Prentice Hall
Elmhorst, Minter, Spilis

Program Activation
Participant Guide

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Session Information

Objectives
By the end of the session, you will be able to
- navigate through the print and digital features of the program;
- understand course structure and planning options;
- understand assessment and progress-monitoring options;
- identify differentiated instruction opportunities; and
- plan for instruction.

Agenda
- Introduction
- Module 1: Program Overview and Framework
- Module 2: Introduction to the Digital Course—MyPsychLab™
- Module 3: Exploring Resources
- Module 4: Exploring Instructor Resources and Tools
- Module 5: Student Registration
- Reflection and Closing
Session Modules

Introduction

Activity: Two-minute Talks: Integrating Technology

Directions
1. With a partner, discuss “technology integration” within your classroom for two minutes. Then switch and have your partner do the same. The purpose of this activity is to identify what you know and think about integrating technology in the psychology classroom. The talk may include the following:
   - Facts
   - Implications
   - Concerns or questions
2. Use the space below to record key points from your discussions.

Technology Integration

Facts:

Implications:

Concerns/Questions:
Activity: Teacher Registration

Directions
Follow your facilitator’s directions during the registration process to ensure everyone remains on the same page. The steps below are provided as a guide.

1. Go to www.pearsonschool.com/access.
2. Type the first six characters of your Access Code.
3. Click the drop-down arrow under Covered Titles and then under Social Studies.
4. Search for Minter/Elmhorst, Psychology 2e (High School Edition) (For users of 1e and 2e) and click the title to expand.
5. Click Teacher Registration.
6. Review the License Agreement and Privacy Policy and click I Accept.
7. Select No as to whether you have a Pearson Education account.
   - Complete the registration process by entering the School Location information.
   - Select Other and manually enter your school name and information. Be sure that you enter your school name exactly the same as everyone else, so you can share courses.
8. Create your security question and choose an answer for the “May we contact you?” section. Then click Next.
9. A Confirmation and Summary will appear. Click Log In Now.

Activity: Create the Course

Directions
Follow your facilitator’s directions during the course creation process to ensure everyone remains on the same page. The steps below are provided as a guide.

1. Navigate to the Course Manager page and click Create or copy a course.
2. In the Choose from Catalog section, type “Prentice Hall Psychology” and click the search icon.
3. Click Select to choose MyPsychLab for Elmhorst and Minter, Prentice Hall Psychology.
4. In the Course Type section, select Student-use Course.
5. In the Course Name field, type the name of your course.
6. Enter a course description (optional) to help distinguish this course from another course (e.g., the course number and section or when the course meets). Check the box if you want to allow others to copy this course.
7. Select Course Enrollment Dates:
• **Enrollment Start Date**: Use the calendar to select the month, day, and year when you want students to start enrolling in your course. Default is the current date.

• **Enrollment End Date**: Use the calendar to select the month, day, and year when you want students to stop enrolling in your course.

8. Select Course Duration Dates:

• **Course Start Date**: Use the calendar to select the month, day, and year when you plan to begin teaching the course. Default is the current date.

• **Course End Date**: Use the calendar to select the month, day, and year when you want to close student access to your course.

9. Click **Create Course**.

10. Select **Return to My Courses**. You can come here for the following:

• Student registration instructions (information that your students will need to enroll in your course)

• Edit course details

• Copy the course

• Open the roster

Use the space below to take notes if needed:
Module 1: Program Overview and Framework

**Directions:** Use the space below to take notes on the various sections in Module 1.

<table>
<thead>
<tr>
<th>Organization</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Opener</td>
<td></td>
</tr>
<tr>
<td>Module Goals and Objectives</td>
<td></td>
</tr>
<tr>
<td>Features and Support</td>
<td></td>
</tr>
<tr>
<td>Concept Summaries</td>
<td></td>
</tr>
<tr>
<td>Chapter Summaries</td>
<td></td>
</tr>
<tr>
<td>Quizzes and Assessments</td>
<td></td>
</tr>
</tbody>
</table>
Module 2: Introduction to the Digital Course—MyPsychLab™

Activity: eText Exploration

Directions: Follow your facilitator’s directions as you explore the features within the eText. Use the space below to take notes.

eText Exploration notes:

Customize eText notes:
Activity: Print vs. Digital eText

1. What behaviors do students demonstrate when they read print text?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

2. What behaviors do students demonstrate when they read digital text?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

3. How is reading text online different from reading print text?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

4. How might you use the features within the eText to enhance learning within your classroom?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
Module 3: Exploring Resources

Activity: Exploring the Study Plan

Directions

1. Follow your facilitator’s directions as you explore the features within the Study Plan, as well as the Experience the Media folder and Explore More Chapter Resources folder.

