



Pearson

# Mastering Summer 2017 Update

Enhancements to help you – and  
your students – get the most from  
Mastering





# What's Inside?

- 4 My Courses Portal
- 8 Student Course Home
- 12 Document Sharing
- 14 Accessibility
- 17 Promoting Student Learning
- 20 Dynamic Study Modules
- 23 Learning Catalytics
- 25 Canvas Integration
- 27 Discipline-specific content updates

The **Mastering Summer 2017 Release**  
delivers a refreshed student  
experience that improves alignment  
with accessibility standards, provides  
instructors with deeper insight into  
student and class performance, and  
promotes student learning to help  
mitigate cheating.

# My Courses Portal Updates

---

Instructor access to information about courses in the My Courses Portal has been improved! Updates include a refreshed forgotten username/password screen and, for courses integrated with an LMS, visible listing of LMS partners. Instructors will also now have the ability to create **categories for improved organization** and a shortcut for **easier access to nested student courses** via the new pin/unpin functionality.



# Shortcuts to Nested Student Courses

Instructors will now have the ability to create a shortcut for **easier access to nested student courses under instructor-only courses** on the My Courses Portal home page via the new pin/unpin functionality. This functionality is available in both the tile and list view.

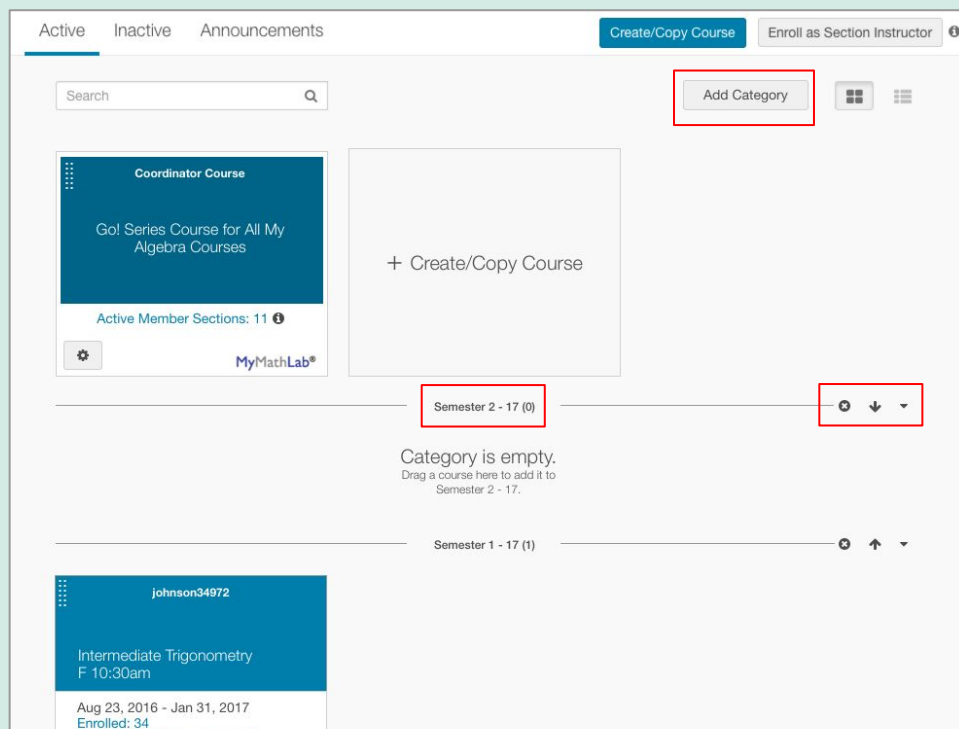
The screenshot displays the 'My Courses from Pearson' interface. At the top, the user is logged in as 'Hi, Carol Johnson' with options to 'Sign Out' or 'Help'. Below the navigation bar, there are tabs for 'Active', 'Inactive', and 'Announcements', along with buttons for 'Create/Copy Course' and 'Enroll as Section Instructor'. A search bar is present, and the view is set to 'Main (4)'. Three course tiles are visible:

- johnson34972**: Intermediate Trigonometry F 10:30am. Dates: Aug 23, 2016 - Jan 31, 2017. Enrolled: 34 (1 with unpaid temp access). Section Instructor: 1.
- Coordinator Course**: Go! Series Course for All My Algebra Courses. Active Member Sections: 11.
- johnson34974**: Algebra & Trigonometry M 7:30pm. Dates: Aug 23, 2016 - Jan 31, 2017. Enrolled: 20. Section Instructors: 2.

Each tile has a settings gear icon. In the third tile, a red box highlights a pin/unpin icon (a pushpin), with a red arrow pointing to it from the right. The MyMathLab logo is visible at the bottom of each tile.

# Categories for Improved Organization

Both students and instructors can personalize how their MyLab courses appear on the main portal page by creating categories to group and sort courses/products. Users can create categories to group courses by semester, discipline, or any other organizing structure that works for them.



1. Users can create, remove, rename, or move, categories in the My Courses Portal.
2. Categories can be created on all page views: Active, Inactive, and Nested.
3. After setting up categories, they will be visible with expand and collapse options.

# Listing of LMS Partners

For instructors who have integrated their Mastering course with their on-campus learning management system, access to information about courses in the My Courses Portal has been improved with visible listing of LMS partners in both the tile and list view.

The screenshot displays the 'Details' page for a course titled 'BB CM Course for Senkadagala Release 5'. On the left sidebar, there is a tile for 'Amplifire for Pegasus Test Link' with the dates 'Sep 28, 2014 - Sep 28, 2017' and a user ID 'abey33953'. The main content area shows course information:

- Instructor(s):** abey, dini (Primary Instructor)
- Your Role:** Instructor
- Course ID:** abey47392
- Course Type:** Student Course
- Paired with LMS:** Blackboard (highlighted with a red box)
- Course Creation Date:** May 19, 2016
- Maximum Course End Date:** May 19, 2018
- Course Dates:** May 19, 2016 – May 19, 2018
- Allow Copy:** Yes

At the bottom, there is a section for 'Original Course Materials' with a button labeled 'New Edition Available'. Navigation buttons at the top include 'Get Registration Instructions', 'Edit Course Details', and 'Open Roster'.

# Student Course Home Experience

---

Students using Mastering will now experience a more streamlined course home experience designed to help focus students on what to do next and improve accessibility.





# Student Course Home Experience

For students using a Mastering course not integrated with an on-campus learning management system, the course home has been completely redesigned with a more streamlined layout. The new experience improves navigation and accessibility to help students see exactly what is expected of them in their Mastering course.

The screenshot shows the MasteringBiology Course Home interface for 'Introduction to Science'. The interface is divided into a left sidebar and a main content area. The sidebar contains a 'My Courses' list with 'Course Home' selected, 'Scores', 'eText 2.0', 'Dynamic Study Modules', 'Study Area', and 'Course Materials'. The main content area is titled 'Course Home' and includes sections for 'Announcements (1)', 'Assignments (6)', and a 'Learning Catalytics' button. The 'Assignments' section is further divided into 'Past Due Assignments (3)' and 'Upcoming Assignments (3)'. Red boxes and numbers highlight specific features: (1) the 'My Courses' sidebar, (2) the 'Dynamic Study Modules' link, (3) the 'Learning Catalytics' button, (4) the 'Assignments' section, and (5) the 'Calendar' icon in the top right of the assignments section.

Assignment	Due Date	Due Time	Progress
<strong>Past Due Assignments (3)</strong>			
Homework 1: Logic and Observation	06/02/17	12:00 PM	3 of 12 complete
Homework 2: Heritable Information	06/02/17	12:00 PM	3 of 12 complete
Chapter 1: Quiz 1	06/02/17	12:00 PM	
<strong>Upcoming Assignments (3)</strong>			
Homework 3: Introduction to Experimental Observa...	06/02/17	12:00 PM	

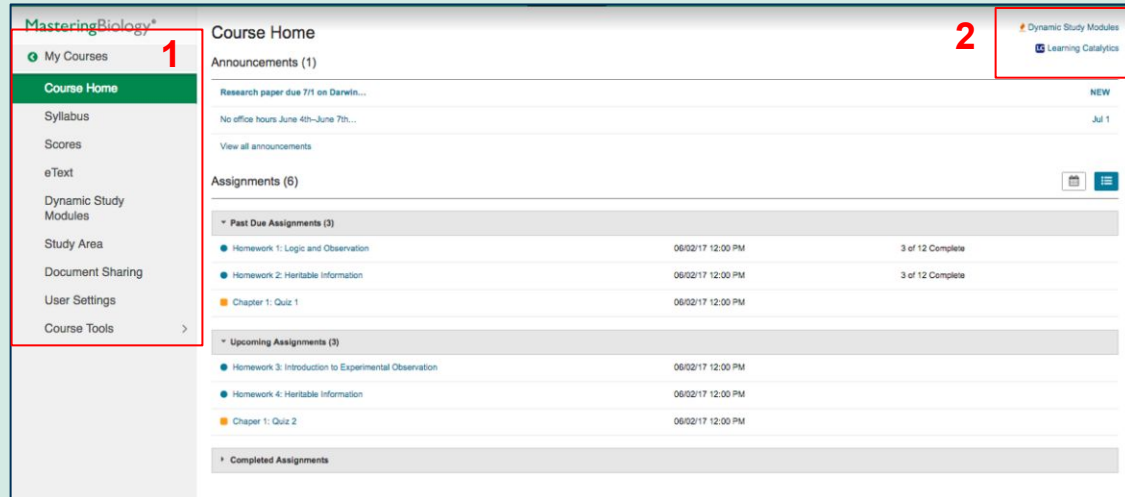
New (1) course menu updates include a (2) link to Dynamic Study Modules and Assignments moves to the center panel.

