

Revel Strategies for Successful Writing educator study

Key findings:

- Students scoring at or above the median Revel score earned significantly higher average essay scores and final course scores than students who scored below the median Revel score.
- On a voluntary end-of-semester survey, 100% of respondents agreed that completing Revel readings and quizzes better prepared them for class.
- 100% percent of student survey respondents agreed that experiencing the text through Revel helped them to feel more engaged with the course content than a traditional textbook.



School name: Daytona State College, Daytona Beach, FL



Course name: Introduction to Composition



Course format: Online



Course materials: Revel for Strategies for Successful Writing by Reinking and von der Osten



Timeframe: Spring 2018



Educator: Dr. Heather Eaton McGrane



Results reported by: Stephanie Fritson, Pearson Customer Outcomes Analytics Manager

Setting

Locale: Daytona State College is a diverse, comprehensive public college located on Florida's Atlantic coast and is a member institution of the Florida College System.

Enrolment: approximately 30,000

Average student age: 26

Student-to-faculty ratio: 26:1

Full-time retention rate: 83%

Gender: 63% female

Ethnicity of students: 63% white, 16% Hispanic, and 13% African American

Six-year graduation rate: 37%

About the course

Introduction to Composition (ENC 1101) is designed to develop students' critical thinking skills, writing process, and the ability to compose in different rhetorical situations. This course fulfills the State of Florida Gordon Rule requirement that students demonstrate proficiency in college-level writing through multiple assignments and helps develop the general education outcomes of (1) critical/creative thinking; (2) communication; (3) cultural literacy; and (4) information and technical literacy. In Spring 2018, ENC 1101 was delivered in an accelerated, seven-week online format, and learning outcomes for the course included the ability to:

1. Demonstrate critical thinking and reading skills;
2. Apply an understanding of the elements of writing processes to various genres; and
3. Use strategies for composing in different rhetorical situations.

Challenges and Goals

Dr. McGrane, who has been teaching English courses for the past 17 years, implemented Revel™ because she hoped the objective quizzing on reading comprehension in Revel would improve student accountability and comprehension, and therefore lead

to more competent writing. She liked how the essay assignments were built directly into the reading platform. She also believed the interactivity of Revel, with its chunked content and easily accessible, mobile, audio-enabled platform would benefit students. She hoped that by implementing Revel, the reasons not to read and not to complete assignments would be less tenable.

Her Revel implementation goals were for:

1. Students to be able to access course material the first day/week of class (which was especially important in the accelerated, seven-week term).
2. Students to be able to read, comprehend, and apply course key concepts more consistently than with print and web supplements.
3. Students' writing to meet or exceed the course learning outcomes with less confusion and frustration than with print texts and web supplements. This was especially important in the online course format where face-to-face support was not possible.

Implementation

Revel was piloted during a seven-week, accelerated Spring term. Revel quizzes and shared writing assignments accounted for 40% of the total course grade and four essay assignments comprised the remaining 60% of the grade. Revel quizzes and shared writing assignments were due weekly with no late assignments accepted. A total of 14 Revel assignments were due (2 per week), covering 13 chapters. Students were expected to spend a minimum of 20 hours a week participating in class assignments/activities. Essay assignments were each worth an equal portion of the course essay score and included the following: Illustration Essay, Classification Essay, Comparison Essay, and Process Essay.



Assessments

- 60% Essay (four)
- 40% Revel quizzes and shared writing assignments

100% of respondents did not purchase a print version of the text.

100% of respondents described their experience learning to use Revel as very easy or easy.

100% of respondents rated their experience with Revel as excellent or good.

Results and Data

Students scoring at or above the median Revel score earned higher average essay scores and final course scores than students who scored below the median Revel score.

In Spring 2018, students completed a voluntary, end-of-semester survey (47% response rate) regarding their experience using Revel.

100% I was able to sign in and access Revel the first week of class.

100% Experiencing the text through Revel helped me feel more engaged with the course content than a traditional textbook.

100% Completing Revel readings and quizzes better prepared me for class.

100% Revel is a good value for the money.

Student responses to the question “What were the benefits of Revel?” included:

“Being able to download the app to my phone and tablet was nice. Also, the quizzes were graded instantly, so there was no wondering about my grade.”

“The ability to conveniently complete assignments on the go with the app is a huge plus!”

“[Revel] provided a better understanding and was very well organized. It helped me a lot with keeping track of all my assignments.”

The Student Experience

As mentioned earlier, students in Instructor McGrane’s Spring 2018 Introduction to Composition course completed a voluntary, end-of-semester survey (9 participants), providing valuable insight on their experience using Revel in the course.

“This is the first class in which I've used Revel, and I must say that I love it! I can't get over how convenient it is to be able to pull up my assignments on my phone and get things done while I'm out and about.”

Conclusion

Instructor McGrane implemented Revel in Introduction to Composition with the goal of improving student accountability and comprehension, hopefully leading to more competent writing. She also hoped that students would be able to access course materials during the first week of class and the format would provide less confusion for students. Performance results indicate that students who scored at or above the median Revel score earned higher final course scores and higher average essay scores than students who scored below the median.

On a voluntary, end-of-semester survey, 100% of respondents agreed that completing Revel quizzes increased their understanding of the course material, and 100% agreed that experiencing the text through Revel helped them to feel more engaged with the course content than a traditional textbook. All student survey respondents reported being able to sign in and access Revel materials during the first week of class. Student survey responses also indicated that Revel assisted in keeping track of assignments and grades. McGrane plans to continue to use Revel in her Composition courses this Fall and will continue to make modifications to the course in order to enhance student learning.

Learn more about Revel Strategies for Successful Writing

Learn more about how Revel Strategies for Successful Writing could benefit your course by visiting:
<https://www.pearsonhighered.com/revel/educators/br/owse-products/disciplines/communication.html>