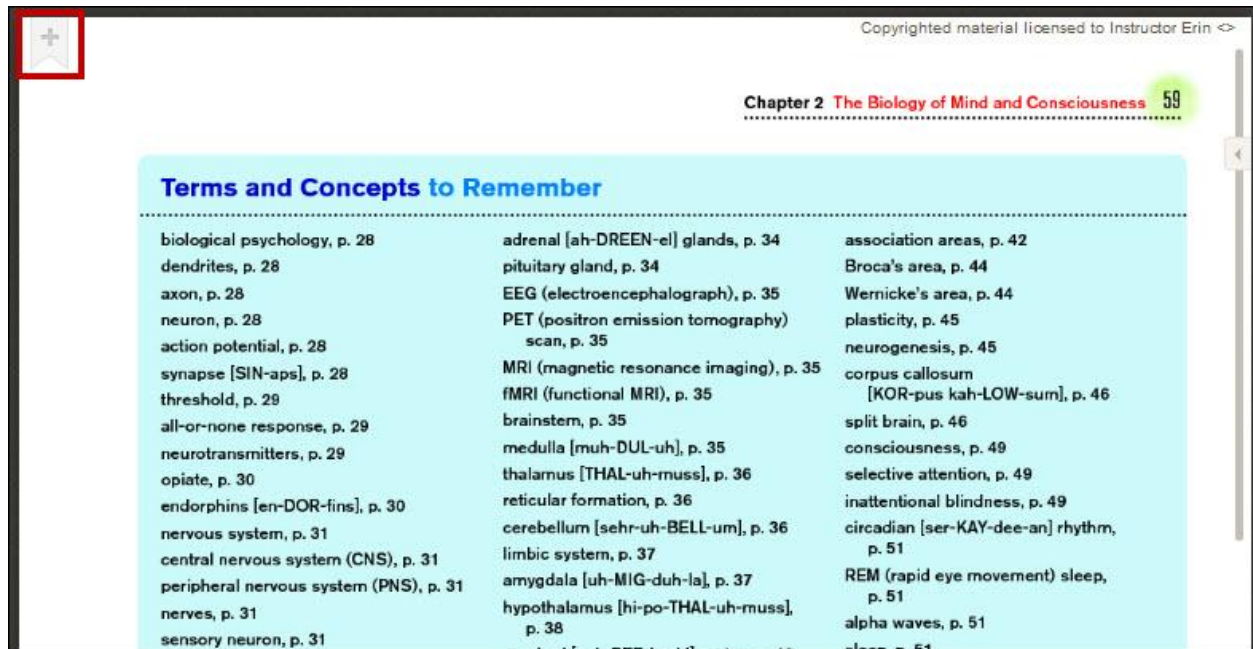


## How to Use Bookmarks

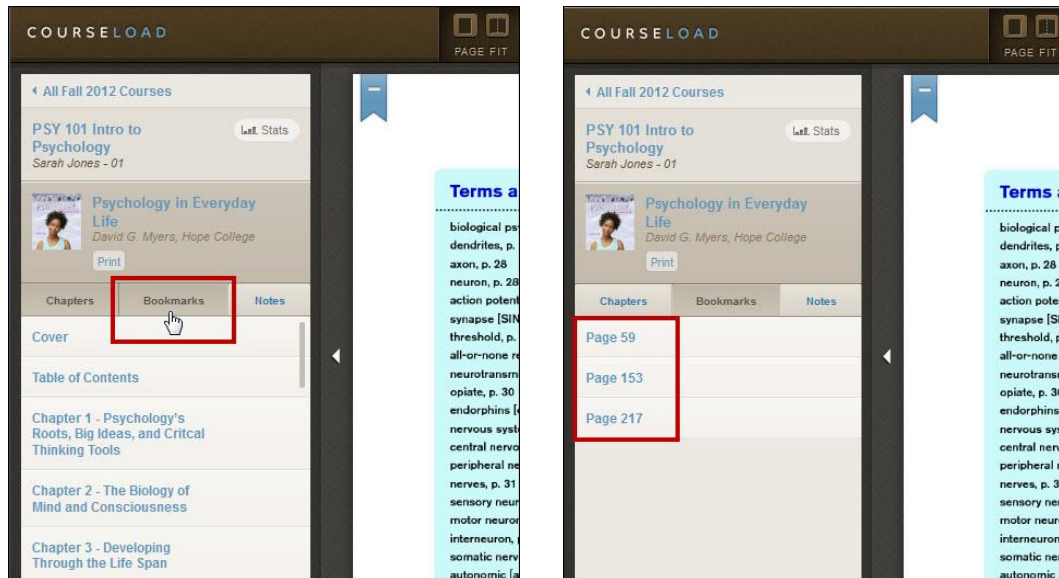
Bookmarks allow you to quickly access frequently used content within your eText. When you've identified a page that you would like to bookmark simply select the grey ribbon with a plus sign in the upper, left-hand corner of the page.



Once you've bookmarked the page, the ribbon changes to blue with a negative sign. To remove the bookmark when you no longer need it, select the ribbon again.



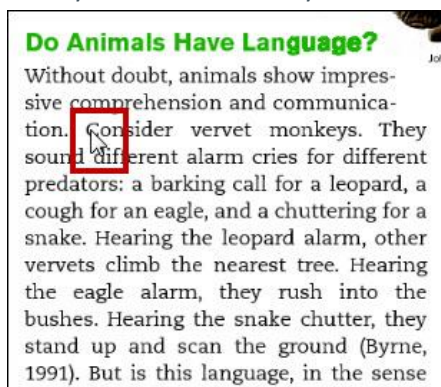
You can access your saved bookmarks through the Bookmarks tab in the left panel of CourseLoad. Select the tab and then choose a bookmark from the list. The reading pane displays the page of the bookmark selected.



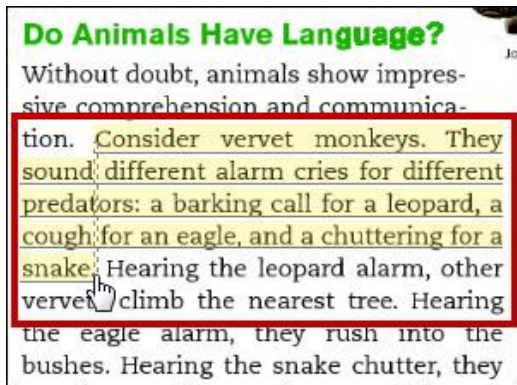
## How to Highlight and Annotate Content

As you are reading, you may want to highlight important text. To highlight:

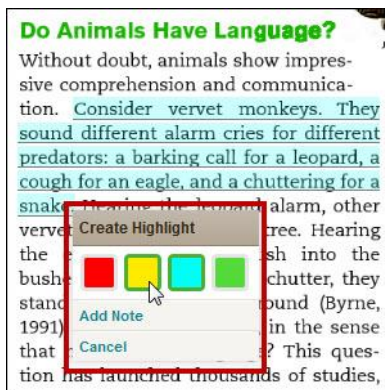
1. Place your mouse where you would like to begin



2. Click and drag to the desired area



3. Release the mouse button
4. Select a color for your highlight from the pop-menu.



You can use the four available colors to create a system for organizing your highlighted text. At the same time that you are highlighting, you can add a note which annotates any text in your course materials. An annotation is simply a note on top of a highlight.

Notes are used to provide further context or clarity to a topic in the text and are seen by all students in your course. The note may include additional information from you or a link to another resource.

To add a note:

1. Place your mouse where you would like to begin

We humans vary in our **basal metabolic rate**, a measure of how much energy we use to maintain basic body functions when our body is at rest. But we share a common response to decreased food intake: Our basal metabolic rate drops, as it did for the participants in Keys' experiment. After 24 weeks of semistarvation, they stabilized at three-quarters of their normal weight, although they were taking in only half their previous calories. How did their bodies achieve this dieter's nightmare? They reduced the amount of energy they were using—partly by being less active, but partly by dropping their basal metabolic rate by 29 percent.

