Pearson interviewed 6 instructors across the United States in winter 2020/2021 to better understand how they’re using and experiencing Revel Communication. Through this work, we found that the high-quality, relevant content and interactive tools in Revel Communication helps students succeed.

Helping students succeed
Seth Horning, adjunct professor at DePaul University, has found an improvement in students’ speeches due to engagement with the Revel text.

“When I started using the Revel quizzes, I would follow along to see what the students were getting right and wrong and how much time they were spending in the text. I noticed that the students who were doing better on their speeches had been reading the text more. I think they were getting that information that they needed to have and seeing the examples. I think it definitely helped.”

Meredith Ginn, course coordinator and full-time professor at Kennesaw State University found that students who engaged with Revel performed better on exams saying, “The students that go through Revel and complete it, they typically score higher on the midterm and final. Seth also saw a drastic improvement in grades commenting, "My students’ quiz scores were much higher in Revel (as compared to when it was not utilized). I was really happy with their Revel quiz scores. They were typically in the 90% or higher range for all students.”

Rebecca Cooney, scholarly associate professor at Washington State University, has seen her students’ writing skills and overall proficiency increase since adopting Revel.

“I have been seeing an improvement in writing quality overall and an improvement in competence.”

Building an online community
Pat Miller, full-time professor at Bluegrass Community and Technical College in Kentucky, utilizes MediaShare as a way to create community and discussion among students online.

“I’ve created four MediaShare assignments, which are assignments for the speeches. They are required to upload their videos and complete peer reviews. It creates a sort of discussion as they write their responses.”
Laura Carr, full-time professor at Dallas College in Texas, utilizes SharedWriting as a way to facilitate interaction between students online.

“Revel is great for online courses because built into it are times where students can interact, particularly with the SharedWriting.”

Garth Neufeld, full-time professor at Cascadia College in Washington, finds the way the book is laid out resonates with students, saying:

“I think the way the book is written and the way it is presented is extremely applied and relevant to my students’ lives.”

Ann also appreciates the consistency and accessibility of Revel, “As an instructor, my favorite part of using Revel is that I can plan out the entire semester and I know exactly what we are going to do from the beginning. Plus, I have those sub-chapter quizzes that are just right and ready to go. Revel is just so well organized, I love that.”

Rebecca Cooney believes the content in Revel is aligned to her course curriculum so well that she could run the entire course out of Revel.

“You could run the class out of Revel and the textbook. You could use the book as your curriculum. It really is that comprehensive. I could dump everything into Revel and just run it from there. It is that in line with our curriculum map... I like having an anchor and I think having Revel gives that anchor for the entire curriculum.”

In addition, Rebecca finds Revel lends a lot of credibility to the material she is teaching students.

“A tool that supports instructors

Seth Horning appreciates the flexibility Revel offers instructors when setting up and rolling courses from one semester to the next.

Laura Carr agrees saying, “My favorite part about Revel is that it is very flexible, that I as the instructor can put in whatever assignments I want for students, It's not just a dead textbook.”

Ann Hefner, associate professor at Vincennes University, sees value in using course performance data to give feedback on an individual level.

“Revel has been a really big help in terms of me keeping track of every student. I am able to focus on them individually much more. I like the reporting on how much time a student has spent on Revel. That is very helpful for me so I can see if the problem might be just that they aren't spending time in there.”

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In addition, Rebecca finds Revel lends a lot of credibility to the material she is teaching students.

“Revel really reiterates what I am trying to teach and validates it. It adds a level of credibility that I think is important for students to have.”
Learn more about Revel Communication & Efficacy at Pearson

Learn more about how Revel Communication could benefit your course by visiting: https://www.pearsonhighered.com/revel/educators/browse-products/disciplines/communication.html

The Efficacy & Learning team uses the science of learning to ensure Pearson products help learners achieve better outcomes.

* To see how Revel improves results, read our audited, peer reviewed correlational research, which spans multiple Revel titles: pearson.com/news-and-research/efficacy

Top tips for using Revel Communication

Ann Hefner suggests other new users of Revel to take full advantage of SharedWriting as she finds they have been created well and allow students to synch their learning with higher order thinking.

“I have been using more of the writings from Revel. They are great for critical thinking and application.”

Seth recommends other instructors experiment with the flexibility of Revel to cater to their course needs saying,

“One thing I really like about Revel, and would encourage other faculty explore, is how easy it is to rearrange the chapters and how they are presented to students.”

He also suggests that when you are developing your course, to take time looking into Revel as a student.

“You need to really spend some time ahead looking at Revel from a student account perspective. The really helped me design it and plot it out so that it was clear for my students and easy for them to engage with and follow.”