A (3) Learning Catalytics button appears if an instructor creates active student sessions.

The center panel displays (4) upcoming assignments and each student's completed activities along with a (5) new calendar view (*available July 2017*).

# Student Course Home Experience

For students using a **Modified Mastering** course (i.e., integrated with an on-campus learning management system), the course home has been refreshed to improve navigation and accessibility. This new experience helps students see exactly what is expected of them in their Mastering course.



In the (1) course menu\*, Course Materials replaces Document Sharing, Dynamic Study Modules appears as an item, and Assignments moves to the center panel.

A (2) Dynamic Study Modules button appears in the upper right, along with a Learning Catalytics button that appears only if an instructor creates active student sessions.

*\*Course menu updates will appear for new courses created with updated course masters, which will be released throughout the summer. Previous courses and copies of previous courses will not see these course menu updates.*

# Student Course Home Experience

For students using a **Modified Mastering** course (i.e., integrated with an on-campus learning management system) the course home has been refreshed to improve navigation and accessibility. This new experience helps students see exactly what is expected of them in their Mastering course.

The screenshot shows the MasteringBiology Course Home interface. On the left is a sidebar with navigation links: My Courses, Course Home (highlighted), Syllabus, Scores, eText, Dynamic Study Modules, Study Area, Document Sharing, User Settings, and Course Tools. The main content area is titled 'Course Home' and contains two primary sections: 'Announcements (1)' and 'Assignments (6)'. The 'Announcements' section is highlighted with a red box and a red number '3'. The 'Assignments' section is also highlighted with a red box and a red number '4'. Within the 'Assignments' section, there are sub-sections for 'Past Due Assignments (3)' and 'Upcoming Assignments (3)'. The 'Upcoming Assignments' list includes 'Homework 3: Introduction to Experimental Observation', 'Homework 4: Heritable Information', and 'Chapter 1: Quiz 2', each with a due date of 06/02/17 12:00 PM. A red number '5' points to a small calendar icon in the top right corner of the 'Assignments' section. The top right of the interface shows 'Dynamic Study Modules' and 'Learning Catalytics'.

Assignment	Due Date	Progress
<b>Past Due Assignments (3)</b>		
Homework 1: Logic and Observation	06/02/17 12:00 PM	3 of 12 Complete
Homework 2: Heritable Information	06/02/17 12:00 PM	3 of 12 Complete
Chapter 1: Quiz 1	06/02/17 12:00 PM	
<b>Upcoming Assignments (3)</b>		
Homework 3: Introduction to Experimental Observation	06/02/17 12:00 PM	
Homework 4: Heritable Information	06/02/17 12:00 PM	
Chapter 1: Quiz 2	06/02/17 12:00 PM	
<b>Completed Assignments</b>		

The center panel displays (3) announcements directly on the page with date stamps as well as (4) upcoming assignments and each student's completed activities.

A (5) new calendar view will be available July 2017.

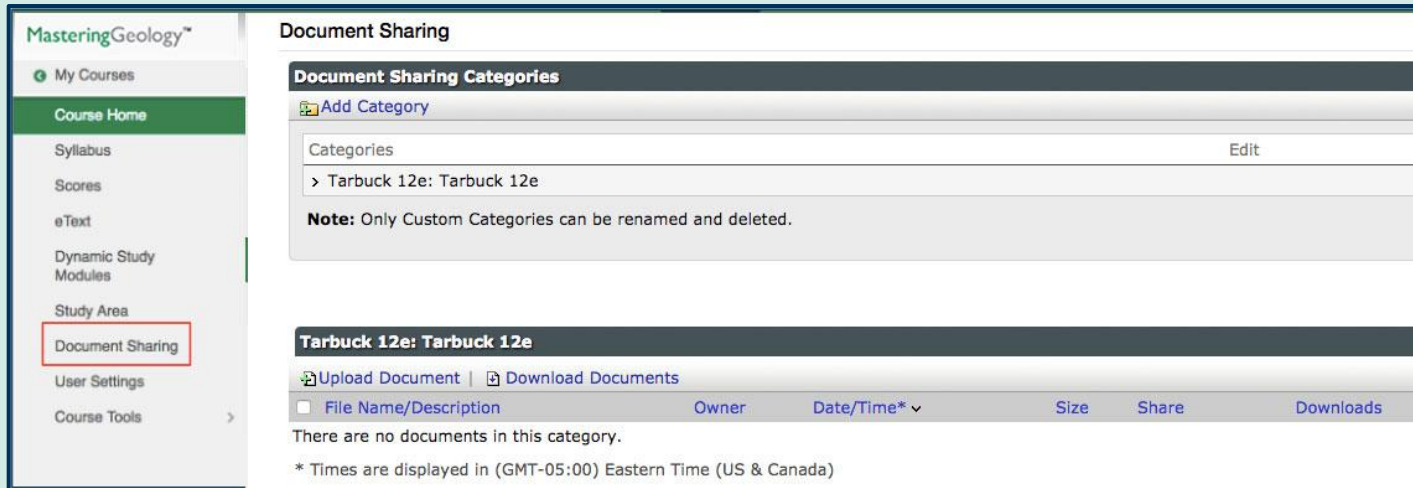
# Document Sharing

Document Sharing enables group projects and collaboration with Modified Mastering.



# Document Sharing

Document Sharing\* enables group projects and other collaborations within **Modified Mastering** courses. Capabilities include allowing students to upload and share document with classmates, or with instructors.



**MasteringGeology™**

- My Courses
- Course Home**
- Syllabus
- Scores
- eText
- Dynamic Study Modules
- Study Area
- Document Sharing**
- User Settings
- Course Tools

### Document Sharing

#### Document Sharing Categories

[Add Category](#)

Categories	Edit
> Tarbuck 12e: Tarbuck 12e	

**Note:** Only Custom Categories can be renamed and deleted.

#### Tarbuck 12e: Tarbuck 12e

[Upload Document](#) | [Download Documents](#)

<input type="checkbox"/> File Name/Description	Owner	Date/Time* ▼	Size	Share	Downloads
There are no documents in this category.					

\* Times are displayed in (GMT-05:00) Eastern Time (US & Canada)

*\*Document Sharing replaces Course Materials. Instructors who utilized Course Materials need to download those assets and upload them into the new Document Sharing area.*

# Accessibility

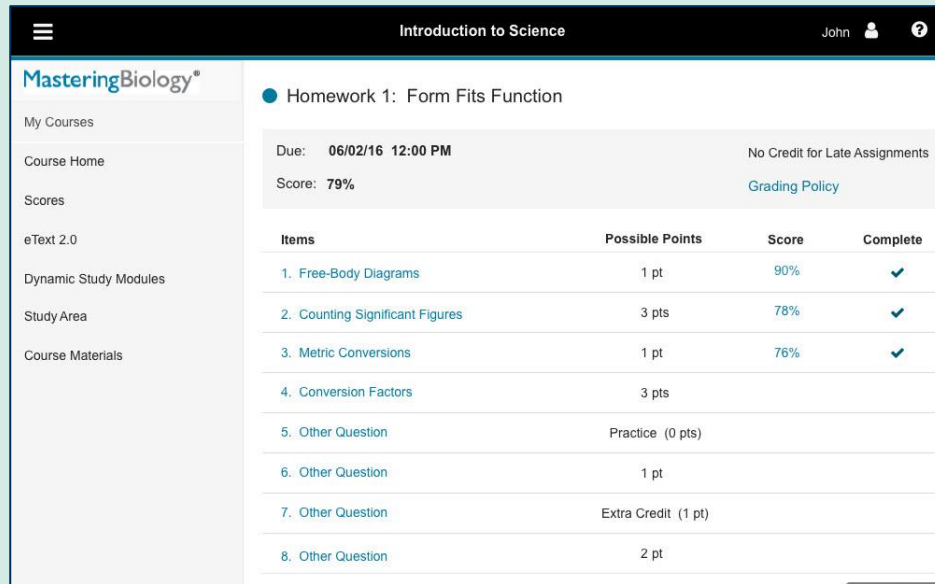
Pearson's defining goal — to help people make progress in their lives through learning — can only be fulfilled when our educational materials are accessible to all users. Summer 2017

Mastering updates include enhancement to improve alignment with WCAG 2.0 AA guidelines.



# Accessibility Updates

We continue to make steady progress in developing our learning platforms, rich media assets, and all content as closely aligned to accessibility guidelines as possible. In addition to student course home updates, the following Summer 2017 enhancements improve Mastering's alignment to WCAG 2.0 AA guidelines.