2. Click and drag to the desired area

We humans vary in our **basal metabolic rate**, a measure of how much energy we use to maintain basic body functions when our body is at rest. But we share a common response to decreased food intake: Our basal metabolic rate drops, as it did for the participants in Keys' experiment. After 24 weeks of semistarvation, they stabilized at three-quarters of their normal weight, although they were taking in only half their previous calories. How did their bodies achieve this dieter's nightmare? They reduced the amount of energy they were using—partly by being less active, but partly by dropping their basal metabolic rate by 29 percent.

3. Release the mouse button

4. Select Add A Note

did for the participants in Keys' experiment. After 24 weeks of semistarvation, they stabilized at three-quarters of their normal weight, although they were taking in only half their previous calories. How did their bodies achieve this dieter's nightmare? They reduced the amount of energy they were using—partly by being less active, but partly by dropping their basal metabolic rate by 29 percent.

Some researchers have suggested the idea of a biologically fixed set point, but it's too rigid to explain some things. On the other hand, the idea that changes in body weight can alter a person's set point (Assanand et al., 1990) is more flexible.

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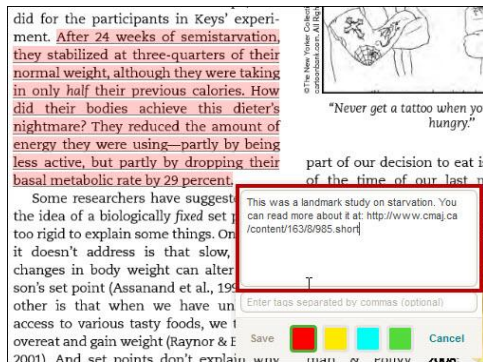
"Never give up on a dream just because of the road that is too long."

part of our lives is the time when we are not in control of the time.

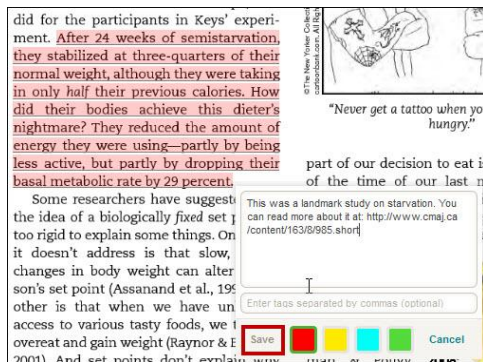
Create Highlight

Add Note

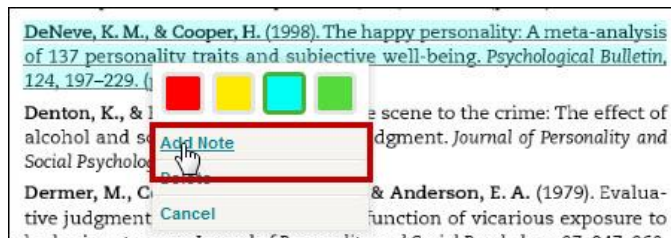
## 5. Add your note which can include text or links



## 6. Select Save.

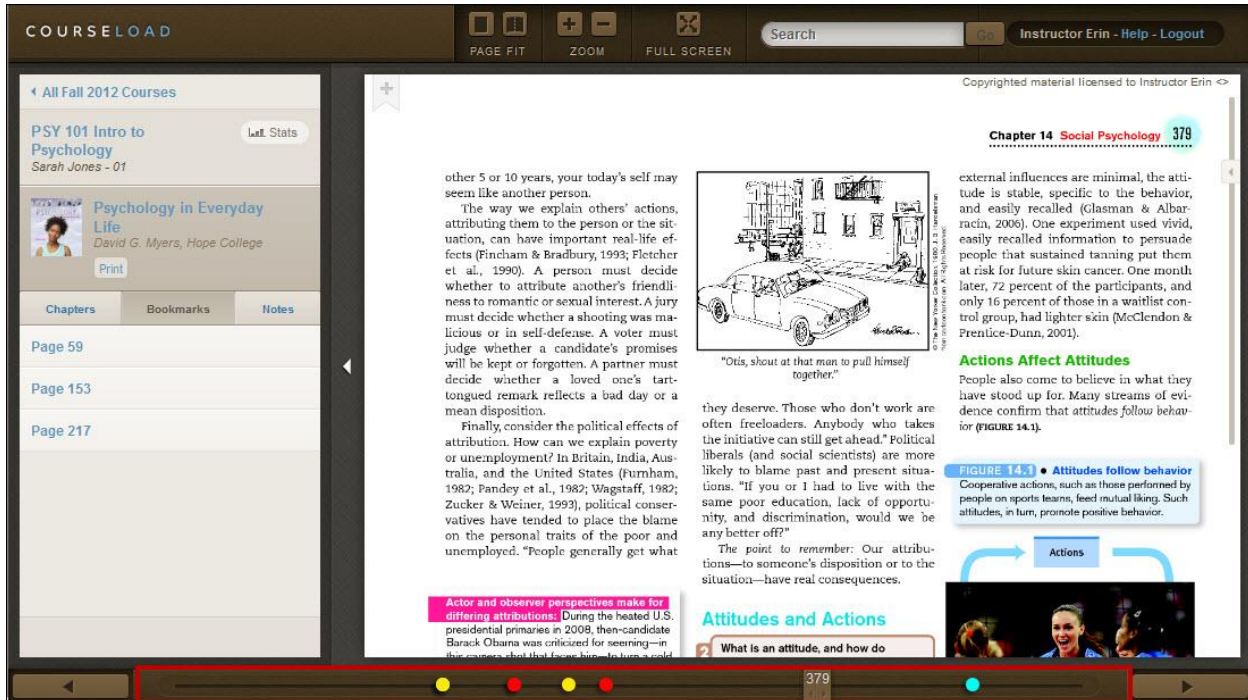


If your highlight already exists, click on the highlighted text and select Add Note from the pop-up menu.



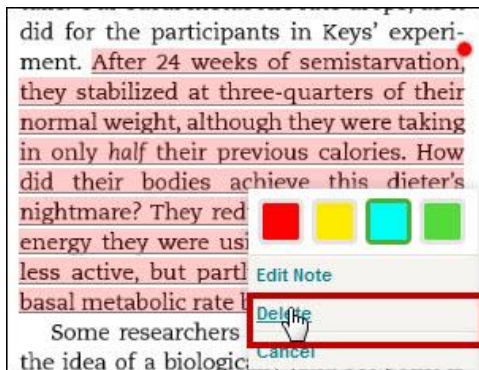


Each time you return to a page, your highlights and annotations are visible. Once they are created, they also show on the Quick Jump Tool as a dot corresponding to the highlight color.



The screenshot shows the COURSELOAD interface. On the left, a sidebar lists courses under 'All Fall 2012 Courses', including 'PSY 101 Intro to Psychology' by Sarah Jones. The main content area displays a textbook page from 'Chapter 14 Social Psychology'. The page contains text about attribution, a cartoon of a man shouting, and a diagram titled 'Attitudes and Actions'. A red box highlights a section of text: 'other 5 or 10 years, your today's self may seem like another person.' Below this, a pink annotation box reads: 'Actor and observer perspectives make for different attributions. During the heated U.S. presidential primaries in 2008, then-candidate Barack Obama was criticized for seeming—in this camera shot that faces him—to turn a cold.' The bottom of the interface shows a navigation bar with a red box highlighting the 'Delete' button.

If you make a mistake while highlighting or annotating or simply no longer need the highlight or annotation, click on the highlighted text and then Delete.



This close-up shows a text box with a red highlight. The text reads: 'did for the participants in Keys' experiment. After 24 weeks of semistarvation, they stabilized at three-quarters of their normal weight, although they were taking in only half their previous calories. How did their bodies achieve this dieter's nightmare? They red energy they were us less active, but part basal metabolic rate! Some researchers the idea of a biologic'. A red box highlights the 'Delete' button in the bottom right corner of the annotation area.

