



Pearson

Revel for *Psychology* 1st edition

Product Efficacy Report Summary

Traditionally, active engagement in higher education courses requires learners to spend time reading sections of an assigned textbook. Feedback from learners suggests that they are discouraged from reading when the text is difficult to access and isn't engaging. As an interactive digital environment, Revel aims to enhance students' engagement with their reading by providing an interactive learning experience that incorporates multimedia content, opportunities to practice, and immediate feedback.



Study 1

Pearson sought to explore whether the use of Revel is related to learner outcomes in areas like student experience, engagement, completion, and achievement. Because different Revel titles offer different learning experiences, tailored to their subject matter, we focused this first stage of exploration on a specific digital-first title: Revel for *Psychology*, 1st edition by Amy J. Marin and Roger R. Hock.

To explore this potential relationship between the use of Revel and its intended outcomes, Pearson conducted a study with 316 students taking Introduction to *Psychology* in the Fall 2017 and Spring 2018 semesters at the University of Nebraska–Lincoln.

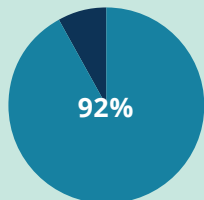
The introductory psychology instructor used a flipped classroom format. She required students to complete readings in Revel before class and then organized class time around group activities rather than direct instruction.

The instructor then assigned relevant activities that needed to be completed in Revel within a couple of days of the class. Students earned class participation points based on their scores in these assignments.

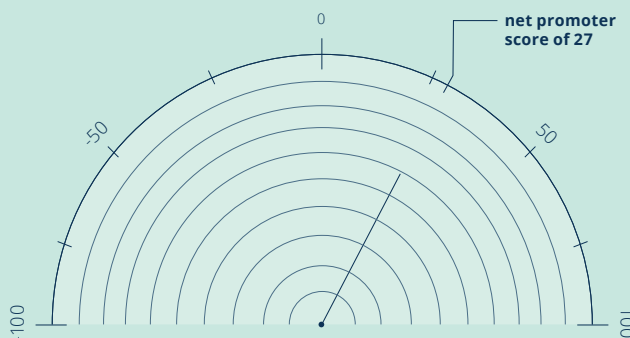
In the study, survey data suggested that students had a positive learning experience using Revel; many reported it was a more efficient way to study than using other resources and the frequency with which students reported using Revel suggested they were engaged in their learning.

We can make the following descriptive statements about the efficacy of Revel for *Psychology*, 1st edition (See diagram below):

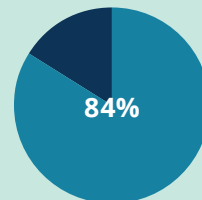
Descriptive efficacy statements



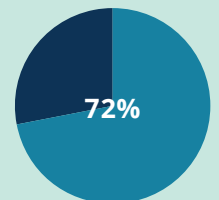
of students said Revel was a more efficient way to study compared to other books or products



When asked how likely they were to recommend Revel to another student on a scale of 0 (not likely at all) to 10 (extremely likely), 41% of students provided a rating of 9 or 10, with another 43% of students providing a rating of 7 or 8.



of students said they spent more time using Revel than other books or products



of students said they used Revel several times a week or daily

Other key findings

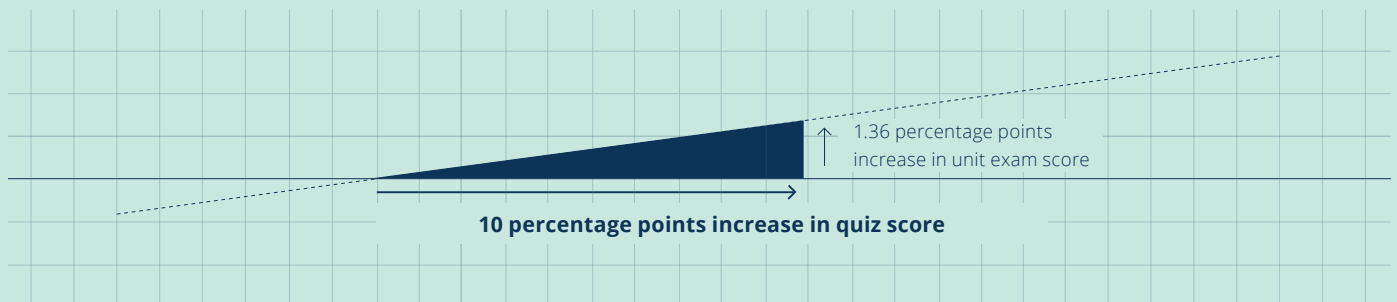
- 96% of students passed the course.
- 100% of students completed the required aspects of the course — that is, at least three of the four unit exams and the final exam.
- Students successfully completed 93% of Revel assignments, measuring successful completion as scoring 70% or higher on the assignments and counting missing assignments as incomplete.
- The average grade for the final exam was 94.6%, and the average unit exam grades were 85.2% for instructional unit one, 82.0% for unit two, 82.9% for unit three, and 79.4% for unit four.

The data from Revel points to a high degree of completion of assignments. All students in the sample completed the required course components and the majority passed the course.

Results from the statistical models also suggest that students who obtained higher quiz scores in Revel tended to do better on course exams. Likewise, students who spent more time reading in Revel, and answered more questions correctly on the first attempt, tended to do better on exams.

In the context of this study, we can make the following correlational statement (See diagram below):

Correlational efficacy statement



In the same context, we can make the following correlational statement about the efficacy of Revel for Psychology, 1st edition:

- **Each additional ten percentage points students scored on Revel for Psychology, 1st edition by Marin and Hock quizzes were associated with an increase of 1.36 (± 0.41) percentage points on unit exams.**

These results are based on a regression model controlling for self-reported ACT score, gender, and year in college.

For example: on average, students score 88% on Revel quizzes, and this result suggests that a hypothetical student with equivalent characteristics who scored 98% on quizzes might be expected to score 1.36 percentage points higher on a unit exam.

These examples are for illustrative purposes only, and not subject to independent audit.

Secondary analyses suggest that students who spent more time reading and interacting with Revel for Psychology, 1st edition, and who answered more questions correctly on the first attempt—both suggestive of a higher quality of engagement with the title—also tended to obtain higher unit exam scores when controlling for self-reported ACT score, gender, and year in college.

These secondary findings supplement the main findings and provide further support regarding the positive relationship between students' use of Revel and their exam scores. Because they are supplementary to the main findings, the secondary findings should be viewed as suggestive.

How we did the research

The study analyzed:

- student experience (using data from a student survey)
- students' engagement and completion of assignments (using data from Revel, such as quiz scores and time on task)
- student achievement (using data from course records)

Pearson's efficacy commitment

Efficacy is core to all we do. Our commitment to improving learner outcomes means that the products and services we provide to learners around the world are designed to help them make measurable progress in their lives through learning. In practice, this involves identifying the outcomes that matter most to learners and educators, and then designing products based on evidence from learning science about what will help realize those outcomes. We iteratively explore the impact that the use of our products has on learning and apply these insights to continuously improve our products and services.

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It also explored implementation — that is, how Revel Psychology was integrated into the course experience.

The introductory psychology instructor used a flipped classroom format. She required students to complete readings in Revel before class and then organized class time around group activities rather than direct instruction. The instructor then assigned relevant activities that needed to be completed in Revel within a couple of days of the class. Students earned class participation points based on their scores in these assignments.

Leveraging data from a student survey, course records, and Revel platform data, regression models were employed to examine the relationships between exam scores and Revel usage.