

Improving Student Outcomes and Study Habits Using Technology to Promote Engaged Pre-Class Textbook Reading

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THE UNIVERSITY OF
NORTH CAROLINA SYSTEM

LEARNING AND TECHNOLOGY

SYMPOSIUM

April 13-14, 2023 | Charlotte, NC



Pearson

Goals of the Presentation

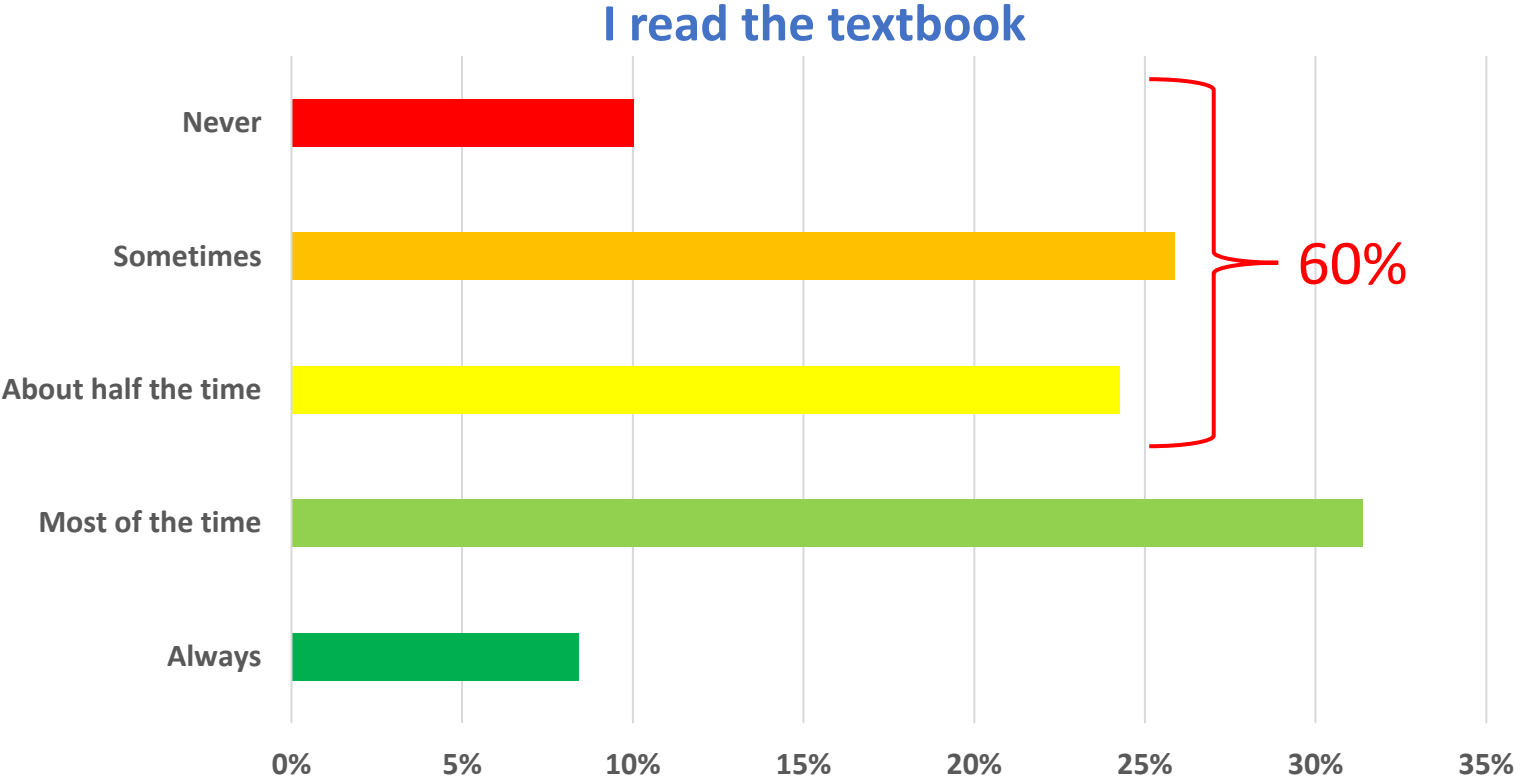
- What deficiencies / behaviors do your students exhibit that hinder their ability to succeed academically?
- Share some survey data on student behavior and the impact of a pre-class reading intervention.
- Quickly explain how and why I got involved in a textbook project.
- Explore how Economics Interactive and other textbooks built on Pearson's new Revel Learning Platform promote engagement to improve student outcomes through continuous formative and summative assessment.

A Conversation with the Group

- What deficiencies / behaviors do your students exhibit that hinder their ability to succeed academically?
 - ?
 - ?
 - ?
 - ?

