

# Introduction to Psychology OnLine

Rollins Holt School

Dr. Roger D. Ray

1. Thank you for registering for my on-line Intro to Psychology course in the Rollins Holt Program. Welcome! This is a broadcast message sent to all who have enrolled thus far to make sure you receive important information that will help you get started and to do as well as possible with the on-line tutoring and testing used in this course.

First, my faculty home page will give you some idea of who I am and what I normally teach, and it is available:

<http://www.rollins.edu/psychology/ray/index.html>

The syllabus for this semester's **OnLine Introduction to Psychology** has been posted on the Rollins' Blackboard site as well as my personal web site, which is directly accessed at:

[http://dakota.fmpdata.net/rdr\\_web/introOL.html](http://dakota.fmpdata.net/rdr_web/introOL.html)

in case you wish to bookmark it for quick access.

Note that the assignment and testing due-date schedule is at the lower part of my syllabus page. Also note that the course starts with a fairly regular sequence of chapters and dates for when tests are due, but that this sequence, but not the schedule, becomes less regular later in the course. Mark your calendar with each Chapter and deadline so you don't fall into the trap of just thinking it will be on a given chapter or day of the week! Read the syllabus carefully and if you have any questions, please let me know and I'll try to answer them for you. In fact, feel free to e-mail me at any time during the semester with any questions that might arise. As you have discovered, I'm at:

[rdray@rollins.edu](mailto:rdray@rollins.edu)

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2. As my syllabus states (in nearly verbatim form):

"Unique to this particular offering of Psy 101 is its sole reliance on an

electronic text, tutoring and mastery certification testing. This unique mixture of tutoring and testing allows the course to be delivered exclusively on-line. Only a final exam requires you to come to campus.

To purchase the electronic text and tutoring system required for this course (Kasschau's Psychology: Exploring Behavior), the home web site is:

[www.ai2inc.com](http://www.ai2inc.com)

The text purchase is \$95.00 through PayPal online at:

[http://www.ai2inc.com/Store/Store/expbeh\\_purchase.html](http://www.ai2inc.com/Store/Store/expbeh_purchase.html)

You will be sent an activation/serial number within 24 hrs of purchase with instructions as to where and how you register for the text, tutoring, and testing services for my course. You may download as many copies to as many computers as you like, as your student ID login/use privilege is what you actually purchase.

This course presents an introductory topical survey of the various aspects of Psychology as both a scientific and an applied discipline. Introductory Psychology is a broad survey course designed to introduce you to the myriad of topics investigated in the study of psychology. Upon successful completion of this course you should have a basic understanding of physiological, developmental, sensation and perception, learning, cognitive, social, and personality psychology as well as motivation, psychopathology and a variety of research methods.

Unique to my particular offering of this Media-Based Psy 101-OL is my very heavy reliance on electronic text and digital video, computerized and adaptive tutoring, and computerized testing as mastery certification instead of a traditional textbook and classroom lectures. Thus one major difference in my offering of the OnLine course is my use of out-of-class annotated video tutorial-format presentations that incorporate integrated active student responding to questions derived from each video segment or clip.

The download site for downloading the viewing software (called MediaMatrix Presenter-Asynchronous version) for accessing these video tutorials begins at:

[http://www.ai2inc.com/AIDownloads/download\\_index.html](http://www.ai2inc.com/AIDownloads/download_index.html)

and this page offers links to ***SPECIFIC OPERATING-SYSTEM***

**VERSIONS** pages. The page for downloading Mac OS-X versions is at:

<http://www.ai2inc.com/AIDownloads/AIDownloads/macproducts.html>

and the active product/link you want on that page is (this link is “hot” and may be used to directly download the Mac version described):

*Mac Version of On-Line MediaPresenter*

(NOTE: This is called **MediaMatrix MediaPresenter** for Mac OS-X users in On-Line courses (asynchronous, out-of-classroom use only).)

Windows equivalents to the above are:

<http://www.ai2inc.com/AIDownloads/AIDownloads/windownloads.html>

*Windows Version of On-Line MediaPresenter*

(NOTE: This is called **MediaMatrix MediaPresenter** for Windows OS users in On-Line courses (asynchronous, out-of-classroom use only).)

As soon as you launch the MediaMatrix MediaPresenter application, you will see a login field where you register during FIRST use, and login with your registered ID during subsequent launches.

These annotated video presentations and student responses substitute for traditional lectures and in-class Q&A. Complete sources for the sampled video clips that make up the tutorials are HIGHLY recommend viewing and are FREE (i.e. require only no-cost personal registration) on-line streaming videos that make up FULL the Discovering Psychology series (titles pretty much match up with chapter titles). These will give you a chance to see even more psychological research being done and applications being discussed. These additional video materials are NOT tested materials, but are really great supplements to the text and video clip tutorials (that DO present tested material). ENGAGE and ENJOY! These are at:

<http://www.learner.org/resources/series138.html>

Grades for the course will be determined by a combination of these electronic certification tests and one supervised final exam...”

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3. The registration portal for text, tutorial, and testing services is now accessible and you should follow the above instructions to obtain your software system and the associated on-line registration that allows me access to all your testing results. This software works on both PC/Windows and Mac computers.

