



# Reading Reimagined

## Revel for Business and Management

Revel is a digital platform which provides a seamless multimedia learning experience, designed to engage and motivate students.

Revel supports the development of student understanding and skills regarding the application of business concepts by combining leading textbook content with online exercises that engage students and promote active learning.

Assign learning activities and keep track of student progress via the **Performance Dashboard**. You will also be able to quickly and easily identify the students who have not completed tasks or might be struggling.

*"If (other universities) ask me whether it's worth them paying for it, I would say yes ... it fulfils quite a few challenges for us and the students felt they were getting extra from their first semester ... If they ask me whether it's worth them paying for it, I'd say yes."*

Academic lead / Associate Head of Department

# Encourage active reading

-- of 1 point

Table 5.5: Threats to reliability

Unlimited tries

Show instructions

Participant error   Researcher error   Researcher bias   Par

Threat	Definition and explanation
	Any factor which adversely alters the way in which a participant performs. For example, asking a participant to complete a questionnaire just before a lunch break may affect the way they respond compared to choosing a less sensitive time (i.e. they may not take care and hurry to complete it)
	Any factor which induces a false response. For example, conducting an interview in an open space may lead participants to provide falsely positive answers where they fear they are being overheard, rather than retaining their anonymity
	Any factor which alters the researcher's interpretation. For example, a researcher may be tired or not sufficiently prepared and misunderstand some of the more subtle meanings of his or her interviewees
	Any factor which induces bias in the researcher's recording of responses. For example, a researcher may allow her or his own subjective view or disposition to get in the way of fairly and accurately recording and interpreting participants' responses

Clear all

Submit

-- of 3 points

Question 1

3 tries left

Which of the following statements reflects a 'theory-building' approach towards structuring a project report?

- ☐ An approach where a research project is structured in a logical sequence to reflect the research process.
- ☐ An approach that places an emphasis on devising a structure that allows a reader to understand how an explanation is built.
- ☐ An approach that places an emphasis on the emergence and refinement of research ideas and the development of themes as data are collected.
- ☐ An approach that emphasises devising a structure that allows analytical comparisons to be made.

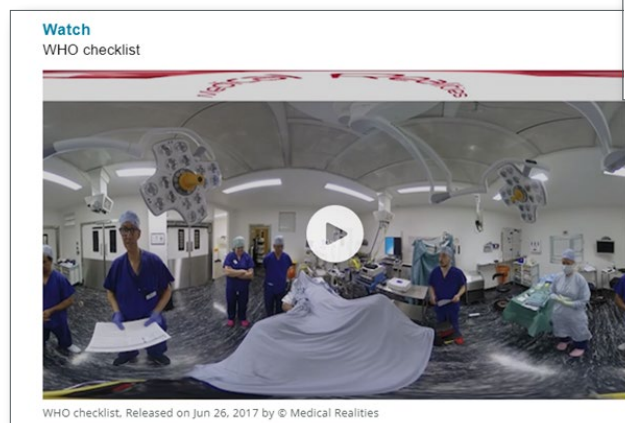
Submit

## End of chapter quizzes

After reading a chapter, students can take a short quiz to test their knowledge. Their scores and answers will appear in the Performance Dashboard.

## Interactive exercises

Exercises like drag and drop, fill-in-the-blanks and matching are seamlessly woven throughout the text so students can check their understanding as they go.



## Videos

Relevant videos are integrated throughout the learning material to engage students. They also include full transcripts, making them flexible and more accessible for everyone.

# Help students apply theory

## Surveys

Students can reflect on their own philosophical viewpoint in relation to conducting research through a series of statements, and receive a final score that aligns them to one or more beliefs.