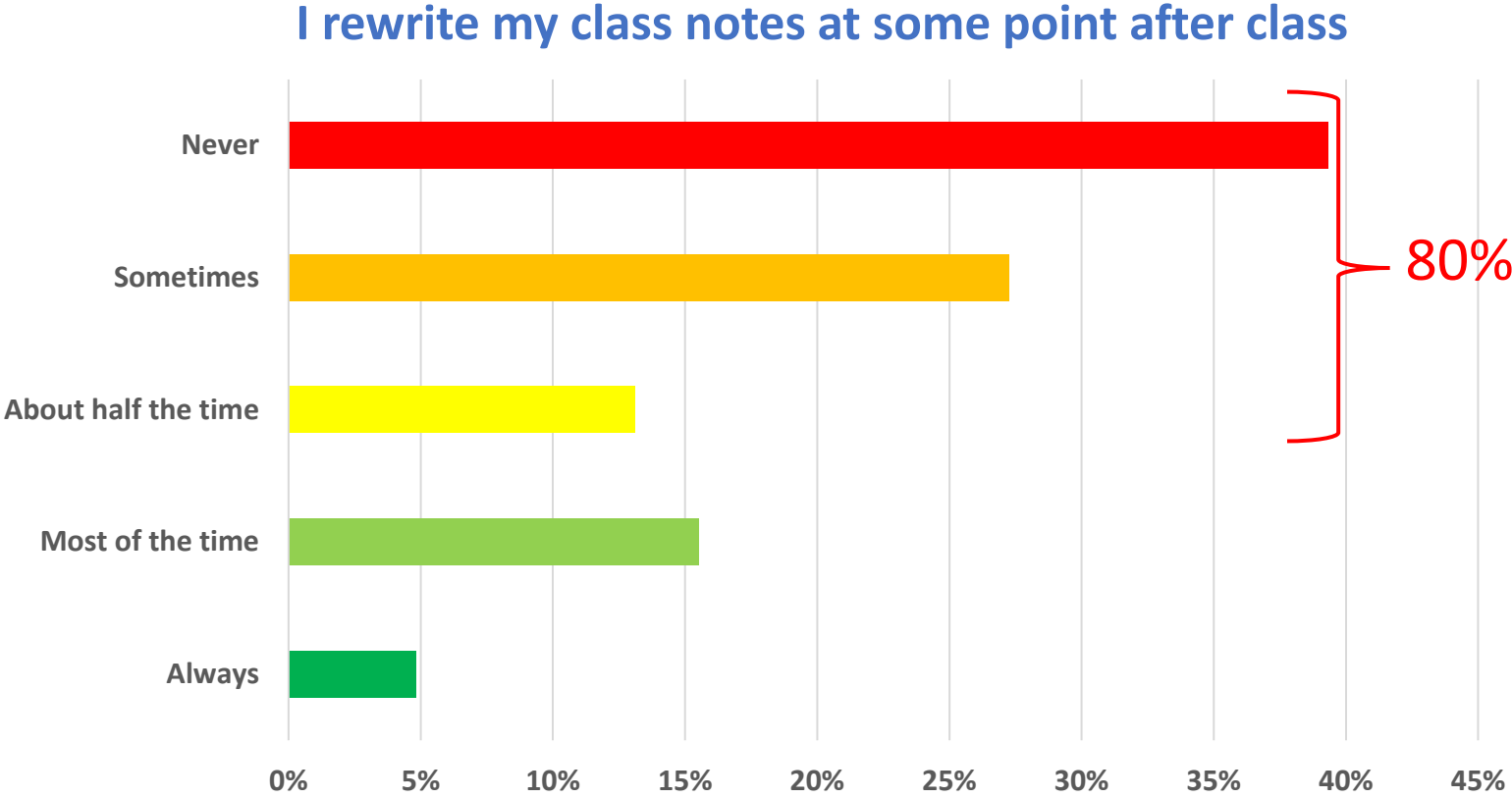
Addressing Study Skills, Learning Theory and Critical Thinking Skills in Principles of Economics Courses

Howard E and Sarbaum J (2022). *Front. Educ.* 7:770464. doi: 10.3389/educ.2022.770464



Addressing Study Skills, Learning Theory and Critical Thinking Skills in Principles of Economics Courses

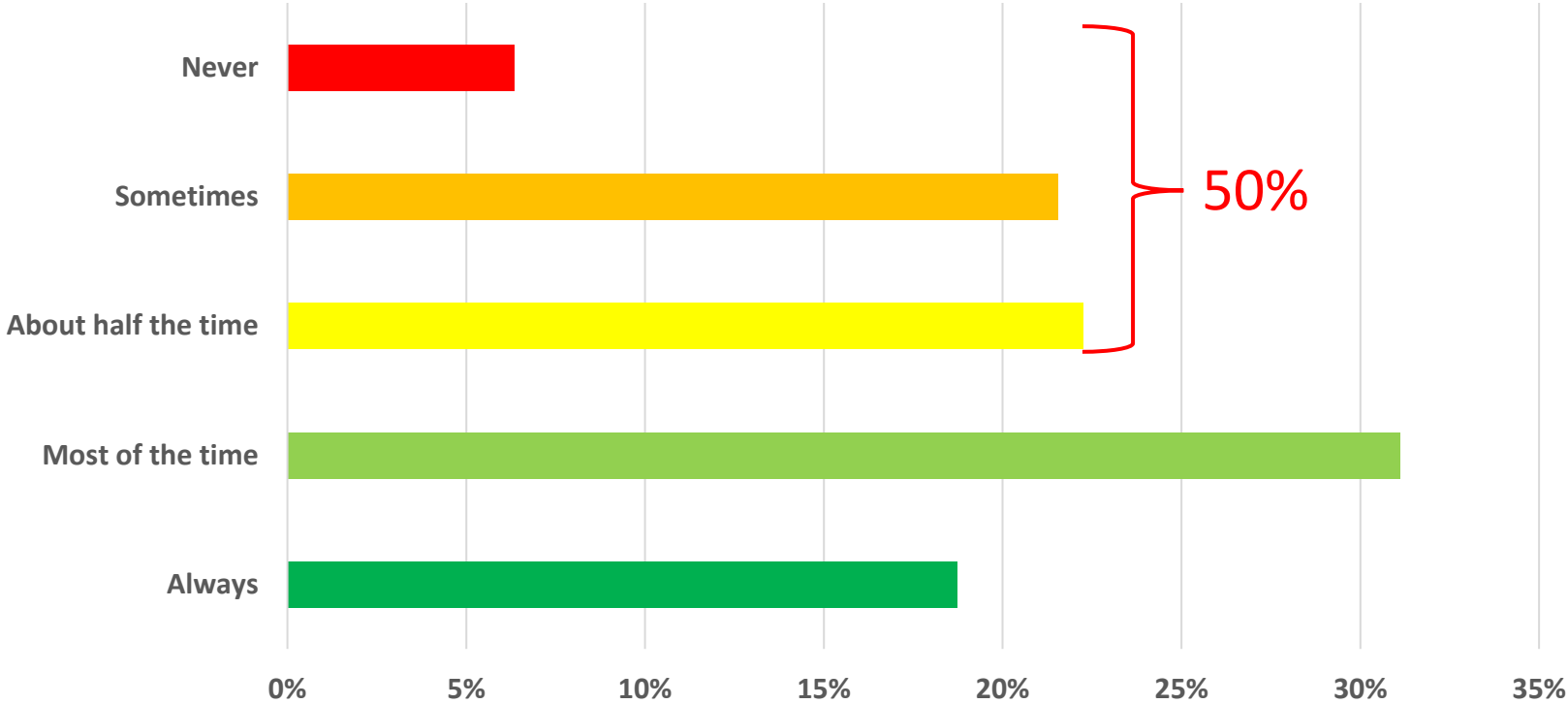
Howard E and Sarbaum J (2022). *Front. Educ.* 7:770464. doi: 10.3389/educ.2022.770464



Addressing Study Skills, Learning Theory and Critical Thinking Skills in Principles of Economics Courses

