



Revel Pilot Study

2022

School: University of Denmark

Course: Social and Personal Psychology

Class size: 800

Title: Kenrick et.al.: Social Psychology:
Goals in Interaction, 7/e

Digital Platform: Revel

Instructor: Steven Ludeke



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"I found that I could study from anywhere using the online features - especially the ones that allowed me to track my progress - so I knew I was learning what I was supposed to." - Student

Introduction

This pilot study followed a three-stage approach:

- Preliminary stage: to understand teaching and learning challenges for this cohort, and identify parameters of success
- Check-in stage: to gauge progress along those parameters and course correct if required
- Concluding stage: to assess experience, impact, and promoter scores

The following sections describe the findings at each stage.





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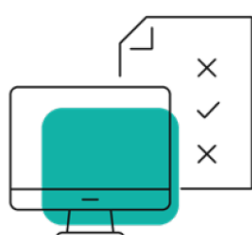
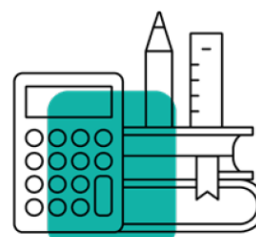
I. Preliminary Stage

Classroom Model: A Snapshot



- Course duration is 8 weeks.
- Three lectures a week, each 45 minutes long
- The first 20 minutes of class are spent on new material, followed by a 5-minute activity to pivot into material for the next 20 minutes.

- About 10-15% of the course material comes from sources other than the textbook.
- High, intense levels of reading are expected.
- Low focus on writing assignments as students come in with a clinical focus and are inclined towards applications in professional environments.



- Students complete one writing assignment and peer review their classmates' work. This qualifies them to take the final exam.
- One final exam with 150 MCQs, delivered digitally on campus.
- Final grade is 100% of the final exam.

A Note on Connect

Previously the lecturer used Connect in his classes.

Why was it used? Students could do their own quizzes and mark answers and their confidence levels. The platform would then highlight problem areas and suggest readings based on performance.

Why was it discontinued? Connect allows instructors to selectively assign chapters or learning objectives, but it doesn't allow for control on the pool of questions. Further, student purchase rate dropped from 70% to <50% in 2021.

The instructor estimated 40% student engagement with Connect.



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Top Teaching Challenges

1. Finding a way to improve students' awareness of their strength and gap areas
2. Keeping them engaged
3. Making them feel heard through feedback
4. Helping them recognize the application of course content into their lives

Parameters of Student Success

The following parameters were identified with the instructor as most important determinants of student success.

As a baseline exercise, the instructor was also asked to state ideal and current levels of each.

Parameter	Ideal Level	Pre-Revel Level
Assessment (practice and identification of gap areas)	An end-of-chapter quiz with similar difficulty and item style as the final exam, alongside shorter quizzes completed during the reading as immediate knowledge checks.	None
Reading	100%	Unsure estimate: 80%
Engagement	High, and feeling that they've received useful feedback on their learning progress.	Medium-high
Average grade	7.4 (on a -3 to +12 scale)	7.25

Revel was introduced to this classroom in an instructor-led format. The instructor was trained in setting quizzes in the classic setup to fulfil the need to review and select questions individually. A guide to set readings assignments was also provided.

The next page describes insights on the studying habits with which students began this course.



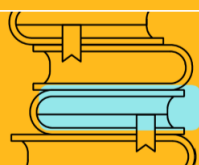
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Cohort Insights

The following insights are based on 57 responses to a preliminary survey to determine the mindset with which students started this course.



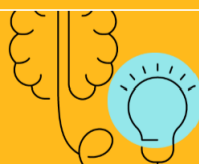
Reading and Book Formats

- 14% of the respondents prefer e-books over physical books.
- 28% like both e-book and physical book formats.
- 40% are undecided on the utility of e-books.
- 18% are undecided on the importance of reading, regardless of book format.



Assessment

- 70% agreed that practicing ungraded assignments helps them learn, while 5% disagreed.
- 68% agreed that attempting graded assignments helps them learn, while 9% disagreed.
- This suggests a slight preference towards low stakes assignments with more support and less dissent.



Learning Tools

- 72% agreed that attempting writing assignments helps them learn.
- 65% agreed that working on group projects with their classmates helps them learn.
- This suggests the potential for learning tools currently on Revel (or on the roadmap) like Writing Solutions, Case Library, Mini-Sims, and Team Sims.



Sources of Content

- 21% find the course materials provided to them insufficient and refer to other sources.
- Another 21% find the course materials provided to them sufficient and find no need to seek other sources of content.
- 9% seek additional content in spite of finding the provided course materials sufficient.
- Another 9% don't find the provided course materials sufficient but choose to not seek other sources.



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II. Mid-module Check-in

A check-in survey was circulated for both the instructor and students at the halfway mark to gauge engagement levels and whether any course correction in product usage was required.