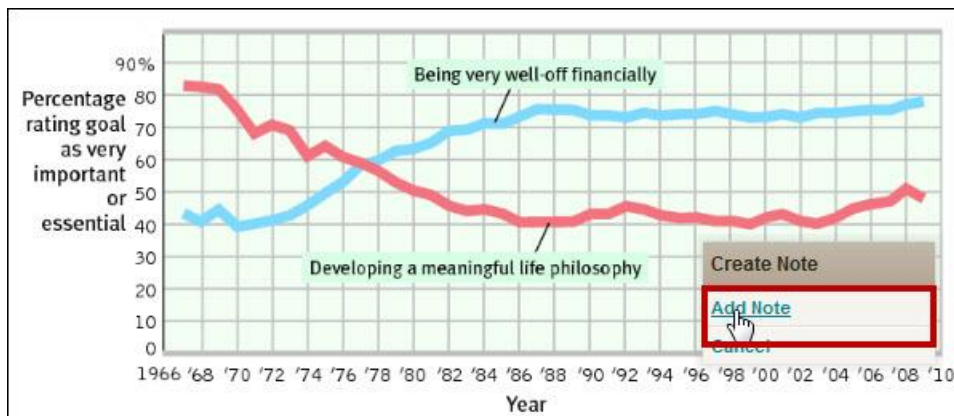
## How to Utilize Sticky Notes

Sticky notes behave exactly the same way as notes; however, they allow you to annotate figures and images.

1. Click on the area of the text to annotate



2. Choose Add Note



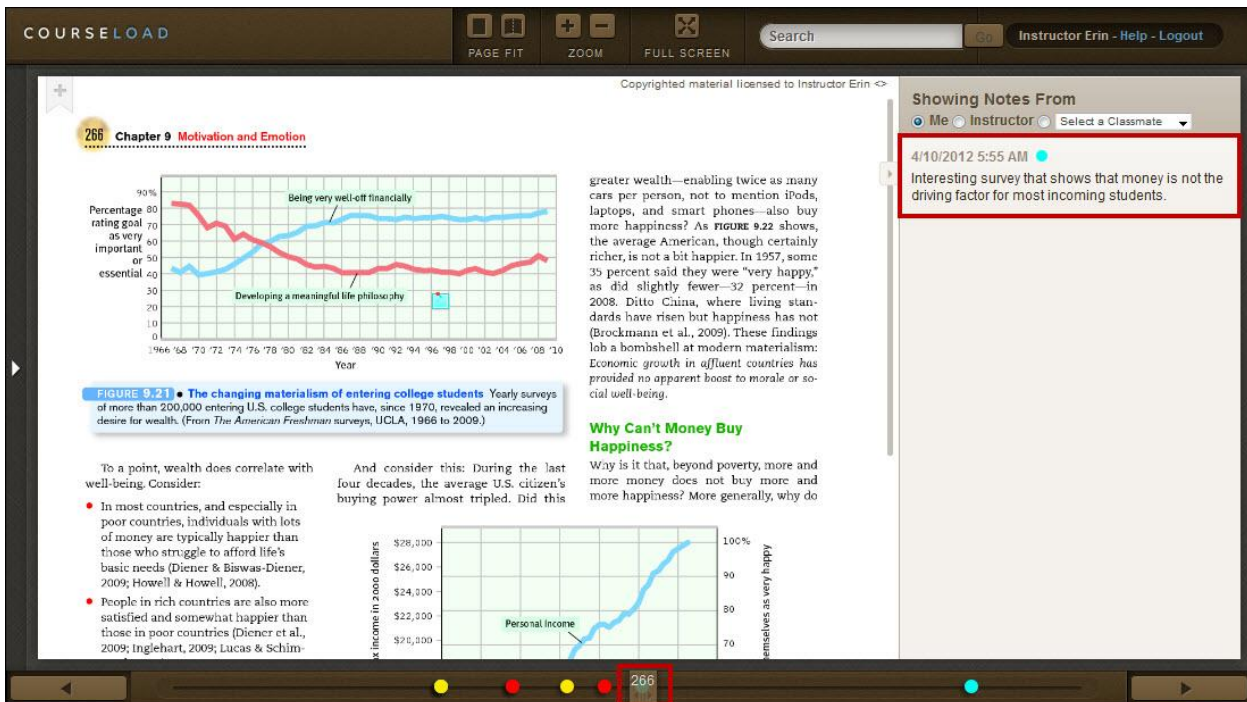
3. Type your note



## 4. Choose a color for the sticky note



The sticky note is placed with the annotation notes in the right panel and a dot is added to the Quick Jump Tool to indicate the sticky note exists.



COURSELOAD

PAGE FIT ZOOM FULL SCREEN Search Go Instructor Erin - Help - Logout

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Showing Notes From

Me Instructor Select a Classmate

4/10/2012 5:55 AM

Interesting survey that shows that money is not the driving factor for most incoming students.

Chapter 9 Motivation and Emotion

266

FIGURE 9.21 • The changing materialism of entering college students. Yearly surveys of more than 200,000 entering U.S. college students have, since 1970, revealed an increasing desire for wealth. (From *The American Freshman* surveys, UCLA, 1966 to 2009.)

To a point, wealth does correlate with well-being. Consider:

- In most countries, and especially in poor countries, individuals with lots of money are typically happier than those who struggle to afford life's basic needs (Diener & Biswas-Diener, 2009; Howell & Howell, 2008).
- People in rich countries are also more satisfied and somewhat happier than those in poor countries (Diener et al., 2009; Inglehart, 2009; Lucas & Schim-

And consider this: During the last four decades, the average U.S. citizen's buying power almost tripled. Did this

Why Can't Money Buy Happiness?

Way is it that, beyond poverty, more and more money does not buy more and more happiness? More generally, why do

Personal Income

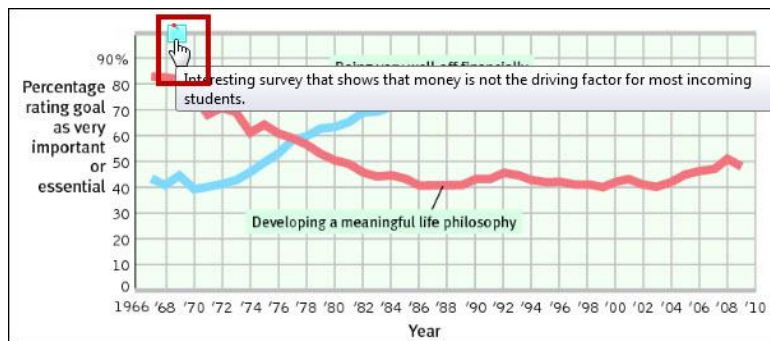
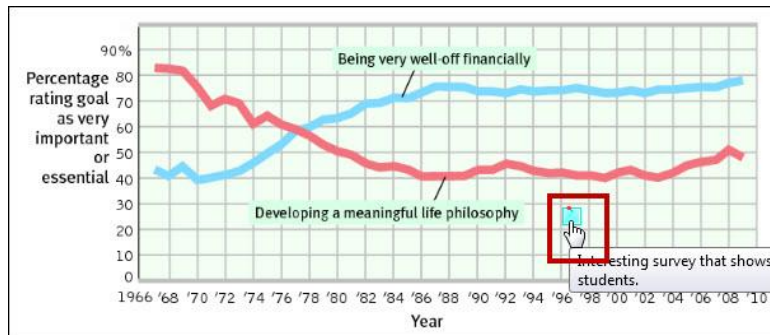
Income in 2000 dollars

Percentage rating goal as very important or essential

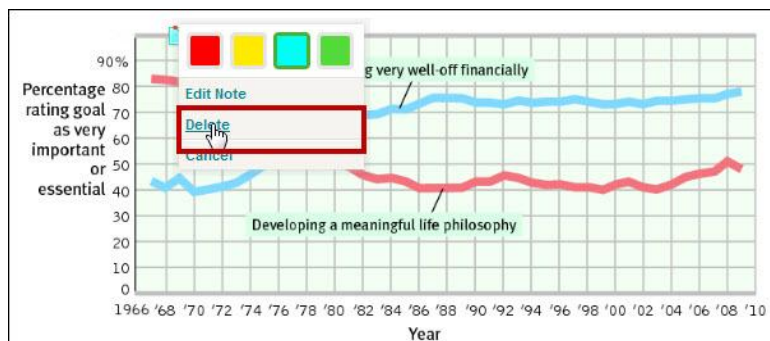
266



If you place a sticky note in the wrong place, you can move it. Click on the sticky note, hold your left mouse button, and drag it to a new spot on the page.



