



# Revel improves results\*

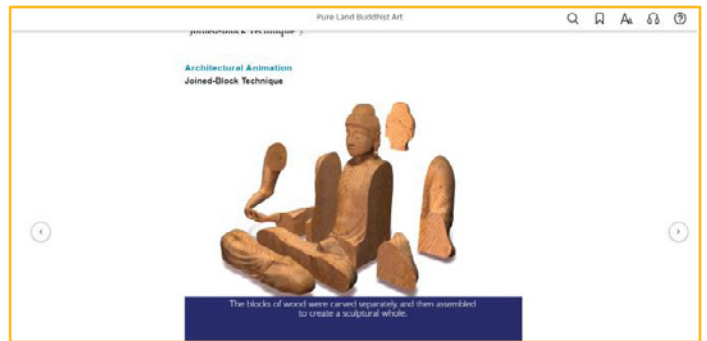
## Spotlight on: Revel Art

Pearson interviewed Jeffery Byrd, a full-time professor at the University of Northern Iowa, in the winter of 2020 to understand how he's using and experiencing Revel Art. Through this work, we found that Revel Art empowers students to actively participate in learning.

### Interactive features that bring art to life

Jeffrey finds the images and interactives in Revel give his students the opportunity to experience art in a way they were unable to in a traditional textbook, which has improved their performance.

"I think they are doing better on the tests now that they are using Revel. Art history is all about images. There are activities where they really get to interact with the images and that's been really helpful."



Example of a Revel Architectural Animation

"There are interactives that demonstrate how compositions work. It shows certain kinds of issues with balance and symmetry where they can click on them like a game in a sense. That is something that has really benefitted them."

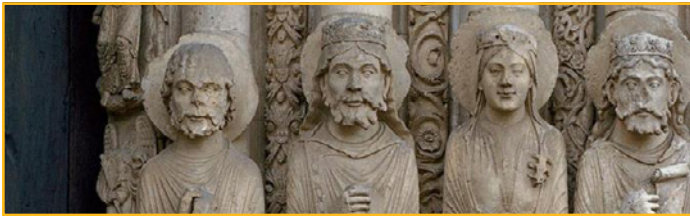
Other visual features allow students to get a close look at pieces of artwork and study details like they would as if they were looking at it in real life.

"The visual details demonstrate composition within images. You can click through them and they show you the different ways the images are balanced and such, which are really well-timed as well. They isolate parts of the image and show how they function compositionally. They are so well done and help students develop the way they see art, which is really useful. It highlights what students need to focus on."

“The Zoom feature becomes a key element because it helps students really observe the details in the works of art. That is a key component to just about everything that happens in class.”



Example of Revel Zoom feature: zoom out



Example of Revel Zoom feature: zoom in

## Videos that resonate with students

Most of Jeffrey’s students take his course straight out of high school. They find the material a bit of a challenge, as the vast majority of them have never viewed famous pieces of artwork in person before.

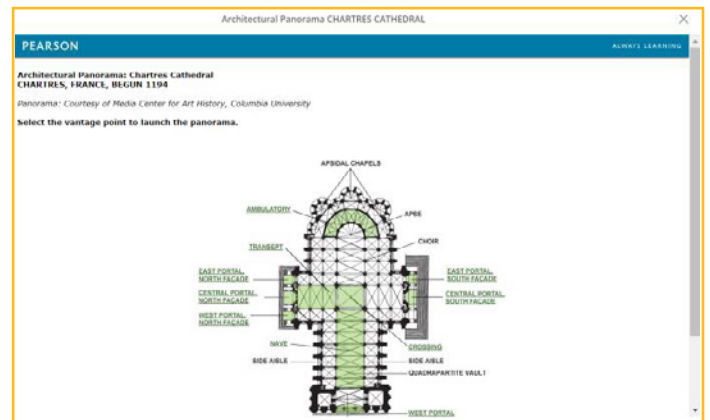
“The student generated content is crucial because they hear somebody their own age who’s excited about art, which really makes a difference. They feel like it’s not exotic or foreign to them anymore, it’s not beyond them.”

Jeffrey can tell they are engaging with the material, and especially the student videos, as they come to class ready to discuss what they’ve seen and read in Revel. In addition, he believes these videos resonate with students because they are learning from someone they would consider a peer.

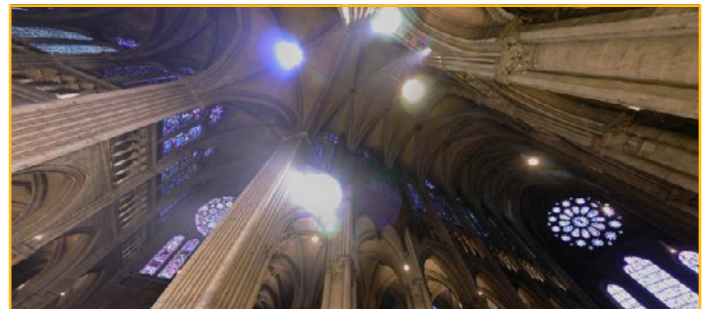
## Engage students with a sense of space and place

All the interactive features in Revel immerse students in art and capture their attention, according to Jeffrey, especially compared to a traditional textbook.