2. What are some ways you can use these resources within your classroom? Use the space below to take notes.

<table>
<thead>
<tr>
<th>Study Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessing the Study Plan: Click Course Calendar, and then click Study Plan. Click a chapter folder to explore.</td>
</tr>
<tr>
<td>- Pre-test</td>
</tr>
<tr>
<td>- Study Materials</td>
</tr>
<tr>
<td>- Post-test</td>
</tr>
<tr>
<td>- Dynamic Study Module</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experience the Media</th>
<th>Explore More Chapter Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Quizzes</td>
<td></td>
</tr>
<tr>
<td>- Videos/Simulations</td>
<td></td>
</tr>
<tr>
<td>- No Quizzes</td>
<td></td>
</tr>
<tr>
<td>- Flash Cards</td>
<td></td>
</tr>
<tr>
<td>- Videos/Simulations</td>
<td></td>
</tr>
<tr>
<td>- Surveys</td>
<td></td>
</tr>
<tr>
<td>- Chapter Summary</td>
<td></td>
</tr>
</tbody>
</table>

Additional notes:
Activity: MyPsychLab Simulation—Weber’s Law

Directions

1. Click the MyPsychLab Simulations tab, scroll until you see Weber’s Law, and click Activity.
2. Follow the onscreen guidance to complete each section of the activity (Introduction, Instructions, Experiment, Results, and Discussion). As you work your way through the activity, respond to the following questions:
   a. How does the Introduction set the stage for learning?
      ____________________________________________________________
      ____________________________________________________________
   b. List a couple of the ways the activity draws attention to important content.
      ____________________________________________________________
      ____________________________________________________________
   c. Do you think the experiments will engage your students? Why/Why Not?
      ____________________________________________________________
      ____________________________________________________________
   d. Did you view the Global Data results? Did you like this feature?
      ____________________________________________________________
      ____________________________________________________________
   e. What did you like about the Discussion section?
      ____________________________________________________________
      ____________________________________________________________
Creating Course: MyPsychLab Simulations

Use the space below to take notes:
Module 4: Exploring Instructor Resources and Tools

Activity: Instructor Tools—Assign Content

Directions: Use the space below to take notes on how to assign content.
Activity: Instructor Tools—Course Materials

Directions: Use the space below to take notes about the Course Materials tab.
Module 5: Student Registration

**Activity: Student Registration Reminder List**

**Directions:** List a few items to remember about student registration.

1. 
2. 
3. 
4.
<table>
<thead>
<tr>
<th>Navigate MyPsychLab™</th>
<th>Click to Discover</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sign in to MyPsychLab</strong></td>
<td>My username: ___________________</td>
</tr>
<tr>
<td></td>
<td>My password: ___________________</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.pearsonmylabandmastering.com/northamerica/mypsychlab/">www.pearsonmylabandmastering.com/northamerica/mypsychlab/</a></td>
</tr>
<tr>
<td><strong>Course Home Page</strong></td>
<td>This is your MyPsychLab Course Home page. Locate the <strong>Start Here</strong> option and explore these features:</td>
</tr>
<tr>
<td></td>
<td>• <strong>User Support</strong> (Update Your Browser, 24/7 Customer Support)</td>
</tr>
<tr>
<td></td>
<td>• <strong>Sync Your Time Zone</strong></td>
</tr>
<tr>
<td></td>
<td>• <strong>User Guide</strong></td>
</tr>
<tr>
<td></td>
<td>The <strong>Read the eText</strong> option provides access to the full course textbook.</td>
</tr>
<tr>
<td></td>
<td>The <strong>Listen to the Text</strong> option provides the complete <em>Prentice Hall Psychology</em> text in audio format.</td>
</tr>
<tr>
<td><strong>eText Navigation</strong></td>
<td>Use the navigational pane on the left to explore chapter contents.</td>
</tr>
<tr>
<td></td>
<td>• Click a chapter folder to see nested modules within a chapter.</td>
</tr>
<tr>
<td></td>
<td>• Click a module folder to access content.</td>
</tr>
<tr>
<td></td>
<td>Explore the top toolbar:</td>
</tr>
<tr>
<td></td>
<td>• Click the arrows in upper-left corner to navigate to the previous and next page.</td>
</tr>
<tr>
<td></td>
<td>• Click the <strong>Highlighting Tool</strong> icon to use the marker to emphasize important content within the text.</td>
</tr>
<tr>
<td></td>
<td>• Click the <strong>Note Tool</strong> icon to add notes, link to a website, and/or share with students.</td>
</tr>
<tr>
<td></td>
<td>• Click the <strong>Bookmark Page</strong> icon to create a bookmark.</td>
</tr>
<tr>
<td></td>
<td>• Use the Search box to locate content.</td>
</tr>
<tr>
<td></td>
<td>• Click the <strong>Whiteboard</strong> icon to view in whiteboard mode and then click the <strong>Browse</strong> icon to return to previous view.</td>
</tr>
<tr>
<td></td>
<td>• Locate and explore the following embedded links within the eText:</td>
</tr>
<tr>
<td></td>
<td>o Glossary</td>
</tr>
<tr>
<td></td>
<td>o Video</td>
</tr>
<tr>
<td></td>
<td>o LINKS</td>
</tr>
</tbody>
</table>
Study Plan

