

# Welcome to the Instructor's Manual for SAGE Video!

Video is a central component of instruction and learning in higher education; however, high quality video that is explicitly developed and organized around curricula and key course needs is hard to find. *SAGE Video* aims to rectify this by offering collections of top-quality video—both newly commissioned and existing licensed videos—organized for instructors and students at all levels of university study.

The video collections are

- ▶ organized around subject taxonomies so that instructors and students can easily find the content they need for both class management and study, and
- ▶ designed with a clear line of sight to the learning outcomes of courses at university.

The *SAGE Video* platform offers numerous features designed to help both instructors and students, including a fully customizable video clipping and embedding tool to put control right in the hands of the end-user. Instructors and students can feel confident that *SAGE Video* will enhance the teaching and learning process both inside and outside of the classroom. Please visit this landing page for more information: [sagepub.com/video](http://sagepub.com/video).

The following is a faculty-oriented guide designed to help course instructors implement *SAGE Video* content within their teaching practices. Whether delivering lectures, research assignments, class discussion, or different forms of assessment, the following pages are intended to help instructors think about how they might use video in their course teaching, providing practical examples for implementation.

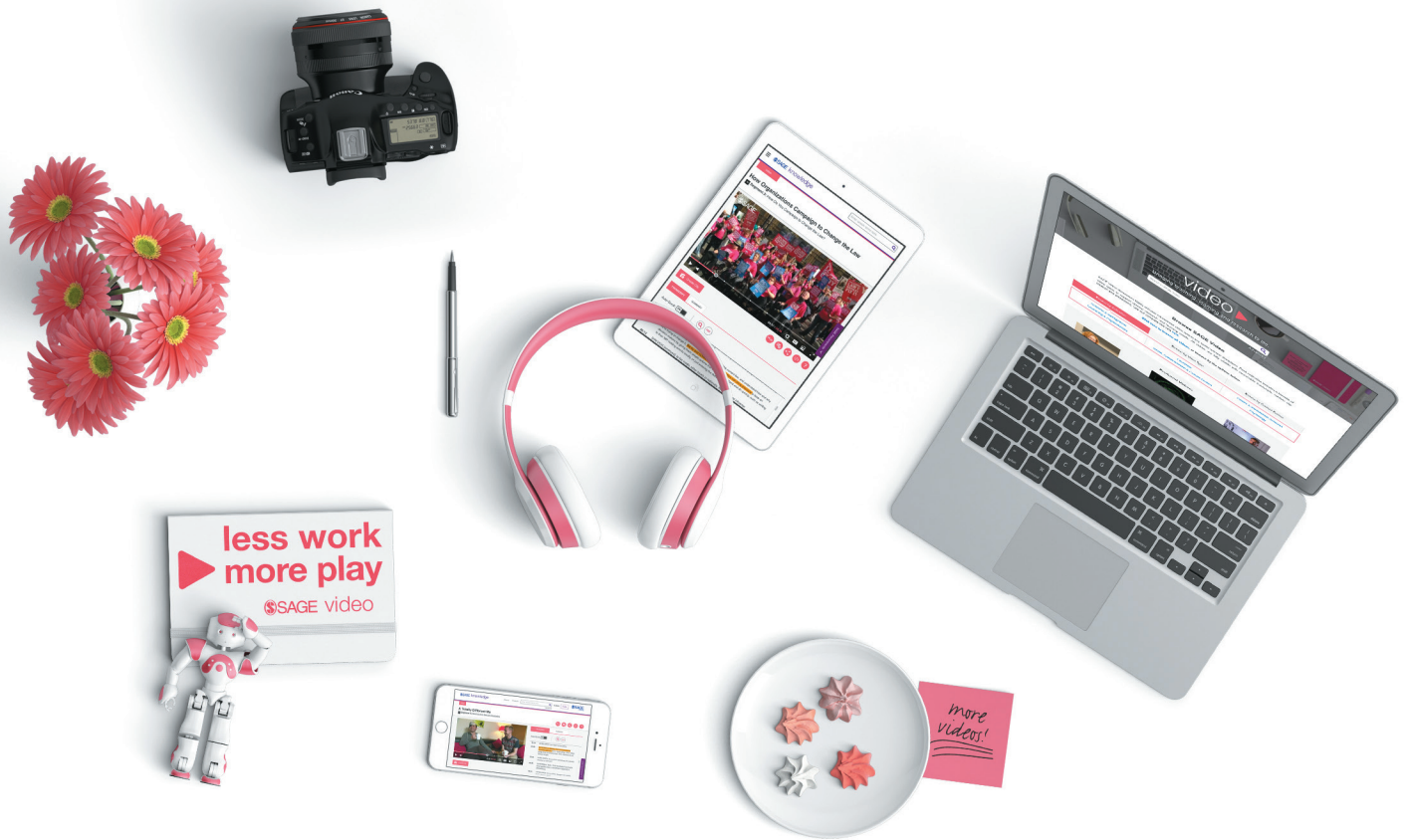
Written by academic faculty members in the relevant disciplines, each Instructor's Manual