You delete the sticky note by selecting the note and Delete.

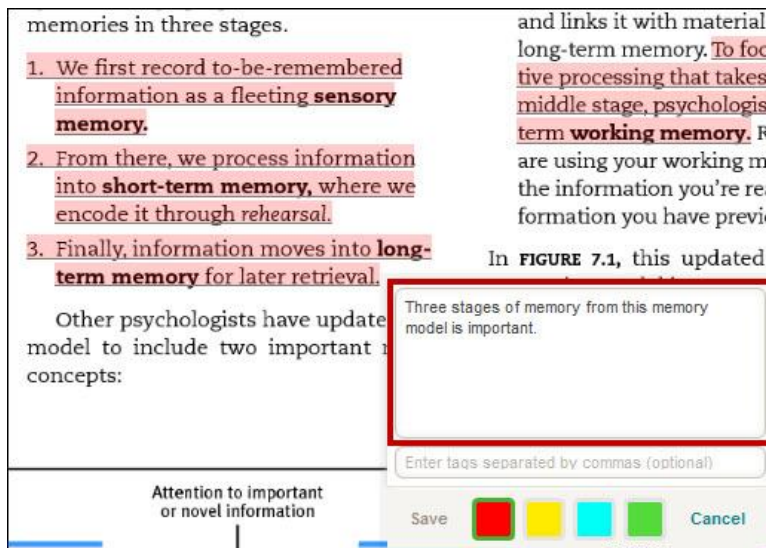


## How to Incorporate Tags

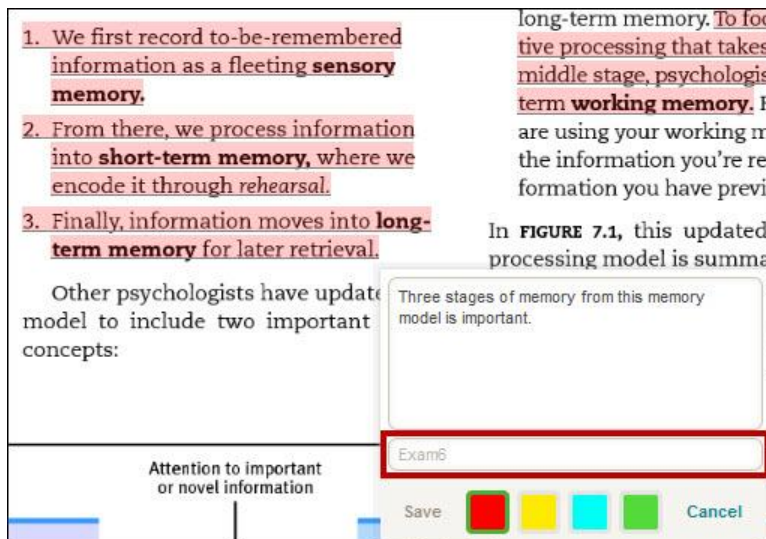
Tags are a great way for you to categorize your notes for later use and provide context and organization for your students. While creating your Notes or Sticky Notes, you add keywords called tags.

A good example for the use of a tag is a creation of an electronic study guide incorporated directly within the eText by highlighting specific material as potential exam questions for your students.

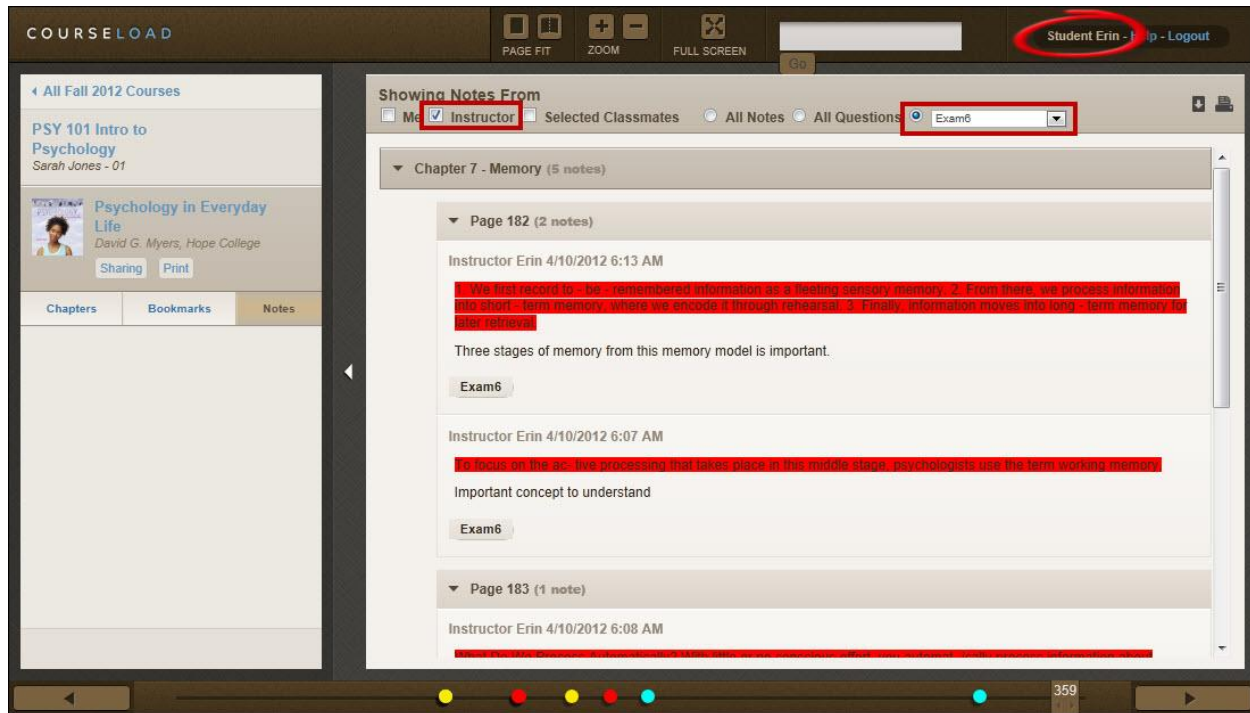
1. Select the text that you believe is important for the exam
2. Create a note stressing the content's importance



3. Tag the note using a keyword that indicates the exam

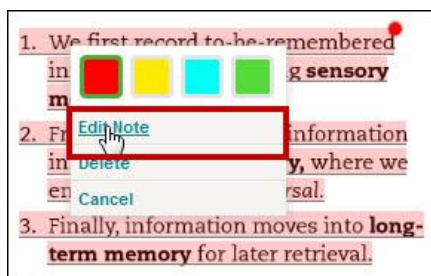


Students can then filter on the corresponding tag to review those items you deem important for the exam. You've now created a study guide.

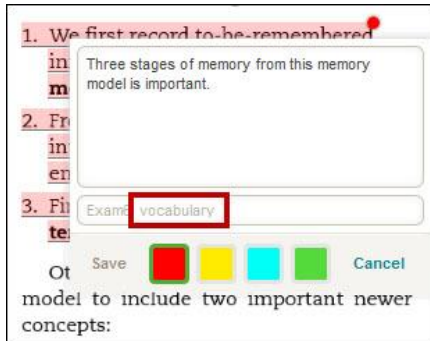


Keep in mind that more than one tag can be applied to a note; however, you do want to limit the number you add. Take for example the highlight shown above for Exam 6. There are a number of vocabulary words incorporated in the note that are important, so I would like to tag the text with the word vocabulary, as well.