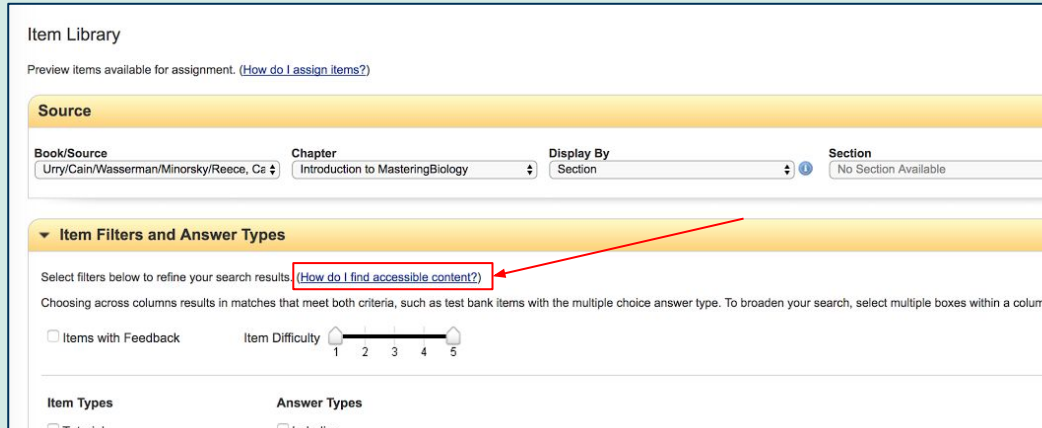
The screenshot displays the MasteringBiology interface for a course titled "Introduction to Science". The user is logged in as "John". The main content area shows "Homework 1: Form Fits Function" with a due date of "06/02/16 12:00 PM" and a score of "79%". A "Grading Policy" link is also visible. Below this, a table lists the items for the homework assignment.

Items	Possible Points	Score	Complete
1. Free-Body Diagrams	1 pt	90%	✓
2. Counting Significant Figures	3 pts	78%	✓
3. Metric Conversions	1 pt	76%	✓
4. Conversion Factors	3 pts		
5. Other Question	Practice (0 pts)		
6. Other Question	1 pt		
7. Other Question	Extra Credit (1 pt)		
8. Other Question	2 pt		

The Mastering Assignment List has improved keyboard and screen reader navigation. Changes include the list opening inframe and hints within the Content Player opening in-line.

# Accessibility Updates

We continue to make steady progress in developing our learning platforms, rich media assets, and all content as closely aligned to accessibility guidelines as possible. In addition to student course home updates, the following Summer 2017 enhancements improve Mastering's alignment to WCAG 2.0 AA guidelines.



The screenshot shows the 'Item Library' interface. At the top, it says 'Item Library' and 'Preview items available for assignment. (How do I assign items?)'. Below this is a 'Source' section with four dropdown menus: 'Book/Source' (Urry/Cain/Wasserman/Minorsky/Reece, Ce), 'Chapter' (Introduction to MasteringBiology), 'Display By' (Section), and 'Section' (No Section Available). Below the 'Source' section is a section titled 'Item Filters and Answer Types'. This section contains the text 'Select filters below to refine your search results. (How do I find accessible content?)' with a red box around the link and a red arrow pointing to it. Below this text is a checkbox for 'Items with Feedback' and a slider for 'Item Difficulty' ranging from 1 to 5. At the bottom, there are two sections: 'Item Types' and 'Answer Types', both with checkboxes.

Labeling Answer Types have been converted from Flash to HTML5, improving accessibility and mobile enablement.

A link to information on how to find accessible content within Mastering will now appear in the Item Library

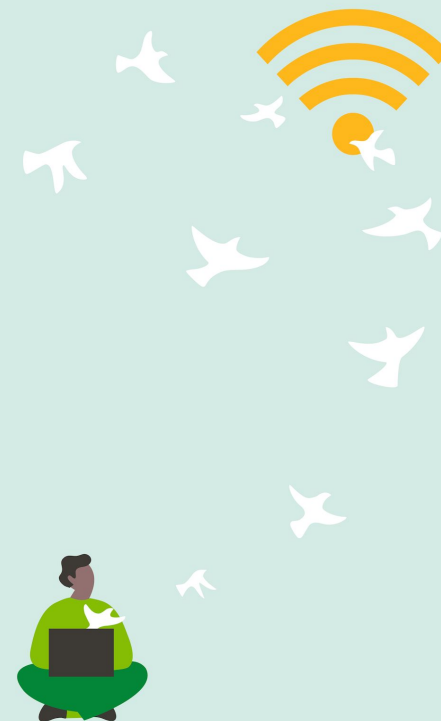


# Promoting Student Learning

---

Educational and learning science research indicates that altering the conditions by which students encounter homework problems can **promote learning and mitigate cheating.**

Default settings within Mastering have been changed with a goal to keep students within the Mastering course using the help available to them when they need assistance.



# Promoting Student Learning

Changes to promote student learning include the placement of hints and altering the credit associated with hints to encourage student usage.

**Students Can View Hints:**

Always

- ☐ Give credit for correctly answering a question in a Hint.
- ☐ Give bonus credit for not opening a Hint.
- ☐ Deduct credit for opening a Hint.
- ☒ Deduct credit for exhausting all attempts or giving up on a question in a Hint.

Marieb, Human Anatomy & Physiology, 10e

Chemistry Review Tutorials > Nucleic Acid Building Blocks

« previous | 1 of 16 | next »

Item Type: Tutorial | Difficulty: 3 | Time: 13m | [Contact the Publisher](#) Manage this Item: Standard View

### Nucleic Acid Building Blocks

The nucleic acids DNA and RNA are made from chains of nucleotides. Nucleotides consist of three components: a five-carbon sugar (either ribose or deoxyribose), a nitrogenous base attached to the sugar's 1'-carbon, and a phosphate group attached to the sugar's 5'-carbon.

**Part A - Components of nucleotides**

Sort these nucleotide building blocks by their name or classification.  
Drag each item to the appropriate bin.

▼ Hints

Hint 1. Can you identify ribose? [click to open](#)

Hint 2. Can you identify phosphate? [click to open](#)

Hint 3. Can you identify a purine base? [click to open](#)

**Default Hint Penalty:** The default setting will be changed to remove the penalty to students' homework scores for using hints. As always, instructors can edit settings to reflect their preferences.

**Placement of Hints:** Rather than launching in a separate tab, hints will appear inline with the homework problems making hints appear as an integrated part of working through homework. The description of each hint as well as the hints themselves are more prominently displayed to better direct students to available assistance.

# Promoting Student Learning

Educational and learning science research indicates that assigning questions with enhanced, in-the-moment remediation support via hints and wrong-answer feedback can help mitigate cheating to promote learning. An Item Library filter allows faculty to easily identify tutorial questions (questions with hints and targeted wrong answer feedback). These questions encourage student use of hints as a means of keeping students within the Mastering course using the help available to them when they need assistance. With the new **Item Library Filter**, instructors will now be able to identify homework problems that provide students with Mastering's famed wrong-answer feedback.

Item Library

Preview items available for assignment. ([How do I assign items?](#))

Source

Book/Source

Chapter

Display By

Section

Young/Freedman, University Physics with

1. Units, Physical Quantities, and Vectors

Section

All

Item Filters and Answer Types

Select filters below to refine your search results.

Choosing across columns results in matches that meet both criteria, such as test bank items with the multiple choice answer type. To broaden your search, select multiple boxes within a column for items that meet either criteria.