- ▶ is organized by content type, first describing the value of using that particular content type in a given discipline,
- ▶ selects a video example and lists the courses in which this could be used,
- ▶ offers carefully curated clips of that content and the key concepts in which the clips will aid learning, and
- ▶ provides a variety of different course contexts where these clips can enhance instruction, such as assignments and assessments.

**We hope that this guide helps you in your use of *SAGE Video*!**



[sk.sagepub.com/video](http://sk.sagepub.com/video)



# SAGE video

Bringing teaching, learning and research to life

Psychology  
Teaching with Case Study Video

## Content Type

*Case study* videos are generally brief (10-20 min) and examine one aspect of a specific topic in psychology in more depth. Examples include creating false memories using the DRM method, narcissistic personality disorder, the decoy effect, and the case of Henry Molaison. *Case Studies* put a “spotlight” on a key problem in an area of psychology to allow students to consider the issue in the context of the larger topic. *Case Studies* can be assigned as homework to be viewed outside of the classroom or can easily be incorporated into a lecture to provide additional information about a specific topic of interest. Instructors can create quizzes from *Case Studies* to assess students’ knowledge. They can also serve as great launching pads for exciting classroom discussion and interesting assignments.

### Creating False Memories Using the DRM Method

<http://sk.sagepub.com/video/creating-false-memories-using-the-drm-method>

This case study video presented by Dr. Dawn McBride, professor of psychology at Illinois State University, provides an in-depth look at false memories, how they can be created, and how researchers study them using a method known as the DRM procedure. Among the topics discussed are what false memories are, how false memories influence daily life and social issues (such as eyewitness testimony), and how psychologists use the DRM method to study false memory creation.

## Suggested Courses or Topics

Course examples might include:

- ▶ introduction to psychology,
- ▶ cognitive psychology,
- ▶ memory, and
- ▶ social psychology.

## Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- ▶ This clip defines false memories. **Clip 0:45 – 1:10.**
- ▶ Discussion of the role of script/schemata in false memory creation. **Clip 1:51 – 2:18.**
- ▶ Description of the Ronald Cotton false identification case. **Clip 2:40 – 3:52.**
- ▶ Demonstration of the DRM procedure used to experimentally create false memories with recognition test and description of how the method creates false memories. **Clip 3:53 – 8:23.**

## Research Assignment

See below for an example assignment that you might use for students.

Find a research study that used the DRM procedure to create false memories. What did the researchers learn about false memories from this study?

## Classroom Discussion

Here are some examples of questions which might be used for in-class discussion.

- 1 Can you think of a time when a false memory might have occurred in your life? How might you verify whether your memory is accurate or false?
- 2 Do you think the DRM procedure is a good way to learn about false memories that might happen in an eyewitness situation? Why or why not?
- 3 Knowing what you now know about false memories and how they are created, what are some of the issues that should be considered when eyewitness testimony is used in our legal system?



