



connect<sup>®</sup>MASTER

Psychology

**ONLINE LEARNING  
WITHOUT COMPROMISE**



# Why did we develop Connect Master?

The goal of Connect Master for Introductory Psychology is to address one of the key market problems identified through research and interviews with instructors » students are not able to develop and apply psychology skills because they a) lack the knowledge of basic psychology concepts and research findings, and b) have not developed key academic skills, such as critical thinking, reading, writing, etc.

## TOP COURSE GOALS

*“What should students be able to do once they complete Introductory Psychology?”*

Over **2,500** instructors said:

Think analytically/critically about psychology concepts and phenomena

Apply psychology to their daily lives

Evaluate research presented in news stories or journal articles

## TOP COURSE CHALLENGES

- 1** Getting students to read course materials
- 2** Supporting students who lack basic college success skills
- 3** Covering all the necessary course content
- 4** Engaging students

**TOP COURSE SKILLS** ■ Critical Thinking ■ Scientific Reasoning ■ Written Communication ■ Application



With **Connect Master: Introductory Psychology**, students of varying preparedness quickly develop the skills to extend and apply their knowledge.

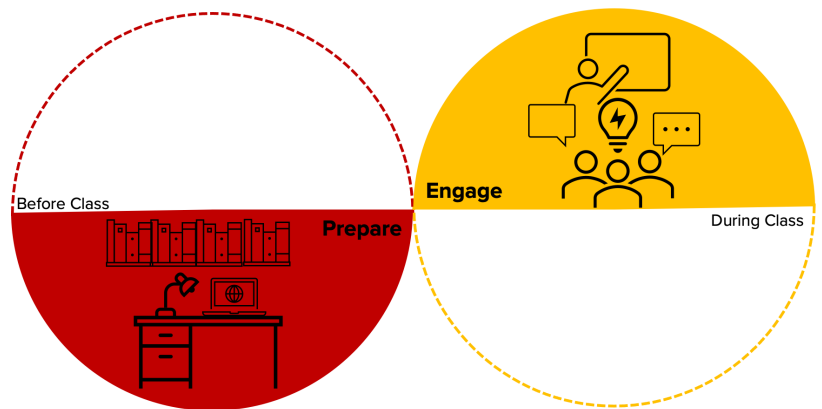
A first-of-its-kind, digital course solution Connect Master: Introductory Psychology empowers students to succeed by strengthening active learning strategies and skills development and helping solve key course challenges.

- Connect Master **empowers** students to succeed
- Connect Master **solves** key course challenges
- Connect Master **strengthens** active learning strategies and skills development
- Connect Master **evolves** with the state-of-the-discipline

## ACTIVE LEARNING

Active learning consists of a variety of methods of learning in which all students are actively or experientially involved in the learning process. Active learning in the classroom requires student preparation and knowledge acquisition prior to instructional time.

Connect Master supports active learning in your courses by preparing students with a strong foundation of content and skills necessary to engage with material more deeply. Instructional time can focus on applying that knowledge and those skills to ensure deeper learning.



*“I appreciate that the reading and questions following the reading are tailored to the specific student’s understanding of the material.”*

**DR. JACKIE ADAMSON**  
DEL MAR COLLEGE, CORPUS CHRISTI, TX

*“Application is essential to retention and increasing student engagement. These activities are relevant, engaging and well-done.”*

**JAMES RODGERS**  
HAWKEYE COMMUNITY COLLEGE

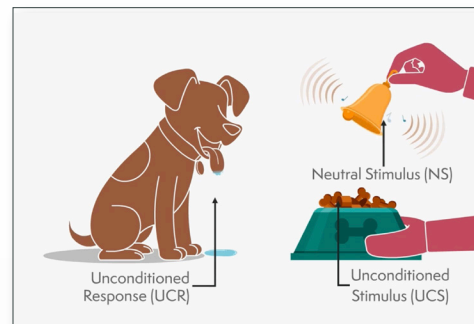
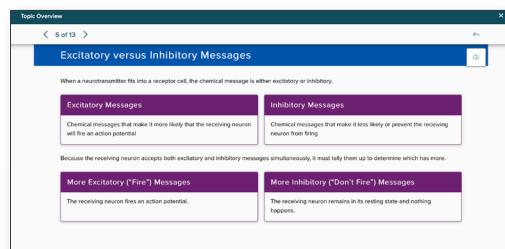
# STRONG FOUNDATIONS

