

Hello Professor,

We would like to personally thank you for using *Methods in Behavioral Research* in your course, and we are very excited about the new edition publishing in October. The strength of our textbook is that it presents complex material in a straightforward and understandable manner, while leaving plenty of room to support creative instructors like yourself as you expand, supplement, and develop great courses. We view our textbook as a tool for faculty to augment their classes, based on their own expertise and interest. Our approach doesn't try to teach students everything—it provides a foundation for student learning upon which instructors can build.

In this new edition, we have clarified and revised content by listening to feedback from faculty and students, as well as our own review. And for the first time, we also used data from [Connect](#), McGraw-Hill Education's online assessment platform. Data, collected anonymously from students who used Connect with the previous edition, allow us to identify the material that posed the most difficulty. We then focused our attention on those "hot spots." Connect allowed us to use direct evidence of student learning to guide our revision (gasp!).

So, while the focus and goals of the text are unchanged, and we updated and revised material using the evidence provided by Connect, we have added several new features to the text that we're excited to tell you about.

First, there has been an ongoing and very important methodological issue happening in the behavioral sciences: The so-called "**replication crisis**." We wrestled with how to include this complex issue in the text. On one hand, understanding the crisis requires that students have a grasp on many complex issues: external validity, internal validity, effect size, and basic methodologies. On the other hand, it is one of the most important method-related stories of the past few decades! So, we decided to add a boxed section about the crisis to the "Generalization" chapter (Chapter 14). In speaking with many faculty and thinking about how to include the material, we landed on this decision because it occurs late enough in the book to "land" properly. We chose a call-out box because the 'crisis' isn't fundamental to understanding in behavioral science, but it has become an increasingly fundamental issue in behavioral science.

A related addition is our inclusion of a discussion of the **open science movement** in "Scientific Understanding of Behavior" (Chapter 1) and "Observational Methods" (Chapter 6). Our text talks about science as both a process and a way of thinking and so it was natural to highlight the open science movement in a few important ways. Our discussion focuses on data-sharing and the public accessibility of data. Again, we believe that these are important -- even critical -- issues to introduce to students. We hope that you agree!

The third notable revision that we made is related to **diversity and inclusivity**. We've substantially revised the section in "Generalization" (Chapter 14) that addresses

diversity and inclusivity in the context of external validity and generalizability. We provide important context for and note the importance of creating and nurturing a behavioral science that is a behavioral science for humanity. We consulted with experts, refined our language, and expanded the conversation.

Fourth, we've added a student-oriented "**Check Your Learning**" feature to each chapter. A chance for students to, well, check their learning through an activity related to the preceding material. While this is a common feature in textbooks, we used Connect data to identify the right material and the right placement for each Check Your Learning feature. We believe that the repetition and elaboration will help students learn difficult material more efficiently and more accurately.

With respect to new digital enhancements, we are excited that McGraw-Hill's **Power of Process**, will now be available in Connect for Research Methods. Power of Process guides

students through the process of critical reading, analysis, and writing. Faculty select or upload their own content, such as journal articles, and assign analysis strategies to gain insight into students' application of the scientific method. Power of Process offers a guided visual approach to exercising critical thinking strategies to apply before, during, and after students read published research.

Of course, that isn't all. We've updated many references and examples, added a new chart on the back cover of the print edition on structuring references, created new activities, updated some of the illustrative articles, and added new figures and images. Every change is in service of making the book a better teaching tool for faculty and a better learning support for students.

Finally, we draw your attention to our Twitter feed [@cozbybates](https://twitter.com/cozbybates). We started the account because we discovered that our conversations between editions were often things like "this could be great for chapter 4!" and "this is a great example for a potential assignment or a lecture!" Eventually, we thought that maybe others would find this interesting. We hope you will check it out, enjoy the content, follow us, and let us know of content that you would like to see in our feed.

We appreciate the work that our external reviewers put in to help us make this edition the best yet. We also thank countless colleagues who provided their expertise. We are very proud of this edition and hope that it continues to provide excellent support for your course development and, most importantly, for your students' learning.

Sincerely,

Paul Cozby & Scott Bates