“I think students are more engaged. I think it really has to do with the fact that they are not just reading a book; they have videos, audio reading to them, and interactive components where they are able to engage with an image in a very interactive way. All of those interactives are really engaging to them. I really do think it helps them to connect with the material much better.”



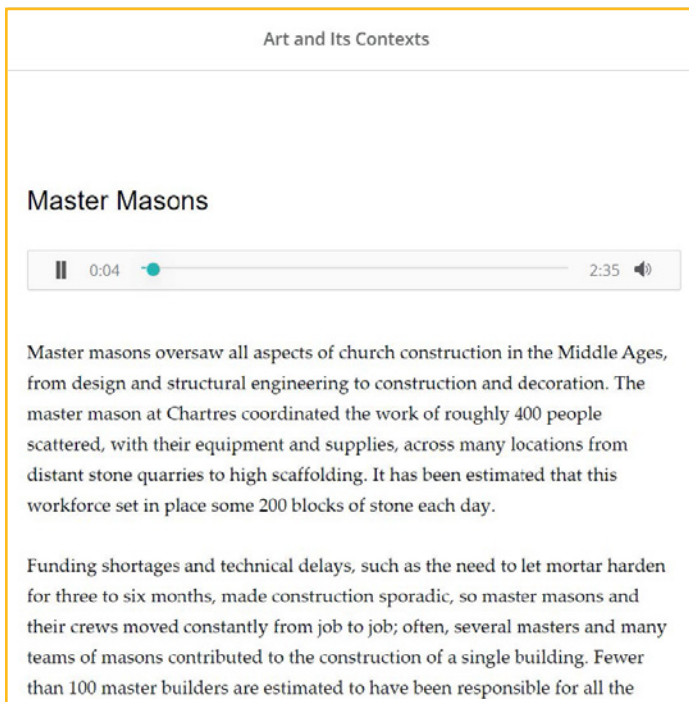
Example of Revel Architectural Panorama: floorplan



Example of one of the sections from the floorplan shown above. Experience this part of the Revel Architectural Panorama [here](#).

## An increase in student confidence

Having the audio feature and ability to hear other people give correct pronunciations in relation to artwork helps curb some of the nervousness that prevent students from speaking up in class, which in turn increases student confidence.



Example of Revel audio feature

"I think Revel helps them gain confidence in their learning because it brings art alive in a way that a regular textbook just can't do. This material is very foreign to them. The audio feature and hearing someone say the words really helps students talk about the material because now they are not afraid of mispronouncing something. It has all to do with the sense that they are hearing somebody else say these words. They are hearing other people relate to the content and it makes it so much more of their own experience."

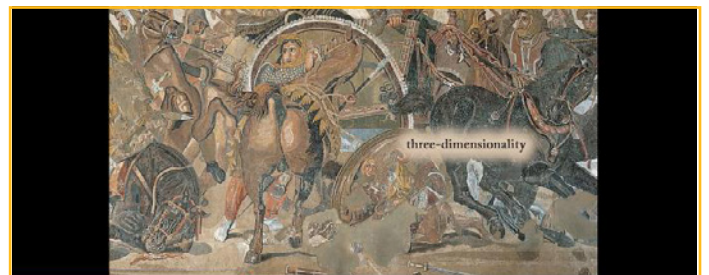
## Students retain information

Jeffrey's main goal for switching to Revel was for students to retain more information. With Revel, his goal has been achieved.

"I think there has been an improvement when it comes to retention. They are able to remember more of the material and I think it has a lot to do with the way they interact with the material. It is not only the reading audio feature, but also the embedded quizzes. I think they are really beneficial."

In addition, the Closer Look videos gives students the opportunity to examine artwork at home and reinforce what is being taught in class.

"They pick apart the artwork in the Closer Look videos, which is something we also do in class. Having those videos is something that helps to embed that information and model the behavior of looking very closely into something. Having that opportunity outside of class is really helpful."



Example of Revel [Closer Look video](#)

"Students are doing better in terms of overall performance, which is due to the increase in retention and understanding. It is supported by all the features that are unique to Revel."





## Top tips for using Revel Art

Jeffrey finds allowing students extra time to work within Revel to be really beneficial:

“The main advice I would give somebody is to give students a larger window to engage with the material in Revel because that gives them time to absorb it and take advantage of all the features that help them relate to the material. I give them at least one or two weeks after we cover the material in class to go through Revel and complete assignments. I think it works well, just relaxing a bit and giving students time to think about what was covered in class and to engage with Revel. It just works better.”

Jeffrey recommends exploring the option of requiring assignments to be due after lectures:

“What I have learned is that I don’t necessarily require them to cover the material before we go over it in class. If you have them do it afterwards, that really seems to help as a sort of reminder or review. If you give them extra time after the lecture, it presents them a way to go over the material - to hear the same words, hears the same names. Utilizing it as a review of what you talked about in class is pretty useful.”

## Learn more about Revel Art & Efficacy at Pearson

Learn more about how Revel Art could benefit your course by visiting: [pearsonhighered.com/revel/educators/browse-products/disciplines/art.html](https://pearsonhighered.com/revel/educators/browse-products/disciplines/art.html)

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