[sk.sagepub.com/video](http://sk.sagepub.com/video)



# **SAGE** video

Bringing teaching, learning and research to life

**Psychology**  
Teaching with Conference Video

## Content Type

*Conference* videos are generally brief (15–20 min) and present a conference talk by a researcher. Examples include “The Testing Effect and Experimental Design,” “How We Make Forced Choice Decisions,” and “Future-Oriented Thought and Its Relation to Well-being.” *Conference* videos show the entire talk presented at the conference on the presenter’s research. They can be assigned as homework to be viewed outside of the classroom or can easily be incorporated into a lecture to show an example of how research is presented in oral form. Instructors can create quizzes from conference talks to assess students’ knowledge. They can also serve as great launching pads for exciting classroom discussion and interesting assignments.

### The Testing Effect and Experimental Design

<http://sk.sagepub.com/video/the-testing-effect-and-experimental-design>

This video presented by Dr. Neil Mulligan, professor of psychology at the University of North Carolina—Chapel Hill, provides a presentation of research examining the testing effect. The effect is defined and Dr. Mulligan describes how it is typically tested in research and how his study examined the connection between the testing effect and the generation effect (connecting episodic and semantic forms of memory) along with the results of his study.

## Suggested Courses or Topics

Course examples might include:

- ▶ cognitive psychology,
- ▶ memory, and
- ▶ research methods—experimental design.

## Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- ▶ Explanation of the testing effect. **Clip 0:18 – 0:51.**
- ▶ Explanation of the generation effect. **Clip 0:52 – 1:23.**
- ▶ Description of the method of their study. **Clip 1:59 – 4:09.**
- ▶ Description of the results of their study. **Clip 4:10 – 4:54.**
- ▶ Follow-up studies testing alternative explanations of the results based on the design of the study, including the reasoning behind the follow-up studies. **Clip 6:05 – 14:30.**
- ▶ Summary of conclusions from their study. **Clip 14:31 – 15:25.**

## Research Assignment

See below for example assignments which you might use for students.

- 1 Find a research study that examines the testing effect. How can you relate the results presented by Dr. Mulligan to the results of the study you found?
- 2 Find a research study that examines the generation effect. How can you relate the results presented by Dr. Mulligan to the results of the study you found?