- To access the Study Plan, navigate to the Course Home page, and click the Course Calendar.
- Click the Study Plan option.

- Click Chapter 01: The Science of Psychology in Student View. Locate the following:
  o Status column, which helps students to keep track of their progress
  o Option to view chapter learning objectives
  o eText option, which is another way to access the specific chapter in the eText
- Click Complete the Chapter 01 Study Plan to begin the Study Plan. The Study Plan allows your students to check their knowledge prior to reading.

- The Study Plan typically includes three basic components:
  o The Pre-Test checks your students’ initial understanding of concepts.
  o Study Materials are assigned based on your students’ pre-test results.
  o The Post-Test is taken after the student completes his or her Study Materials.

Reset the Study Plan Pre-Test

To reset the Study Plan Pre-Test:
- Click Instructor Tools > Manage Course Materials.
- Locate the chapter Study Plan with the pre-test you want to reset.
- Select Edit from the Options menu.
- Locate the Pre-Test banner and click the drop-down below.
Click View Submissions from the pre-test Options menu. Click the student’s name, click Delete, and choose either This submission or All submissions from this student. Click Yes to confirm or No to return.

Repeat these steps for each student who started or submitted a pre-test that you want to reset.

The Study Plan’s Experience the Media Assignments folder has three sections. Explore these features:
- Introduction
- Video (can be a video or a simulation)
- Conclusion, which contains the quiz

The Study Plan’s More Chapter Resources folder contains the following:
- Videos
- Simulations
- Surveys
- Chapter Summaries
Instructor Tools

Instructor Tools—Assign Content

Access the Instructor Tools from the Course Home menu, and select Assign Content in order to manage these features:

- Assignment Calendar
- Course Materials (to add exam, quiz, Media Assignment, Homework, Skill Study Plan, Discussion Topic, or links, or to upload your own files)
- Gradebook (to view the Student Report and Detailed Student Report)
- My Test (to preview test questions and create tests/quizzes)

Assign any of the listed content by dragging it to the desired date on the calendar and dropping it on that date.

Instructor Resources

Access the Instructor Resources from the Course Home menu in order to explore the following support materials:

- Annotated Teacher’s Edition eText with instructor notes
- Test Bank (includes a downloadable zip file containing an Assessment Guide aligned to the Learning Objectives along with a bank of assessment questions for each chapter)
- Presentations (includes a bank of lecture presentations for each chapter)
- Instructor’s Manual contains Lecture Guides, Chapter Resources (Handout Masters with fill in the blanks, Web Resources, PowerPoint slides, etc.)
- MyPsychLab Simulations User Guide provides instructor information on the simulation activities and also how to assign them.
- Preparing for DSM 5 Teaching Tips provides a DSM 5 Teaching Primer, with brief description of the changes within the DSM 5.
- Learning Catalytics support and guidance
- Writing Space User Guide provides information on the auto-feedback writing assignments (within Writing Space) along with directions on how to assign them.
- Dynamic Study Modules Reporting Guide offers a description of each Dynamic Study Modules report from the instructor reporting dashboard.
Reflection and Closing

Activity: Revisit Two-minute Talks: Integrating Technology

Directions

1. With a partner, reflect on what you have learned about integrating technology with MyPsychLab for two minutes. Then switch and have your partner do the same. The purpose of this culminating activity is to identify what you have learned about integrating technology in the psychology classroom. The talk may include, but is not limited to, the following:
   - Facts
   - Implications
   - Concerns or questions

2. Use the space below to record key points from your discussions.

   Facts:

   Implications:

   Concerns/Questions:

3. We've seen many features to support technology integration today. If you had to pick one or two favorite resources, what would they be?
My Pearson Training

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Evaluation

Please go to www.pearsonschool.com/surveys, select the options below, and complete the short survey.
References


Acknowledgments

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