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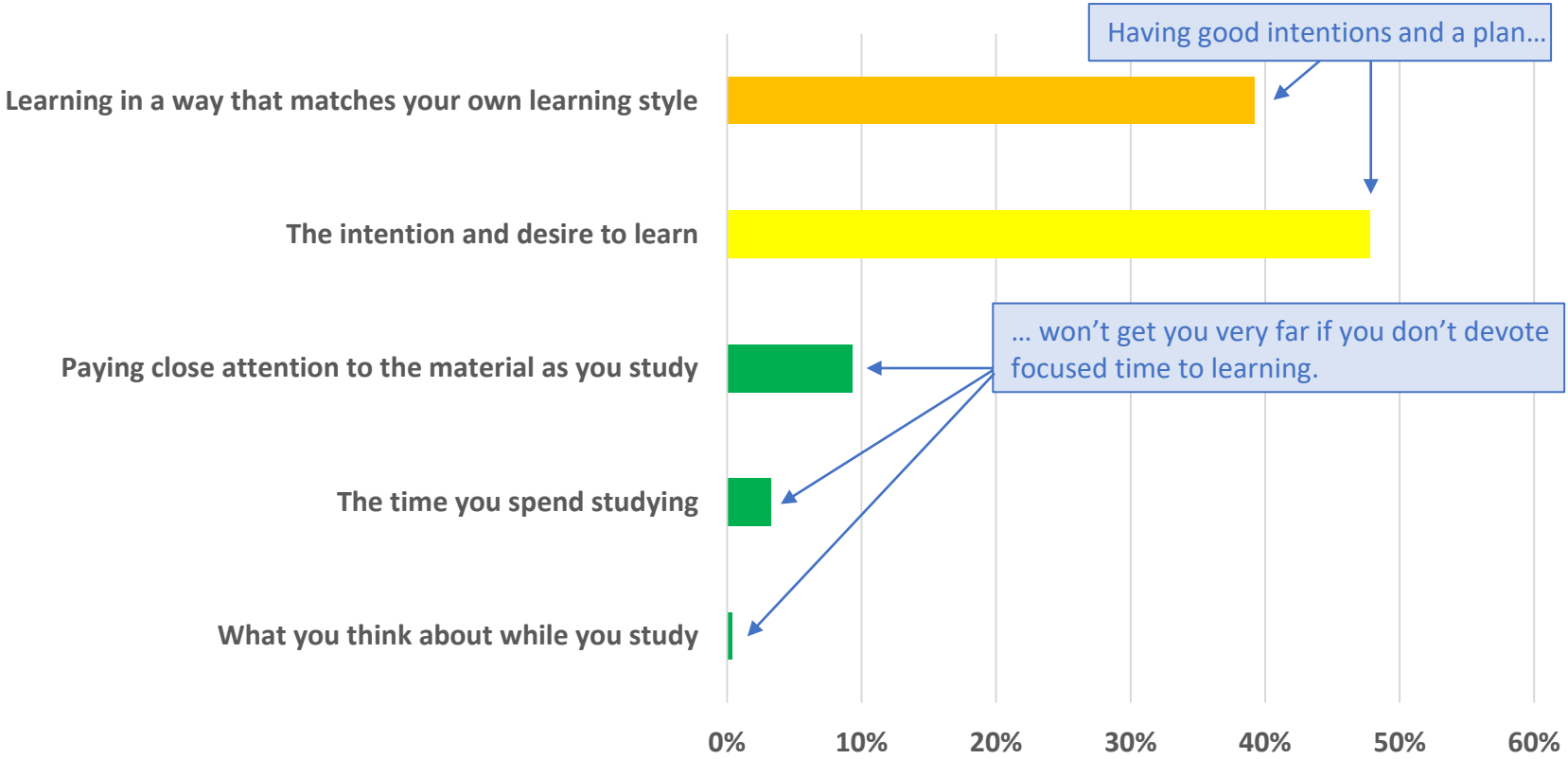
I begin studying for an exam at least three days before



Addressing Study Skills, Learning Theory and Critical Thinking Skills in Principles of Economics Courses

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What is the most important factor in successful learning?



How Did I End Up Working on a Textbook?



4. What is *Ceteris Paribus*?

Whenever we try to explain the world with a model, we must hold some things constant so that we can focus on the cause-and-effect we are interested in. *Ceteris paribus* simply means we are doing that—holding some things constant so that we can measure and better understand the relationship between other things. For example, if we want to know how a change in the price of coffee impacts sales, we need to assume people's income and the price of tea are unchanged. Why? Well, if income and the price of tea are changing too, it'd be impossible to single out the impact of a change in price on coffee sales. Economic models rely heavily of the use of *ceteris paribus* in order to better understand how economics variables interact.



CHECK-IN

Check your understanding with the questions below. These are for your practice.

The *ceteris paribus* assumption is important because it:

- holds everything constant.
- allows variables of interest to be isolated.
- lets us study the impact of everything all at once.
- is an economic model that shows the relationship between price and quantity.

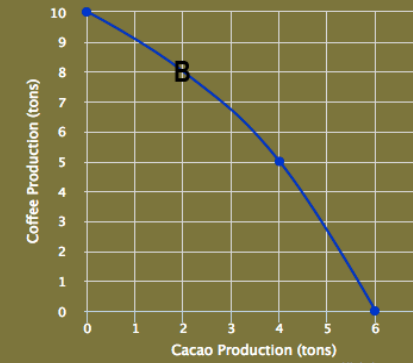
Question 1 of 2

Next >

Connect Your Graph with Your Land

YOUR DATA		
Possibility	Cacao (tons)	Coffee (tons)
A	0	10
B	2	8
C	4	5
D	6	0

Production Possibility Frontier



Possibility A | Possibility B | Possibility C | Possibility D

— DECREASE DEMAND

INCREASE DEMAND +

— DECREASE SUPPLY

INCREASE SUPPLY +

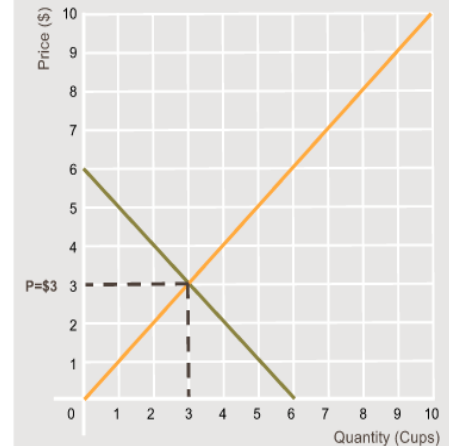
PRICE	QUANTITY	
	Demand	Supply
\$8.00	--	8
\$7.00	--	7
\$6.00	0	6
\$5.00	1	5
\$4.00	2	4
\$3.00	3	3
\$2.00	4	2
\$1.00	5	1
\$0.00	6	0

EQUATIONS

Demand
 $Q = 6 - 1P$

Supply
 $Q = 1P$

MARKET EQUILIBRIUM



Requiring versus Recommending Preparation Before Class: Does It Matter?

Sarbaum, Gicheva, Andersen, Southern Economic Journal, 2018, 85(2), 616–631

- Divide 15 sections into before class and after class unit Learning Area due dates.