1. Click on the highlighted text
2. Select Edit Note



- In the tag box, add any additional tags separated by commas



1. We first record to-be-remembered information as a fleeting sensory memory.

2. From there, we process information into short-term memory, where we encode it through rehearsal.

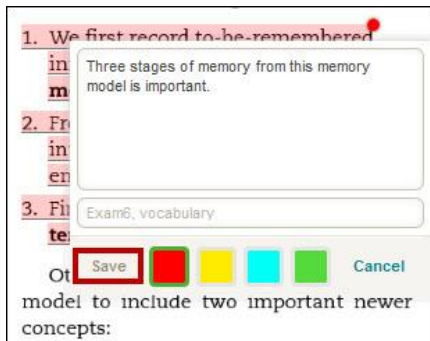
3. Finally, information moves into long-term memory for later retrieval.

Other psychologists have updated this model to include two important newer concepts:

Tags: Exam6, vocabulary

Save Cancel

- Save



1. We first record to-be-remembered information as a fleeting sensory memory.

2. From there, we process information into short-term memory, where we encode it through rehearsal.

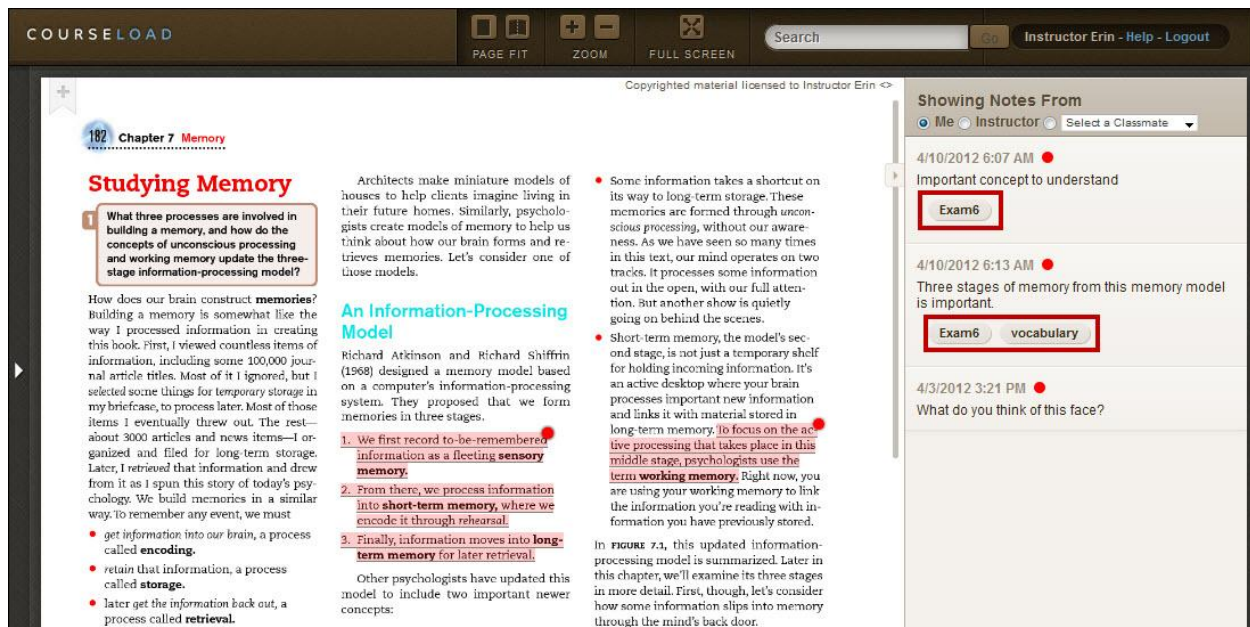
3. Finally, information moves into long-term memory for later retrieval.

Other psychologists have updated this model to include two important newer concepts:

Tags: Exam6, vocabulary

Save Cancel

On the right, you will now see the tags I added as part of the note.



**COURSELOAD**

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Showing Notes From

Me Instructor Select a Classmate

4/10/2012 6:07 AM Important concept to understand

Exam6

4/10/2012 6:13 AM Three stages of memory from this memory model is important.

Exam6 vocabulary

4/3/2012 3:21 PM What do you think of this face?

**Studying Memory**

What three processes are involved in building a memory, and how do the concepts of unconscious processing and working memory update the three-stage information-processing model?

How does our brain construct memories? Building a memory is somewhat like the way I processed information in creating this book. First, I viewed countless items of information, including some 100,000 journal article titles. Most of it I ignored, but I selected some things for temporary storage in my briefcase, to process later. Most of those items I eventually threw out. The rest—about 3000 articles and news items—were organized and filed for long-term storage. Later, I retrieved that information and drew from it as I spun this story of today's psychology. We build memories in a similar way: to remember any event, we must

- get information into our brain, a process called **encoding**.
- retain that information, a process called **storage**.
- later get the information back out, a process called **retrieval**.

Architects make miniature models of houses to help clients imagine living in their future homes. Similarly, psychologists create models of memory to help us think about how our brain forms and retrieves memories. Let's consider one of those models.

**An Information-Processing Model**

Richard Atkinson and Richard Shiffrin (1968) designed a memory model based on a computer's information-processing system. They proposed that we form memories in three stages.

- We first record to-be-remembered information as a fleeting **sensory memory**.
- From there, we process information into **short-term memory**, where we encode it through **rehearsal**.
- Finally, information moves into **long-term memory** for later retrieval.

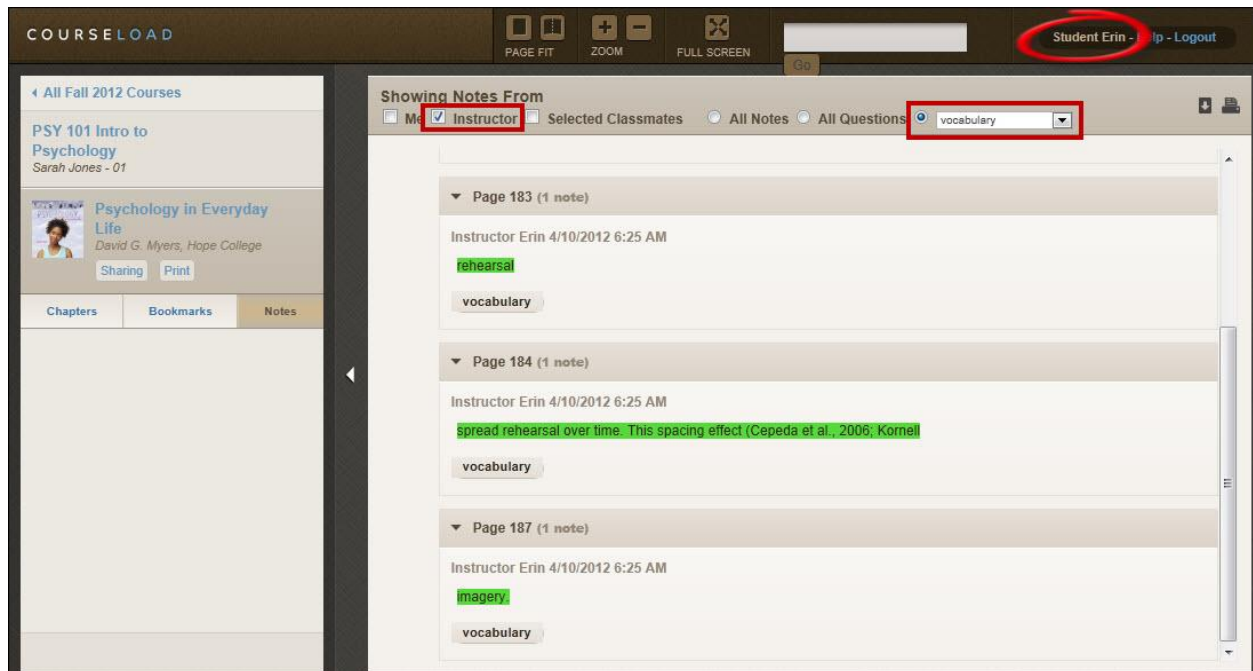
Other psychologists have updated this model to include two important newer concepts:

- Some information takes a shortcut on its way to long-term storage. These memories are formed through **unconscious processing**, without our awareness. As we have seen so many times in this text, our mind operates on two tracks. It processes some information out in the open, with our full attention. But another show is quietly going on behind the scenes.
- Short-term memory, the model's second stage, is not just a temporary shelf for holding incoming information. It's an active desktop where your brain processes important new information and links it with material stored in long-term memory. **To focus on the active processing that takes place in this middle stage, psychologists use the term working memory.** Right now, you are using your working memory to link the information you're reading with information you have previously stored.

