

## DESCRIPTION OF PEDAGOGICAL AIDS

The order in which these pedagogical aids are described corresponds to the order in which they are presented in the tabular summary. The pedagogical aids included in the table are those which students evaluated in Marek, Griggs, and Christopher (1999) and Weiten, Deguara, Rehmke, and Sewell (1999). We compiled these descriptions from the survey questionnaire used in those studies. Where necessary, we have elaborated on these definitions to clarify our classification criteria.

1. *Chapter outline.* Beginning a chapter with an outline of the topics covered in the chapter.
2. *Chapter learning objectives.* Beginning a chapter with a list of learning objectives for the chapter.
3. *Questions as organizational devices.* Organizing basic content around a series of questions. We credited a text with the questions-as-organizers feature if it regularly included any of the following: (a) a single question prior to a section, answered by material in the section; (b) a single question prior to a paragraph (paragraphs), answered by material in the paragraph (paragraphs) immediately following; or (c) a single question in the margin, answered by material that immediately followed.
4. *Chapter summaries.* Ending a chapter with a summary of the chapter's content.
5. *Section summaries.* Ending each major section within a chapter with a section summary.
6. *Boldface technical terms.* Using boldface print to highlight new technical terms as they are introduced.
7. *Italics for emphasis.* Making use of italics to highlight key terms.
8. *Running glossary.* Having a running glossary (usually in the margin) that shows the definitions of new technical terms as they are introduced. We credited a text with a running glossary only if the glossary appeared in the marginal area. Thus, texts that integrated definitions within the narrative did not receive credit for a running glossary.

9. *Chapter glossary.* Having a chapter glossary at the end of each chapter that shows definitions of all the new technical terms introduced in the chapter.
10. *Glossary with pronunciations.* Including pronunciations of new technical terms (along with definitions) in the running or chapter glossary. Because of the considerable variability in the extent to which pronunciation guides accompany key terms throughout the texts, we adopted a liberal criterion for crediting books with this feature. We credited a text with a pronunciation guide if at least 30% of the key terms in the biological chapter were accompanied with pronunciation information and if pronunciation guides appeared in other chapters as well.
11. *Demonstrations.* Including instructions for simple demonstrations that students can perform to illustrate key ideas.
12. *Learning checks.* Having very brief study-guide type review exercises interspersed throughout each chapter.
13. *Discussion questions.* Including lists of discussion questions to help students think through the implications of key ideas.
14. *Chapter review exercises.* Having extensive review exercises (like those typically found in study guides or workbooks) at the end of each chapter.
15. *End-of-chapter self-test.* Ending a chapter with a self-test on the chapter's content that is similar to a classroom exam.

References:

- Marek, P., Griggs, R. A., & Christopher, A. N. (1999). Pedagogical aids in textbooks: Do college students' perceptions justify their prevalence? *Teaching of Psychology*, 26, 11-19.
- Weiten, W., Deguara, D., Rehmke, E., & Sewell, L. (1999). University, community college, and high school students' evaluations of textbook pedagogical aids. *Teaching of Psychology*, 26, 19-21.