Table 7 List of Course Sections

Section	Type	Instructor ID	Taught by Ph.D. Student	Start Time
1	Before	1	No	15:30
2	Before	1	No	15:30
3	End	1	No	9:30
4	End	1	No	9:30
5	Before	2	No	11:00
6	End	2	No	12:30
7	Before	3	Yes	14:00
8	Before	3	Yes	14:00
9	End	3	Yes	17:00
10	Before	4	Yes	14:00
11	End	4	Yes	11:00
12	End	4	Yes	15:30
13	Before	5	Yes	12:30
14	Before	5	Yes	15:30
15	End	5	Yes	14:00

Impact of Before Class on Exam Performance - ITT

- ITT = Effect of being in the due before class group regardless of completing the assignment before class.

$$Score_{ijt} = X_i' \beta + \sum_{k=1}^4 a_k Pretest_{k_i} + \sum_{k=1}^4 \gamma_k (Before_i \times Pretest_{k_i}) + \theta_t + \varepsilon_{ijt}, \quad (1)$$

- *Pretest* (ability) = indicator for student *i* being in group/quartile *k*
- *Before* = indicator for student *i* being in a due before section
- X_i = vector of student level control – age, race, gender, etc.
- θ_t = either a random or fixed instructor effect

Table 4 Intent-to-Treat Estimation Results

Model:	(1) Instructor RE	(2) Instructor RE	(3) Instructor FE	(4) Final exam only and instructor RE
"Before" section	0.137*** (0.046)			
"Before" section x Pre-test group 1		-0.031 (0.092)	-0.053 (0.092)	0.015 (0.157)
"Before" section x Pre-test group 2		0.286*** (0.091)	0.247*** (0.091)	0.319** (0.156)
"Before" section x Pre-test group 3		0.259*** (0.095)	0.162* (0.096)	0.303* (0.161)
"Before" section x Pre-test group 4		0.026 (0.096)	-0.008 (0.096)	-0.00001 (0.164)
Pre-test group 1 (<25 th percentile)		-0.294* (0.165)	-0.312* (0.164)	-0.496* (0.280)
Pre-test group 2 (25 th to 50 th percentile)		-0.053 (0.131)	-0.061 (0.130)	-0.260 (0.223)
Pre-test group 3 (50 th to 75 th percentile)		-0.126 (0.111)	-0.177 (0.111)	-0.161 (0.189)
Number classes attended	0.104*** (0.020)	0.100*** (0.020)	0.129*** (0.020)	0.135*** (0.033)
Number missed HW	-0.047*** (0.011)	-0.049*** (0.011)	-0.043*** (0.011)	-0.049** (0.019)
Section taught by Ph.D. student	-0.182*** (0.050)	-0.188*** (0.050)		-0.167* (0.086)
Standardized pre-test score	0.400*** (0.027)	0.315*** (0.057)	0.308*** (0.057)	0.278*** (0.097)
N	1347	1347	1347	449

* p<0.1, ** p<0.05, *** p<0.01. All models include age and indicators for gender, Hispanic ethnicity, race, in-state residency, whether the student lives on campus, citizenship status, major field of study, and imputed pre-test score.

Impact of Before Class on Exam Performance - LATE

- LATE = Effect of doing the assignment before class as a result of being assigned to the due before class group.

	Due After Class	Due Before Class
D = 0 (Student Completed After Class)	77%	11%
D = 1 (Student Completed Before Class)	23%	89%

**Treatment moved behavior of 66% of students*

$$Score_{ijt} = X'_i \alpha + \sum_{k=1}^4 b_k Pretest_{k_i} + \sum_{k=1}^4 \delta_k (PctComplete_{ij} \times Pretest_{k_i}) \quad (2)$$

$$+ \rho_t + \epsilon_{ijt}$$

- $PctComplete_{ij}$ = fraction of assignments completed before exam_j for student_i
- δ_k = average treatment effect for group k completing assignment before class vs later

Table 6 Local Average Treatment Effects

	(1) GLS	(2) GLS	(3) IV	(4) IV	(5) IV	(6) IV
% completed check-ins	0.177*** (0.052)		0.202*** (0.068)			
Completed check-ins x Pre-test group 1		-0.168* (0.102)		-0.049 (0.136)	-0.079 (0.136)	0.020 (0.231)
Completed check-ins x Pre-test group 2		0.217** (0.099)		0.398*** (0.129)	0.347*** (0.129)	0.437** (0.216)
Completed check-ins x Pre-test group 3		0.544*** (0.105)		0.361*** (0.133)	0.228* (0.135)	0.419* (0.223)
Completed check-ins x Pre-test group 4		0.084 (0.110)		0.037 (0.170)	-0.021 (0.169)	-0.009 (0.295)
Pre-test group 1 (<25 th percentile)		-0.118 (0.174)		-0.216 (0.199)	-0.255 (0.198)	-0.526 (0.341)
Pre-test group 2 (25 th to 50 th percentile)		-0.251* (0.138)		-0.384** (0.164)	-0.393** (0.163)	-0.672** (0.282)
Pre-test group 3 (50 th to 75 th percentile)		-0.501*** (0.125)		-0.418*** (0.156)	-0.396** (0.155)	-0.550** (0.268)
Number classes attended	0.101*** (0.020)	0.095*** (0.020)	0.100*** (0.020)	0.097*** (0.020)	0.127*** (0.021)	0.131*** (0.033)
Number missed HW	-0.042*** (0.012)	-0.044*** (0.012)	-0.041*** (0.012)	-0.045*** (0.012)	-0.041*** (0.012)	-0.044** (0.020)
Section taught by grad. student	-0.165*** (0.050)	-0.172*** (0.050)	-0.164*** (0.050)	-0.173*** (0.050)		-0.150* (0.085)
Standardized pre-test score	0.401*** (0.027)	0.312*** (0.057)	0.402*** (0.027)	0.316*** (0.057)	0.309*** (0.057)	0.277*** (0.097)
N	1347	1347	1347	1347	1347	449

* p<0.1, ** p<0.05, *** p<0.01. The IV models use section type as an instrument for the fraction of completed check-in assignments. All models include age and indicators for gender, Hispanic ethnicity, race, in-state residency, whether the student lives on campus, citizenship status, major field of study, and imputed pre-test score. The specifications include instructor random effects, with the exception of the one in column 5, which includes instructor-level fixed effects. The estimation in column 6 is limited to final exam scores.