In **FIGURE 7.1**, this updated information-processing model is summarized. Later in this chapter, we'll examine its three stages in more detail. First, though, let's consider how some information slips into memory through the mind's back door.

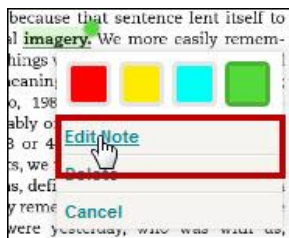


Students can use the additional tags to filter and zero-in on the important vocabulary words.

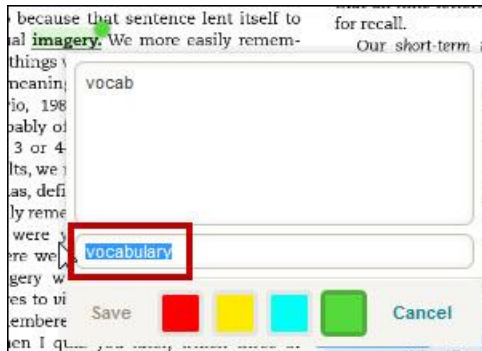


If at any time you would like to delete a tag:

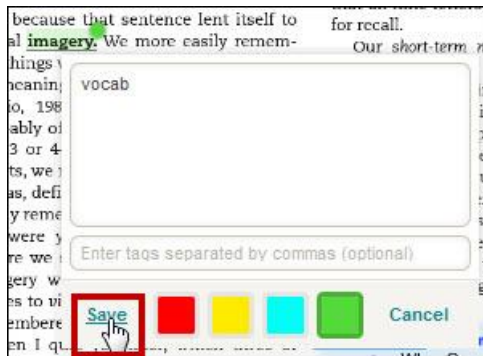
1. Select the highlighted text
2. Choose Edit Note



3. Remove the tag that is no longer needed from the box

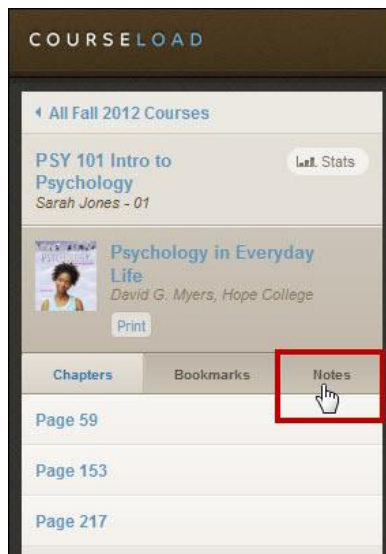


## 4. Select Save

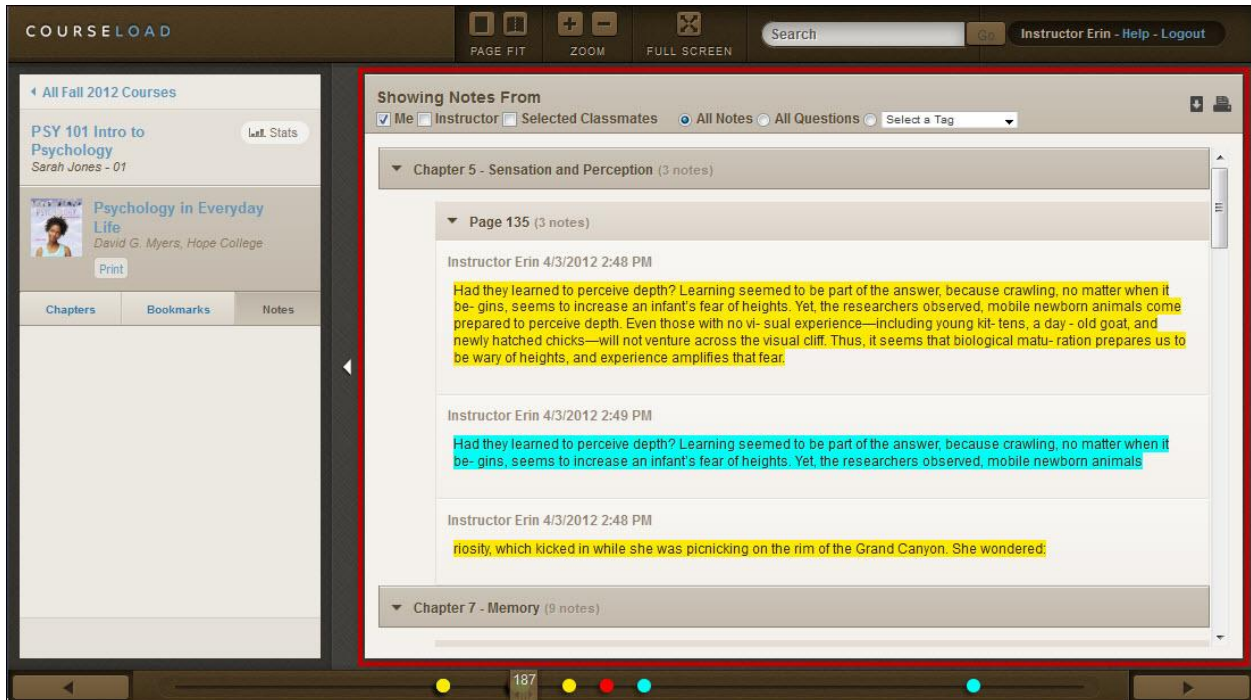


## How to Use the Notes Summary

You can access saved notes by selecting the Notes tab from the left panel of CourseLoad.