**HARP: Heightening your research philosophy**

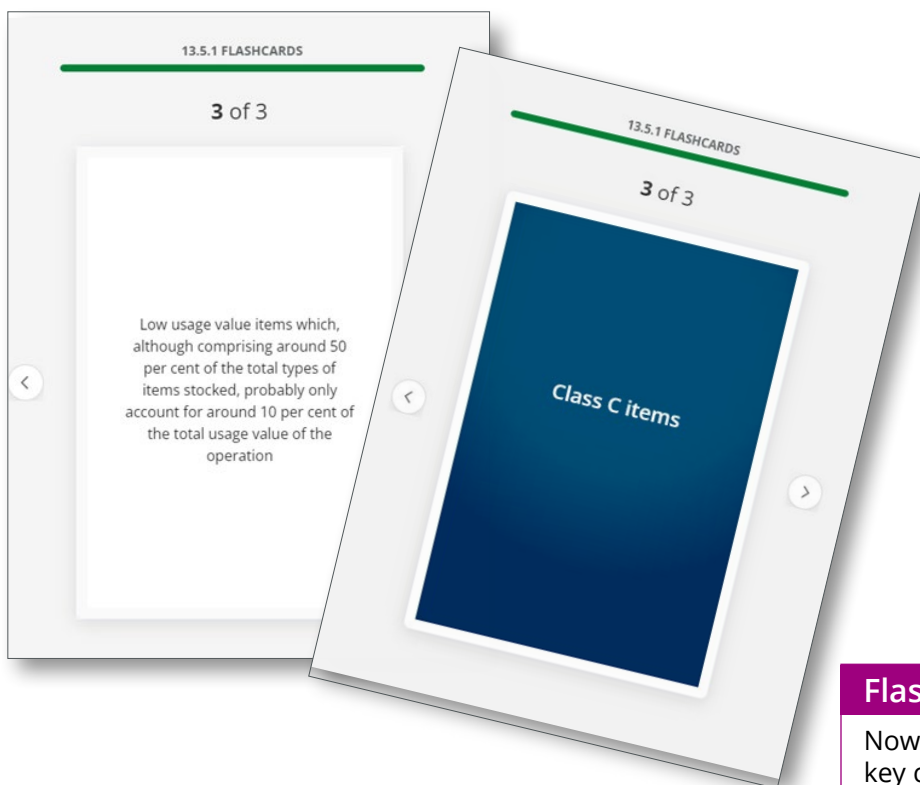
INTRODUCTION      **HARP**      RESULTS

*Your views on the nature of reality (ontology)*

Events in organisations are caused by deeper, underlying mechanisms.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Slightly Agree
- ☐ Slightly Disagree
- ☐ Disagree
- ☐ Strongly Disagree

PREVIOUS      PAGE 3 OF 32      NEXT



## Flashcards

Now it is easy for your students to revise key concepts with ready-made sets of flashcards available for each chapter.



# Revel helps lecturers and students

In 2018, The School of Management at Swansea University used two Revel titles across strategic management and marketing modules in two semesters. The results showed:



**6.3%**

higher average mark for students who used Revel.



**11.8%**

higher mark for students who also used the revision session created in Revel by their lecturer.



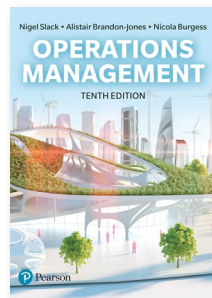
**88%**

of students were likely to recommend Revel.

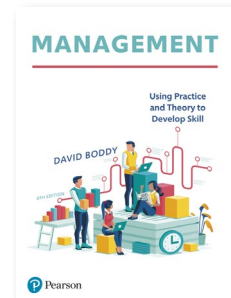
Read the full study at [go.pearson.com/uk/revelbusiness](https://go.pearson.com/uk/revelbusiness)

Business and Management titles available through Revel

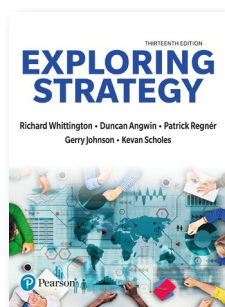
Request a sample at [go.pearson.com](https://go.pearson.com)



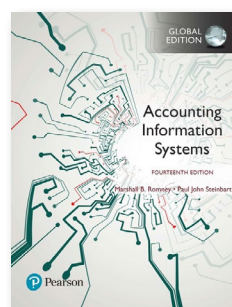
**Operations Management 10/E**  
Slack et al



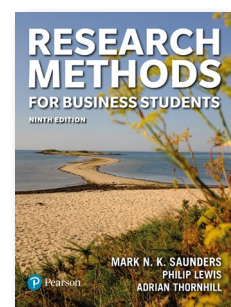
**Management 8/E**  
Boddy



**Exploring Strategy Text and Cases 13/E**  
Whittington et al



**Accounting Information Systems 8/E**  
Romney and Steinbart



**Research Methods for Business Students 9/E**  
Saunders et al

## Get started with Revel

Our team can help you discover all that Revel has to offer you and your students. When you choose to use Revel, Pearson's Expert Support team will help you get started and provide advice as you use the platform throughout your course.

Get in touch at [go.pearson.com/uk/revelbusiness](https://go.pearson.com/uk/revelbusiness)