☐ New Items

☐ Mobile Items

☐ Randomizable Items

☒ Items with Feedback

Item Difficulty

1

2

3

4

5

Item Types

Answer Types

Special Features

☐ Tutorial

☐ Essay

☐ Biology

☐ Coaching Activities

☐ Multiple Choice/Select

☐ Conceptual

☐ Reading Questions

☐ Numeric / Symbolic

☐ Math Review

☐ End-of-Chapter

☐ Ranking

☐ Pre-Lecture

☐ Test Bank

☐ Simple Text

☐ Quantitative

☐ My Items

☐ Sorting

☐ Videos/Animations

☐ Vector/Moment

# Dynamic Study Modules

---

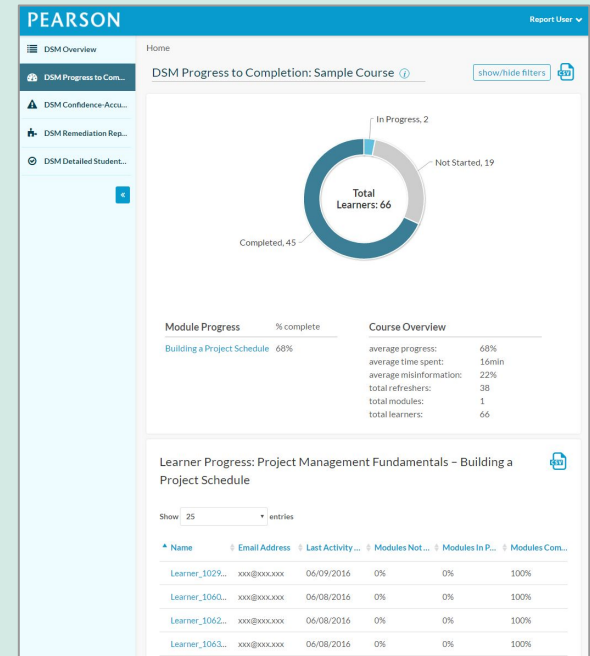
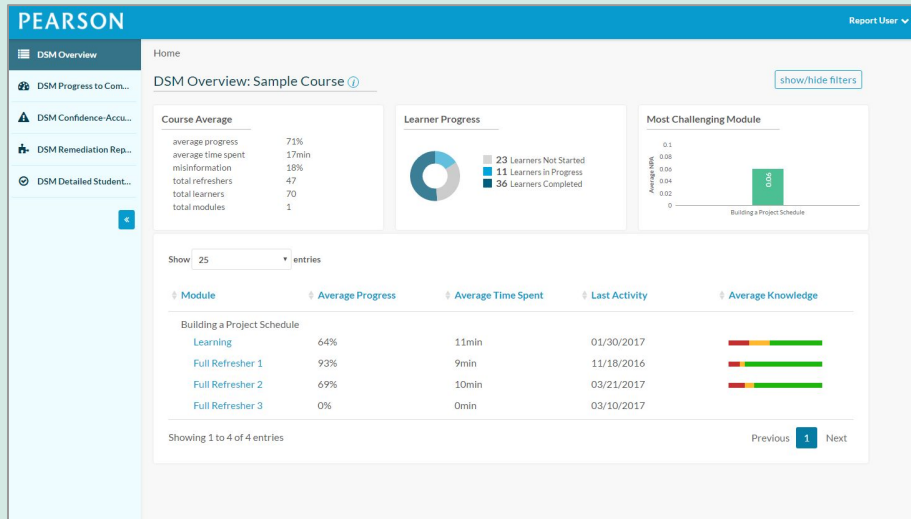
Dynamic Study Modules (DSMs) provide students personalized assistance by continuously assessing their activity and performance in real time. Summer 2017 updates introduce a student dashboard and expand instructor reporting capabilities, giving faculty easier insight into student, and class, mastery of concepts.



# Dynamic Study Modules

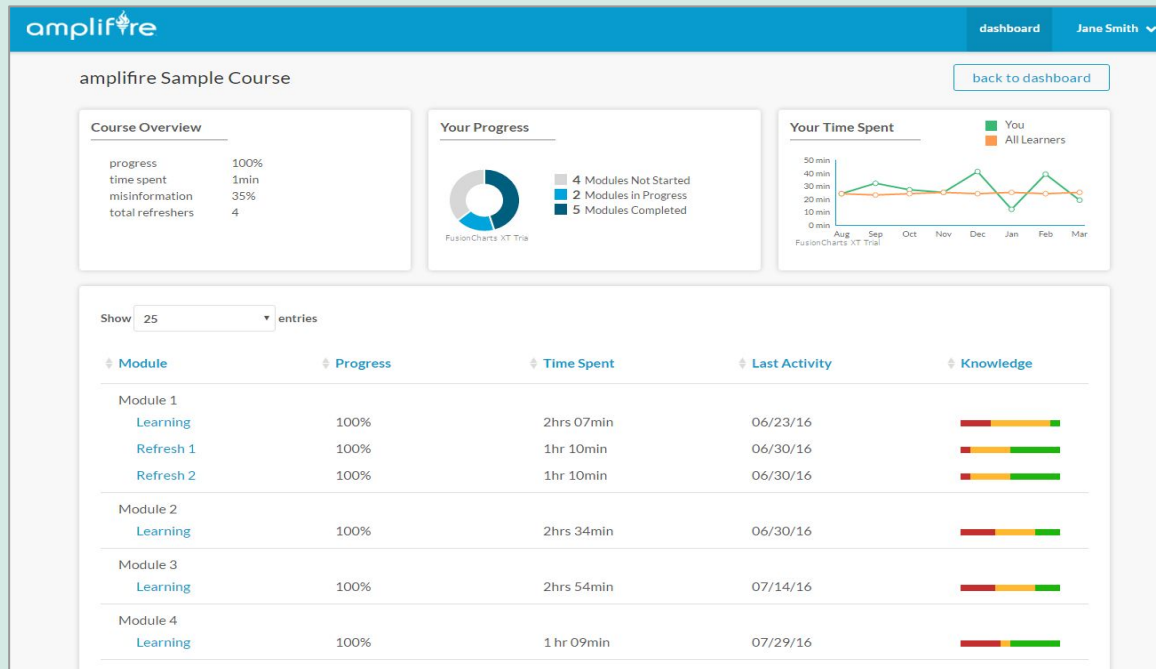
Five new DSM reports and dashboard views provide **instructors** with the following:

- A high-level summary of a class' aggregate performance
- Information on topics where students tended to answer questions incorrectly, but with a high degree of confidence
- An in-depth view into the activity of students who continue to answer questions incorrectly
- Insight on student progress towards completing assigned DSM activities
- Details on student's specific performance



# Dynamic Study Modules

New DSM reports provide **students** with a dashboard that reports student progress, initial knowledge, and time spent. Additionally, students will also have more flexibility in selecting their degree of confidence when answering questions. **Partial confidence** can now be selected for either two answer choices, or one answer choice.



# Learning Catalytics

---

Summer 2017 updates for courses using Learning Catalytics include improved visibility and ease of access for students.



# Learning Catalytics

In addition to the new Learning Catalytics button on the student course home, which appears when an instructor selects the “Use with Students” option in Learning Catalytics, a Join Session option will also appear when an instructor launches a live session. This dynamic link ensures students have easy access to Learning Catalytics sessions.

The screenshot shows the MasteringBiology Course Home for 'Introduction to Science'. The interface includes a left sidebar with navigation links: My Courses, Course Home (selected), Scores, eText 2.0, Dynamic Study Modules, Study Area, and Course Materials. The main content area is divided into sections: Course Home, Announcements (1), and Assignments (6). The Announcements section lists 'Research paper due 7/1 on Darwin...' and 'No office hours June 4th - June 7th...'. The Assignments section shows 'Past Due Assignments (3)' with a list of homework and a quiz. A red box highlights the 'Learning Catalytics' button and the 'Join Session' button in the top right corner of the Course Home section.

**MasteringBiology®**

My Courses

Course Home

Scores

eText 2.0

Dynamic Study Modules

Study Area

Course Materials

**Introduction to Science**

John

**Course Home**

**LC Learning Catalytics**

**Join Session**

**Announcements (1)**

**Research paper due 7/1 on Darwin...** **NEW**

No office hours June 4th - June 7th... Jun 1

[View all announcements](#)

**Assignments (6)**

**Past Due Assignments (3)**

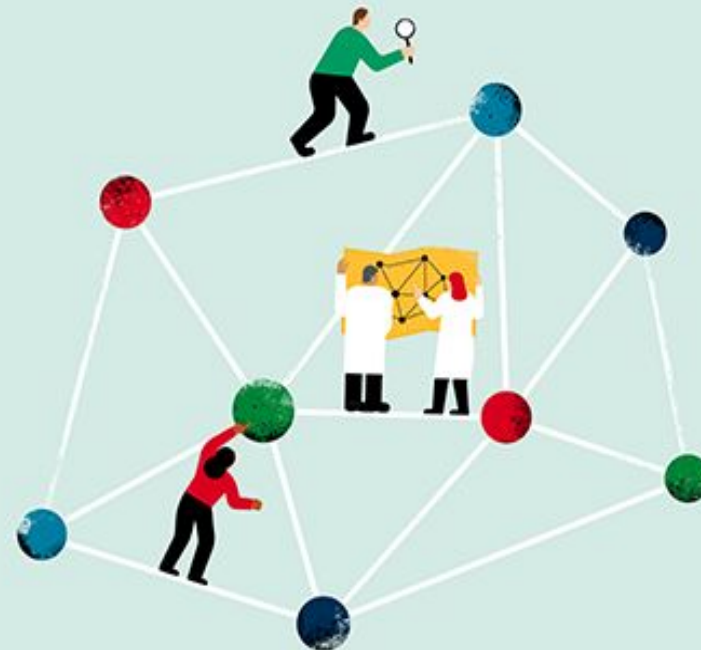
<b>Homework 1: Logic and Observation</b>	06/02/17 12:00 PM	3 of 12 complete
<b>Homework 2: Heritable Information</b>	06/02/17 12:00 PM	3 of 12 complete
<b>Chapter 1: Quiz 1</b>	06/02/17 12:00 PM	



# Canvas Automatic Grade Sync

---

MyLab instructors who have integrated their courses with Canvas have the option to select **automatic grade sync**, allowing for a seamless way to sync grade data between MyLab and their LMS.