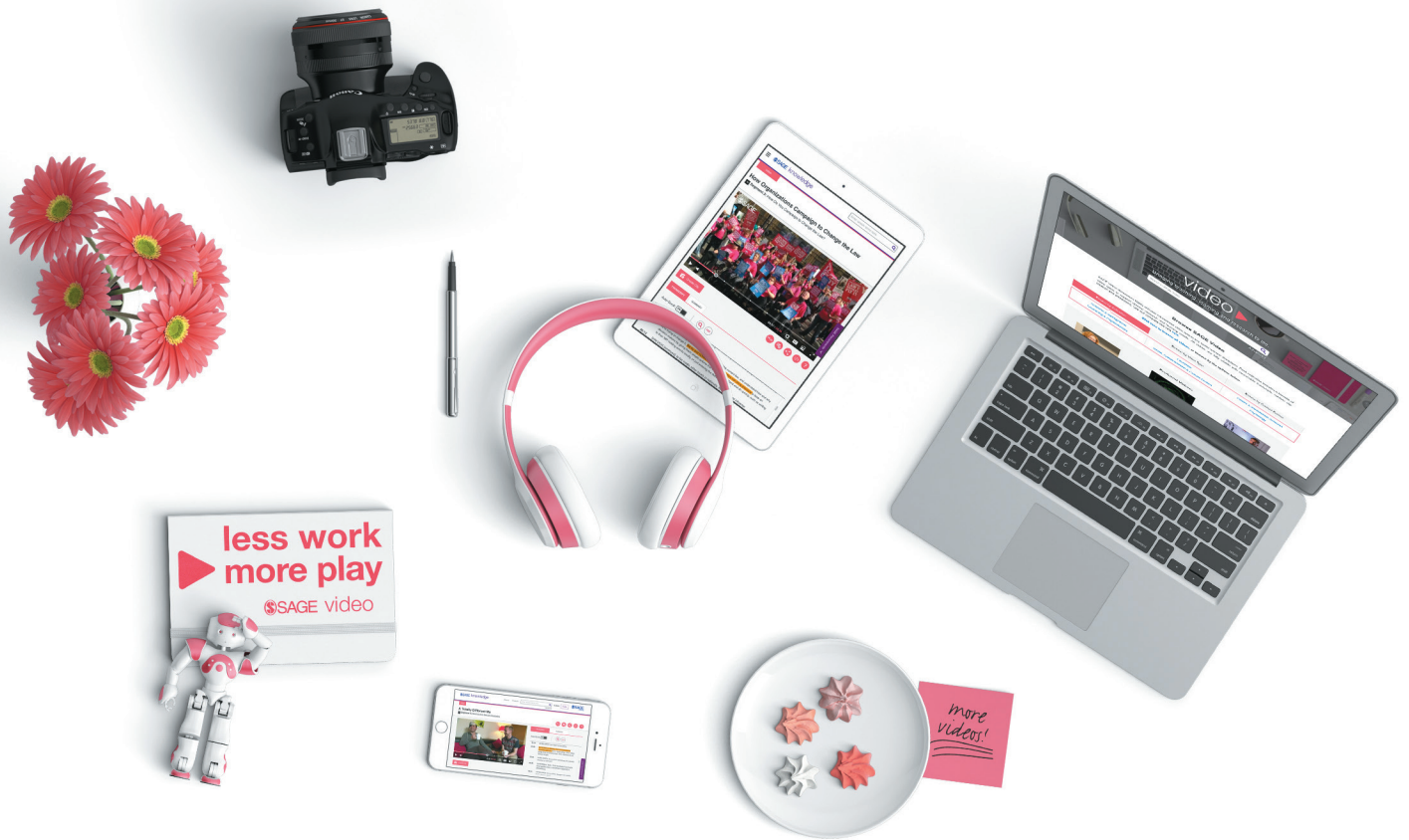
## Classroom Discussion

Here are some examples of questions which might be used for in-class discussion.

- 1 In what way does the testing effect illustrate episodic memory? In what way does the generation effect illustrate semantic memory?
- 2 Why do you think Dr. Mulligan and his colleagues based their method on the method of a previous study that examined the generation effect?
- 3 What aspects of Dr. Mulligan’s study make it an experiment? What do you think the independent variables were in this study?
- 4 What was the value of the follow-up study showing a more typical positive testing effect?







# **SAGE** video

Bringing teaching, learning and research to life

**Psychology**  
Teaching with Documentary Video

## Content Type

*Documentary* videos are of medium length (15–30 min) and a documentary film made about a topic in psychology. Examples include “The Mind’s Storehouse,” “Lives in Balance,” and “Age Happens.” *Documentary* videos provide an overview of a topic in the field with case studies, examples, and interviews with experts. They can be assigned as homework to be viewed outside of the classroom or can easily be incorporated into a lecture to provide an overview of a topic. Instructors can create quizzes from videos to assess students’ knowledge. They can also serve as great launching pads for exciting classroom discussion and interesting assignments.

### The Mind’s Storehouse

<http://sk.sagepub.com/video/the-minds-storehouse>

This documentary presents memory as the “mind’s storehouse,” highlighting the importance of memory in our everyday lives. This documentary discusses topics such as eyewitness memory; flashbulb memories; multistore model of memory; Ebbinghaus’s work; importance of meaning, organization, and context in memory; short-term and long-term memory capacity; H.M. and Clive Wearing cases of amnesia; brain areas involved in encoding and storage of memory; role of hormones in memory; explicit versus implicit memory; importance of context in memory retrieval; and implications of forgetting and false memories for eyewitness memory and repressed memories.

## Suggested Courses or Topics

Course examples might include:

- ▶ cognitive psychology,
- ▶ memory,
- ▶ introductory psychology, and
- ▶ criminal justice—eyewitness testimony.

## Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- ▶ Multistore (modal) model of memory. **Clip 3:18 – 4:59.**
- ▶ Ways to help remember information. **Clip 5:56 – 8:05.**
- ▶ Where information is stored in the brain. **Clip 10:12 – 11:22.**
- ▶ Cases of H.M. and Clive Wearing. **Clip 11:23 – 15:21.**
- ▶ Role of hormones in memory. **Clip 16:04 – 17:42.**
- ▶ Explicit versus implicit memory. **Clip 18:05 – 19:01.**
- ▶ Forgetting. **Clip 20:38 – 22:12.**
- ▶ Accuracy of eyewitness memory and repressed memories. **Clip 22:13 – 27:33.**

## Research Assignment

See below for an example assignment that you might use for students.

