy, and delivery of the highest quality assessment tool.

In addition to the high-quality test bank just described, a second bank of over 1800 questions by Fred Whitford is available, which has been class-tested with item analysis available for each question.

An additional feature for the test bank, currently not found in any other introductory psychology texts, is the inclusion of rationales for the correct answer and the key distracter in the multiple-choice questions. The rationales help instructors reviewing the content to further evaluate the questions they are choosing for their tests and give instructors the option to use the rationales as an answer key for their students. Feedback from current customers indicates that this unique feature is very useful for ensuring quality and quick response to student queries.
The test bank comes with Pearson MyTest, a powerful assessment generation program that helps instructors easily create and print quizzes and exams. Questions and tests can be authored online, allowing instructors ultimate flexibility and the ability to efficiently manage assessments any time, anywhere! Instructors can easily access existing questions and edit, create, and store using simple drag-and-drop and Word-like controls. Data on each question provides information on level of difficulty and page number. In addition, each question maps to the text’s major section and learning objective. For more information, go to www.PearsonMyTest.com.

- **Instructor’s Resource Manual** offers a robust collection of resources in an easy-to-use format. For each chapter, you’ll find activities, exercises, assignments, handouts, and demos for in-class use, as well as guidelines on integrating the many Pearson media resources into your classroom and syllabus. This resource saves prep work and helps you maximize your classroom time.

- **CourseSmart** goes beyond traditional expectations—providing instant, online access to the textbooks and course materials you need at a lower cost for students. And even as students save money, you can save time and hassle with a digital eTextbook that allows you to search for the most relevant content at the very moment you need it. Whether it’s evaluating textbooks or creating lecture notes to help students with difficult concepts, CourseSmart can make life a little easier. See how when you visit www.coursesmart.com/instructors.

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### Accessing All Resources

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For technical support for any of your Pearson products, you and your students can contact http://247.pearsoned.com.
learner-centred approach

Curiosity and Dialogue

In recent years there has been an increased focus on a more learner-centred approach in higher education. A learner-centred approach encourages dialogue and recognizes the importance of actively engaging students. This textbook came about because we recognized the importance of motivating students to read. When we say “read,” we mean really read the text, not just skim it looking for answers to some study guide questions or trying to cram it all in the night before the exam. We set out to write in a style that draws the reader into an ongoing dialogue about psychology. We also want to see students inspired to use the study materials integrated with the text. Our goal is to awaken students’ curiosity and energize their desire to learn more; we are delighted with the feedback from students and instructors who have used our text and who tell us this approach is working.

chapter opening prologues

are designed to capture student interest immediately. Taken from a case study or recent event in the news, these openers engage students in the material from the very start of the chapter. The design truly captures the imagination of students and adds to the appeal of the chapter content.

student-voice questions

encourage students to stop, to clarify, and to think critically. Written by students for students, these questions create a dialogue between the text and the reader and encourage students to ask similar questions in the classroom or online. Cited by students and instructors alike as a truly unique and key element, this feature highlights photographs of students who used the text in their introductory class and who provided questions, comments, and invaluable feedback on the book.
In both circles, individuals with number 96. In both circles, individuals with number 96. In both circles, individuals with number 96. In both circles, individuals with number 96. In both circles, individuals with number 96. In both circles, individuals with number 96. In both circles, individuals with number 96. In both circles, individuals with number 96. In both circles, individuals with number 96.
psychology in the news

Facing Facebook—The Social Nature of Online Networking

There are some interesting research findings concerning the online networking phenomenon. For example, the frequency of social media use has increased substantially over the past few years. Between 2010 and 2011, there was a 15 percent increase in the number of Canadians who visited a social media site at least once a week and a 16 percent increase in the number of Canadians who visited a social networking site every day. In addition, although the stereotype is that social media is only for teenagers and young adults, the number of older Canadians actively using social networking sites has also increased dramatically—almost 68 percent of 35–54-year-olds, and over 40 percent of those over the age of 55, have reported using social media. There are also gender differences, with 37 percent of online Canadian females using social media once a day compared to only 24 percent of online Canadian males (Faber, 2011).

Researchers have found that young people who already experience positive social relationships use online sites to enhance those same relationships, contrary to the stereotype view that it would be the socially inept who would gravitate toward the anonymous features of each chapter

are special sections covering interesting topics related to the chapter material, especially topics of diversity and cultural interest. These sections are not set off from the text in boxes, and the authors refer to these features in the chapter content, making it more likely that students will read the enriching material. The test bank, practice quizzes, and the tests at the end of each chapter include questions on this material, further encouraging students to read it. Each section ends with Questions for Further Study that encourage students to think critically about the content they have just read.

concept summaries

at the end of each chapter provide students with a graphic summary of content covered in the chapter. By pulling the content together in this highly visual manner, students can better understand the connections and grasp how the chapter material fits together.

classic studies in psychology

Biological Constraints on Operant Conditioning

Raccoons are fairly intelligent animals and are sometimes used in learning experiments. In a typical experiment, a behaviourist would use shaping and reinforcement to teach a raccoon a trick. The goal might be to get the raccoon to pick up several coins and drop them into a metal container, for which the raccoon would be rewarded with food. The behaviourist starts by reinforcing the raccoon for picking up a single coin. Then the metal container is introduced, and the raccoon is now required to drop the coin into the slot on the container in order to get reinforcement.

It is at this point that operant conditioning seems to fail. Instead of dropping the coin in the slot, the raccoon puts the coin in and out of the slot and rubs it against the inside of the container, then holds it firmly for a few seconds before finally letting it go. When the requirement is upped to two coins, the raccoon spends several minutes rubbing them against each other and dipping them into the container, without actually dropping them in. In spite of the fact that this dipping and rubbing behaviour is not reinforced, it gets worse and worse until conditioning becomes impossible.

applying psychology to everyday life

Beyond “Smoke and Mirrors”—The Psychological Science and Neuroscience of Magic

Many people enjoy watching magic acts in person or on television. Perhaps you have been amazed by a Mindfreak performed by Criss Angel or the performance and edgy antics of Penn & Teller. If you are one of those people, you likely witnessed a performance that included many various illusions. And like many of us, you probably wondered at some point in the performance, “How did they do that?!” Did you think the tricks were due to some type of special device (such as a fake thumb tip for hiding a scarf), or perhaps they were accomplished with “smoke and mirrors,” or maybe the magician distracted the audience with one movement while actually doing something.
The creation of this text and package is the result of the most extensive development investment in a text that this discipline has ever experienced. Over 1000 instructors and students contributed to decisions regarding issues such as organization, content coverage, pedagogical innovation, and writing style through feedback from reviews and focus groups. A full-time development editor analyzed this feedback and worked with the authors, editing the prose line-by-line for clarity. Student reviewers who had used the book in their introductory psychology class provided valuable input by evaluating the writing style and in-text learning tools; you will see some of these student reviewers in the photos included with the Student-Voice questions. The Canadian edition continues to carry the benefit of this input and has been even further improved based on specific feedback from Canadian reviewers, including expert reviewers for each major topic area who provided feedback on the currency and accuracy of the research. We are grateful to all who provided feedback on changes for the Canadian edition text as well as changes to the design—which we hope you find as inviting as we do!
We, the authors, would very much like to express our sincere appreciation to the many colleagues and friends who through either their patience, interest, or advice helped us put the words down in a coherent fashion and more importantly guided us with their inspiration through the tough times.

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Anick Legault, Dawson College
Karen Moreau, Niagara College of Applied Arts and Technology

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