# Canvas Automatic Grade Sync

Automatic grade sync saves time for instructors by transferring grades **completely touch-free**, eliminating the need to manually transfer grades. Instructors have the option to select all assignments or specific assignments to automatically sync.

PEARSON ALWAYS LEARNING

Tools Diagnostics Grade Sync

**Sync Grades Now**

To immediately sync grades from Pearson to Canvas, select assignment items below and then **Sync Grades Now**.

**Do you want to sync grades automatically?**  
☒ Yes ☐ No

**Select assignments to sync:**

<input type="checkbox"/>	Item Name
<input type="checkbox"/>	Section 7.2 Homework
<input checked="" type="checkbox"/>	Section 5.4 Homework
<input checked="" type="checkbox"/>	Section 4.3 Homework
<input checked="" type="checkbox"/>	Section 1.2 Homework
<input checked="" type="checkbox"/>	Section 7.1 Homework
<input checked="" type="checkbox"/>	Section 5.2 Homework
<input type="checkbox"/>	Section 4.4 Homework
<input type="checkbox"/>	Section 5.5 Homework
<input type="checkbox"/>	Section 3.2 Homework
<input type="checkbox"/>	Section 5.6 Homework
<input type="checkbox"/>	Section 8.4 Homework
<input type="checkbox"/>	Section 3.1 Homework
<input type="checkbox"/>	Section 2.5 Homework
<input checked="" type="checkbox"/>	Section 1.1 Homework
<input type="checkbox"/>	Section 4.2 Homework

To automatically sync grades from Pearson to Canvas, select assignment items below and **Yes**. Otherwise, select **No**.

# Discipline-Specific Updates

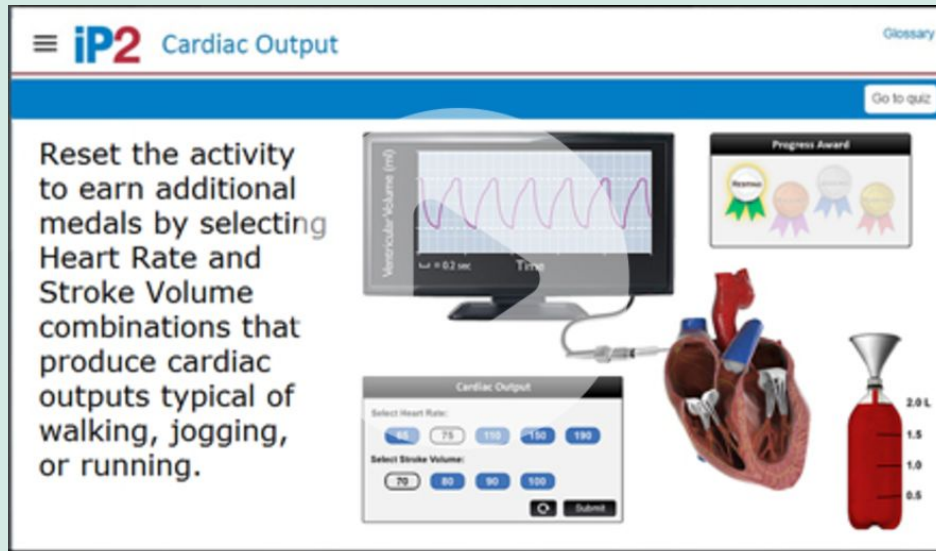
---

The following updates apply to specific disciplines for Mastering



# NEW! Interactive Physiology 2.0 Modules

**Interactive Physiology 2.0** helps students advance beyond memorization to a genuine understanding of complex physiological processes. Full-color animations and videos demonstrate difficult concepts. Interactive Physiology 2.0 also features brand new graphics, quicker navigation, and more robust mobile-ready interactivities where students can explore, experiment, and predict.



## New IP 2.0 modules include:

- Cardiac Cycle
- Glomerular Filtration and Neuromuscular Junction

*\*All Interactive Physiology 1.0 modules will be available as IP Animations for Fall 2017 classes*

# NEW! Ready-to-Go Teaching Modules

Created by teachers for teachers, **Ready-to-Go Teaching Modules** are a set of curated teaching resources that highlight the most effective and engaging animations, videos, quizzing, coaching, and active learning activities from Mastering A&P. Ready-to-Go Teaching Modules save instructors time while supporting active learning experiences both inside and outside of class.

## In-Class Activities

Customize your class by selecting from among these in-class activities:

### 1 Drawing Exercise

In this activity, students will draw out the sequence of events that occur during an action potential in a neuron. The downloadable Word document includes a procedure for this activity and an example of how the neuron sketch might look.



Remembering/  
Understanding  
*Bloom's Level*



5-10 minutes  
*Average time for activity*



Neurophysiology  
Drawing Exercise

## Titles Available with Ready-to-Go Teaching Modules:

Martini, Fundamentals of A&P 11/e

Martini, Visual A&P 3/e

Martini, Human Anatomy 9/3

# NEW! Interactive Pre-Lecture Videos

**Interactive pre-lecture videos** provide subject overview for exposure to key concepts before class, opening the classroom time for active learning or deeper discussions of topics. These can be used for simple pre-class exposure or fully flipped classrooms.

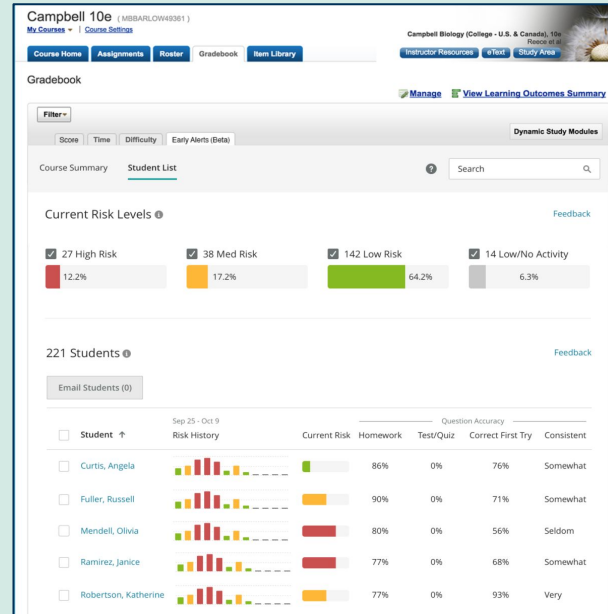
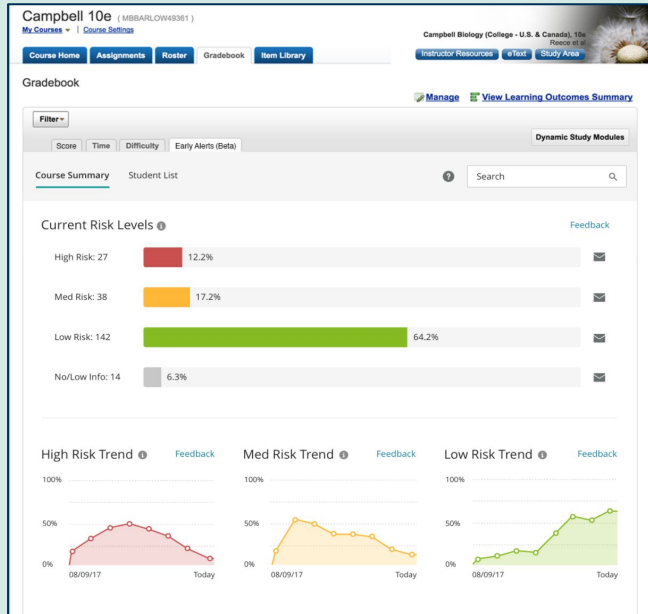


# Early Alerts (Beta release-Biology)

## BIOLOGY

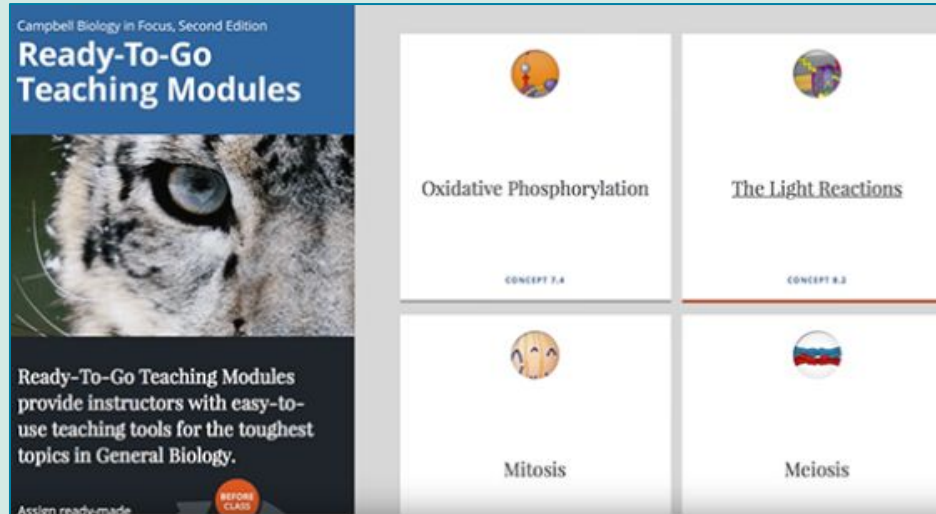
All Majors Bio titles:  
Campbell 10e & 11e;  
Focus 1e & 2e,  
Freeman 5e & 6e

The goal of Mastering Early Alerts is to help improve course retention rates by identifying students who may be struggling as early as possible. This early identification highlights for instructors where additional interventions or remediation may be needed. The Summer 2017 release features enhanced reporting on student performance that analyzes student homework and quiz scores, percentage of items answered correctly on the first attempt, and consistency in percentage correct on first attempt.



