

University of the Sunshine Coast helps boost student engagement in Revel trial, with 85 per cent of students likely to recommend it for future classes

Customer story



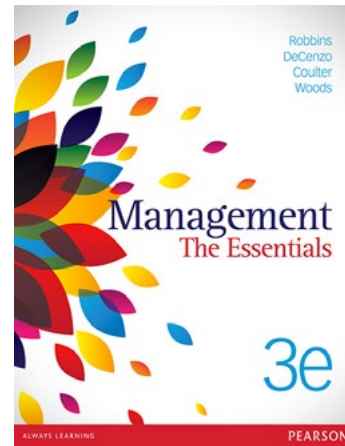


The next piece of the puzzle

The University of the Sunshine Coast is a public university in Queensland, Australia offering world-class facilities, and undergraduate and postgraduate programs for local and international students.

USC management lecturer Dr Wayne Graham runs a flipped classroom, utilising students' devices and connectivity in their learning. Dr Graham had previously used digital activities and discussion questions with classes but students were still using a physical textbook. He wanted to explore the options for further digital interaction within the class.

"The next piece of the puzzle was the textbook that they were lumbering around – a hard copy textbook," says Dr Graham. "We wanted to go to a set of materials."



Testing a more interactive style

Dr Graham and his class participated in an early-adopter trial of Revel™, with content and assessment resources from *Management: The Essentials*, 3rd Edition. Revel is an interactive reading and learning environment that enables students to read, practise and study in one continuous experience, without a physical textbook.

Pearson worked in partnership with Dr Graham and the university during the trial. The class used Revel for a semester as its core learning resource, and Pearson helped the university get used to Revel and leverage it with existing systems such as the learning management system.

The trial would give Dr Graham a chance to test a more interactive style, with students completing activities while they learn, and Dr Graham being able to monitor their progress with formative assessment tools and performance tracking.

“ It was interactive and that’s what attracted me to Revel. ”

– **Dr Wayne Graham, Lecturer**
University of the Sunshine Coast

Tracking and reliability

Dr Graham noticed early concerns about a complete digital solution start to shift during the trial. "A lot of them [students] toward the end of semester were saying, 'Yes, this is good. We like this. I hope we get this sort of thing in other courses,'" says Dr Graham.

The ability to track students' progress with Revel was important to Dr Graham. He used the Performance Dashboard to check on student achievement. "I could measure and monitor student usage on the various activities," says Dr Graham. "I could open up quizzes and get them to do formative assessment...they could do a check on how they're travelling with the learning material."

The reliability of Revel was also important to Dr Graham. Time is valuable during university contact hours and it's important for institutions to have a solution that they can rely on. "Revel is very robust," says Dr Graham. "It's extremely reliable."

“Overall, I found it a great system and I've adopted it for this semester.”

– **Dr Wayne Graham, Lecturer**
University of the Sunshine Coast

Quizzing and immediate feedback

Students' reactions to Revel were overwhelmingly positive. The move to a digital solution that allows students to read, practise and study without the use of a physical textbook, was a big shift for the class. But reflections after completion of the unit showed a high level of satisfaction with the change, with 85 percent of students likely to recommend their instructor use Revel for future classes.

