

Tarrant County College - Northwest Fort Worth, Texas

INSTRUCTOR Laura Matysek Wood

COURSE NAMES U.S. History to 1876; U.S. History Since 1877

CREDIT HOURS 3

COURSE FORMAT Traditional

TEXT *Visions of America* by Keene

CONTRIBUTION OF MYHISTORYLAB TO FINAL GRADE 62%

TYPES OF DATA REPORTED Improvement in final course grades; Student survey results

MYLAB USER SINCE 2012

PROFESSOR LAURA WOOD, a MyPoliSciLab user since 2005, embraced the opportunity to class-test the new version of MyHistoryLab. “I evaluated the new version of MyHistoryLab and found it very robust and sophisticated. I wanted to measure student learning to determine if MyHistoryLab was more effective than a traditional teaching approach,” says Professor Wood. “I implemented MyHistoryLab in fall 2012 to compare student benefit, reaction, and success with MyHistoryLab versus with my self-created assignments.”

TEACHING WITH MYHISTORYLAB

Professor Wood teaches two sections of the U.S. history survey course each semester with 50-65 students per section. Students in the class are mostly freshmen with a mix of traditional and non-traditional students, including some veterans. Professor Wood says, “I begin by demonstrating MyHistoryLab in class for students. I require students to work in MyHistoryLab outside of class, completing the Critical Vision videos with quizzes for each chapter, selected lab assignments, and one auto-graded essay assignment.” She continues, “I love the MyHistoryLab activities and assignments—the breadth, variety, and choice is just unparalleled. The assignments are similar to those I’ve developed over the years but at a high level of sophistication and multimedia immersion that students really respond to.”

“The Critical Vision video features demonstrate how technology can really enliven history—they are one of the best resources I’ve seen anywhere for history.”

—Professor Laura Wood

STUDENT LEARNING WITH MYHISTORYLAB

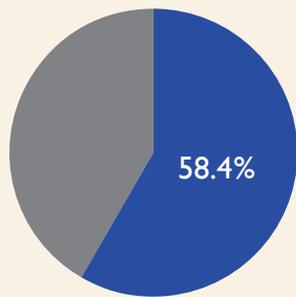
Professor Wood states, “MyHistoryLab challenges students to think deeply and critically about history. Initially, students were surprised that the MyHistoryLab exams were so much more challenging than the high school exams they were accustomed to. MyHistoryLab exams ask questions about the basic facts of U.S. history and then go further to assess whether students truly understand what they’ve studied. As we proceeded,

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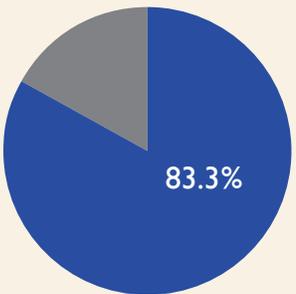
—Professor Laura Wood

Student survey results U.S. HISTORY TO 1876

MyHistoryLab helped me
prepare for exams

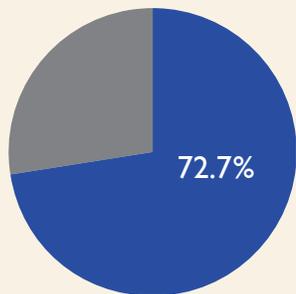


MyHistoryLab is user-friendly

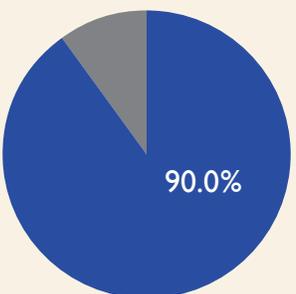


U.S. HISTORY SINCE 1877

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I found that students kept pace better when I gave them more frequent reminders about assignment expectations and due dates. We also—the students and I together—explored MyHistoryLab’s resources and learned to use them more effectively.”

She continues, “MyHistoryLab helps students with weak reading comprehension and diverse learning styles. I found that students of all abilities really liked the audio book. Perhaps it mimicked the experience of lecture for students; in any case, students appreciated hearing the text as well as reading it.”

“My favorite feature is the Critical Vision videos that open each chapter in MyHistoryLab. Here, the authors give a passionate introduction to the material and how to approach it. They outline the learning objectives clearly for students. This is critical because many students don’t know how to study history. In the Critical Vision videos, the authors tell students what to focus on and why they should be excited about the material. The Critical Vision features demonstrate how technology can really enliven history—they are one of the best resources I’ve seen anywhere for history.”

RESULTS

Statistical results with MyHistoryLab versus without MyHistoryLab; Fall 2011-Fall 2012

- **U.S. HISTORY TO 1876:** Class average rose 2% over previous year; Textbook exam average rose 5.5%
- **U.S. HISTORY SINCE 1877:** Class average dipped 1.5% compared to previous year; Textbook exam average rose 1.5%

ANALYSIS

First year statistical results integrating a new textbook and MyHistoryLab show student success at approximately the same level or slightly improved in fall 2012 compared to the previous two semesters without MyHistoryLab. Qualitatively, Professor Wood noted that students showed more engagement and stronger understanding with MyHistoryLab than in previous semesters without MyHistoryLab.

Professor Wood explains, “Our first year with MyHistoryLab was a discovery process. I now give students more frequent reminders about assignments. I also advise students to begin each chapter with the superb Critical Vision video features that give students explicit study guidelines within a dynamic presentation of the chapter’s key points.”

“Initial student results are not dramatically improved,” she continues, “but I see signs that students are more engaged and understanding the material better. We are on the right track. I believe that the totality of instruction offered by MyHistoryLab’s resources together with my lectures and one-on-one instruction offer students an effective learning environment.”

CONCLUSION

Professor Wood sums up, “I see clear benefits for students in MyHistoryLab, and I will advocate for its continued use in our courses.”

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For a product tour or to find out more, please visit www.myhistorylab.com