# NEW! Ready-to-Go Teaching Modules

Created by teachers for teachers, **Ready-to-Go Teaching Modules** are a set of curated teaching resources that highlight the most effective and engaging animations, videos, quizzing, coaching, and active learning activities from Mastering Biology. Ready-to-Go Teaching Modules save instructors time while supporting active learning experiences both inside and outside of class.



## Titles Available with Ready-to-Go Teaching Modules:

- All three majors titles - Campbell Biology 11/e, Campbell in Focus 2/e, Freeman Biological Sciences 6/e
- Campbell Concepts and Connections 9/e



# Darwin's Finches in Galapagos

## Videos

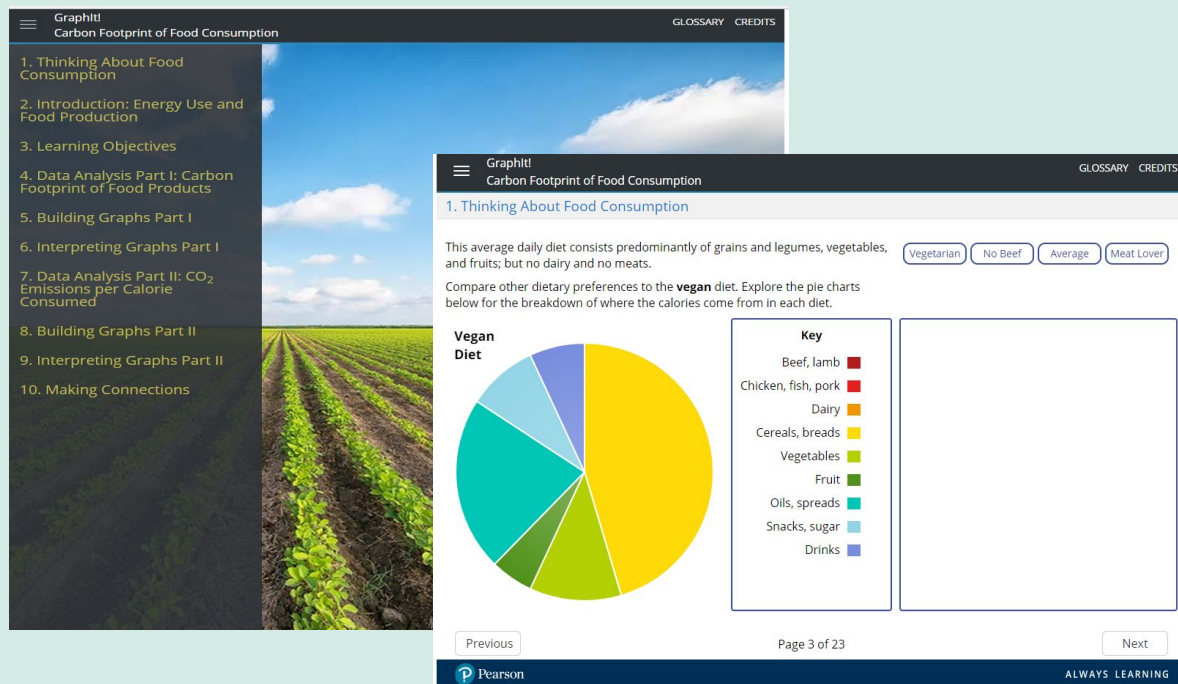
NEW! Filmed and narrated by Peter and Rosemary Grant, the Darwin's Finches in Galapagos videos provide an amazing look at the Grants' decades of evolutionary research. These **six assignable videos** will help your students explore and better understand topics such as speciation, natural selection, ecological niches, hybridization, and competition. These videos also highlight the scientific process of studying biology in the field and allow students to demonstrate mastery of the key concepts related to evolution and ecology.



# GraphIt

## BIOLOGY & ENVIRONMENTAL SCIENCE

NEW! GraphIt activities are designed to help students read, interpret, and create graphs that explore real issues and use real data.



### 3 available this fall in mobile-friendly format

- Carbon Footprint of Food Consumption (live now)
- Water Availability, Access, and Demand (live end of June)
- Ocean Acidification (live early August)

# Current Event Activities

Current Event activities will now draw from *Science Daily* (NEW) and *The New York Times*, giving students access to up-to-the-minute topical stories related to Biology and Environmental Science.

The screenshot shows the 'biology the core' website interface. At the top, it says 'ERIC J. SIMON' and '2nd Edition'. Below this is a navigation bar with 'Chapter 1: An Introduction to the Science of Life' selected. A sidebar on the left lists various study area options, with 'Current Events' highlighted. The main content area is titled 'Current Events' and includes a paragraph about critical thinking and a link to register for NYTimes.com. Below this, a table lists current events for each chapter.

Chapter	Current Events
Chapter 1:	Argentina Battles Major Outbreak of Dengue as Mosquito Population Swells The Virus Detectives Why Flunking Exams Is Actually a Good Thing
Chapter 2:	Making Sense of the Chemistry That Led to Life on Earth Protein May Hold the Key to Who Gets Alzheimer's (3/19/2014) Under Icy Surface of a Saturn Moon Lies a Sea of Water, Scientists Say (4/3/2014) With New Nonstick Coating, the Wait, and Waste, Is Over
Chapter 3:	A Microscopic Issue of Unknown Consequences Dietary Supplements Lead to 20,000 E.R. Visits Yearly, Study Finds For Athletes, the Risk of Too Much Water No, You Do Not Have to Drink 8 Glasses of Water a Day Officials Admit a 'Defeat' by Ebola in Sierra Leone The Trials of Stem Cell Therapy
Chapter 4:	Food Is a Death Sentence to These Kids' What's New in the Dietary Guidelines

# NEW! Learning Catalytics Question Library for Earth Science

EARTH  
SCIENCE

New **Learning Catalytics** question library dedicated to Earth Science helps instructors to generate class discussion, customize lectures, and promote peer-to-peer learning with real-time analytics. As a student response tool, Learning Catalytics uses students' smartphones, tablets, or laptops to engage them in more interactive tasks and thinking.

The screenshot displays the Learning Catalytics Question Library interface. On the left, a sidebar contains filters: 'Only show:' with a dropdown set to 'Pearson content'; 'Discipline:' with a dropdown set to 'Earth Science'; 'Format:' with an empty dropdown; and 'Added by:' with an empty dropdown. The 'Earth Science' dropdown is open, showing a list of sub-disciplines: Geography, Meteorology, Physical Geography, World Regional Geography, Geology, Earth Science, Oceanography, Physical Geology, Health & Nutrition, and Health & Fitness. On the right, the main content area features a search bar labeled 'Search question library'. Below it, a section titled 'Show 5 entries' lists five questions, each with a star icon, a question type, and an 'Add to module' link. The questions are: 1. 'numerical' type: 'What percentage of total global water is comprised of glaciers and ic...'; 2. 'word cloud' type: 'Name a specific nonsilicate mineral.'; 3. 'multiple choice' type: 'As CO2 content in the atmosphere increases,'; 4. 'region' type: 'Select the emergent coast from the two circled coasts in the map.'; 5. 'confidence' type: 'Active continental margins differ from passive continental margins in...'. At the bottom, a pagination bar shows 'Showing questions 1-5 of 369' and navigation links: 'Previous 1 2 3 4 5 ... 74 Next'. A link '+ Add checked questions to module' is also present.

Only show: Pearson content

Discipline: Earth Science

Format:

Added by:

Geography

Meteorology

Physical Geography

World Regional Geography

Geology

Earth Science

Oceanography

Physical Geology

Health & Nutrition

Health & Fitness

Search question library

Show 5 entries

- ☐ ★ numerical [+ Add to module](#)  
What percentage of total global water is comprised of glaciers and ic...
- ☐ ★ word cloud [+ Add to module](#)  
Name a specific nonsilicate mineral.
- ☐ ★ multiple choice [+ Add to module](#)  
As CO2 content in the atmosphere increases,
- ☐ ★ region [+ Add to module](#)  
Select the emergent coast from the two circled coasts in the map.
- ☐ ★ confidence [+ Add to module](#)  
Active continental margins differ from passive continental margins in...

Showing questions 1-5 of 369 Previous 1 2 3 4 5 ... 74 Next

[+ Add checked questions to module](#)

# Interactive Figures for Hibbeler's *Mechanics of Materials, 10/e*

ENGINEERING

New interactives for Hibbeler's Mechanics of Materials, 10/e are assignable and located within the Item Library with concept questions tied to each. These interactives bring difficult concepts to life with highly-visual representations to help students better visualize course concepts that are difficult to convey with static images.

