



The learning design behind Revel

Using insights distilled from learning science, we've arrived at a series of learning design principles that guide the creation of our products and have shaped the design of Revel™.

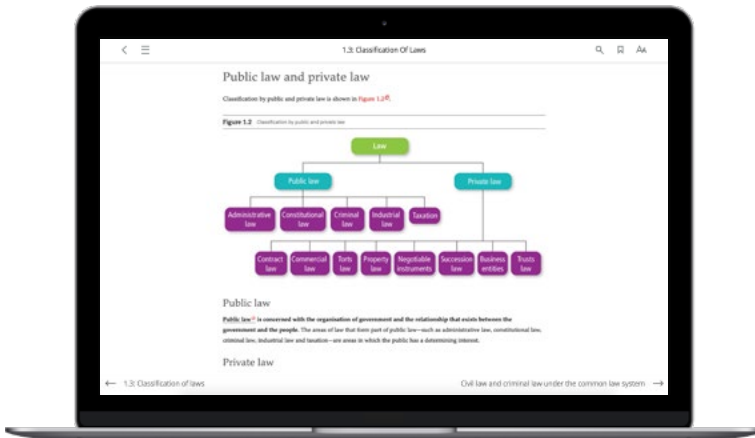
See inside to learn more >>

Here's how Revel incorporates key principles of learning design

Clear presentation of content

The presentation of content in Revel is designed to reduce extraneous cognitive load, which is the mental effort spent on distracting elements that are not relevant to learning. This helps keep students focused on what's important.

Segmenting content is an instructional design technique that breaks learning material into smaller chunks. That's why Revel content courses are segmented into manageable pieces, and presented in a consistent way. Each chapter or module has an introduction, content segments, and a summary to support the learner in developing a coherent cognitive structure.



We select fonts, colour palette, column width and even the amount of white space on the screen to try to reduce the extraneous cognitive load on students.

What the experts say

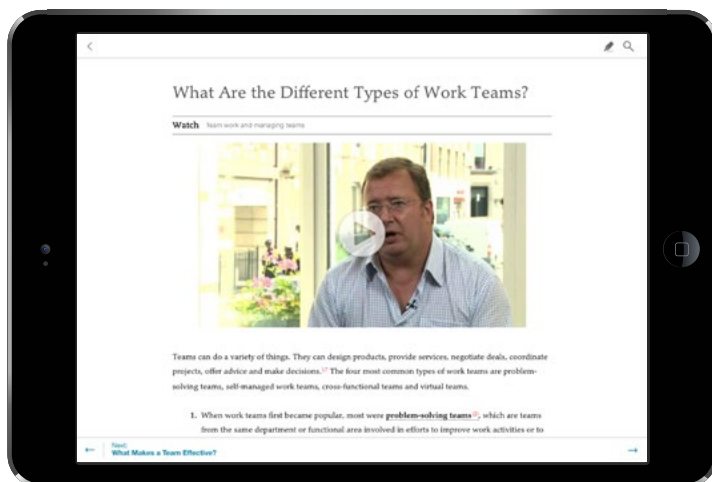
- Learners who receive segmented learning presentations perform better on transfer tests than learners who receive continuous presentations (Clark & Mayer, 2011, p. 211).

Revel *Business Law*, 10th Edition by Gibson

Interactives and videos

Revel integrates interactives and videos throughout the chapters to help students contextualise concepts, so they are better able to understand and remember what they're learning.

Media interactives give students opportunities to engage actively with the key concepts they're reading about. Features such as drag-and-drop activities and interactive maps are designed to help learners grasp information more deeply than they would through reading alone.



What the experts say

- Spacing interactivity between subsets of content improves learning. Studies show that within instructional content that includes interactive content, spacing the interaction with active pauses benefits learners (Cheon, Crooks, & Chung, 2014).
- Interactive content can often more clearly provide information that is difficult to convey in static text. The value of active pauses lies in the opportunity for learners to stop and process information using encoding and retrieval processes in the brain (Cheon, Crooks, & Chung, 2014).