## FOCUSED & ADAPTIVE

The reading experience in **Connect Master: Introductory Psychology** helps students identify and retain key concepts and optimizes the content presentation on any device.

Traditional chapters are divided into flexible modules and organized around Topic Overviews. These Topic Overviews support student learning of key concepts and information based on learning objectives.

After completing the reading, each student is served adaptive practice and review content to ensure any gaps in understanding are addressed before moving forward.

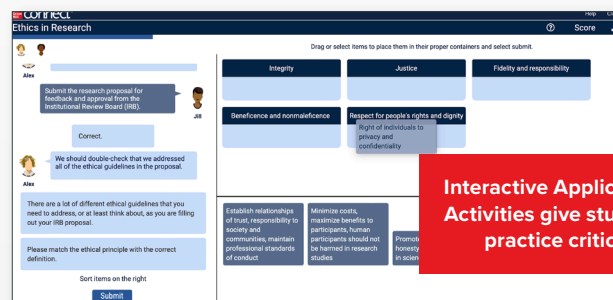
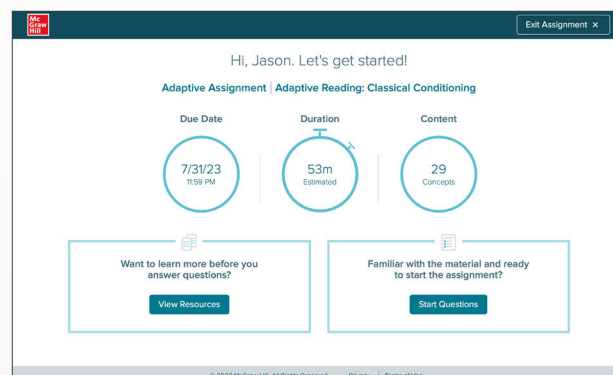


# SKILL DEVELOPMENT

In addition to foundational course content, **Connect Master** provides abundant opportunity for students to understand, practice, and apply academic skills such as...

## ASSIGNABLE SKILL TRAINING

- Reading and Thinking Critically
- Incorporating Sources into Writing
- Analyzing Tables and Figures
- Using Scientific Reasoning
- Reading Research
- Writing a Critical Analysis
- Writing and Responding to a Discussion Post



Interactive Application-Based Activities give students the to practice critical skills.



*"I like how the material is learned by doing—answering questions—and not passively reading. This system forces the students to be engaged."*

DENNIS K. MILLER  
UNIVERSITY OF MISSOURI

## POWERFUL WRITING TOOLS

Faculty using Connect Master can confidently assign and assess writing with easy-to-use reports, rubrics, grading, and feedback to simplify the process.

With built-in originality detection and grammar review supported by McGraw Hill learning resources, students identify mistakes during their writing process and receive just-in-time instruction on how to avoid these mistakes in the future.

The result is better student writing through practice and remediation.

## DIGITAL-FIRST COURSEWARE

**Connect Master: Introductory Psychology content is designed for digital use.**

This digital-first reading experience ensures:

### MOBILE-READY + OFFLINE LEARNING

With the ReadAnywhere® app students will be able to complete their work offline and upload it once a connection is established.

### PRINTABLE COMPANION

All students have access to a printable core concepts notebook.

### ACCESSIBILITY

Accessibility is foundational to our development—our content is built to meet **WCAG AA** accessibility guidelines to ensure equity for all students.

