

School Name Florida State University, Tallahassee, FL

Course Name Art History II

Course Format Face-to-face

Key Results Using REVEL's performance dashboard I could see how frequently students accessed their course material and completed their assigned readings. Students who completed their REVEL assignments and earned an overall REVEL score of 70 percent or more scored significantly higher than their peers on the exams.

Submitted by
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Course materials
REVEL for *Art History* by Stokstad and Cothren

Setting

Located within a mile of downtown Tallahassee, Florida State University is a competitive, public, four-year institution serving more than 32,000 undergraduate students. The average age of undergraduate students is 21. Most live on campus their freshman year, and 20 percent of all undergraduates live on campus. The Art History II course, *History & Criticism of Art*, introduces students to the history of Western art from the early Renaissance to the modern period. Through classroom lectures and discussions, readings, and written assignments, students learn to think about the meaning and function of art objects within the social, religious, political, and technological contexts surrounding them. Rigorous writing assignments develop students' critical and analytical skills. Students taking this course are mostly full-time freshman or sophomores, and a few in each class are first generation college students.

Challenges and Goals

Before using REVEL for *Art History* by Stokstad and Cothren, I used the printed version of the text. I assigned reading but had no way of knowing if students completed it other than by their performance on the exams. Because students weren't held accountable for the reading, I found that they were not completing the assignments and were coming to class unprepared to participate in discussions. I adopted REVEL because my department began to require it. Though I didn't set additional goals beyond what I usually expect from my classes, I did hope that REVEL would be easy to use and make the textbook more accessible. I wanted students to read more so that they would have better

context before coming to class. Also, I saw REVEL as a way to require students to read important content outside of class that I may not have time to cover during class.

Implementation

I have always assigned readings from the textbook. This semester I didn't change anything about the way I taught my course other than to make the REVEL reading quizzes worth extra credit points. Beginning the first week of the semester, I assigned readings in REVEL to be due by the start of each class. The REVEL reading assignments included short quizzes designed to help students retain the information they read. The number of points students could earn for each question depended on whether they answered it correctly on the first, second, or third attempt. I made it clear in my syllabus that there were no make-up opportunities for these assignments.

At the end of the semester, I exported my students' overall REVEL scores from the performance dashboard. If a student earned at least 600 out of a total of 852 assigned REVEL points, equaling an overall REVEL score of 70 percent or better, they received five bonus points toward their final course grade. Students with an overall REVEL score below 70 percent did not receive any additional points.

Assessments

50 percent Writing Assignments (three)
40 percent Exams (three)
10 percent Quizzes (three)

Extra credit points

5 percent REVEL (9 chapters; 21 assignments)

Benefits observed

- REVEL is easy to use. I did not have to change anything about the way I taught my course.

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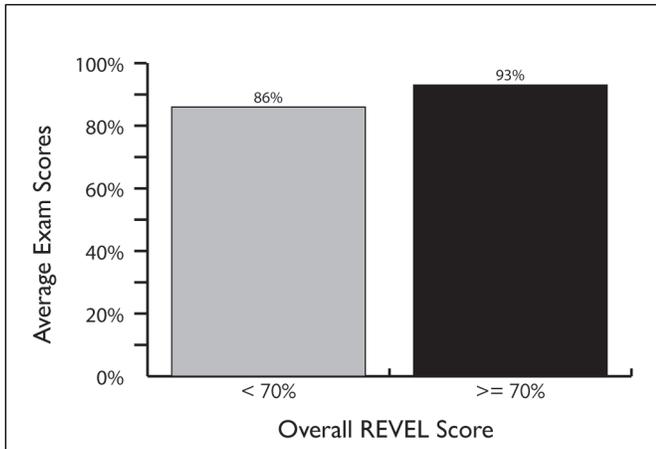


Figure 1. Average Exam Scores (Exams 1–3) for Students Who Earned an Overall REVEL Score of 70 Percent or Above vs. 69 Percent or Below (Spring 2015, $N=33$)

- I could see how frequently students accessed their course material and completed their assigned readings. Thirty out of 33 students had access to their required course material in time to complete their first REVEL assignment, due one week into the semester.
- Students who earned at least 70 percent, 600 out of a total of 852 assigned REVEL points, performed better on exams.

Results and Data

Students who earned an overall REVEL score of 70 percent or more ($M=93\%$, $SD=6\%$, $n=11$) scored significantly higher on exams than students who scored 69 percent or less ($M=86\%$, $SD=9\%$, $n=22$), $t(1) = 2.40$, $p < .05$. A similar t-Test performed for REVEL assignment completion rates found no significant variations in performance. From this limited sample, it appears that merely completing REVEL quizzes does not have the same effect as doing well on the quizzes. As mentioned above, the number of points students can earn for each REVEL quiz question depends on whether they answer it correctly on the first, second, or third attempt. Although students get up to three attempts to answer each REVEL quiz question, they should always do their best to answer each question correctly, in as few attempts as possible.

The Student Experience

I believe it is important for students to ask each other for help with understanding the course material. Students can benefit a great deal by sharing best practices.

One first generation student's advice to other students new to using REVEL is: "Do the homework; it helps you prepare for the tests."

Another student in the class would advise other students to: "Keep up with assignments, some require more time than others."

Conclusion

Because this was my first semester using REVEL, I wanted to start slow. I decided to assign REVEL reading as extra credit. One thing I learned is that if you want REVEL to help students succeed, you need to make it an integral component of their course grade. Otherwise, most students will not treat REVEL any differently than a hardcopy textbook.

For written work, I currently assign three papers that are worth a total of 50 percent of a student's course grade. The papers help students develop their writing and critical thinking skills over the course of the semester. In the future, I may consider having students submit the first draft of each paper through REVEL, taking advantage of its new essay assignments and the built-in Turnitin feature that checks for improper citation or plagiarism.

References

http://www.collegedata.com/cs/data/college/college_pg01_tmpl.jhtml?schoolId=817

<https://www.fsu.edu/about/students.html>

M = Mean

SD = Standard Deviation

N = Number of learners