

## Educator Study with ACHIEVE Read & Practice 2018-01



<b>CONTEXT:</b>	General Psychology course, delivered face-to-face, to 25 students
<b>PRODUCT USED:</b>	Scientific American: Psychology; Coco Ballantyne, Deborah Licht, and Misty Hull (eBook) with ACHIEVE Read & Practice
<b>STUDY DESIGN:</b>	Mixed methods with descriptive and correlational analyses

### How ACHIEVE Read & Practice supported student success through review and reinforcement at Eastern Florida State College

#### Institutional and course context

Eastern Florida State College is a public institution with four campuses and about 16,000 enrolled students located in Brevard County, Florida. Students can earn Bachelor's Degrees, Associate Degrees, or career training certificates. This study was conducted in a General Psychology course that is taught face-to-face on campus and had 25 students enrolled. The instructor has about 8 years of experience teaching Psychology and has previously used digital technology but did not find the tool to be very effective in their course in the past.

#### Instructor implementation

This instructor replaced the digital learning tool they had been using with ACHIEVE Read & Practice. The instructor chose to assign regular activities and require that students complete them. Students were able to retake the quizzes but retaking quizzes did not count toward their performance score. Students' performance on all activities assigned made up a total of 20% of a student's final grade. This instructor was using the tool for instruction and review, the reading was assigned before the lecture. Once in class, the instructor asks students to tell

the instructor about what they read and students were asked to discuss with their neighbor the quizzes so that they can review among themselves.

#### Course Goals and Challenges

In previous sections of this course that this instructor taught they found it very challenging to find methods for motivating students to remain on track with assigned reading, and motivating them to review material as a way to reinforce in-class lectures and discussions. Students reported that they often have difficulty staying on track with reading, remaining engaged in classroom activities, and reviewing for the exams. The goals of this semester were to develop methods for supporting reading and critical was to support review and reinforcement.

*“Read & Practice is an awesome tool for ensuring that students are reading and reviewing the course content regularly...students were more "connected" to the course content using Read & Practice.” -instructor*

#### Study Design

This study examined whether the use of ACHIEVE Read & Practice supported student engagement, positively influenced students review and reinforcement behaviors, and positively influenced overall academic performance. Surveys that were refined during pilot tests were deployed to instructors and students at the start and end of the course, instructors kept weekly logs of implementation and perceptions, a protocol for observing the classroom was used on site visits (adapted from Lane & Harris, 2005), an instructor interview protocol and

student focus group protocol were implemented. Product usage data, self-reported prior academic performance data, and records of current academic performance data were collected. Data were matched across sources and descriptive and correlational analyses were conducted.

## Results

This instructor and their students found ACHIEVE Read & Practice very easy to use and enjoyed the various features and capabilities.

**ACHIEVE Read & Practice supports students completing the required reading.** This instructor noted that in previous semesters it was very challenging to get students to complete the assigned reading. This semester there was an overall assignment completion rate was 86% and this instructor strongly agreed that it helped students stay on track with their reading noting one week, *“It is a way for students to test their understanding of the material. It encourages them to read the chapter!!”* Students were also asked to rate the extent to which Read & Practice helped them stay on track with the reading and on a scale of 1-4, the average rating was 3.8. One student who had strongly disagreed to staying on track with reading in other courses reported, *“It helped me to stay on task with my reading.”*

**ACHIEVE Read & Practice is an effective way to review and reinforce classroom lectures.** The implementation model that this instructor used promoted review and lecture reinforcement. Evidence from students suggests that the model was effective with the majority of students (76%) reporting that Read & Practice reinforced what they learned during class time. When asked to report whether they realized any benefit using Read & Practice, 64% of students included a comment about how the assignments in Read & Practice reinforced lectures and 56% included a comment on how it helped them review material.

*“I took each quiz the day before class and was able to understand the concepts and I've gotten As on all of my tests.”* - student

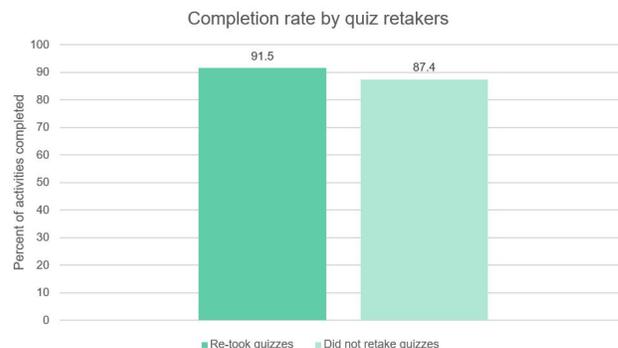
**ACHIEVE Read & Practice is an effective way to prepare for classroom assessments.** One item on the post-survey asked students to indicate the extent to which they agreed that Read & Practice was motivating and 64% strongly agreed that it was. A deep dive into the qualitative responses suggested that one of the most motivating factors was that students believed that quizzes helped them succeed on their assessments, so they were more likely to complete them. The instructor agreed that it helped students prepare for assessments noting one week, *“Students took their first test this week and I think the quizzes*

*have been beneficial towards their understanding of the subject matter.”*

*“When i used the quizzes to study for tests my grade went up.”* - student

**Re-taking quizzes in Read & Practice positively influenced completion rates and overall course performance.** The group of students who reported that they re-took quizzes had an average completion rate of 91.5%, while students who did not retake quizzes had an average completion rate of 87.4%. And, students who re-took quizzes reporting earning an A in the course at a higher rate than students who did not retake quizzes, even when considered within whether they had previous experience in Psychology.

*“It helped me study for the test because even though I finished the assignment, I was still able to go back and retake the quizzes and that helped me understand the material a lot better.”*



## Insights for Optimization

Instructor and student reactions and results were analyzed for insights into how the product could be further improved before commercial launch. The students provided valuable feedback on how the product can be improved. A trend that emerged was that the program took longer than expected to load on certain mobile devices. The development and engineering team is working on improving this speed before the product is launched fully into market.

## Insights for Instructors

In the study of this course, one of the critical findings was that students who retook quizzes had higher overall completion rates. Given the positive relationship between retaking quizzes and completion, instructors may consider offering extra-credit for retaking quizzes.

**Note:** These results are part of a larger implementation study of ACHIEVE Read & Practice across multiple institutions in a larger ACHIEVE Read & Practice implementation study. To access the full report and results please visit <http://www.macmillanlearning.com/catalog/page/learningscience>