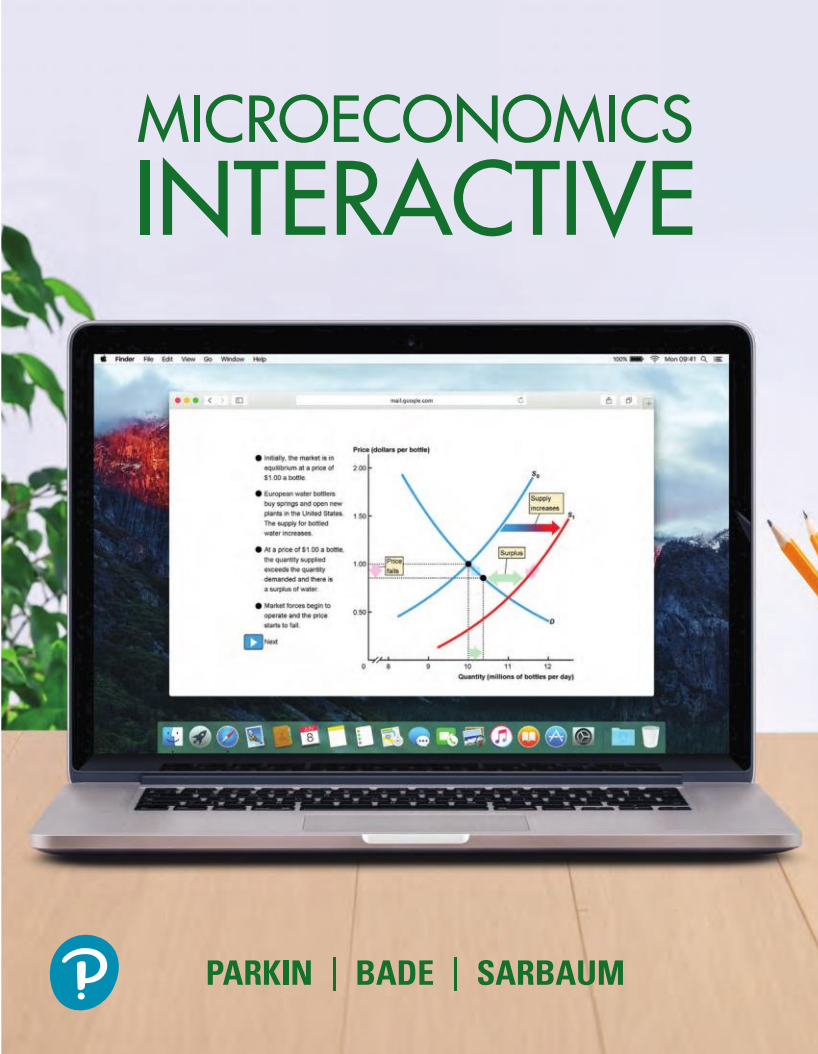
Requiring versus Recommending Preparation Before Class: Does It Matter?

Sarbaum, Gicheva, Andersen, Southern Economic Journal, 2018, 85(2), 616–631

- Reading quizzes had a “due” date or matching “recommended be done by” date posted in the class LMS.
 - ~ 90% of “due before” students completed on time before class.
 - ~ 25% of “recommended be done by” students completed prior to class, with most eventually completing, sometimes AFTER they’d taken the final exam.
- 25th to 75th ability quartiles in the treatment group showed a test score improvement of 3-4% points relative to the control group.
 - Assigning material before class improves performance (ITT).
 - Students who review prior to class do better relative to students of similar ability who review after class (LATE).

Transitioning from a Website to a Textbook


MICROECONOMICS INTERACTIVE



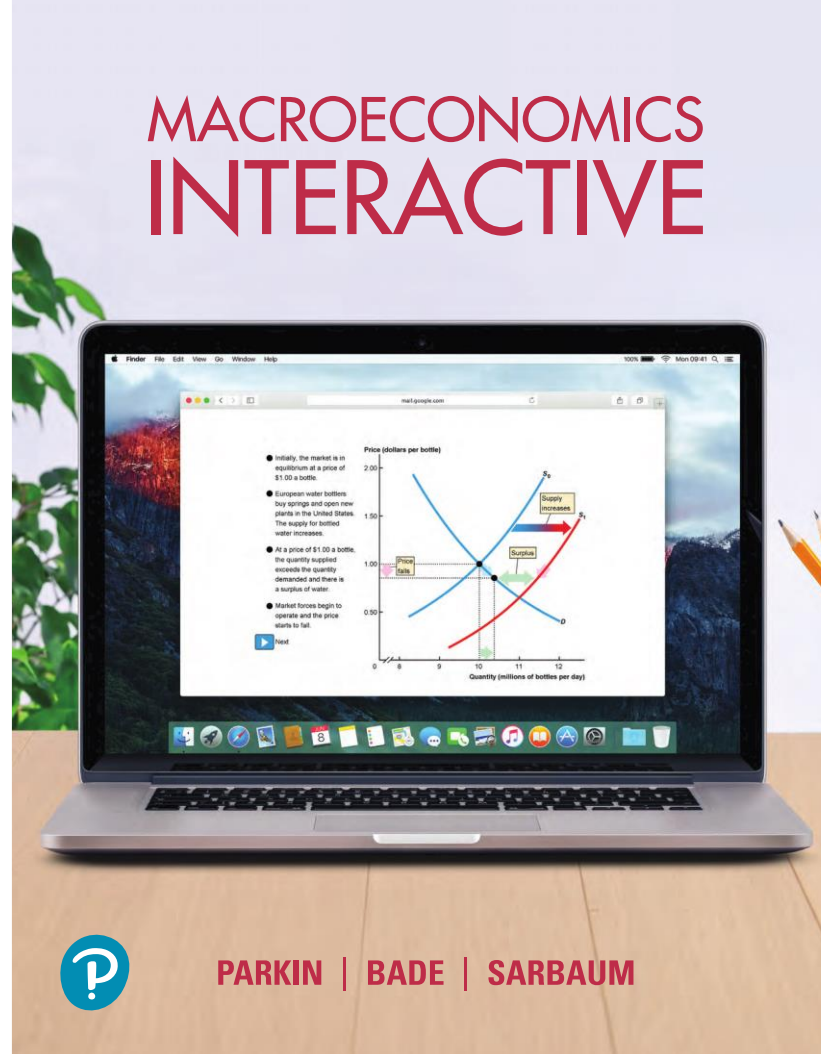
The laptop screen shows a web browser window with a microeconomics interactive page. The page features a supply and demand graph with the following text:

- Initially, the market is in equilibrium at a price of \$1.00 a bottle.
- European water bottlers buy springs and open new plants in the United States. The supply for bottled water increases.
- At a price of \$1.00 a bottle, the quantity supplied exceeds the quantity demanded and there is a surplus of water.
- Market forces begin to operate and the price starts to fall.