Find three research studies about memory. Connect the type of memory studied to the different kinds of memory discussed in the film.

## Classroom Discussion

Here are some examples of questions which might be used for in-class discussion.

- 1 What are the implications of how forgetting works for how we handle cases of accusations based on repressed memories?
- 2 Think about different ways that you use memory in your everyday life. What kinds of memories are you using in each case?





# **SAGE** video

Bringing teaching, learning and research to life

**Psychology**  
Teaching with In Practice Video



## Content Type

*In Practice* videos are of medium length (15–30 min) and on a topic in psychology practice. Examples include memory as an investigator's tool, sleep and biological rhythms, and forensic psychology. *In Practice* videos highlight an application of research to a societal or clinical issue presented by an expert in this area. They can be assigned as homework to be viewed outside of the classroom or can easily be incorporated into a lecture to provide an application of a topic. Instructors can create quizzes from the videos to assess students' knowledge. They can also serve as great launching pads for exciting classroom discussion and interesting assignments.

### Memory as an Investigator's Tool

<http://sk.sagepub.com/video/memory-as-an-investigators-tool>

This video by Detective Timothy J. O'Brien presents an application of knowledge about memory to issues in criminal justice and eyewitness memory. This video discusses topics such as forensic psychology, the cognitive interview, the role of witnesses and memory in the justice system, difference between eyewitness memory for children and adults, role of stress in witness memory, witness cooperation, and establishing rapport with witnesses and clients.

## Suggested Courses or Topics

Course examples might include:

- ▶ forensic psychology or methods,
- ▶ counseling—psychology and the law,
- ▶ criminal justice—eyewitness testimony,
- ▶ cognitive psychology,
- ▶ memory, and
- ▶ introductory psychology.

## Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- ▶ Cognitive interview. **Clip 1:42 – 5:00.**
- ▶ Role of witnesses and memory in the justice system. **Clip 6:31 – 7:50.**
- ▶ Differences between child and adult witnesses. **Clip 7:51 – 9:30.**
- ▶ Role of stress in eyewitness memory. **Clip 9:44 – 15:21.**
- ▶ Rapport in the interview process. **Clip 15:20 – 17:45.**

## Research Assignment

See below for an example assignment that you might use for students.

Detective O'Brien reports that a 48-hour delay before an interview is best for eyewitness memory. Find a research study that addresses this finding. Did the results from the study you found support this conclusion? Why or why not?