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4. A word about some new experiences you will have using this on-line system. First, I have its instructor-adjustable parameters set to encourage you to try out your normal learning skills for passing on-line administered tests on each chapter. Chapters are downloadable and thus printable files for each chapter (in pdf format accessed through the “Downloads” links starting at [www.psych-ai.com](http://www.psych-ai.com)). This allows you to read offline if you prefer, but all testing is done on-line and has several notable features worthy of further comment:

a. If your normal study habits don’t result in at least an 80% accuracy level on the first two attempts of testing for each chapter, I have parameters set that will require that you use the electronic adaptive tutoring aids to read and tutor on-line before you can try to improve your test scores further.

b. The adaptive tutoring system is designed to find your current skill level very quickly and then to challenge you to higher-level learning skill development as you perfect your existing skills and knowledge. A part of this system is designed to work not only on “accuracy” of your knowledge, but also your production “fluency,” which may be a relatively new concept for many of you in courses outside of foreign language courses. So a word about “fluency” and education.

c. Fluency is the production of prompted knowledge responses quickly and “on demand,” much like learning to speak a foreign language “fluently.” That is, you may study a new language and be able to produce a reasonable “translation” from, say English words as a prompts/guides, to an equivalent text in another language. But if such a translation requires use of a dictionary, note cards, or other translation aids, you certainly won’t be able to hold up your end of a “real-time” conversation with a native speaker. Thus a part of

"learning" a new language is first learning the vocabulary (ability to translate given lots of time), but another part is developing what is sometimes called "automaticity" or "fluency" where you don't even have to "think about" what you are saying or doing. This is a level of skill development called "mastery" of a subject. Well, we are using a very fundamental and simple textbook that emphasizes only the core vocabulary and concepts of psychology, and thus it is designed for mastery learning. Likewise, the adaptive tutorial system is designed to help you develop mastery skills themselves.

d. Thus, if you learn to read on-line and will briefly survey the "User's Guide" links available from [www.psych-ai.com](http://www.psych-ai.com)'s home page, you will find many useful teaching/learning services available through the on-line version. This on-line electronic text includes not only the full text of the book, but also useful study notes and topical outlines for every topic in each chapter. Further, it offers opportunities for on-line tutoring to give you practice and guidance in understanding the material at the level, and in the ultimate question format, that is required. So, a brief word about my testing requirements.

The following summarizes the goals and purpose of my testing technique and requirements in this course:

"All questions incorporated into MediaMatrix's tutorials, regardless of question type or content, share a common evaluational goal. That common goal is to ascertain the degree to which a student has established a specific association between conceptually relevant terms that help to define a semantic network. Every question is coded for its inclusion of at least two conceptually related terms.

To illustrate what this means, we may refer to the last sentence in the above paragraph as a working case study in question construction and coding, as well as how these processes help to establish a data base for semantic network mirroring. The sentence might be used to generate the following question:

Every \_\_\_\_\_ is coded for its inclusion of at least two \_\_\_\_\_.

"question" fills the first blank and "conceptually related terms" fills the second. If the question were changed to incorporate only a single blank, it would either say:

Every question is coded for its inclusion of at least two \_\_\_\_\_.

or alternatively:

Every \_\_\_\_\_ is coded for its inclusion of at least two conceptually related terms.

In either case, the question may be coded on the basis of its evaluation of a student's knowledge of whether the word or phrase "question" and "conceptually related terms" are somehow related!

The question type which supplies the most informational prompting for the student is the multiple choice question. In other words, a question composed in fill-in-the-blank form is given with a list of alternative words or phrases which might apply. If answered correctly, we have at least some evidence that the student associates, in the case above, "question" and "conceptually related terms."

To begin to fade the heavy use of informational prompting in this question, a slightly more difficult variation might be the simple use of the question in fill-blank form, but where no selection prompting is given as to the possible correct associated phrase to fill the blank. This is thus the second-level question type used by MediaMatrix to gather data on whether the student associates "question" with "conceptually related terms."

A second type of fading is one which fades the context-defining words of the sentence itself. That is, we can eliminate all but the most important element of the sentence (the element that it was coded upon!), which in the above case is the term "question." To make a question of this term, we can use a paired-associate style of presentation wherein we ask:

In your opinion, are the terms or phrases:

"question"

and

"conceptually related terms"

Related / Not Related

It should be obvious by now that the answer should be "Related"!

Ultimately, a fourth type of question may be generated wherein the near-maximum amount of fading of any question-interpretational prompting. This type of question is the "association" test item. In the example above, we might supply the following as an evaluation item:

Question:

a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_ d. \_\_\_\_\_

Where correct associated terms might include: "conceptually related terms"; "multiple choice"; "fill-blank"; "paired associates "; "prompted association"; and even "fade prompts."

Thus if I asked you to convince me you know what a "Fire Truck" is but to use only "characteristics, uses, special attributes or properties, etc"; you might say: "red (or yellow)" "sirens" "extinguish fires" "fire hydrants" "emergency""fire station" "fire fighter/fireman" etc. Get the idea? It is like asking you to write an outline to a very abbreviated "essay" question that implicitly is saying "Describe all you know about the use, characteristics, and operations of a fire truck."

All chapter certification tests will be in association format unless your are notified otherwise. Work on learning the main concept terminology and all the "properties" that give that concept its clarification and definition. That's how the course will evaluate your learning; and on-line tutoring, or even self-assessing (see User's Guide) will really help you learn how to learn this way.

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I hope you have a great and enjoyable learning experience. You'll find

it demanding, but rewarding if you really want to learn psychology (as opposed to learning "about" psychology). Good luck, and don't forget to ask if you have any questions.

Dr. Ray

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