

Introductory Psychology Compendium: Table 5
Pedagogical Aids in Regular Introductory Psychology Textbooks

Textbook ^a	Level	Organization		Summaries		Type style			Glossaries		Questions				Demos	# Ped. aids
		Chapter out-lines	Learning objectives	Questions as organizers	Chapter	Section	Bold	Italic	Running	Chapter	With pronunciation	Learning checks	Discussion	Review exercises	Self-test	
Gerrig &	H	•			•		•	•	^c							4
Gleitman &	H	•			•		•	•								4
Gray	H	•		•		•	•	•								5
Smith &	H	•			•	•	•	•	^c				•			6
Sternberg	H	•		^b	•		•	•	^c			•	•		•	7
Bernstein &	HM	•			•	•	•	•	•						•	7
Gazzaniga &	HM	•		•	•	•	•	•	•				•			8
Kowalski &	HM	•			•	•	•	•	^c				•			6
Nairne	HM	•	•		•	•	•	•	•			•	•	•		10
Santrock	HM	•	•	•	•		•	•	•			•	•			9
Weiten	HM	•		^b	•	•	•	•	^c			•			•	7
Baron &	M	•			•		•	•	•				•			6
Ettinger	M				•		•	•	•							4
Franzoi	M	•		^b		•	•	•	•			^e	•		•	7
Griggs	M	•				•	•	•	•			•			•	7
Hinrichs	M	•				•	•	•	•				•	•	•	7
Kalat	M	•		^b		•	•	•	^c	• ^d		•	•		•	8
Kassin	M	•		^b	•		•	•	•			•	•			7
Kosslyn &	M	•			•	•	•	•	•				•		•	9
Myers	M	•				•	•	•	•			•	•			7
Passer &	M	•	•			•	•	•	•				•			6
Sdorow &	M	•			•		•	•	•			•	•		•	8
Wade &	M	•		^b	•		•	•	•			•	•		•	8
Ciccarelli &	LM	•	•	•	•		•	•	•			•	•		•	10
Davis &	LM	•		•		•	•	•	•			•			•	8
Feldman	LM	•		^b	•		•	•	•			•	•		•	8
Lefton &	LM	•		•	•		•	•	•				•		•	8
Morris &	LM	•		•	•		•	•	•			•	•			8
Nevid	LM	•		^b	•		•	•	•			•	•		•	8
Pastorino &	LM	•	•		•		•	•	•			•	•		•	10
Rathus	LM	•		^b	•		•	•	•			•	•			7
Baucum &	L	•		^b	•		•	•	•			•		•	•	9
Coon	L	•		•	•		•	•	•		•	•	•			9
Gerow &	L			^b	•		•	•	•			•				5
Hockenbury &	L	•		^b	•		•	•	•		•	•				7
Huffman	L	•		•	•	•	•	•	•			•	•		•	10
Lahey	L	•			•	•	•	•	•		•	•	•			9
Plotnik	L	•		•			•	•	^c		•	•	•		•	8
Wood &	L	•		•	•		•	•	•		•	•			•	9

Table continues on the next page.

Note. A bullet (●) indicates the presence of a pedagogical aid in a specific textbook.

^aThe textbooks are listed by the first author's surname; an ampersand indicates one or more additional authors.

^bThe Baucum & Smith, Feldman, Franzoi, Gerow & Bordens, Hockenbury & Hockenbury, Kalat, Kassin, Nevid, Rathus, Sternberg, Wade & Tavis, and Weiten texts regularly included questions at the beginning of sections or in the margins. Because the regular inclusion of multiple questions at the beginning of sections appeared to be serving a previewing rather than an organizing function, these texts were not credited with questions-as-organizers.

^cIn the Gerrig & Zimbardo, Kalat, Kowalski & Westen, Plotnik, Smith et al., Sternberg, and Weiten texts, there is an integrated running glossary; boldface terms are defined in a unique typestyle or color within the body of the text (rather than in the marginal area) when the terms first appear.

^dIn the Kalat text, there is a glossary at the end of each module.

^eThe customizable format of the online Franzoi text allows instructors to add learning checks.