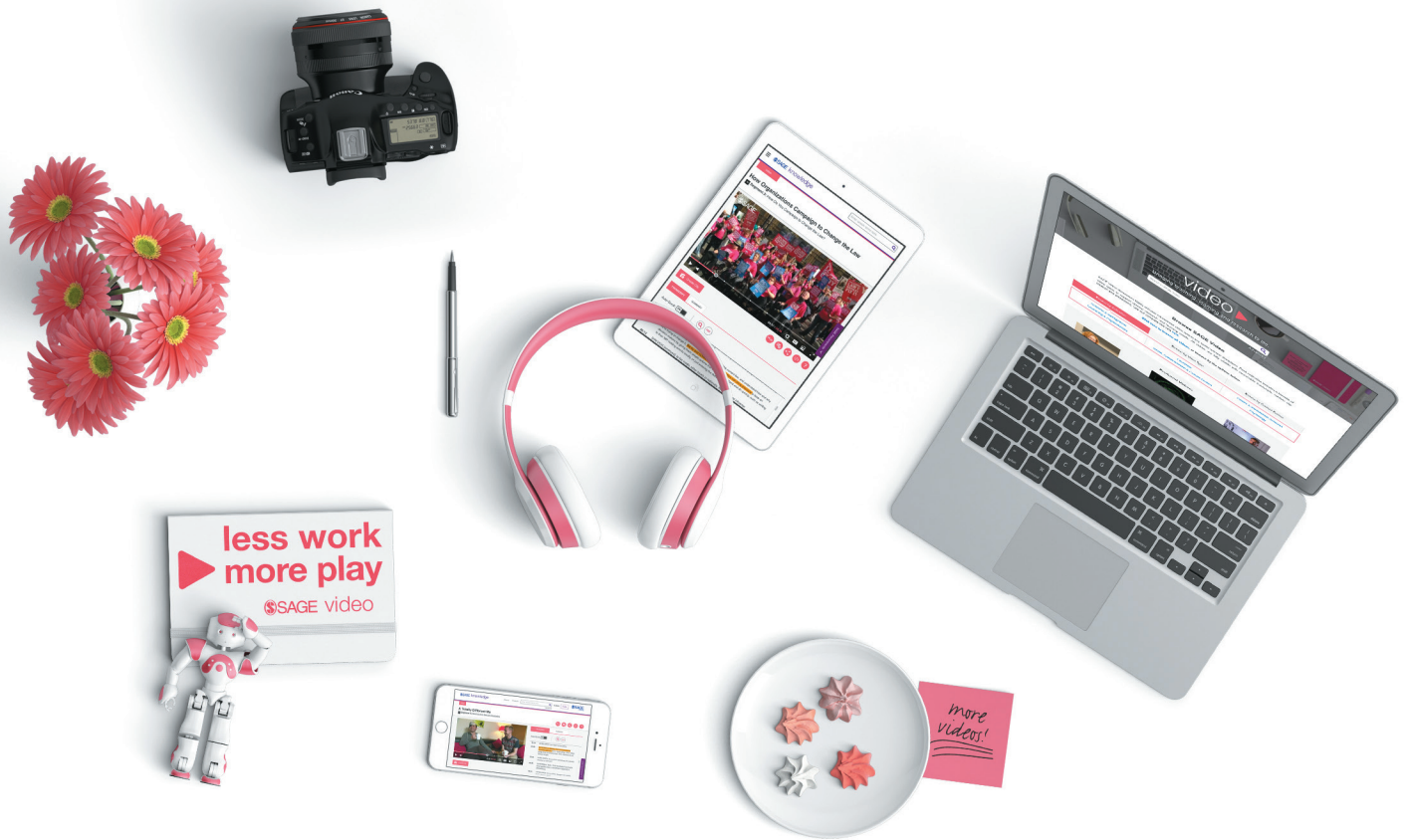
## Classroom Discussion

Here are some examples of questions which might be used for in-class discussion.

- 1 What principles of memory are involved in the cognitive interview to help improve witness memory?
- 2 Given this perspective on memory, how might we study ways to improve eyewitness memory?



[sk.sagepub.com/video](http://sk.sagepub.com/video)



# SAGE video

Bringing teaching, learning and research to life

Psychology  
Teaching with Interview Video

## Content Type

*Interviews* are longer (45–60 min) and present an interview with an expert on a topic in psychology. Examples include “John Wixted Discusses Human Memory,” “Brian Cutler Defines Reconstructive Memory,” and “Eric Shiraev Defines Behaviorism.” *Interviews* provide an interview with an expert on a broad topic in the field. They can be assigned as homework to be viewed outside of the classroom or can easily be incorporated into a lecture to provide background on a topic. Instructors can create quizzes from interviews to assess students’ knowledge. They can also serve as great launching pads for exciting classroom discussion and interesting assignments.

### John Wixted Discusses Human Memory

<http://sk.sagepub.com/video/john-wixted-discusses-human-memory>

This interview presented by Dr. John Wixted, professor and chair of psychology at the University of California—San Diego, provides an overview of human memory from an expert on this topic. Dr. Wixted discusses different forms of memory, theories of memory, how memories are encoded and retrieved, encoding specificity principle, why he chose to study memory, key researchers in the field, topics of his research, how the field has changed in recent years, key research methodologies, key research affecting public policy, where the field is going in the near future, and recommendations for students new to the field.

## Suggested Courses or Topics

Course examples might include:

- ▶ cognitive psychology,
- ▶ memory,
- ▶ neuroscience—neuropsychology,
- ▶ cognitive neuroscience,
- ▶ research methodology, and
- ▶ criminal justice—eyewitness.

## Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- ▶ Distinction between declarative and nondeclarative memory, including episodic and semantic memory and skills with examples. **Clip 0:45 – 2:18.**
- ▶ Description of the encoding specificity principle. **Clip 4:19 – 5:26.**
- ▶ Neuroscience explanation of memory retrieval. **Clip 6:31 – 7:14.**
- ▶ Key researchers in the field of memory (Tulving, Squire, Loftus). **Clip 8:11 – 10:23.**
- ▶ Discussion of topics in eyewitness memory and issues in this area. **Clip 13:27 – 14:22.**
- ▶ Recent developments in the field of memory. **Clip 14:23 – 15:54.**
- ▶ Scientific methods. **Clip 16:03 – 16:45.**
- ▶ Recognition and eyewitness lineups. **Clip 19:04 – 21:48.**
- ▶ Comparison of correlational and experimental techniques in neuroscience. **Clip 22:04 – 24:06.**
- ▶ Impact of memory research on our understanding of eyewitness memory. **Clip 28:09 – 32:02.**
- ▶ Role of theory in research. **Clip 32:04 – 34:06.**
- ▶ Recommendations for students new to the field. **Clip 37:58 – 41:51.**

## Research Assignment

See below for an example assignment that you might use for students.

Find a research study by Dr. Wixted that examines eyewitness memory. How does what he said was eyewitness memory in his interview relate to the findings of his study?

