



Pearson

# A Revel Study:

**Examines the Impact on Student Performance in an  
Abnormal Psychology Course**

## Key Findings

Lee Kooler, a professor at Modesto Junior Colleges, believes implementing Revel in her Abnormal Psychology course is very beneficial in many ways including:

- Reducing administrative load and offering flexibility
- Providing access to the program on the very first day of school through the Inclusive Access option
- Offering a quality product at a very affordable price
- Supporting student engagement

Further, an end-of-semester student survey shows students enjoyed their experience with Revel, the vast majority finding it a better solution than their previous textbook, believing it was a good value for the money and it increased their understanding of the course material. Course data shows students that chose to utilize Revel for studying and course preparation performed better overall.

**School Name:** Modesto Junior College

**Course Name:** Abnormal Psychology

**Course Format:** Face to face

**Course Materials:** Revel for *Abnormal Psychology in a Changing World* by Nevid, Rathus and Greene

**Time Frame:** Fall 2019

**Educator:** Professor Lee Kooler

### Setting

- **Locale:** Modesto Junior College is a public community college in Modesto, California
- **Enrollment:** Approximately 19,300
- **Freshman Acceptance Rate:** 100%
- **Undergraduate In-State Residency:** \$1,104
- **Full-Time Retention Rate:** 69%
- **Ethnicity/Race:** During the years 2011-12 through 2015-16, the largest enrolled population at MJC (after Hispanic students) was White students, at an average of 38% of total students, followed by Asians at 5.4% and African Americans at 3.7%.
- **Six-Year Graduation Rate:** 19%

## About the Course

Abnormal Psychology (PSY 105) has the aim of helping students determine the criteria for psychological abnormality and identifying a variety of mental disorders.

## Challenges and Goals

Professor Lee Kooler was not covering as much of the textbook content as she would have liked due to other focuses, such as guest speakers and student presentations. Because she was not spending class time focusing on the content of the textbook she still felt an overview of all disorders was important for students.

She had 3 main goals for her students which were helping to reduce the stigma associated with mental illness, becoming comfortable interacting with and caring for those who have mental illness and gaining compassion for them. She hopes each student leaves with a better understanding of what it feels like to be afflicted with mental illness. Further, she wanted to educate students about available resources for future reference in case they developed an interest in particular disorders later in life.

The typical students for this course were both full and part-time, freshman or sophomores, and the majority majored in psychology. About 30% of students were not taking it for their major, but instead were interested in mental illness in general or had mental disorders themselves they were hoping to learn more about. Most of them end up transferring to 4-year institutions. A small percentage of students have already earned their bachelor's degree but needed to return for their physical therapy doctoral program.

The decision came to implement Revel after attending Pearson presentations and speaking extensively with a Pearson representative, where she asked herself, *"What is the best way I can hold (students) accountable for the material I may never be able to touch upon in class? Revel was my ideal solution."*

## Implementation

Lee has been teaching psychology courses at Modesto Junior College for over 30 years, has been teaching Abnormal Psychology since she started at the college, and is also a licensed Marriage and Family Therapist (M.F.T). The implementation model is face-to-face, at its start enrolled approximately 100 students, and met two days a week for an hour and a half. Fall 2019 was her first semester utilizing Revel in this course. The Fall 2019 assignments were:

### Revel Quizzes

All section quizzes and 14 chapter quizzes were completed through Revel. The section quizzes were conducted on Tuesdays while the chapter quizzes were conducted on Fridays. All the section quizzes and chapter quizzes were taken outside of the classroom.

### Clicker Quizzes and Final

Both the class quizzes and final were completed with i-clickers and were multiple choice, with the class quizzes conducted on Thursday and the final at the end of the semester.

### Disorder Research Paper and Presentation

Students in groups of 4 research a particular disorder and had to include at least 8 literary sources. In the paper they discussed symptoms from the DSM 5, causes, treatment and 2 cases of the particular disorder. They then presented their paper for about 45 minutes and included a class experience.