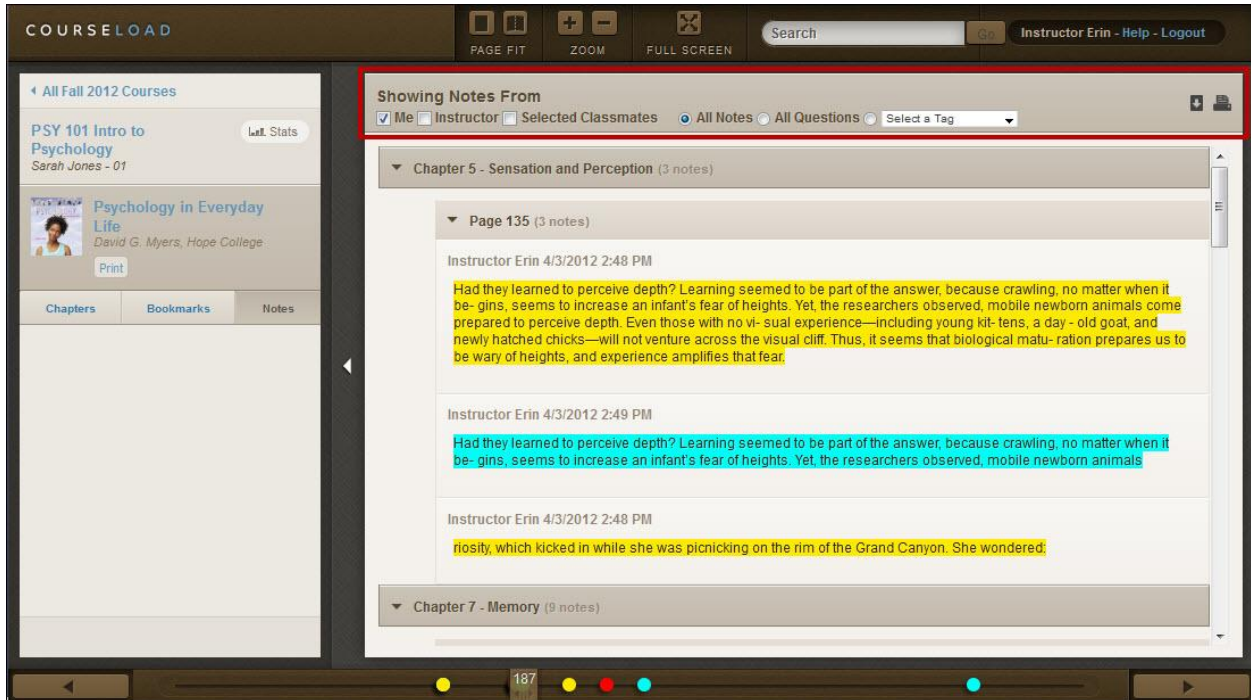


This view summarizes all of your notes onto one screen rather than the page-by-page view you see in the right panel. Notes are grouped by chapter and page number, so you can easily access all of the notes for a given area of the text.



The screenshot displays the COURSELOAD interface. On the left, a sidebar shows the course structure for 'PSY 101 Intro to Psychology' by Sarah Jones. The main panel, titled 'Showing Notes From', allows filtering by 'Me', 'Instructor', or 'Selected Classmates', and by 'All Notes', 'All Questions', or 'Select a Tag'. The notes are organized into chapters: Chapter 5 - Sensation and Perception (3 notes) and Chapter 7 - Memory (9 notes). Under Chapter 5, Page 135 (3 notes) is expanded, showing three notes from Instructor Erin dated 4/3/2012. The notes contain text about infant fear of heights and biological maturation. The interface includes a top navigation bar with 'PAGE FIT', 'ZOOM', and 'FULL SCREEN' options, a search bar, and a user profile 'Instructor Erin - Help - Logout'. A bottom status bar shows the page number '187' and navigation controls.

Notes can be filtered in multiple ways which allows you to quickly identify specific notes to meet your needs.

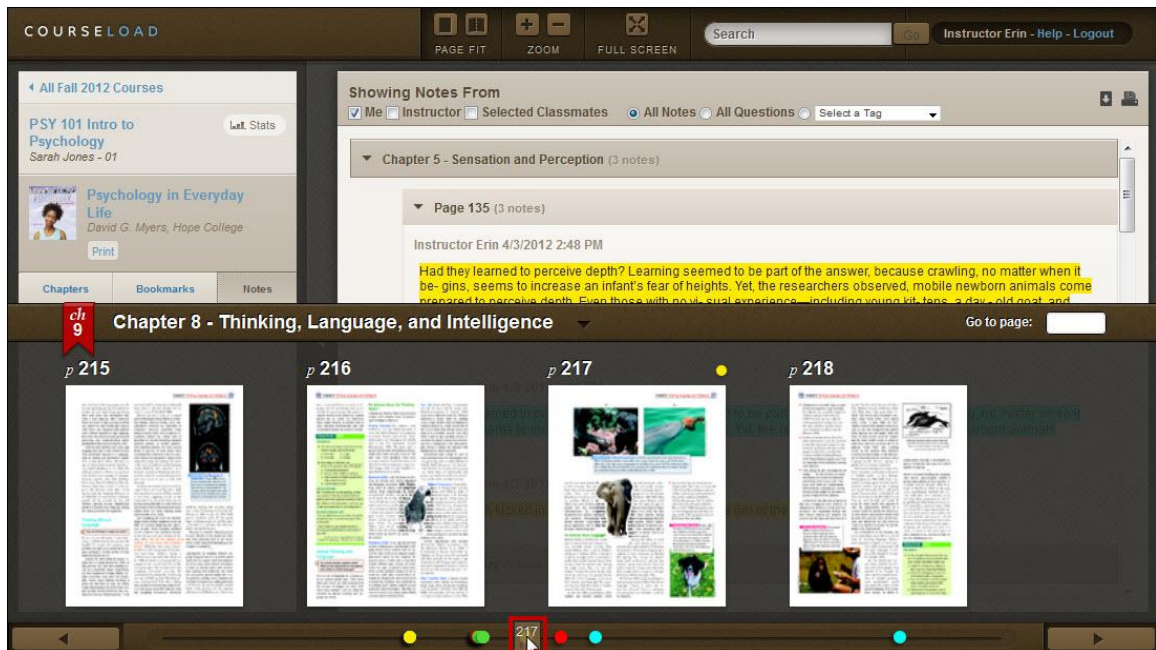


The screenshot shows the CourseLoad interface. On the left, there's a sidebar with course information: "All Fall 2012 Courses", "PSY 101 Intro to Psychology" by Sarah Jones - 01, and "Psychology in Everyday Life" by David G. Myers, Hope College. The main area is titled "Showing Notes From" and has a filter dropdown set to "All Notes". Below this, there's a list of notes organized by chapter. Chapter 5 - Sensation and Perception (3 notes) is expanded, showing three notes from Instructor Erin dated 4/3/2012. The notes contain text about infant fear of heights and perception of depth. Chapter 7 - Memory (9 notes) is also visible at the bottom. The interface includes a search bar, navigation buttons (Page Fit, Zoom, Full Screen), and a footer with a page number 187.

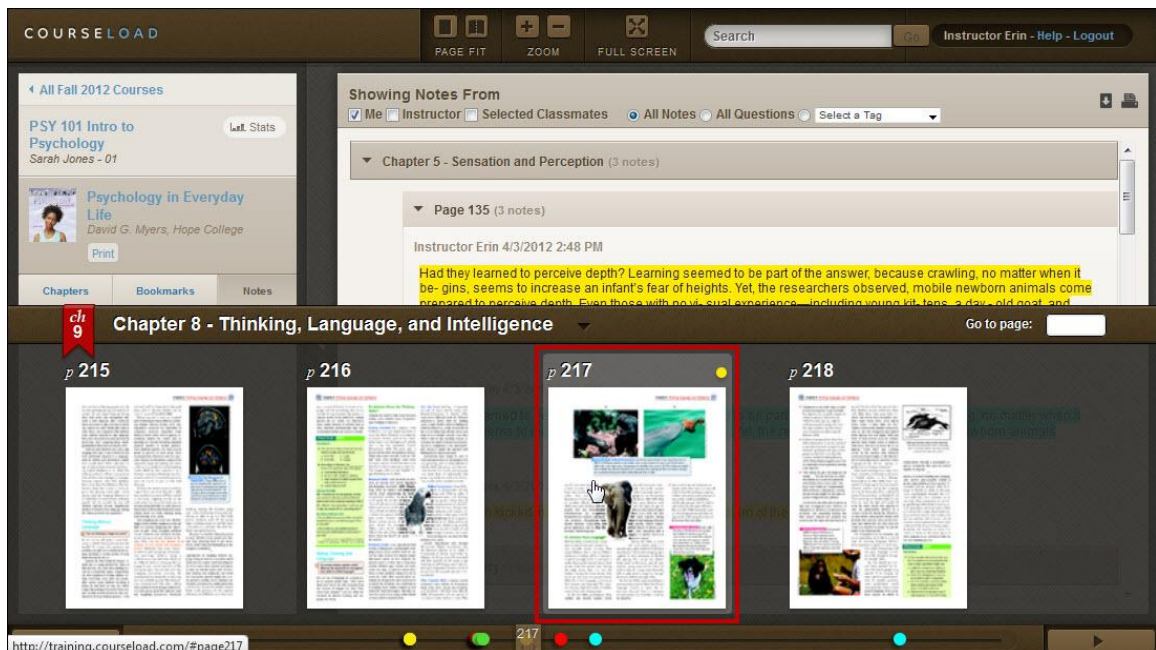
In the Using CourseLoad module, you saw briefly the dots available in the Quick Jump area of the reader which allows you to quickly scroll to pages with notes.