### FLEXIBILITY

Content can be assigned in a traditional chapter structure or organized more flexibly into modules.

The screenshot displays a writing tool interface. On the left, a sidebar shows 'Subject-verb agreement concerns' with an error description: 'Consider [decide] instead of 'decides''. Below this are 'Accept' and 'Ignore' buttons, and a 'Learning Resource' section with video thumbnails for 'Singular or Plural?', 'Subject Types - Singular & Plural...', and 'Sin Subject-Ver...'. The main text area shows a student's draft with a highlighted error: '...of the car. Another of my friends buy the or month.' A dropdown menu offers corrections: 'you'll', 'won't', 'might be', and 'But'. A red box with an arrow points to the 'Originality' icon, stating: 'The built-in ORIGINALITY checker teaches students how NOT to plagiarize while they are writing.' Another red box at the bottom states: 'The built-in writing tools will provide live editing suggestions and will remediate students to resources that will help them to develop their writing skills.'

The screenshot shows an assessment interface for 'Correlational Research'. The main text area contains a paragraph about the correlation between obesity and watching television. On the right, a score of 76 is displayed, along with a 'Grade (Max 100)' and a 'Rubric Score (Max Score 16)' of 11. Below the score, a rubric table shows scores for 'Ideas', 'Organization', 'Spelling and Grammar', and 'Word Choice', all marked as 'Proficient'.

The screenshot shows the mobile app interface. The top part displays a 'Multiple Select Question' about classical conditioning. The question asks: 'Which of the following can be explained by classical conditioning? (Select all that apply)'. The options are: 'Learning to not stay out late for fear of being grounded.', 'Seeing a restaurant sign and getting hungry.', 'Fear of sitting on your porch after being stung by a bee there.', and 'Playing a slot machine in hopes of winning money.' Below the question, there are buttons for 'Need help? Review these concept resources.' and 'Rate your confidence to submit your answer.' with 'High', 'Medium', and 'Low' options. The bottom part of the screen shows a slide titled 'Before Conditioning' with a diagram of a speaker (Unconditioned Stimulus) and a baby (Unconditioned Response).

*“This is just such a valuable way of presenting Psychology as something different from what students see in the media. This is just such an excellent approach.”*

**MARGOT UNDERWOOD**  
JOLIET JUNIOR COLLEGE

## CURRENCY & RELEVANCY

### UP-TO-DATE CONTENT

Strategic and as-needed content updates will free faculty from revision cycles. Faculty will have the option to include current updates without the hassle of moving to a new edition.

### EMERGING RESEARCH

Each chapter includes at least one Emerging Research feature. The feature is organized into the following sections: Introduction (summarizing the purpose), methods, results and discussion, and implications. The consistent manner of presenting each study is designed to support student consumption and evaluation. Throughout the Topic Overviews, the feature illuminates the diversity of research psychologists in the field and emphasizes the diversity of scholarship found in modern psychology.

### RELEVANCY MODULES

Assignable Relevancy Modules are brief, inclusive, and assessable modules that support the APA Introductory Psychology themes and the narratives of McGraw Hill's Intro Psych titles and are set up in a consistent framework to support student learning. These modules were developed by a diverse array of authors and designed to bring in currency to the course while making the content relatable and relevant to the learner!

## FULL COURSE SOLUTION

### Connect Master: Introductory Psychology

is a complete course solution consisting of a standalone digital experience. Our aim is to unlock the potential of every learner, removing barriers between students and great learning outcomes.

The screenshot shows a digital interface for a topic overview. At the top, it says 'Topic Overview' and '< 12 of 13 >'. The main title is 'Emerging Research: Are Your Political Beliefs Reflected in Your Brain's Activity?'. Below this, there is a section for 'Descriptive Research' with a citation: 'Leung, Y. C., Chen, J., Witt, R., & Zaki, J. (2020). Conservative and liberal attitudes drive polarized neural responses to political content. Proceedings of the National Academy of Sciences of the United States of America, 115(46), 27720-27726. https://doi.org/10.1073/pnas.2008520117'. A question follows: 'Many countries, including the United States, have seen an upswing in political polarization in recent years. Are political beliefs reflected in brain activity?'. Below the question, there is a section 'Expand each of the four items.' with four expandable items: 'Introduction', 'Method', 'Results and Discussion', and 'Implications'.