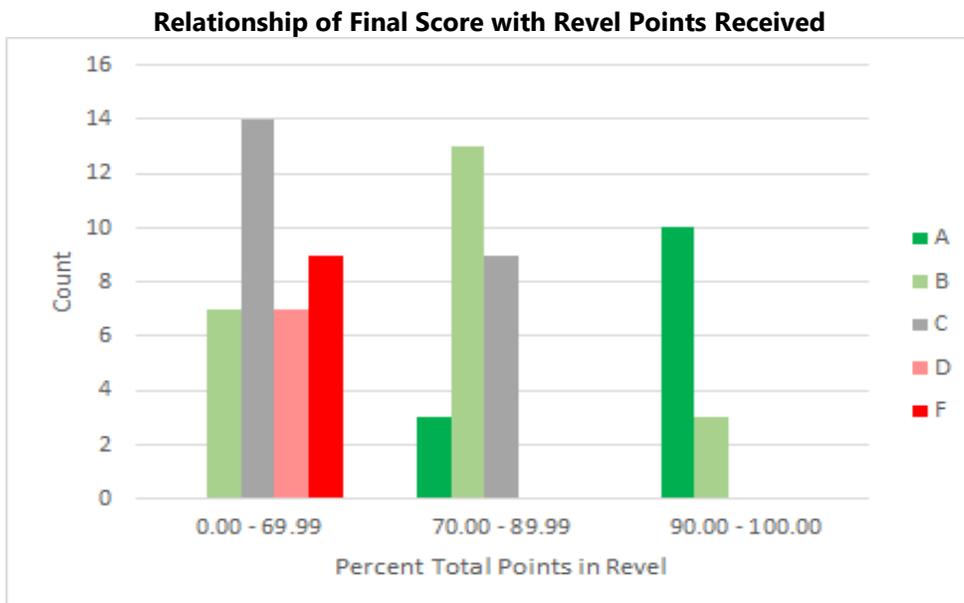
In addition to the lecture and assignments, a tour of a residential living facility was conducted on the same day as the final exam and lasted 1 hour.

### Assessments

- Revel Quizzes and Assignments: 25%
- Clicker Quizzes and Final: 15%
- Presentation: 30%
- Disorder Paper: 30%

## Results and Data

The graph below shows that performance within Revel is predictive ( $r = 0.81$ ,  $p\text{-value} < 0.001$ ) of overall student course performance ( $N = 75$  students). As depicted in the graph, students receiving 90% of the total Revel points earned either an A or B in the course. However, students receiving 69% or less of the total Revel points earned a C or below in the course.



## The Educator Experience

Overall, Lee had a very positive experience implementing Revel. She feels it added value to her course and supports both learning and teaching. For teaching in particular, she finds Revel helps ease administrative burden and allows for flexibility, *“With Revel I think online learning is much more robust, much less work for the instructor, because the platform floats by itself and that leaves me free to be really creative about other components of online teaching.”*

Lee opted for the Inclusive Access option for Revel. This allows students to access Revel on the first day of the course. She is very happy with this option and finds it extremely beneficial as it made the process of starting the course smoother and students have the opportunity to start diving into material immediately.

***“Most students had access to it on day one and they were all in, which was a tremendous asset to the class process because there was no delay in having textbooks be purchased or mailed or any of that. It was right immediately.”***

In Lee’s opinion, Revel was easy to purchase and at a really wonderful price point, *“The price was fantastic and the ease of acquiring it was great.”* She believes students feel the same way, *“No one that paid for it complained at all. They all just thought it was easy and great.”* Further, she felt students were getting value for their money as before she felt badly they paid exorbitant amounts of money for a textbook that wasn’t emphasized in class *“so this feels much better.”*

Lee’s goals of holding her students accountable for reading the content in the text and providing resources for information on mental disorders is achieved through the use of Revel. She finds *“it definitely helps with becoming aware of the vast variety of mental disorders that they wouldn’t get in class and the book gives them those resources as well.”*