The graph shows a downward-sloping demand curve (D) and an upward-sloping supply curve (S). The initial equilibrium is at a price of \$1.00 and a quantity of 10 million bottles per day. An increase in supply shifts the supply curve to the right, creating a surplus at the initial price. The price then falls to a new equilibrium point.

 **PARKIN | BADE | SARBAUM**


MACROECONOMICS INTERACTIVE



The laptop screen shows a web browser window with a macroeconomics interactive page. The page features a supply and demand graph with the following text:

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 **PARKIN | BADE | SARBAUM**

What is Economics Interactive?

- A digital first fully integrated learning experience that allows you to assign and give points for reading and comprehension...
- ...based on the three pillars of learning science:
 1. Reduce extraneous cognitive load
 - Segmented content, simple formatting, teaching images
 2. Interactive constructive engagement
 - Buildable graphs and tables, video with embedded assessment
 3. Providing immediate feedback
 - Embedded assignable assessment with teaching feedback
- Built on Revel, Pearson's new learning science driven platform

Economics Interactive: The “It” Factor



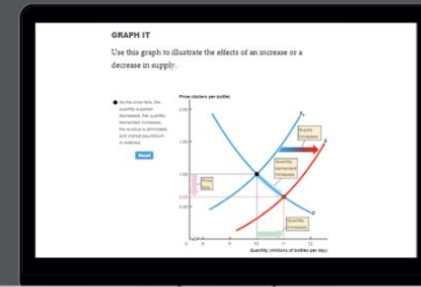
Chapter-Opening Videos

Each chapter begins with a story about an event in one of the authors' lives. These videos introduce topics and raise questions that are then answered later on in the chapter.



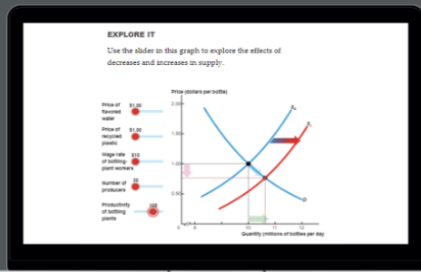
Explain It Text Narratives

Concise explanations walk students through complex concepts. Interactive checks for understanding and targeted feedback promote active reading and learning.



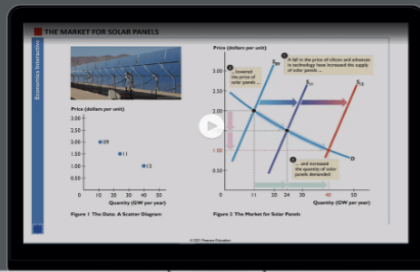
Graph It Interactive Models

Step-by-step instructions on how to build a graph, paired with interactive questions and feedback, let students learn at their own pace and ensure they fully understand graphical analysis.



Explore It Interactive Models

Interactive graphs enable students to change variables with sliders and observe the predicted outcomes.



Apply It videos

Video assignments help students see how a concept they have recently learned about explains an interesting real-world event.



Review It Videos

Summary videos provide students with an audio-visual recap of information presented on each learning objective, prior to working the end-of-section practice exercises.

When the price of a jacket rises from \$20 to \$80, what is the change in the quantity of jackets demanded?

The quantity of jackets demanded _____

- A. decreases from 8 million to 2 million
- B. decreases from 9 million to 1 million
- C. decreases from 6 million to 3 million
- D. increases from 2 million to 8 million

Excellent!

When the price of a jacket is \$20, the quantity of jackets demanded is 8 million.
When the price of a jacket is \$80, the quantity of jackets demanded is 2 million.
As the price rises, the quantity of jackets demanded decreases in a movement up along the demand curve.

Check that I've got it

End-of-section practice exercises act as short quizzes and provide students with detailed feedback for incorrect answers.



Chapter-closing videos

End-of-chapter videos revisit the chapter-opening story and ask students to apply what they've just learned using video-embedded interactive question and answering.

Chapter Workout 3.5.6

2 tries left

The table shows the demand and supply schedules for bread.

Price (dollars per loaf)	Quantity demanded (loaves per day)	Quantity supplied (loaves per day)
1.25	650	510
1.75	540	540
2.25	480	570
2.40	420	600
2.75	360	630

What is the market equilibrium?

The equilibrium price of a loaf of bread is \$. (Round your response to two decimal places.)

The equilibrium quantity of bread is loaves per day. (Enter your response as a whole number.)

Chapter workouts

Comprehensive chapter quizzes use multiple-choice, free-response, and student-draw-graph exercises. They can be assigned as tests for credit or as homework with feedback to reinforce learning.

UNCG
[Profile Picture]
[Clock]
[Calendar]
1154
[Clock]
[Laptop]
[Refresh]
10
[Help]

Spring 2023



Home

Announcements

Modules

Syllabus

Discussions

Grades

Pearson

Course Materials

People

Files



Outcomes



Rubrics



Quizzes



Assignments



Pages



Select Open Pearson to see your content.

Open Pearson



DASHBOARD

NOTEBOOK

STUDY

SCORES



Welcome back, Sarbaum

Continue **A Sales Tax**.

[Continue reading](#)

Course content | [View assignments](#) ▾

Due next

APR
9

Module 10: Chapter 14 Reading and Video Questions

0 of 9 complete | Worth 138 pts



Upcoming

APR
13

Module 10: Chapter 14 Check That I've Got Its and Chapter Workout

0 of 6 complete | Worth 81 pts



APR
16

Module 11: Chapter 15 & 16 Reading and Video Questions

0 of 15 complete | Worth 207 pts



Contents

Notebook

View all chapters ▾

📖 Chapter 7: Taxes FEB 26

Reading

📖 Chapter 7 Opening Video FEB 26

Reading | Worth 3 pts

📖 7.1 Sales Taxes and Excise Taxes FEB 26

Reading | Worth 45 pts

★ Check that I've got it: Section 7.1 MAR 2

Practice | Worth 12 pts

📖 7.2 Income Taxes and Social Security Taxes FEB 26

Reading | Worth 36 pts

★ Check that I've got it: Section 7.2 MAR 2

Practice | Worth 12 pts

📖 7.3 Tax Revenue and Efficiency FEB 26

Reading | Worth 30 pts

★ Check that I've got it: Section 7.3 MAR 2

Practice | Worth 9 pts

7.1 Sales Taxes and Excise Taxes

Almost every time you buy something—a late-night order of pasta, a plane ticket, a tank of gasoline—you pay a tax.

On some items, you pay a sales tax that is added to the advertised price.



A sales tax is added to the advertised price.

On other items, you pay an excise tax—like tax on gasoline—that is included in the advertised price.



