



Revel improves results *

Spotlight on: Revel

Pearson interviewed professors across the United States between the summer of 2020 and the winter of 2021 to understand how they're using and experiencing Revel. Through this work, we found Revel facilitates active learning to help students succeed.

Improving results and increasing student success

Kevin Brady, full-time History professor at Tidewater Community College, has found that students who take advantage of Revel are performing better overall in his course.

"I am seeing student success in my class. Very few students fail my course. They are consistently pulling As and Bs and I think the videos are really helping them, as they don't discourage them. They don't overwhelm [students]. They are one of the best features of Revel. It keeps me going back to Revel to say I am not going to change anything about this."

Dr. Elizabeth Williams, adjunct professor of Political Science at Santa Fe College in Florida, has seen her students move up a full letter grade. She is so confident Revel will help her students succeed in her course that she emphasizes the importance of its use in her syllabus and especially during the first few classes.

"Students that do their work in Revel do better on exams and subsequently in the course. I tell my students in the first few classes that this has been proven over the past four or five years to increase a course grade between half a letter to a full letter grade."

Joe Parks, recently retired Programming Lead Java Instructor at a community college in North Carolina, understands that programming is a learn-by-doing skill and the shorter time there is between seeing and doing, the better. The immediate feedback Revel Java Programming offers helps students see what concepts they don't understand, allowing them to address the concern while the material is still fresh.

"The integrated quizzes, animations, activities, etc. follow this model, and allow a student to realize immediately that he or she needs to go through the current material again. Revel does this on an individual level, which is impossible to do in a classroom setting."

Dr. Bernadette O'Leary, adjunct professor of Psychology at Santa Monica College in California, sees students are performing better in their homework, exams, and overall grades due to the support Revel offers with comprehension and retention.

"I've noticed an increase, a wonderful increase, in student performance and not only course grades, but points that they earn from each chapter. They're more attuned, they're comprehending more, they're remembering more. And I notice that in the point values, as they're doing the homework and then also as they are preparing for the exams. So I do think that a companion site like Revel can actually help students comprehend as well as retain more information."

Engaging students and increasing their confidence through active participation in learning

Kyrie Kowalik, full-time professor of Political Science at a 4-year school in New Hampshire, believes Revel helps prepare her students for success.

"Revel helps them engage. It is another layer and the more times you touch something the easier it is to remember. It's more likely that not only are they going to pass the class doing their work in Revel, but they'll retain it in the future as well."

David Kiracofe, full-time professor of History at a 2-year school in the southeast, has seen an increase in student engagement and confidence when utilizing Revel, which translates to improved performance.

"Overall, Revel really helps keep students engaged, so their performance improves. When we're in a standard class where I gave paper and pencil quizzes, they ran towards a B- average. With Revel, they are pushing towards an A-. I think it's because the embedded quizzes help keep them focused and help reinforce comprehension. That improves their confidence and improves their mood."

George Meghabghab, full-time professor of Programming at Roane State Community College in Tennessee, feels the integrated and immersive learning that Revel Java Programming offers means it is an "optimal learning space which encourages students to go into Revel... and engages them to stay there until finished."

Jeffery Byrd, full-time professor of Art at the University of Northern Iowa, finds 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.

"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."

Quality, up-to-date content

Dr. Rich Haesly, full-time Political Science professor at California State University Long Beach, finds real value in Revel's Current Events Bulletins because they highlight important events. The Bulletins also strongly resonate with students and establish high-quality

writing prompts that engage students and encourage informed discussion.

“The Current Events Bulletins...are ripped from the headlines. [They are] ideas that become really great sources for writing prompts. This is stuff [students] need to know, not just to do well in the course, but they are important ideas to think about.”

Kevin Brady is particularly happy with the author of his Revel textbook. He appreciates the author’s style and ability to write in a way that resonates with students of all levels. The author’s ability to entice students to delve deeper into history is one of the main reasons he continues to utilize Revel.

“He is so concise, with a bullet-point type style, so the information is not overwhelming for students. He writes in such a way that he’s not dumbing it down for anybody, but he’s not keeping it at such a level that only a history major would understand it. Students walk away from the chapters knowing the main themes. During our class meetings I will ask students what they did not understand, if there were any issues, and I don’t see that much from students (since implementing Revel). It is not like I used to see when I used other textbooks where students were so confused about the material. This textbook works so much better.”

Wes Abercrombie, full-time professor of Sociology at Midlands Technical College in South Carolina, finds the variety of resources available in Revel engage a broad range of students and is flexible enough to cater to their differing needs, all while aligning to what they were reading and what was being addressed in class.

“Revel is highly adaptable to a broad scope of different types of students. It is very useful because it allows them to go to trustworthy sources, besides my own prepared materials, that augment what students are attempting to learn or struggling to understand. It’s been an asset to me.”

Rebecca Cooney, Scholarly Associate Professor of Communication at Washington State University, notes how Revel is aligned perfectly with the topics she wants her students to learn, as well as the department as a whole.

“You could run the class out of Revel and the book. You could use the book as your curriculum. It really is that comprehensive. I could dump everything into Revel, just run it from there. It is that in line with our curriculum map.”

Connecting Revel content to everyday life

Kathleen Hughes, full-time professor of Psychology at Pasco Hernando State College in Florida, finds Revel is a valuable tool that supports students to understand their own everyday lives. The content is designed to connect to real-life, why it matters, and how to apply it to life.

“One of the priorities I have is helping students to understand themselves and their role as students and how to do better, to be a better student. I think giving them Revel, a tool that helps support that, helps their everyday life of just being a student. It’s not just with the texts, it is being able to read something and then see a video and interact, to practice and all of a sudden, they are not just words in a book. It is just a different kind of experience. The more you interact and the more the content you’re interacting with is designed to help connect to your life is how Revel is written and created. Students are making more of a connection. They see how it matters and applies to their life. It resonates with them.”

David Raymond, full-time professor of Political Science at Northern Maine Community College, believes the textbook author and intro videos in Revel help students see the application of political science in their lives.

“[The author] is good when it comes to bringing in the real-world connection in his textbook, especially in the intro videos that connect concepts for the students so they can see Political Science does have a relevancy for them.”

Learn more about Revel

Learn more about how Revel could benefit your course by visiting:

<https://www.pearsonhighered.com/revel/>

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