Pearson

REVEL™

## REVEL leverages the best in instructional research and design.

When students are engaged deeply, they learn more effectively and perform better in their courses—which is why we created REVEL.

Built on the latest research, REVEL will help your students prepare for class, engage in discussion, and think critically about your course material.

Here's how REVEL incorporates key principles of learning design

Presentation of content:

All content in REVEL courses is segmented in a consistent structure. Each chapter or module is composed of an introduction, content segments, and a summary to support the learner in developing a coherent cognitive structure. Segmenting is an instructional design technique that breaks learning material into smaller chunks.
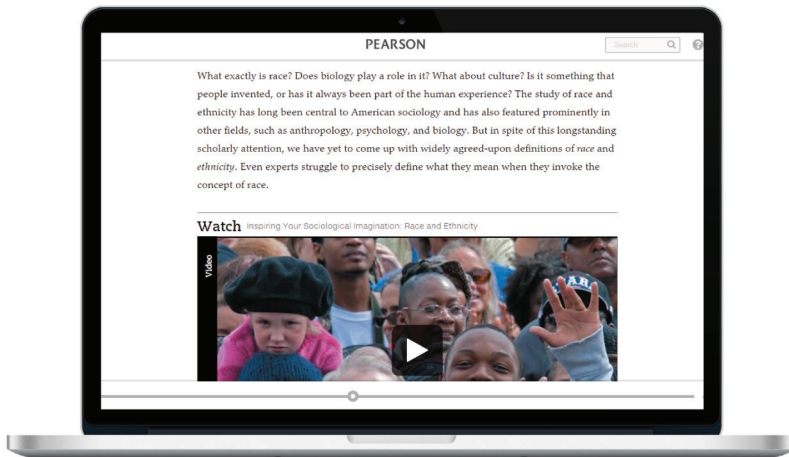

Manza et al, The Sociology Project, 2e

Fonts, color palette, column width and even the amount of white space on the screen have all been selected to reduce the extraneous cognitive load on students while reading the REVEL course content.

References:

- Learners who receive segmented learning presentations perform better on transfer tests than learners who receive continuous presentations (Clark & Mayer, 2011, p. 211).

- College of the Sequoias REVEL Case Study, Intro Sociology

Interactives:

REVEL places interactivity within the narrative of the content to improve learning. Information can often be presented more clearly via interactive content (or media) than via static text alone. The value of active pauses lies in the opportunity for learners to stop and process information. REVEL interactives and videos empower students to engage with concepts and take an active role in learning.
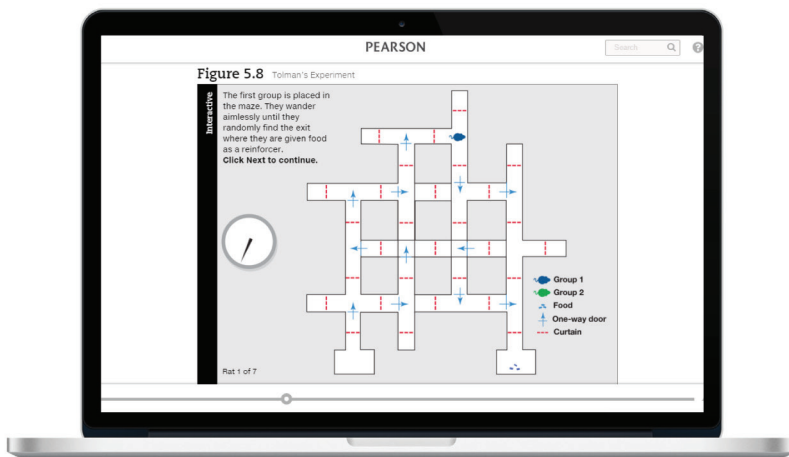
*Ciccarelli & White, Psychology, 4e*

References:

- Spacing interactivity between subsets of content improves learning. Studies show that within instructional content that includes interactive content, spacing the interaction with active pauses benefits learners (Cheon, Crooks, & Chung, 2014).

- Interactive content can often more clearly provide information that is difficult to convey in static text. The value of active pauses lies in the opportunity for learners to stop and process information using encoding and retrieval processes in the brain (Cheon, Crooks, & Chung, 2014).