Not only does Revel help Lee achieve her goal of getting students to read the text, but because they are engaged with the material they are doing much better on quizzes,

***“The main thing about Revel is that it’s holding them responsible for the text material, which I really want them to read and I really haven’t had a great way to hold them accountable other than giving them in class quizzes but they historically don’t do very well in those because they are not reading. Now they are acing the in class quizzes.”***

Student engagement is also apparent through their desire to start conversations in class regarding material found in the textbook. Revel is cultivating conversation in class which is seen as a huge benefit for Lee as it also holds her accountable for reading the text saying, *“Revel made the professor read.”* She finds the case studies particularly fascinating and students enjoy discussing them in class.

In addition, Lee believes Revel helped students achieve topic mastery in a more profound way compared to their previous textbook, as shown through their performance on section and chapter quizzes administered through Revel.

According to Lee, without the support from the Pearson team she would have really struggled to implement Revel so efficiently and successfully her first semester. *“They got a wonderful presentation from a Pearson representative, telling them exactly how it works on day 1 and without that I probably would have really struggled.”*

## The Student Experience

In the Fall of 2019, students using Revel in their Abnormal Psychology class took an end-of-semester survey, in which all 65 students responded, highlighting their experiences utilizing Revel.

- 94% of respondents strongly agreed or agreed that completing Revel reading and quizzes increased their understanding of course material.
- 89% of respondents found their experience learning how to use Revel very easy or easy.
- 85% of respondents were able to sign in and start using Revel the first week of class.
- 85% of respondents strongly agreed or agreed that experiencing the text through Revel helped them feel more engaged with the course content than the traditional textbook.
- 83% of respondents strongly agreed or agreed they preferred using Revel over a traditional textbook.
- 80% of respondents strongly agreed or agreed Revel was a good value for the money.

Students found several of the features in Revel to be useful. Some of the features mentioned by students as being useful were the audio readings, the search function, being able to highlight text, and the ability to check performance scores.

Students' survey comments regarding their perceived benefits of Revel included:

- *"It is very easy to understand and comprehend."*
- *"I could complete assignments on the go without carrying around a huge textbook."*
- *"It is really easy to use and access anywhere, and it has flashcards available to you with all of the terms you need to know in order to study."*
- *"Online quizzes improved my understanding and I did like the online platform for quizzes."*
- *"I was able to see right away if I understood something or not."*
- *"It was nice getting started right away."*

## Conclusion

Lee feels Revel would be a wonderful fit for instructors at similar institutions as it is a wonderful value for the money, which she thinks is priced incredibly well, it is an *"excellent teaching tool"*, and is easy to learn, telling other instructors *"the cost is not a problem and learning how to use the system is not a problem."* While there is a push for the institution to use open educational resources, she feels Revel offers both quality and affordability, *"we can't get the quality that Revel offers us with an open educational resource. Nobody is going to do that much work, so we needed a book that we could use that would come in at a good price and make the administration happy."*



Student survey responses also indicate the vast majority of students would recommend Revel, with 86% of students responding they would recommend it to other instructors and students. Further, students enjoyed their overall experience utilizing Revel, with 80% of respondents rating their experience as excellent or good, with one student commenting, *"I think my experience with Revel was wonderful and the way everything is set up works out really well."*

When asked if she would change or improve her Revel experience going forward, Lee replied, *"You guys do absolutely everything! There are videos, printed materials, consultants, and tech support. Seriously, you guys are so awesome! So, no, there is nothing."*

Overall, Lee finds many benefits to implementing Revel in her Abnormal Psychology course. Course data shows that students who took the opportunity to work within Revel, receiving 90% of the total Revel points, all earned either As or Bs for the course. Therefore, she feels it is a valuable tool for teaching and learning. She is happy with her experience with Pearson as a whole saying,

***"You guys have a class act, all the way through. I am very impressed. It is not just about the profit motive; you are really focusing on how you can help people learn. You guys have gone deep into this learning science and I've been really excited that you care about that."***