Revel *Management: The Essentials*, 3rd Edition by Robbins, DeCenzo, Coulter and Woods

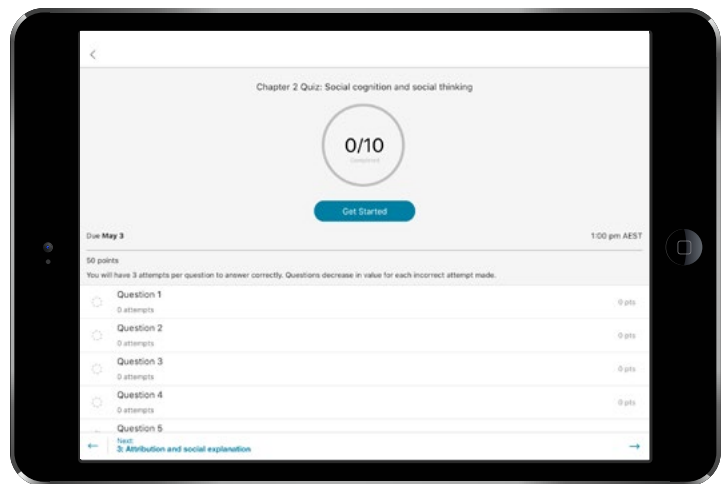
Quizzing

The embedded assessments in Revel are designed to positively impact both learning and instruction.

Revel lets students frequently check their understanding and get immediate feedback, which is thought to be one of the most effective means for building long-term retention and increasing student confidence and motivation. The quizzing in Revel also allows instructors to gauge student comprehension. Instructors can access student performance data to provide timely feedback and address learning gaps along the way.

What the experts say

- Research shows that taking a test on presented material promotes subsequent learning and retention of that material on a final test. When assessments are implemented appropriately and with specific, timely feedback, they engage students in the retrieval process, and this act of retrieving solidifies the original learning (McDaniel, Anderson, Derbish, & Morrisette, 2007; Wiliam 2007).
- Stakes associated with assessment instruments can impact motivation, which can affect student participation and performance. (Schechter, Durik, Miyamoto, & Harackiewicz, 2011).



Revel *Social Psychology*, 8th Edition by Vaughan and Hogg

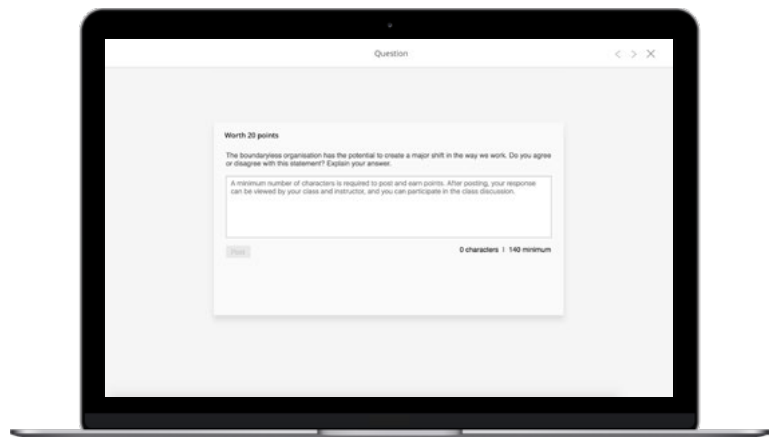
Integrated writing tools

The writing tools in Revel aim to help develop future skills, including evaluation, analysis, synthesis, collaboration and critical reflection.

Revel offers a variety of writing activities and assignments to help develop and assess knowledge of concept and critical thinking. Revel's embedded open-ended questions, essays, and interactive learning environments give students the opportunity to develop these higher-order skills.

What the experts say

- Writing can be used as a tool to foster critical thinking. Research suggests that there are certain habits of mind and dispositions associated with critical thinking skills. (Cope, Kalantzis, McCarthey, Vojak, & Kline, 2011; Liu, Frankel, & Roohr, 2014).
- Open-ended questions, essays, and interactive learning environments can all be developed to foster these higher order skills (Wang and Woo, 2010).



Revel *Management*, 8th Edition by Robbins, Bergman and Coulter

Accessibility in Revel

We try to ensure our products are as accessible as possible to all students. We're working hard toward meeting WCAG 2.0 Level AA and Section 508 standards, as expressed in our Guidelines for Accessible Educational Web Media.

Visit our website for tips and answers to frequently asked questions about the accessibility of Revel.

Learn more at
pearson.com/au/revel

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