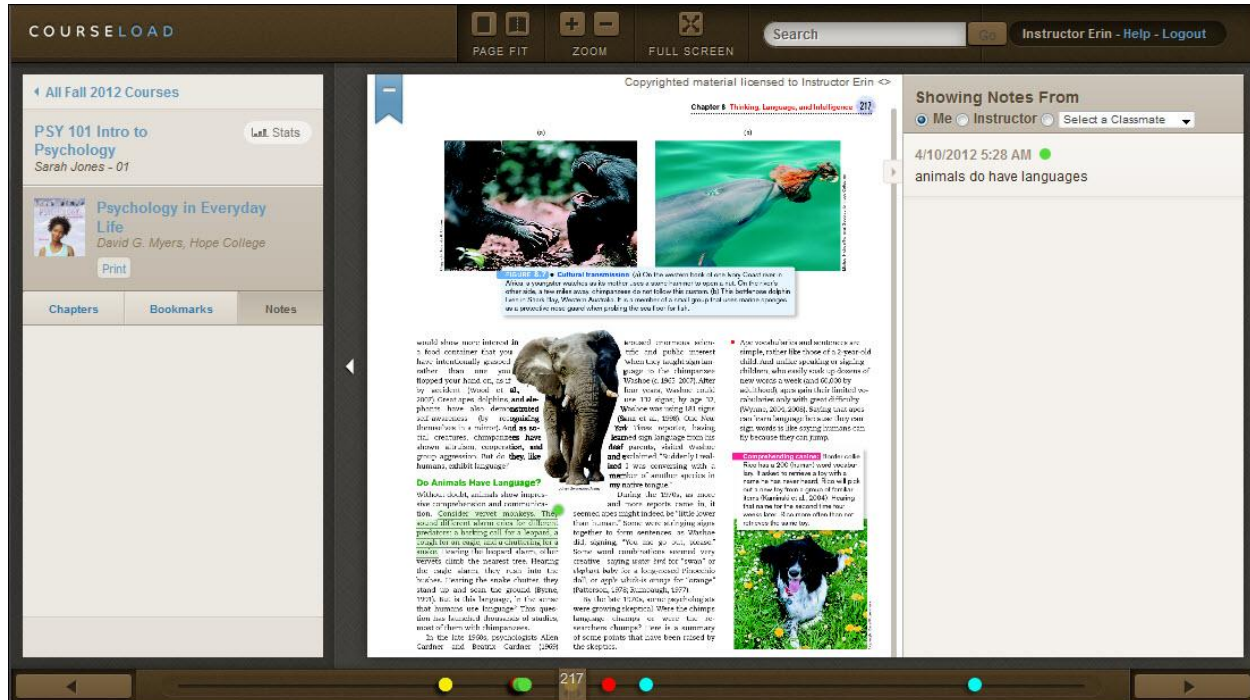
1. Click and drag the Quick Jump button to a dot on the toolbar and the preview of the page becomes available.



2. Select the preview to read the page and the corresponding note



CourseLoad replaces the Notes Summary page with the Reading Panel.



**COURSELOAD**

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**Chapter 8: Thinking, Language, and Intelligence** 217

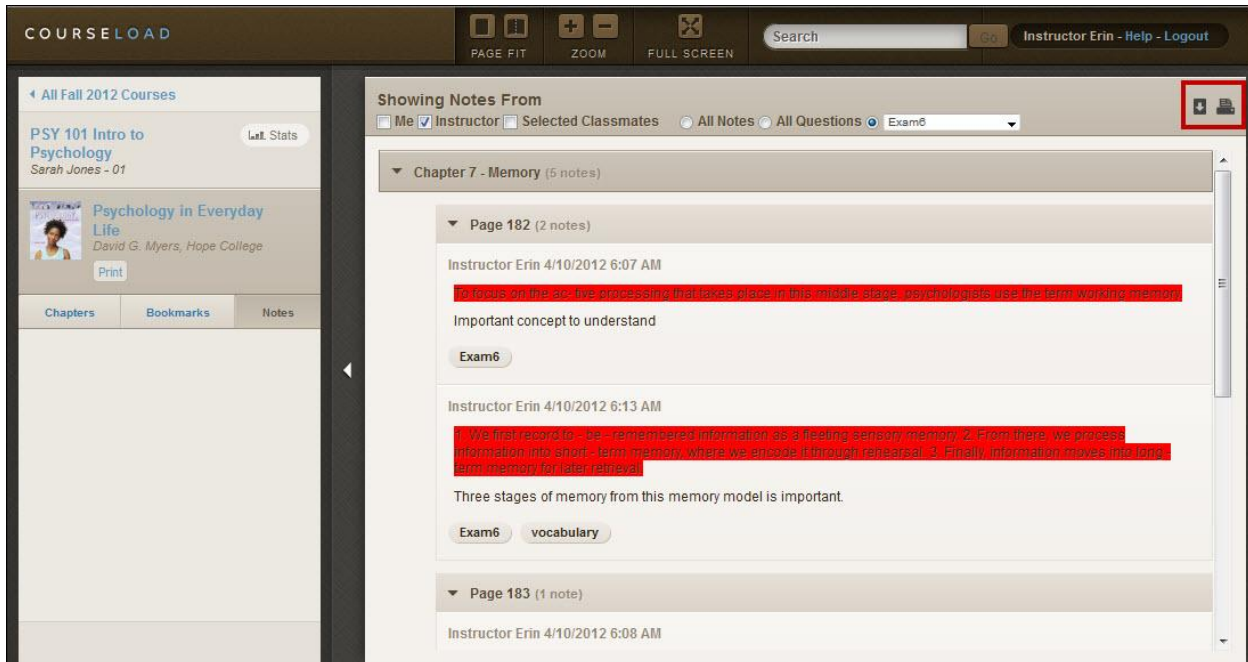
**Showing Notes From**

Me Instructor Select a Classmate

4/10/2012 5:28 AM

animals do have languages

You can also export or print your notes by using the icons in the upper, right-hand corner of the Notes Summary page. That electronic study guide now becomes printable. Select the download icon, and the system prompts you to save the notes as a CSV file which you can then open in Excel or a tool of your choice. Or, you can select the printer icon to send all of the notes to your printer. It is important to understand that your current selection and filters determines which notes get exported or printed. If you are choosing to look at notes from another individual of your class or only notes for a specific tag, that is what you will find in your export or print.



The screenshot displays the COURSELOAD web application interface. The top navigation bar includes the COURSELOAD logo, utility icons (PAGE FIT, ZOOM, FULL SCREEN), a search bar, and user information (Instructor Erin - Help - Logout). The left sidebar shows a course list with 'PSY 101 Intro to Psychology' selected, along with a 'Print' button and tabs for Chapters, Bookmarks, and Notes. The main content area, titled 'Showing Notes From', features filters for 'Me', 'Instructor', and 'Selected Classmates', with 'Instructor' selected. It also has radio buttons for 'All Notes', 'All Questions', and 'Exam6', with 'Exam6' selected. The notes are organized by chapter and page. 'Chapter 7 - Memory' (5 notes) is expanded, showing 'Page 182' (2 notes) and 'Page 183' (1 note). The notes on Page 182 include text about working memory and the stages of memory, with some text highlighted in red. A red box in the top right corner of the notes area contains icons for printing and downloading.