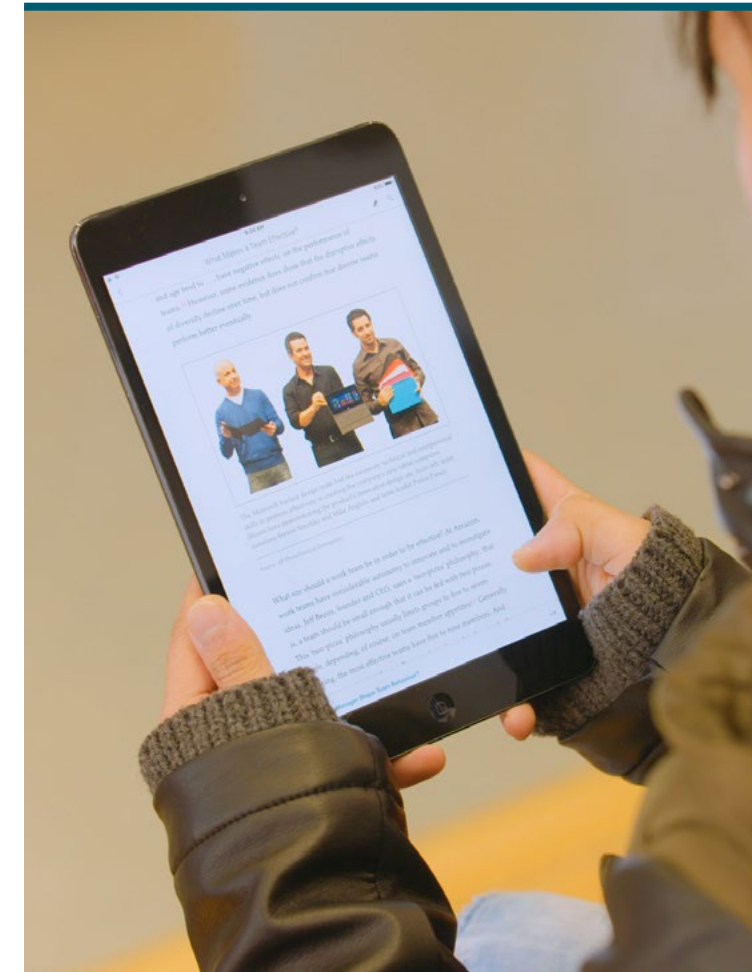
Using Revel, Rebekah Belte found it easier to grasp the course content. "I'll study whatever is in front of me, hectically, until I get it," says Belte. "But I didn't need to strain as hard to understand it because it was written in a way that was understandable and clear. So, I followed along with it quite well and I think it helped me with my results."

Emma Staples found the quizzing and self-checking features helpful while learning. "Being able to self-check as I went along to make sure I was understanding it the way I thought I understood it, making sure it was actually right," says Staples. "The quizzes for me were really helpful."

Belte found she was more likely to complete the quizzes on Revel compared to a physical textbook. "In normal textbooks, that's why you don't normally bother because they put all the answers in the back of the book," says Belte. "...sometimes you think, 'Oh, I'll do it later. I'll come back for revision and do it'. But you might not do it...I do like how it [Revel] gave you the quiz in an easy format and gave immediate feedback."

“When I got my marks back, I was so surprised at how much I'd retained.”

– **Rebekah Belte, student**
University of the Sunshine Coast



Convenience and ease of use

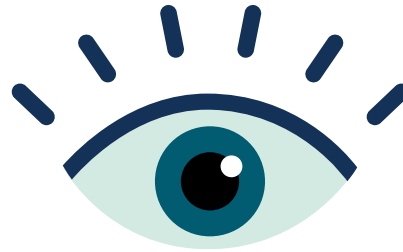
Students liked the portability and range of interactive content offered by Revel.

"I liked that it had little videos throughout that you could watch," says Belte. "It focused on the most important parts and had it written in quite a user-friendly way...all the diagrams and everything that was in there to make it not just content, content, content."

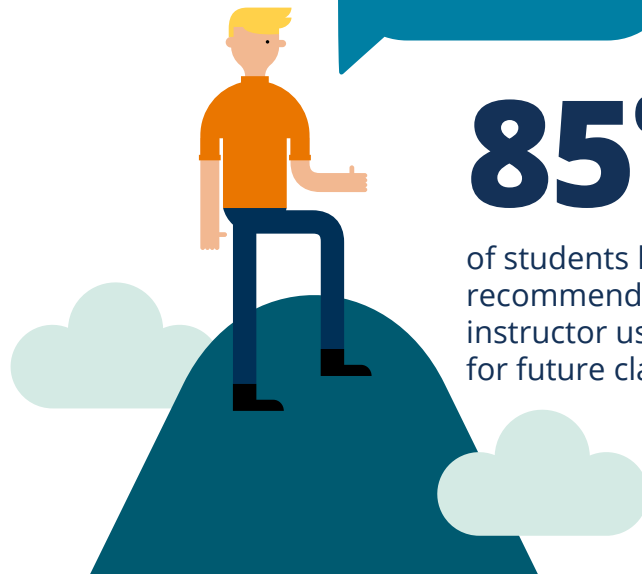
"I was using [Revel] at all sorts of times," says Staples. "Prior to the course being run I would get there an hour early and I would look back through the information, and Wayne had questions set up that he wanted us to answer. Being able to go through it at my own convenience was handy."

Find out more at
pearson.com/au/revel

What the class had to say about the Revel trial



Yes!



85%

of students likely to recommend their instructor use Revel for future classes

Students found the interactives, instant marks and search functionality the most useful features



78%

of students said Revel positively impacts their learning more than a physical textbook

76%

of students said Revel helped prepare them to actively engage in lectures and tutorials

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**Based on survey responses from up to 84 students enrolled in the trial class*