Contents Notebook

View all chapters ▾

7.1 Sales Taxes and Excise Taxes FEB 26

Reading | Worth 45 pts

★ Check that I've got it: Section 7.1 MAR 2

Practice | Worth 12 pts

7.2 Income Taxes and Social Security Taxes FEB 26

Reading | Worth 36 pts

★ Check that I've got it: Section 7.2 MAR 2

Practice | Worth 12 pts

7.3 Tax Revenue and Efficiency FEB 26

Reading | Worth 30 pts

★ Check that I've got it: Section 7.3 MAR 2

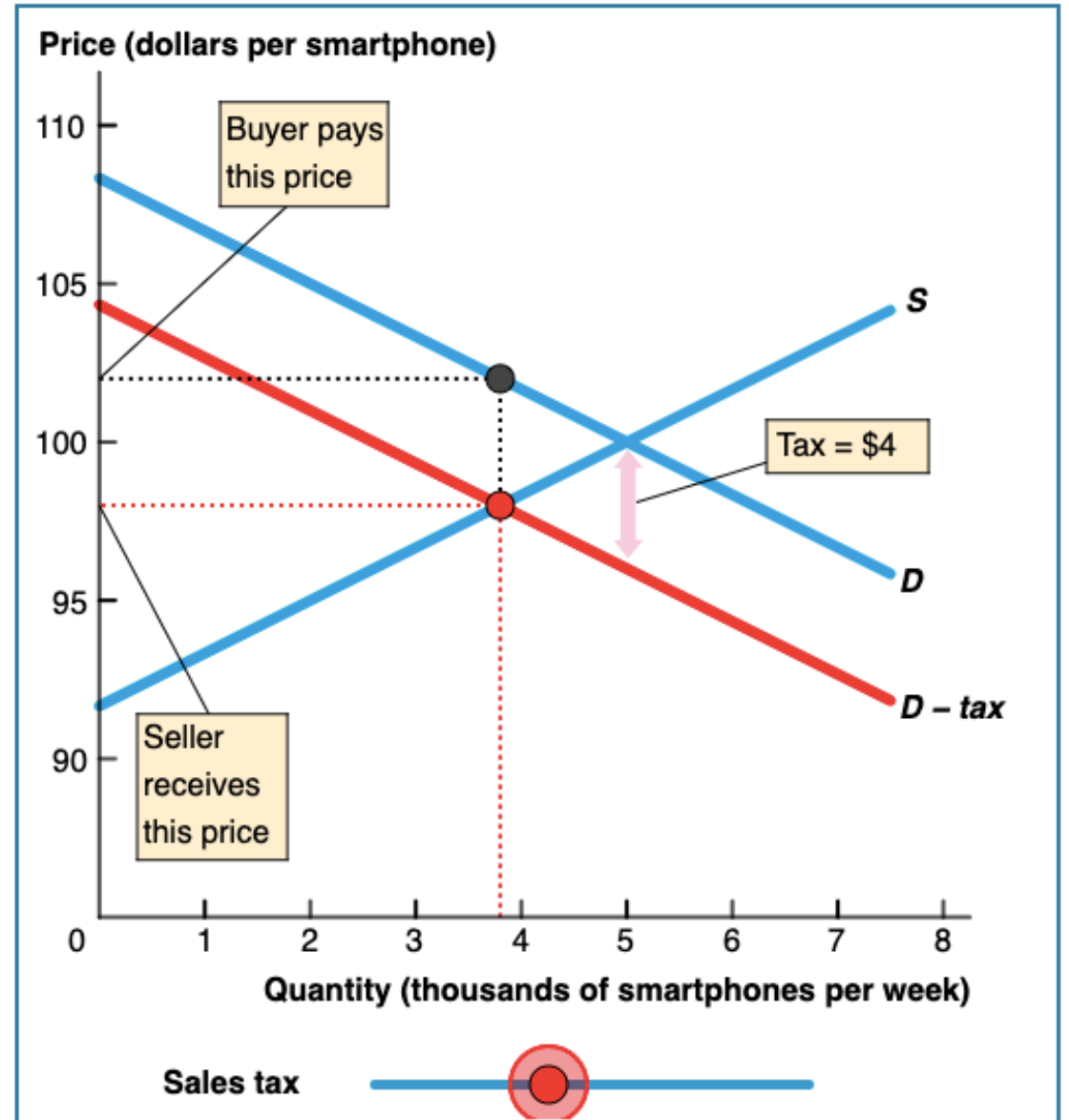
Practice | Worth 9 pts

7.4 Fairness and the Big Tradeoff FEB 26

Reading | Worth 21 pts

★ Check that I've got it: Section 7.4 MAR 2

Practice | Worth 9 pts



Contents

Notebook

View all chapters ▾

📖 7.1 Sales Taxes and Excise Taxes FEB 26

Reading | Worth 45 pts

★ Check that I've got it: Section 7.1 MAR 2

Practice | Worth 12 pts

📖 7.2 Income Taxes and Social Security Taxes FEB 26

Reading | Worth 36 pts

★ Check that I've got it: Section 7.2 MAR 2

Practice | Worth 12 pts

📖 7.3 Tax Revenue and Efficiency FEB 26

Reading | Worth 30 pts

★ Check that I've got it: Section 7.3 MAR 2

Practice | Worth 9 pts

📖 7.4 Fairness and the Big Tradeoff FEB 26

Reading | Worth 21 pts

★ Check that I've got it: Section 7.4 MAR 2

Practice | Worth 9 pts

-- of 3 points

Explore It 7.1.1

3 tries left

What happens when the government increases the sales tax on smartphones?

The price paid by buyers _____, the price received by sellers _____, and the gap between the prices _____.

- A. rises; rises; narrows
- B. falls; rises; widens
- C. falls; falls; narrows
- D. rises; falls; widens

Submit





Welcome back, Sarbaum

You have 8 assignments due March 26 through April 20. [Check progress on the Grades page.](#)

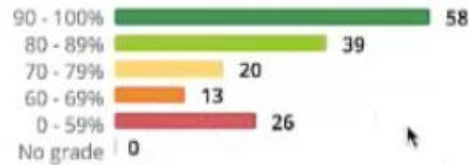
Overall class performance

Based on all 14 assignments past due

AVERAGE SCORE

78% 252497.12 pts

[View score details](#)



Recent student activity

Based on 5 assignments from Feb 26 to Mar 26



Struggling

[5/156 students](#)



Low activity

[16/156 students](#)

< Course setup

Assignments

Show **all assignments** sorted by **ascending**

Create assignment

JAN 17

Module 1: Chapter 1 Reading and Video Questions



99% of class submitted

1

low activity student

1

challenging item

JAN 19

Module 1: Chapter 1 Check That I've Got Its and Chapter Workout



DASHBOARD

GRADES

RESOURCES

SETTINGS

Students

Assignments

Show all students ▾

Filter students...

