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A Revel Story:

University of Melbourne



Key Findings

A lecturer at the University of Melbourne believes utilising Revel in her Master in Teaching course is very beneficial in many ways including:

- **It provides the reading content and questions in a highly accessible and flexible manner to support learning and teaching.**
- **It allows students to engage in in-depth discussions during the tutorials, further motivating them to engage with the theory as well as practice.**
- **Complex content can be presented in different modes, which allow students to reinforce and revise key concepts.**
- **It provides a medium for the educator to communicate with the students in a convenient and efficient manner.**

Summary

In this Educator Story, Revel is used in the Master of Teaching course at the University of Melbourne. The course is delivered in a face-to-face format and Revel is being used as a platform for completing the weekly readings. The educator finds Revel complementary in supporting students to learn concepts in different ways.

Description of the Course

Revel is used in a three-core suite of subjects. These are: Introduction to Clinical Practice, Integrating Clinical Practice, and Becoming a Clinical Practitioner. This Revel title is *Educational Psychology* by Anita Woolfolk Hoy and Kay Margetts.

The educator in this Educator Story has been teaching the Master of Teaching for six semesters and she has been using Revel for the last two. During the semester, there is a 1-hour lecture and 2-hour tutorial every week. Although the lectures are delivered in-person, they are also recorded for online viewing. The educator assigns weekly readings and multiple-choice questions in Revel.

There are about 140 students enrolled in this course from diverse backgrounds. Some of them are new graduates who have recently completed an undergraduate degree, while others are returning to school, after entering the workforce, for this postgraduate teaching course.

For Introduction to Clinical Practice, there is a Clinical Praxis Exam. It is an assessment task which involves the students articulating the link between theory and practice. While students are out on teaching placements at schools, they will complete an intervention in the classroom, which consists of planning, monitoring and assessing their students at their point of need. This task requires them to combine all of their knowledge from the Education Foundations and Introduction to Clinical Practice subjects, which focuses on education theory, pedagogy and assessment.



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At the end of the semester, students are required to deliver a 20-minute presentation, followed by 10 minutes of questioning by two academics. The students need to be able to justify their decision-making and approach of intervention. This assignment counts for 60% of their mark for this subject.

The other major assessment in this subject is an essay on managing the classroom environment. It is assigned at the beginning of the semester before students go on their first placement. This assignment counts for 40% of their grade.

Although each subject has its own teaching focus and assessment tasks, Revel provides the reading content and questions in a highly accessible and flexible manner to support learning and teaching across all three subjects.

Product Implementation

Two of the core subjects - Introduction to Clinical Practice and Becoming a Clinical Practitioner – focus on teaching as a clinical profession. The students are guided through a cycle of clinical reasoning, where they look at what their students can do, and think about the theory that underpins possible interventions. Students need to be able to continuously assess and evaluate their teaching practice as part of a clinical teaching cycle.

As the educator points out, it is important to merge theoretical perspectives and research with teaching practice. Therefore, the goal for the course is to help students to feel confident in designing curriculum and assessments that are evidence-based and meet the learners' points of need. The purpose of using Revel is to maximise engagement with the readings that complement the lectures and tutorials.

During the teaching period, the educator assigns one or two weekly online reading assignments in Revel, as well as multiple-choice questions that provide instant feedback to students regarding their understanding of the content. The tasks completed in Revel currently do not count towards the grade for the subject. Since writing new questions is a very time-consuming task, the educator utilises the existing multiple-choice questions in Revel, deleting those which do not apply directly to the subject.

The educator used the annotation functionality in Revel to add notes, links to articles and additional information in specific reading chapters. She reports that students find this helpful as they can easily access these additional materials directly from within Revel. In this way, Revel provides a medium in which the educator can communicate with the students in a convenient and efficient manner.

The educator notes that not all students complete the post-reading questions. However, she said this is not because they don't want to, but often they are unable to complete them on time with their busy academic schedule. As a solution, the educator has considered extending the due date for these questions to the end of the semester, allowing students a longer period of time to access those questions.

Typically, students have a chance to reflect on their reading during the tutorials, which allows them the opportunity to be actively engaged with the content. Further, the tutorial activities provide them with the opportunity to apply what they just learned.

"It is not passive learning. The students read a little and do a little."



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“By using Revel, it is not just reading a text, there are videos and other features that make learning more interesting. They can also highlight and take notes to support their learning.”

Measures to Support Students

Since this is a diverse cohort, some students are returning to studies after 10 years or more. As a result, some preventative measures to support students have been put in place. For example, the University Library supports the academic program by providing scholarly literacy sessions for the students at the very start of the course. They also offer help with academic skills, special lectures and support sessions about writing assignments, which are held before major assignments. These support initiatives are available to all students.

Educator Experience and Perception

At the beginning, there was a challenge to integrate Revel into their Learning Management System (LMS). There were some initial problems but Pearson representatives were really helpful and the issues were resolved.

The main challenge was how to encourage the students to read online, as students each have their own personal preferences. Some of them prefer to read hardcopies and reduce their screen time. Others love the fact it is online and they can access the readings on their mobile devices. The videos and reference links are also helpful in creating a more engaging learning experience.

The educator found Revel to be helpful in supporting her to achieve her goal for this course: to combine theory and practice. To satisfy the need to justify which classroom intervention is the most appropriate, the students need to be critical, in terms of what they read and consider whether or not the approach is research or evidence-based. In addition, the online reading assignments prior to tutorials allow students to engage in in-depth discussions during the tutorials, further motivating them to engage with the theory as well as practice. The educator indicated that she plans to use Revel for the next semester.

The educators liked that Revel presented information using different modes, which she felt allowed students to reinforce and revise key content. Given her positive experience, she said she plans to use Revel for the next semester.

“Revel really complements what we already do to engage students in learning concepts in different ways.”

Conclusion

The educator found Revel to be very useful in merging the theoretical concepts and teaching practice, which is an important goal for her in teaching this course. It allows her to present content and questions in highly accessible and flexible manner. Students are given online reading assignments beforehand and they become more motivated to participate in discussions during their tutorials. Revel provides a medium for the educator to maximize engagement and to communicate with students more efficiently. In many ways, it is a valuable tool to support the teaching and learning of this course.