- Fresno City College Art History REVEL Case Study

Quizzes:

REVEL's embedded assessment has a positive impact on both learning and instruction. REVEL lets students frequently check their understanding and receive immediate feedback, which is one of the most effective means for building long-term retention and increasing student confidence and motivation. REVEL's formative assessments also allow instructors to gauge student comprehension frequently, provide timely feedback, and address learning gaps along the way.

References:

- Research shows that taking a test on presented material promotes subsequent learning and retention of that material on a final test. When assessments are implemented appropriately and with specific, timely feedback, they engage students in the retrieval process, and this act of retrieving solidifies the original learning (McDaniel, Anderson, Derbish, & Morrisette, 2007; Wiliam 2007).

- Stakes associated with assessment instruments can impact motivation, which can affect student participation and performance. (Schecter, Durik, Miyamoto, & Harackiewicz, 2011).

- University of Dallas REVEL Case Study, General Psychology

- Utah State University REVEL Case Study, Social Problems

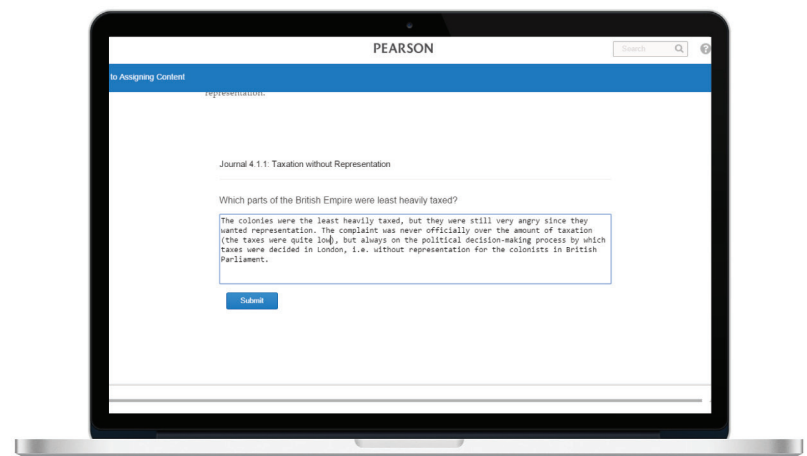- Florida State University REVEL Case Study, Art History
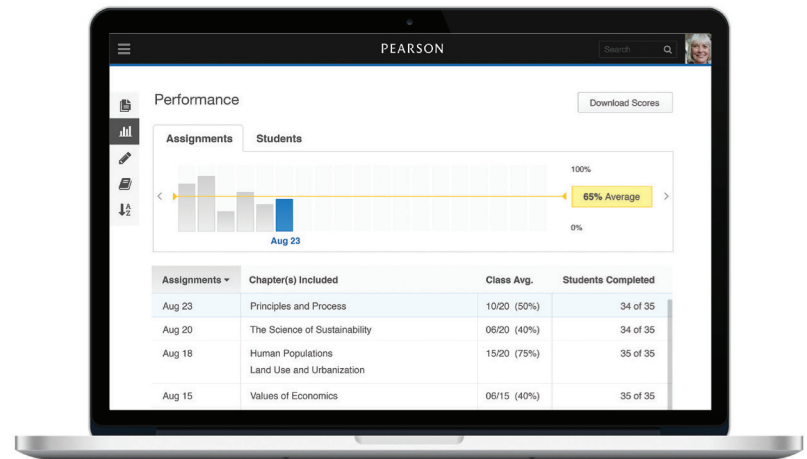
Instructor Performance Dashboard

Writing:

REVEL offers a variety of writing activities and assignments to develop and assess concept mastery and critical thinking. Research demonstrates that writing can foster twenty-first century skills, including evaluation, analysis, synthesis, collaboration and critical reflection. REVEL's embedded open-ended questions, essays, and interactive learning environments provide the opportunity for students to develop these higher order skills.

References:

- Writing can be used as a tool to foster critical thinking. Research suggests that there are certain habits of mind and dispositions associated with critical thinking skills. (Cope, Kalantzis, McCarthey, Vojak, & Kline, 2011; Liu, Frankel, & Roohr, 2014).

- Open-ended questions, essays, and interactive learning environments can all be developed to foster these higher order skills (Wang and Woo, 2010).

Keene, Visions of America, 3e