Learning makes us
IMPROVING OUTCOMES FOR 21ST CENTURY LEARNERS THROUGH DIGITAL INNOVATION

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Mission

To inform you on how Coastal Bend College leverages digital technology to improve outcomes for 21st century learners.

Texas Rangers Alice, Texas 1878
Sources

- Alice Cooper *School Out for Summer* 1972
- *It's a REVEL –ution Bee Biscayne Newspaper*
- REVEL-ution, March 2015, Bill Clough
- Higher Education Tech Decisions Magazine, Coastal Bend College
- “REVELs” In Learning Success with Pearson, Jessica Kennedy, January 2015
- *Technology Supplement from Community College*, Spring 2015
- Efficacy Study, June 2015, Nicole Kunzmann
- *Who is Using Social Media?*, RSO Consulting, Dec 2014
Sources

- Pearson’s Managing Director, Higher Education, Paul Corey, September 2014
- David Goolbar, *They Haven’t Done The Reading Again*, September 2014
- The Coming Ubiquity of Information Technology
  - 2014: 12 million e-readers
  - 20 million sold in 2011, according to Forrester Research.
AGENDA

Situation
• Background
• Veracity Check

Concepts of Operations
• REVEL
• REVEL In Use
• Efficacy study
• Conclusion
SITUATION

Background: Frustration

• Abyss of Knowledge?
  - The RCA Dog Look

• No Reading or No Retaining (They Haven’t Done the Reading. Again., Pedagogy Unbound, David Gooblar, Sept. 2014)

• It’s History of Government

• Decrease in students’ ability to retain course content (Gooblar)

• 70% of students come to class not doing the reading assignment (Gooblar)

• Steady decrease in students’ writing quality (Gooblar)
Background: Obstacles

- Reading remains a core and a critical foundational skill. (Corey)

- The ubiquity of information today demands “critical reading” (The Coming Ubiquity of Information Technology, Kenneth C. Green)

- Advances in technology, pedagogy and learning science allows:
  - Reading to be augmented with rich media
  - Interactivity sparks engagement, curiosity and the excitement of learning.

![Tablet ownership over time graph](image)
SITUATION

Current

• My students’ life?
  – Low socio-economic level
    ○ Book cost is an issue
    ○ Oil fields
  – Single moms
  – Job and school
  – Part-time
  – Rural communities
  – Long commutes
SITUATION

Veracity Check

• M.J. “Man in the Mirror”
  — Is it me?

• I concluded, I need to overhaul my ways.

• Traditional ways are not effective. I have to do better.

• It’s Broke. Our Future is broke. That’s a major issue!!!!

• Has to be better ways for outcomes, but I don’t want bells and whistles.
CONCEPT OF OPERATIONS

Bottom Line Up Front (BLUF):

- REVEL took my classroom to the students.
- It enlightened their education through immersion, measured their performance and provided extant outcomes.
- Their success is literally in their hands. (BYOD)
- Therefore, I’m on a revel-ution to make a change.
CONCEPT OF OPERATIONS

- I want my classroom and external classroom to come alive
  - You don’t have to sit at attention to learn.

- I experimented with REVEL Fall 2014 U.S. History 1302 (after 1865)

- Three week trial. STUDENTS wanted to stay with REVEL
  - So We Have.

- Currently: 26 classes U. S. History, Governments (State and Federal)

- All Modalities, Approximately 730 Students
CONCEPT OF OPERATIONS

What is REVEL?

• It’s an immersive digital learning tool that replaces both the printed textbook and existing online learning tools

• REVEL is designed for the way today’s students learn, think and consume content

• The average American is accessing daily news in similar bite-sized portion with 30 percent of the U.S. population consulting Facebook for news
  - 10 percent consulting YouTube
  - 8 percent consulting Twitter (Shocking New Social Media Statistics in America, Jay Baer, Convince and Convert).
CONCEPT OF OPERATIONS

What is REVEL?

• REVEL provides course content in bite (byte)-sized (Ruth Salinas) information similar to new tech savvy ways

• Integrated with narrative, interactive activities (maps, timelines) and videos that empower students to think critically, engage with concepts, and take an active role in learning

• *It's all in one place*

• Its affordable to students

• **REVEL allows me to nexus reading to comprehension to assessment**

• REVEL, as with all of our “NextGen” technologies, is a first step
  - Continuous improvement
CONCEPT OF OPERATIONS

REVEL In Use

• Key Discussion Question from Book
  - IRAN Treaty

• Video on Topic played in class

• Lecture on Nuclear Proliferation

• Digital Map media sources

• Additional reading assignments highlighted in digitized book, multiple sources

• Role play of NSC

• Decision making process

• Critical Thinking

• Class interaction on topic
INFORMAL EFFICACY STUDY

• Class Involvement
• Assessments Scores Higher
• Students Enjoy REVEL
• Ease of Use
CONCLUSION

• I encourage you to embrace the 21st century digital format

• Lets agree to provide and deliver content in a manner that will engage students
  - Facilitate true comprehension of course materials,
  - Provide foundational skills that will lead to lifelong success.