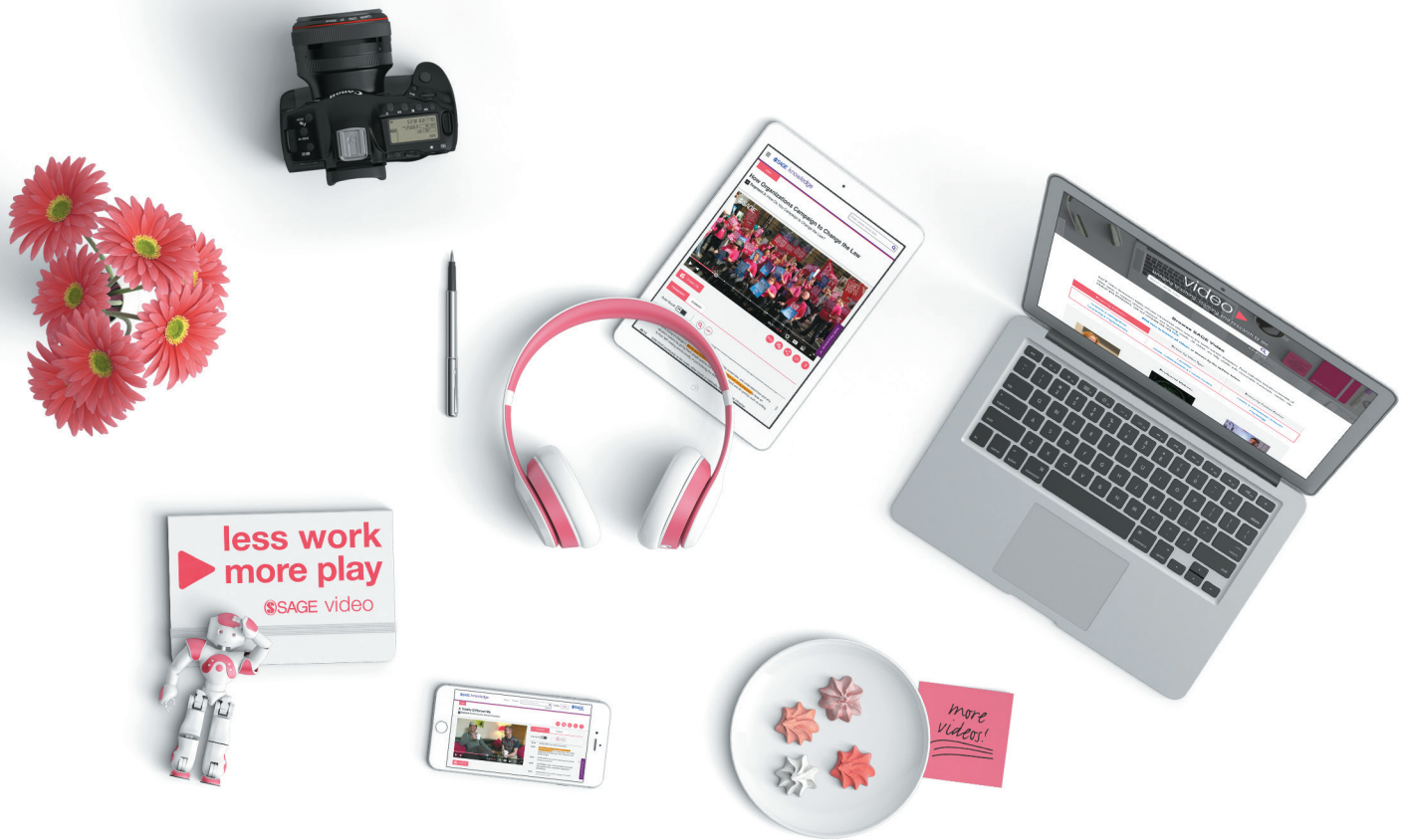
## Classroom Discussion

Here are some examples of questions which might be used for in-class discussion.

- 1 Did Dr. Wixted’s description of memory confirm or change any of your ideas about how memory works? How so?
- 2 Besides applications to eyewitness memory, can you think of any other social policy issues that memory research can inform us about?



[sk.sagepub.com/video](http://sk.sagepub.com/video)



# SAGE video

Bringing teaching, learning and research to life

Psychology  
Teaching with Tutorial Video

## Content Type

*Tutorial* videos are generally brief (10–20 min) and examine one specific topic in psychology. Examples include “What Is Memory?”, “Personality Disorders,” and “Language Development.” *Tutorials* define the topic, provide examples, and draw upon latest research and practice. *Tutorials* can be assigned as homework to be viewed outside of the classroom or can easily be incorporated into a lecture. Instructors can create quizzes from tutorials to assess students’ knowledge. They can also serve as great launching pads for exciting classroom discussion and interesting assignments.

### What Is Memory?

<http://sk.sagepub.com/video/what-is-memory>

This tutorial presented by Dr. Dawn McBride, professor of psychology at Illinois State University, provides a brief overview to the topic of memory. Among the topics discussed are the different processes of memory, different types of memories, and ways to improve memory. Within these topics, the following concepts are defined and discussed: encoding, storage, and retrieval, sensory memory, short-term memory, and long-term memory, episodic, semantic, and procedural memories.

## Suggested Courses or Topics

Course examples might include:

- ▶ introduction to psychology,
- ▶ cognitive psychology, and
- ▶ memory.

## Classroom Clips

Listed below are a few examples of clips that focus on key concepts:

- ▶ This clip describes the processes of encoding, storage, and retrieval. **Clip 1:55 – 3:00.**
- ▶ This clip describes memory storage in more detail. **Clip 3:00 – 4:00.**
- ▶ The three types of memory stores from the modal model of memory are described. **Clip 4:00 – 5:26.**
- ▶ Episodic, semantic, and procedural memories are described with examples. **Clip 5:30 – 6:52.**
- ▶ Different types of memory tasks are described: Free recall, cued recall, and recognition with connections to everyday memory tasks. **Clip 6:53 – 8:32.**

## Research Assignment

See below for example assignments which you might use for students.

- 1 Design a study that measures someone’s episodic, semantic, and procedural memory. What kinds of memory tasks would you include in this study?
- 2 Find a research study that studied an aspect of memory. Did the study measure episodic, semantic, or procedural memory? Would the memory store the researchers studied be classified as sensory, short-term, or long-term memory?

## Classroom Discussion

Here are some examples of questions which might be used for in-class discussion.

- 1 How does the view of memory that Dr. McBride describes differ from common ideas about how memory works (e.g., how you thought of memory before viewing the clip)?
- 2 Think about some ways that you used your memory today. What kinds of memories are the memories you are thinking about (episodic, semantic, or procedural)? What types of memory tasks did you use (free recall, cued recall, or recognition)?
- 3 Consider how you might measure procedural memory. What kind of task might be used to measure procedural memory?
- 4 Which of the memory improvement strategies could you implement in your own life to help you remember something more easily?



[sk.sagepub.com/video](http://sk.sagepub.com/video)