Item Type: Coaching Activities | Difficulty: 1 | Time: 3m | [Learning Outcomes](#) | [Contact the Publisher](#) | Manage this Item: Standard View

### Interactive Figure: Tension and Compression Test




Launch [the simulation](#), then answer the question.

#### Tension and Compression Test

A **tension test** is used to determine the strengths of different materials. A load is placed on a material of uniform size and shape until there is failure.

In this activity, you will select a specimen to test and observe the following when a load is applied to the specimen:

1. The stress on the specimen.
2. The strain on the specimen.
3. Failure of the specimen.



	Stress	Strain
Aluminium	TEST 0.00 MPa	0.000 mm/mm
Copper	TEST 0.00 MPa	0.000 mm/mm
Steel	TEST 0.00 MPa	0.000 mm/mm
Titanium	TEST 0.00 MPa	0.000 mm/mm

#### Part A

A student claims that titanium is the strongest material to fracture. Based on this interaction, which evidence would **best** support the student's claim?

☐ Titanium increases its fracture strength as the load increases.

☐ Titanium deforms the least before fracture.

☐ Titanium has the highest fracture stress value.

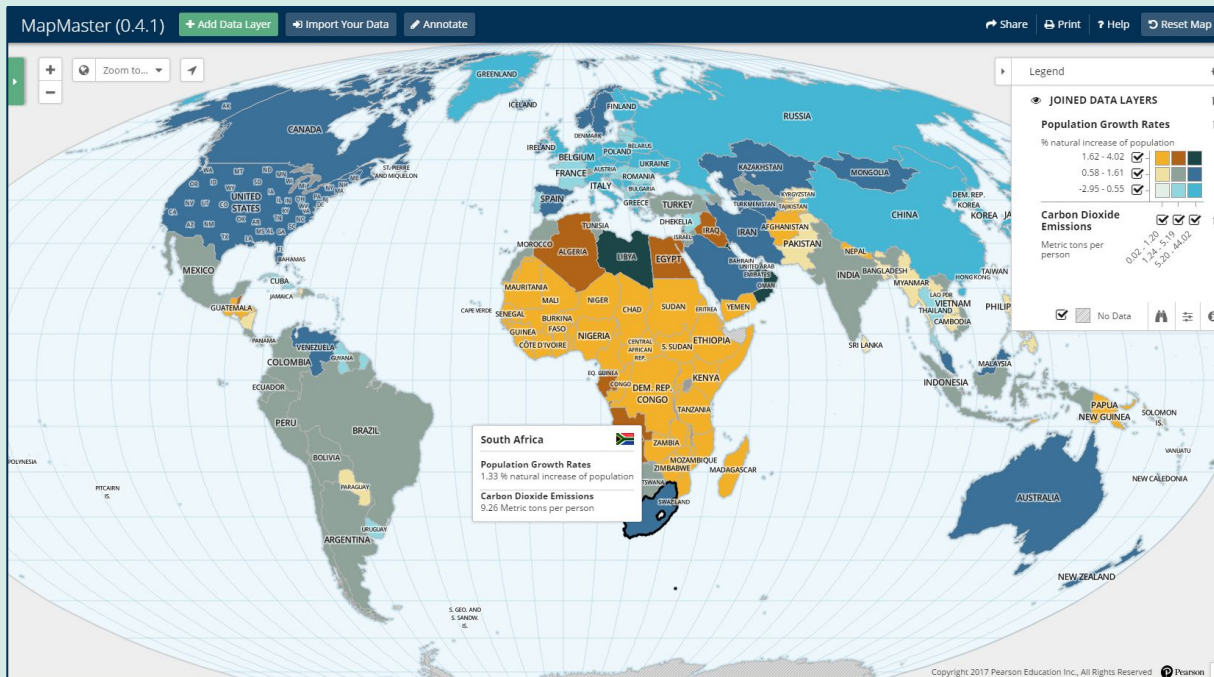
☐ Titanium takes the longest time to reach fracture.

Submit

My Answers [Give Up](#)

# NEW! MapMaster 2.0

NEW MapMaster 2.0 activities are inspired by GIS and allow students to layer various thematic maps to analyze spatial patterns and data at regional and global scales. Now fully mobile, activities include enhanced analysis tools, such as split-screen maps, the ability for students to geolocate themselves in the data, and the ability for students to upload their own data for advanced map making. This tool includes zoom, and annotation functionalities, with hundreds of map layers leveraging recent data from sources such as NOAA, NASA, USGS, CIA, World Bank, the UN, UNESCO, and more.





# New Assignable Labs for Hobson's *Get Fit, Stay Well!, 4/e*

25 labs are now available as auto-graded, assignable labs within Mastering Health, saving instructors valuable grading time.

## NEW! Autograded Labs: Muscular Endurance - The Push-Up and Curl-Up Tests

### Part A - Recording the Date and Your Age

Record the test date and your age in the essay box below:

Essay answers are limited to about 500 words (3800 characters maximum, including spaces).  
3800 Character(s) remaining

Submit

My Answers Give Up

### The Standard Push-Up Test

[Click here to view a demonstration video of the push-up test.](#) Perform the standard push-up test as follows:

1. Position yourself on the ground in push-up position (see Figure a below). (Note that you can instead use the modified push-up position shown in Figures c and d below.) Place your hands about shoulder-width apart, and extend your legs in a straight line with your weight on your toes.
2. Lower your body until your chest is within 1 to 2 in off the ground (Figure b), and raise yourself back to the up position. Be sure to keep your back straight and to lower your entire body as a unit.
3. Select a partner to count your push-ups and time your test (test duration is 60 sec). Warm up with a few push-ups, and rest for 2 to 3 min after the warm-up to prepare for the test.
4. When your partner says "Go," start performing push-ups. Have your partner count your push-ups aloud, and ask him or her to let you know periodically how much time remains.



(a)

(b)

[Click here to view a demonstration video of the standard push-up.](#)

# MyDietAnalysis

MyDietAnalysis Personalized Dietary Analysis Activities take the work out of grading students' diet analysis projects. These Activities take the most commonly assigned components (e.g., analyze your carbohydrate intake, your fat-soluble vitamins intake, etc.) and auto-grade them -- reducing instructors' grading time.

The screenshot displays the MyDietAnalysis web application. The browser address bar shows a secure connection to a URL containing 'myct/itemView?assignmentProblemID=4748706'. The page title is 'Diet Analysis Prototype Assignments'. A navigation bar indicates the user is signed in as 'Michelle Cadden, Instructor'. The main content area is titled 'MyDietAnalysis Personalized Dietary Analysis: Carbohydrate Intake'. It includes a 'Resources' dropdown and a 'Manage this Item' dropdown set to 'Standard View'. The activity is labeled 'Item Type: Activities' and 'Difficulty: --'. A 'Contact the Publisher' link is present. The instructions state: 'soft drinks, and coffee creations), condiments (like ketchup, mustard, and cream), and snacks (like candy, chips, a granola bar, and an apple). Be careful in making your choices from the MyDietAnalysis food database so that the final reports you generate are accurate. Try to select items that as are close as possible to what you consumed. If the food item does not exist in the MyDietAnalysis food database (such as a certain restaurant sandwich or a serving of your favorite homemade casserole), then you may be able to build it from individual ingredients. Since your dietary intake is unique, all reasonable answers will be accepted as correct.' The activity is divided into two parts. **Part A** asks: 'How many grams of carbohydrates did you consume on average per day over the 3 days? (See the Actual Intakes vs. Recommended Intakes Report with all days checked.) Enter the number of grams of carbohydrates rounded to the first decimal place in the box below.' Below this is a form with a 'MyDietAnalysis' logo featuring a green apple and a text input field with a 'g' unit. **Part B** asks: 'What percent of the recommended amount of carbohydrates did you consume on average per day over the 3 days?'. It provides a list of radio button options: 'less than 20%', '20% to 29%', '30% to 39%', '40% to 49%', '50% to 59%', and '60% to 69%'. At the bottom, there are 'Submit', 'My Answers', and 'Give Up' buttons.

Secure | <https://session.masteringhealthandnutrition.com/myct/itemView?assignmentProblemID=4748706>

Diet Analysis Prototype Assignments

Signed in as Michelle Cadden, Instructor | [Help](#) | [Close](#)

[MyDietAnalysis Personalized Dietary Analysis Sam...](#) | MyDietAnalysis Personalized Dietary Analysis: Carbohydrate Intake | [Resources](#)

Item Type: Activities | Difficulty: -- | Time: -- | [Contact the Publisher](#) | Manage this Item: Standard View

soft drinks, and coffee creations), condiments (like ketchup, mustard, and cream), and snacks (like candy, chips, a granola bar, and an apple). Be careful in making your choices from the MyDietAnalysis food database so that the final reports you generate are accurate. Try to select items that as are close as possible to what you consumed. If the food item does not exist in the MyDietAnalysis food database (such as a certain restaurant sandwich or a serving of your favorite homemade casserole), then you may be able to build it from individual ingredients. Since your dietary intake is unique, all reasonable answers will be accepted as correct.