• Our students are our future
IMPROVING OUTCOMES FOR 21ST CENTURY LEARNERS THROUGH DIGITAL INNOVATION

Catherine R Medrano
EDUCAUSE Conference
Indianapolis, IN
October 29, 2015
Catherine R Medrano, MA
Adjunct Instructor, Sociology & Chicano Studies
2 California Community Colleges
California State University
Soc 1 – Intro to Sociology

Teach Sociology 1 – Intro to Sociology at Both COS & FCC

Sociology 1:

• Focus on the study of people in society – our behavior, interactions, customs, norms, values, cultures and institutions

• Study topics stemming from everyday life and learn to view these topics through a critical sociological lens

Follow Same Syllabus at both Schools (same textbook, lectures)

• Student Do Not Perform the Same
The Setting

- Over 50% of Students are of Hispanic Background
- Rural Setting (127,000)
- Traditional College Student Profile
  - Younger, Straight Out of High School
  - Working Part-Time
  - Live with their Parents
  - Good Study Skills

- Over 50% of Students are of Hispanic Background
- Urban Setting (500,000+)
- Non-Traditional College Student Profile
  - Older
  - Working Full-Time
  - Parents/Single Parents
  - Poor Study Skills
Challenges in the Classroom

1. Poor Study Skills: Students were not reading the book!
   • “It seems like you lecture out of the book. Do I really have to buy the book?”

2. Limited Class Participation/Engagement
   • Difficult to have in-depth, advanced, analytical discussions when no one has read the chapter
   • “What is Deviance?” – No answer.
   • When I lectured on the material, they were hearing it for the first time.
Challenges in the Classroom

3. Poor Exam Scores

• Fall 2014, Administered 4 Exams
  • Utilized Publisher-Provided Test Banks

  **Average Exam Scores**
  - 75% (averages of highest three exams)
  - 68%

  *Q: Am I a bad professor?*

  Soc 1 @ COS = Students do well
  Soc 1 @ FCC = Course with a High Fail Rate

  *Q: What did I do?*

  *I tried to help them pass the class!*

• Use Study Guides (cheat sheet) on Exams
• Drop their Lowest Exam Score
• Curved their Exam Scores (I didn’t feel good about it!)
A Change was Needed!

GRADE INFLATION

AVERAGE
BELLOW AVERAGE
COMPLAIN UNTIL YOU GET A BETTER GRADE
THE DEAN GETS INVOLVED
FILE LAWSUIT
IN COMPLETE DENIAL

WWW.PHDCOMICS.COM
• REVEL – Accountability Tool / To Get Students to Read
• Short Term Goal: Improve Student Performance on Exams
Implementation

Intro to Sociology: Cover 9 Chapters throughout the Semester

• Chapters are broken down into 21 smaller REVEL reading assignments
  • Almost every class day, there are REVEL assignments
    • Ex: Mon, Week 16 – Gender (Readings on Gender are due before coming to class)
  • Helps students, especially those lacking strong study skills, to keep up with the reading throughout the course

• Quizzes:
  • Embedded within the REVEL readings are worth 10% of a student’s overall grade
  • Holds students accountable
  • Provides valuable feedback about how well they understand the material
Assignment Due March 19
By 9:00 AM Worth 81 points

Message from Medrano, Catherine

CHAPTER:
6: Deviance and Social Control

More Details
- The Conflict Perspective (21 points)
- Reactions to Deviance (21 points)
- Summary: Deviance and Social Control
- Chapter Quiz: Deviance and Social Control (39 points)
Efficacy Study

- Pearson, Efficacy Study
- Pre-REVEL & Post-REVEL Exam Scores
- Short Term Goal: Improve Student Performance on Exams

Results?
Results: Average Exam Scores

Success!

Fall 2014: 68
Spring 2015: 83
Results: Average Exam Scores

Success!

- Fall 2014: 75
- Spring 2015: 78
Correlation: Overall REVEL Score & Final Course Grade

Figure 2. Correlation Between Overall REVEL Score and Final Course Grade at Fresno City College (Spring 2015, n = 66)

Figure 3. Correlation Between Overall REVEL Score and Final Course Grade at College of the Sequoias (Spring 2015, n = 49)
Using REVEL for 3 Semesters Now:

- Spring 2015 – 3 classes
- Summer 2015 – 2 classes
- Fall 2015 – 5 classes
Benefits Observed

- Improved Exam Scores
- Higher Completion Rates of Reading Assignments
  - Students Like Easy Access to Reading
  - Quizzes, Activities Help them Retain Information Better
- Students Come to Class Better Prepared
- Increased Student Participation and Engagement in Class
  - “What is deviance?”
- More In-Depth Discussion
- As a result of this increased participation and engagement, students develop a deeper understanding of the material, allowing us to apply sociological concepts to everyday life.
  - Improving Student Learning Outcomes
Short Term Goal

Goal Met!

• Improve Student Performance on Exams
Long Term Goals

- Stop Curving Exam Scores
- Stop Letting Students Use a Study Guide on the Test
- Stop Dropping the Students’ Lowest Exam Score

Today: with REVEL, My Soc 1 students and I have met all 3 goals!

So now…
The Grade they Get is the Grade they Earned!

GRADE INFLATION

AVERAGE  BELOW AVERAGE  COMPLAIN UNTIL YOU GET A BETTER GRADE  THE DEAN GETS INVOLVED  FILE LAWSUIT IN COMPLETE DENIAL

WWW.PHDCOMICS.COM
THANK YOU!