Instructor Experience

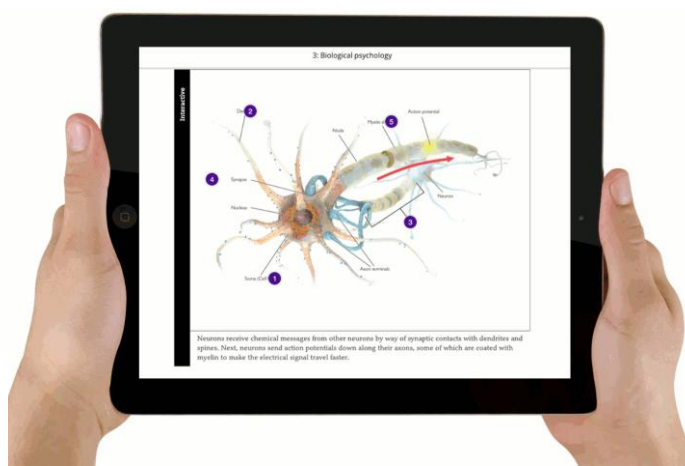
At the halfway point of the module, the instructor was requested to rate progress along the goals previously identified.

Parameter	Ideal Level	Mid-module Level
Assessment	An end-of-chapter quiz with similar difficulty and item style as the final exam, alongside shorter quizzes completed during the reading as immediate knowledge checks.	Quizzes assigned via Revel for each chapter. Students reported liking the questions and the format of the book.
Reading	100%	Reading assignments were not set.
Engagement	High, and feeling that they've received useful feedback on their learning progress.	Higher than at the beginning of term

Reasonable progress towards the desired goals was observed at this point.

The instructor was most engaged with creating and assigning quizzes. His thoughts on the relevance of assessment content on Revel at this stage were:

- 50% of the content on Revel was exactly as he would like it to be.
- Another 40% of the content was found to be good or acceptable.
- The remaining 10% of the content was omitted from use.





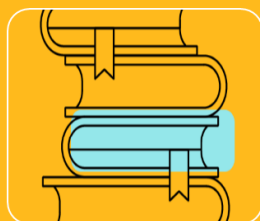
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Student Experience

The class was surveyed to gauge engagement and experience with Revel at the halfway mark. 75 students responded to this survey.



Reading

- 85% of the respondents reported spending time reading their textbook on Revel in spite of reading assignments not being set.
- 56% reported preferring reading on Revel over reading the physical book.



Assessment

- While the instructor did not track students' progress and score on the quizzes set, 89% reported having attempted quizzes on Revel.
- 65% agreed that the feedback provided through these quizzes helped them identify gap areas.
- **85% agreed that using Revel is improving their confidence in course material.**



Engagement

- 49% found the videos on Revel helpful.
- 40% neither agreed nor disagreed on finding the videos useful, suggesting that they did not engage with them as they read.
- 19% reported spending time exploring Revel on their own, suggesting low to average unprompted engagement with the platform.
- **63% agreed that using Revel was improving their overall interest in the course.**



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III. Final Assessment and Conclusion

A final set of surveys and interviews were conducted with the instructor and students after the final exam to round up their Revel experience. The following table compares ideal levels of the metrics of student success with their module-end levels and evaluates Revel’s contribution:

Parameter	Pre-Revel level	End-module Level	Goal Status
Assessment	None	Assigned quizzes for each chapter and section via Revel	Achieved
Reading	About 80% of students read all of the assigned textbook sections, but the instructor can’t be sure.	Reading assignments were not set, but students shared their satisfaction with the reading experience on Revel	Progress in the desired direction
Engagement	Medium-high What students most need is increased feedback on their learning.	Higher than at the beginning of term. Students reported being satisfied with quiz feedback on Revel.	Progress in the desired direction

Strengths

- Quizzes
- Audio book (especially for accessibility)
- Flashcards

Opportunities

- Add more content so that instructors are left with a decent volume of content to set quizzes even after skipping some questions.
- Add a standalone quality to questions by avoiding references to examples or applications from the textbook and instead describing examples anew for each question.
- Synchronize the audio book with the e-book so that the e-book pages automatically move with the audio.
- Introduce night mode for reading.
- Textbook content feedback: The instructor found its content not holding up to recent scrutiny and findings, particularly regarding replication trouble. While the instructor admits that comparable texts are also similarly limited, if a text that addresses this problem were to become available, he would likely switch.



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Final Round-up

The class was surveyed to gauge engagement and experience with Revel. 75 students responded to this survey.

Instructor

- Willing to continue using Revel for subsequent courses
- Extremely likely to recommend Revel to a friend or colleague

Students*

- 60% of the respondents want to continue using Revel for subsequent courses.
- 40% maybe want to continue using Revel.
- **NPS: 30** 🏹

*Based on 10 responses

Compliments from Students

"I found that I could study from anywhere using the online features and especially the ones that allowed me to track my progress, so I knew, that I was learning and what I was supposed to"

"The audio book was very useful - especially for dyslexic students."

Increased Instructor Engagement with Revel

"I'm just imagining how to do it next semester so that they [students] use it [videos] more, possibly showing an intro video to get them set up ... or show them a video during class or just assign it."

"One of the things that I was picking up on was that students will learn the material less well if they're cramming it all in the last week. So yes, I could improve learning outcomes by it [setting reading assignments]."



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To conclude, the following quote describes how Revel's value proposition encouraged the instructor to do some research on independent sources and think more deeply about effective pedagogy.

"...part of what [Revel] helped with was information that I didn't even know I was looking for before the semester. I ended up doing some reading on effective pedagogy that was stressing the importance of quizzing while reading, and quizzing multiple times - as something that helps students. ... I want the students to know how much they have learnt so that they can guide their reading ... and also use quizzing as a learning device."