The screenshot shows a 'Learning Outcomes' module. The title is 'The Science of Social Media Learning Outcomes'. Below the title, it says 'Upon completion of this module, you should be able to'. There are four numbered outcomes: 1. Compare and contrast the pros and cons of social media. 2. Understand the focus of correlational research on social media. 3. Discuss correlations found between social media use and psychological outcomes, such as psychological distress and well-being. 4. Explain why different methods and approaches to the study of social behavior can create diverse results.

The screenshot shows a module titled 'Why Learn About Social Media?'. The text asks: 'Have you thought about how many social media accounts you have? Three? Five? Do you know how much time you spend on social media daily or even weekly? Have you ever missed information during a class lecture because you were scrolling through social media when you were supposed to be listening, and it cost you on a test? Does the thought of not being able to check your social media accounts terrify you? Have you ever wondered if using social media might alter more than your mood—maybe even your brain?'. To the right of the text is an image of several people holding up their smartphones, looking at the screens.

The screenshot shows a module titled 'Effects on Memory and Attention'. The text states: 'Finally, other research has found that excessive screen time is associated with decreases in memory and attention and may alter the way the brain chooses memories for long-term storage (Firth et al., 2019; Sharifian and Zahodne, 2019; Spence et al., 2020). According to Tamir (2018) and colleagues, individuals who record an event, such as a class lecture, on video versus those who experience it firsthand tend to recall less of the event. This is likely because they knew they could find the information again; thus, the brain did not need to hold onto it nor focus on it. This lack of focus and lack of practice putting information into long-term memory may lead to long-term consequences for memory effectiveness (Tamir et al., 2018)'. To the right of the text is an image of a young girl in a blue dress playing with a small dog in a grassy area.



*"I love that the process is broken into various elements to walk students through the steps to reading and understanding an article. Most of our students have not read pure research and are intimidated by a long article. This process makes it manageable."*

JESSICA S. MAHONEY, FRONT RANGE COMMUNITY COLLEGE

*"This is an INCREDIBLE way for students to gain scientific literacy. It is absolutely brilliant!"*

CHRISTIE CUNNINGHAM, M.S. PELLISSIPPI STATE COMMUNITY COLLEGE

## ALIGNED CONTENT

**Connect Master: Introductory Psychology** learning objectives, content, and assignments are aligned with APA outcomes to optimize student learning.

- Learning objectives, assessments, and instructional content are aligned to ensure instruction directly supports what is assessed.
- A scaffolded approach helps ensure that students develop the foundational understanding necessary to build their knowledge and receive the practice they need to conquer higher-level assessments.
- Deep instructional alignment provides instructor transparency into student performance with actionable reports.

