

>> This is Rick Johnson-Sheehan. He's a Professor of Rhetoric and Writing at Purdue University.

>> And this is Charles Paine. He's a Professor of Rhetoric and Writing at University of New Mexico.

[Music]

>> You know, I think students have a lot of draws on their time right now. They're working. There are lots of entertainment options, obviously, and I think if there's one barrier that we're trying to work on is trying to come up with materials that are engaging to them.

>> One of the things we have to do as teachers is make school as accessible as possible.

>> You don't spend a lot of time on that kind of grunt work of learning anymore. Instead, you can use that time to do other things. You can spend that time to watch videos, to listen to things, to engage with the materials in other ways.

>> When we were starting to work on Revel for Writing Today, one of the things we realized is that this is just going to make our original mission better, just gives more access points, more ways of teaching more ways of approaching the book.

>> The Holy Grail of teaching for a long time has been about active learning. The students are actually on their laptops doing things, sharing information, talking with each other. Then, we'll check in. I think Revel is just dynamic. It's not just kind of this dormant text sitting there. There's a video there, sometimes. The text is much more readable on screen. They can jump around among things. It attracts their attention more, you know, and I think that's the best way to learn, to have that kind of going back and forth between learning and doing, because that really cements it into the gray matter.

>> You can get data about how many of your students have read the assignment today. So, if I assign something, I can see how well my students did.

>> The Rhetoric Café is a podcast that appears early in the chapter. It's an access point into the text, so that way they kind of get the gist. They actually do respond to it in a way that we're positively surprised.

>> The microgenres, I think, help students understand a little bit of, like, how genres work.

>> The proposal is a good example. Students love it. They want to write a rave review or slam review, and that prepares them to write that full movie review.

>> When you're doing multimodal writing, students recognize it as being more relevant, and that helps motivate them a lot. The students demand more, and who can blame them?

>> No, they should. Well, you look at Revel and my, you know, there's all this color and stuff that's interacting with you, and even things that are in motion, and that's great. I mean, that's the kind of world we live in right now.

>> One of the things that was, like, most gratifying to hear from teachers was, students actually read this book, and I think it's only become more true with Revel is that students actually do use and engage the book even more and at a different level.

>> The question is, do you want them to have a bulky textbook that they're not going to read, or would you rather have it on their screen and they're actually engaging with this and reading? It does give instructors the opportunity to let the book do a lot of the teaching so they can concentrate on the things that teachers are especially good at, which is working with students.

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