Export

Name ↑

Score ↕

Work complete ↕

Time on task ↕



DA [blurred name] Last active 9 hours ago

62%
1290.5/2082 pts

54% of assigned

42 h 22 min



CA [blurred name] Last active 3 days ago

79%
1645.25/2082 pts

66% of assigned

45 h 45 min



EA [blurred name] Last active 3 days ago

93%
1928.25/2082 pts

74% of assigned

80 h 44 min



ZA [blurred name] Last active 4 days ago

83%
1735.5/2082 pts

74% of assigned

25 h 36 min





John Doe
Last seen 3 days ago

CURRENT SCORE

93% 1928.25/2082 pts

[View score details](#)

78% (252497.12 pts) class avg

LATEST 5 ASSIGNMENT SCORES



ASSIGNMENT COMPLETION

74% of assigned
78% class avg

TOTAL TIME SPENT

80 h 44 min
58 h 2 min class avg

Struggling with

6 assessments

Sort by % correct ↓

- Check that I've got it: Section 7.1** 25% correct
Attempted 4 of 4 questions
- Reading with Explore It: Section...** 50% correct
Attempted 2 of 2 questions
- Check that I've got it: Section 6.2** 60% correct
Attempted 5 of 5 questions
- Check that I've got it: Section 9.2** 67% correct
Attempted 6 of 6 questions

Assignments

Show all due dates ▾

Due date ↑

Score ↕

Work complete ↕

Time on task ↕

JAN 17

Module 1: Chapter 1 Reading and Video Questions

100%
108/108 pts

100% of assigned

6 h 39 min



JAN 19

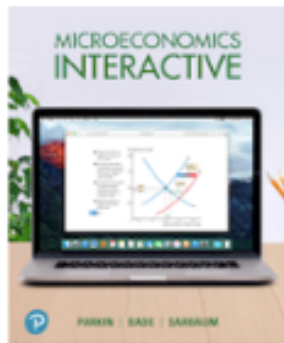
Module 1: Chapter 1 Check That I've Got Its and Chapter W...

97%
102/105 pts

100% of assigned

1 h 27 min





Revel Microeconomics Interactive, 1e

By Michael Parkin, Robin Bade, Jeff Sarbaum

[Open the book](#)

Instructor Resources

Resources

File Type

PowerPoint

The PowerPoints include lecture notes and images that can be used for your class.

[Accessible Lecture PowerPoints \(Chapters 1-18\)](#)

Zip

[Animated Lecture PowerPoints \(Chapters 1-18\)](#)

Zip

Test Bank

The test bank contains over a thousand multiple-choice, true/false, and short-answer questions to help build tests and quizzes for your class.

[Test Bank - Word \(Chapters 1-18\)](#)

Zip

[Test Bank - PDF \(Chapters 1-18\)](#)

Zip

Scoring

Set the points, tries, and penalties for each assessment type in your course. Students receive one try fewer than the number of answer options. Your changes apply to assessments that students haven't started.

Assessment type	Possible points	Tries	Penalty per try
Chapter workout	<input type="text" value="3"/> per question	<input type="text" value="3"/> ▾	<input checked="" type="checkbox"/> Partial credit
Chapter closing video	<input type="text" value="15"/> total		
Check that ive got it	<input type="text" value="3"/> per question	<input type="text" value="3"/> ▾	<input checked="" type="checkbox"/> Partial credit
Shared media	<input type="text" value="100"/> total		
Concept check	<input type="text" value="3"/> per question	<input type="text" value="3"/> ▾	<input checked="" type="checkbox"/> Partial credit
Writing assignment	<input type="text" value="100"/> total		

[Save](#)

Student Comments from Macro EI

- Hi Professor Howard! Before getting into it, I just want to say that this textbook tool is very convenient to use and has been one of the best methods of getting me to read textbook content to date!
- Hey Jeff, I had a student in ECO 202-01 tell me that the EI text has been, hands down, his best textbook experience out of any he has had so far. Totally unsolicited, he just said it out of the blue.

Student Comments from Micro EI

(based on a survey asking for feedback)

- All in all, great book Dr. Sarbaum. It feels truly more immersive than a simple reading experience with on-time questions to test your grasp on concepts. The embedded questions help keep me focused, especially with the videos because my attention can lack sometimes, but I always pay attention knowing I might have to answer a question about one specific thing I heard in the video.
- I feel like you have put together an amazing book it is very easy to read and allows you to test your comprehension instead of endless paragraphs of never-ending text. The interactive graphs and videos are an amazing feature that allows me to see what I'm reading so I really enjoy what you have created, and I hope many professors will catch on and find books like yours.

Student Comments from Micro EI

- I liked the book a lot compared to other ebooks I've had to use. It was a little annoying at first having questions embedded in the reading, but I've realized that it caused me to retain more information as opposed to a passive reading assignment. I also liked how simple it was to see due dates and points scored for assignments. Other ebook systems are far too complicated, but this one was very straightforward.
- I really like all of it! I feel like the interactive aspects are most helpful. The graphs that allow you to use sliders are really cool. I feel like I'm learning but not having to do tedious work in order to do so.

Student Comments from Micro EI

- It's an amazing experience!!! Much BETTER than an average textbook to use!
- I really like this and I feel like I am more inclined to pay attention than if you were to give us a regular textbook.
- The book is great. It forces you to read every single detail because of the questions you have to answer. Overall, I think this should be done for almost every course. It is really helpful.

See me after the session if you'd like to review all the survey feedback responses (a.k.a. to confirm I'm not cherry picking too much 😊)

How Do I Use Revel and Economics Interactive?

- I assign the chapter “reading and video questions” to be due the night before the first lecture of the week.
 - 3 points, 3 attempts, -1 point for each missed attempt, 50% penalty if completed late.
 - Students are generally able to get high scores if they pay attention to the content and do the work.
- I assign the chapter “check that I’ve got its” and “chapter workout” to be due at the end of the week after class.
 - 3 points, 3 attempts, -1 point for each missed attempt, 50% penalty if completed late.
 - These questions can be a bit more difficult and are used to ensure students globally understand the chapter content before moving on.

My Experience Working with Pearson: Two Takeaways

- Their primary focus / mission is to develop tools / products that will improve learning, knowing that if they do this well the rest will follow.
- They are committed to DEI across their organization and products.
 - Currently reviewing all titles for biased content
 - In our title we changed the longstanding term “black market” to “illicit market”
 - In our title we changed a video clip of a white officer interacting with a black individual to one that did not have the potential to trigger racial sensitivities.

Questions?

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