**Part A**

How many grams of carbohydrates did you consume on average per day over the 3 days? (See the Actual Intakes vs. Recommended Intakes Report with all days checked.) Enter the number of grams of carbohydrates rounded to the first decimal place in the box below.

[1.5](#) [next](#) [? help](#)

**MyDietAnalysis**

g

[Submit](#) [My Answers](#) [Give Up](#)

**Part B**

What percent of the recommended amount of carbohydrates did you consume on average per day over the 3 days?

☐ less than 20%

☐ 20% to 29%

☐ 30% to 39%

☐ 40% to 49%

☐ 50% to 59%

☐ 60% to 69%



# Interactive Activities for Lynch's *Choosing Health, 3/e*

PERSONAL  
HEALTH


New interactive drag-and-drop activities for Lynch's Choosing Health, 3/e are now built into eText 2.0, helping students dive deeper into the content in an engaging, meaningful way.

Interactive

### Your Body, Your Brain, and REM Sleep


Your body and brain experience varying types of activity at different stages of sleep. In this activity, you'll identify three stages of sleep.

To start the Challenge, choose Start Term Challenge, or Start Definition Challenge.




Light Sleep

Brain activity is just starting to slow down after you've drifted off.



Deep Sleep

Brain waves get tall and slow; breathing and pulse slow even more; blood pressure drops.



REM Sleep

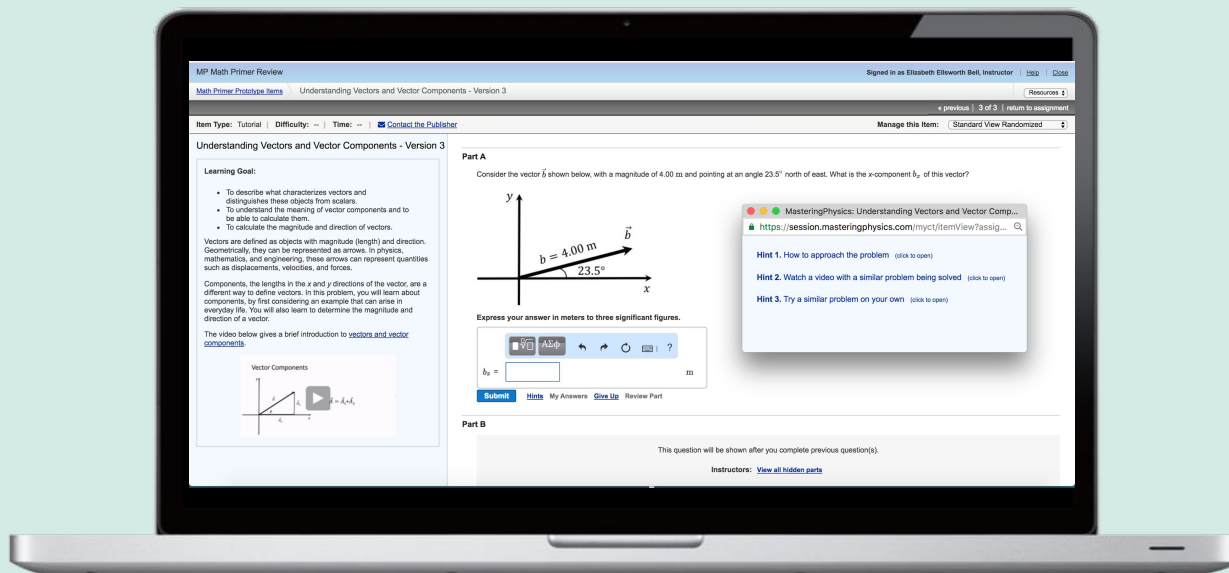
Dreams occur; brain wave activity is somewhat similar to that of someone awake; eyes move rapidly.

Start Term Challenge

Start Definition Challenge

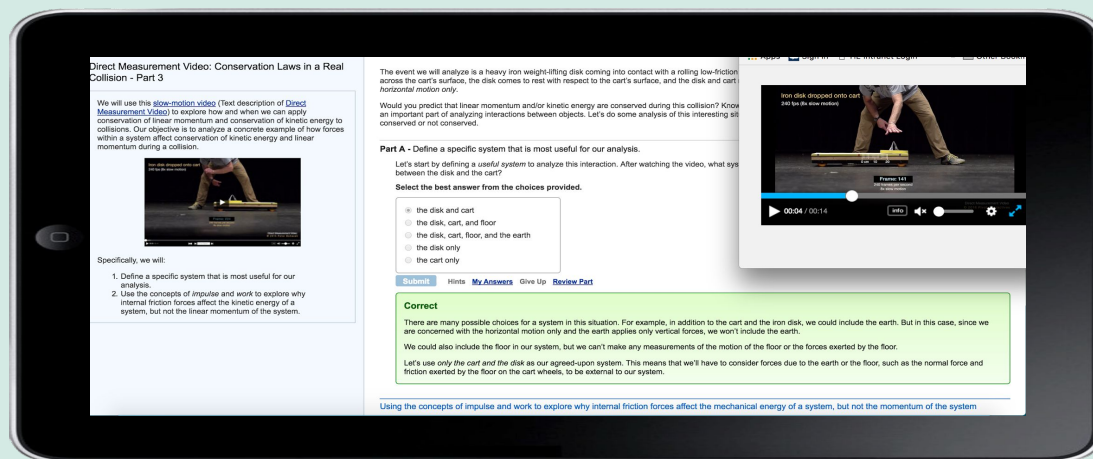
# Physics Primer

**The Physics Primer** is a series of tutorials that remediate key math skills needed in Introductory Physics courses by providing videos, hints, and feedback. These tutorials are assignable before the course and throughout its duration to ensure students are up-to-speed with their math skills within the context of physics analysis.



# Direct Measurement Videos

Direct Measurement Videos are brief, high-impact videos that demonstrate real physical phenomena that students can use to learn and apply physics concepts. Grids, rulers, and frame-counters appear as overlays on the video, enabling students to make precise measurements of quantities such as position and time. Students then apply these quantities along with physics concepts to solve problems and answer questions about the motion of the objects in the video. The problems can be used to replace or supplement traditional word problems, or as open-ended questions to help develop problem solving skills.

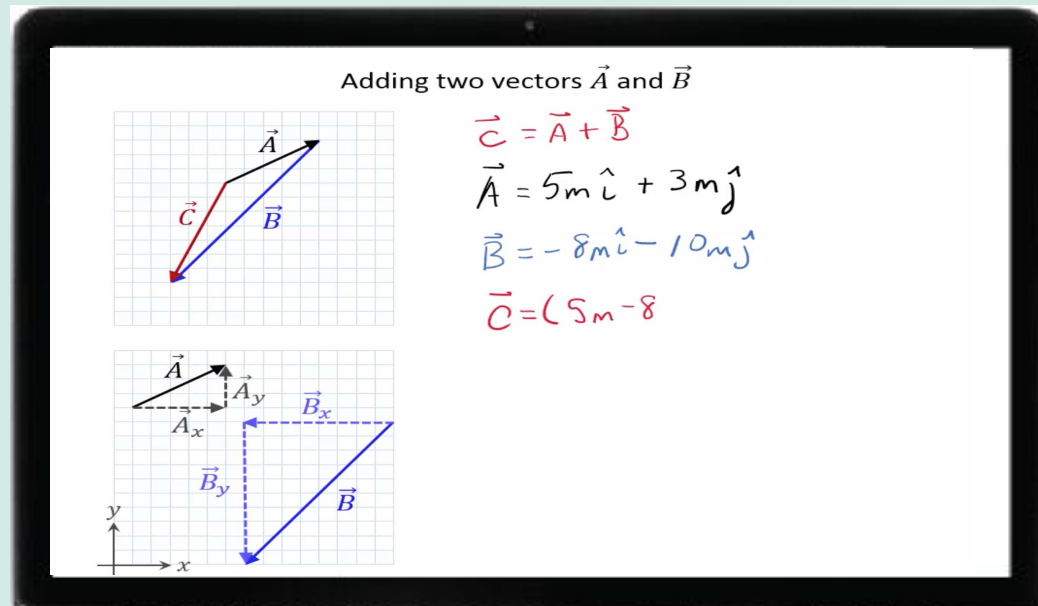


## TOPICS FOR FALL 2017:

1. Coulomb force 1 (force vs distance)
2. Coulomb force 2 (force vs charge)
3. Energy
4. Faraday's Law of Induction
5. Fluids
6. Freefall
7. Newton's Second Law (force, mass, acceleration)
8. Optics
9. Projectile Motion
10. Resistivity 1
11. Resistivity 2
12. Rotational Dynamics
13. Simple Harmonic Motion
14. Waves

# Quantitative Pre-Lecture Videos

**Quantitative Pre-lecture Videos** are interactive videos that can be assigned prior to class as a complement to Conceptual Pre-lecture Videos, giving students exposure to concepts before class and helping them learn how problems for those concepts are worked.



ALWAYS LEARNING