APA Outcomes (2021)		
<b>1.1 Define and explain basic psychological concepts.</b>	<ul style="list-style-type: none"> <li>Adaptive Reading</li> <li>NewsFlash</li> </ul>	<ul style="list-style-type: none"> <li>Relevancy Modules</li> </ul>
<b>1.2 Interpret research findings related to psychological concepts.</b>	<ul style="list-style-type: none"> <li>NewsFlash</li> <li>Emerging Research Feature</li> </ul>	<ul style="list-style-type: none"> <li>Power of Process</li> <li>Writing Assignment</li> </ul>
<b>1.3 Apply psychological principles to personal growth and other aspects of everyday life.</b>	<ul style="list-style-type: none"> <li>NewsFlash</li> <li>Relevancy Modules</li> </ul>	<ul style="list-style-type: none"> <li>Writing Assignment</li> </ul>
<b>2.1 Describe the advantages and limitations of research strategies.</b>	<ul style="list-style-type: none"> <li>Emerging Research Feature</li> <li>Power of Process</li> </ul>	<ul style="list-style-type: none"> <li>Writing Assignment</li> </ul>
<b>2.2 Evaluate, design, or conduct psychological research.</b>	<ul style="list-style-type: none"> <li>Emerging Research Feature</li> <li>Power of Process</li> </ul>	<ul style="list-style-type: none"> <li>Writing Assignment</li> </ul>
<b>2.3 Draw logical and objective conclusions about behavior and mental processes from empirical evidence.</b>	<ul style="list-style-type: none"> <li>Writing Assignment</li> </ul>	<ul style="list-style-type: none"> <li>Reasoning Exercises</li> </ul>
<b>2.4 Examine how psychological science can be used to counter unsubstantiated statements, opinions, or beliefs.</b>	<ul style="list-style-type: none"> <li>Adaptive Reading</li> <li>Application-Based Activities</li> <li>Emerging Research Feature</li> </ul>	<ul style="list-style-type: none"> <li>Power of Process</li> <li>Reasoning Activities</li> <li>Writing Assignment</li> </ul>

	Adaptive Reading	Relevancy Modules	News-Flash	Practice Quizzes	Psychology at Work	Inter-activities	Still Modules	Application-Based Activities	Power of Process Research Papers	Reasoning Exercises	Writing Practice
EVALUATE										✓	✓
ANALYZE									✓	✓	✓
APPLY		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
UNDERSTAND	✓	✓	✓	✓	✓	✓	✓	✓	✓		
REMEMBER	✓	✓	✓	✓	✓	✓	✓				

*Connect Master “enhances student engagement and learning. Focus on applied learning and information literacy are in line with the mission of the department and College.”*

MICHAEL FIGUCCIO, PHD, FARMINGDALE STATE COLLEGE

## TABLE OF CONTENTS

### The Foundations of Psychology

- Module: The Field of Psychology
- Module: The History of Psychology
- Module: Research in Psychology

### Neuroscience

- Module: Communication Across the Body
- Module: The Brain

### Sensation and Perception

- Module: Sensing the World
- Module: The Senses
- Module: Perceiving the World

### Consciousness

- Module: States of Consciousness
- Module: Sleep and Dreams
- Module: Drugs and Drug Use

### Learning

- Module: Classical Conditioning
- Module: Operant Conditioning
- Module: Cognitive Learning Theory

### Memory, Thinking, and Language

- Module: Memory
- Module: Thinking
- Module: Language

### Motivation and Emotion

- Module: Explaining Motivation
- Module: Human Needs and Motivation
- Module: Emotion

### Human Development

- Module: Nature, Nurture and Prenatal Development
- Module: Infancy and Childhood Development
- Module: Adolescent Development
- Module: Development in Adulthood

### Personality and Intelligence

- Module: Personality
- Module: Intelligence

### Social Psychology

- Module: Attitudes and Social Cognition
- Module: Social Influence and Groups
- Module: Prejudice and Discrimination
- Module: Positive and Negative Social Behavior
- Module: Stress and Coping

### Psychological Disorders

- Module: Abnormality
- Module: Psychological Disorders

### Treatment of Psychological Disorders

- Module: Psychological Approaches to the Treatment of Disorders
- Module: Biomedical Approaches to the Treatment of Disorders

### Relevancy Modules

- The Science of Social Media
- Bouncing Back and Getting Gritty
- Heal the World
- Fake it Until You Make it
- Worries to Warrior: You're Stressing Me Out
- To Vax or Not to Vax: What are the Questions?

### Skills for Introductory Psychology

- Reading and Thinking Critically
- Incorporating Sources into Writing
- Analyzing Tables and Figures
- Using Scientific Reasoning
- Reading Research
- Writing a Critical Analysis
- Writing a Discussion Post
- Information Literacy and Critical Thinking



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## Psychology

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