

WileyPLUS Case Study

Institution: University of Cincinnati

FOUR-YEAR UNIVERSITY
STUDENT ENROLLMENT 39,667 (2010)

FOCUS: McMICKEN COLLEGE OF ARTS AND SCIENCES –
INTRODUCTION TO PSYCHOLOGY

Case study approach

This case study was conducted for Wiley by the [Institute for Assessment and Evaluation](#) to examine the efficacy of *WileyPLUS* among faculty and students in an introductory Psychology course

To inform the study, interviews were conducted with six *WileyPLUS* instructors (five faculty members, one graduate teaching assistant) and a focus group was conducted among four students.

Study Setting

The University of Cincinnati Psychology Department has 600 undergraduate majors (in General Psychology and Criminal Justice, the only two majors) and 80 doctoral students majoring in either Experimental Psychology and Human Factors or Clinical Psychology.

WileyPLUS is used only in the three-course sequence for undergraduate Introduction to Psychology. Approximately 2,100 students are enrolled in 14 course sections each quarter.

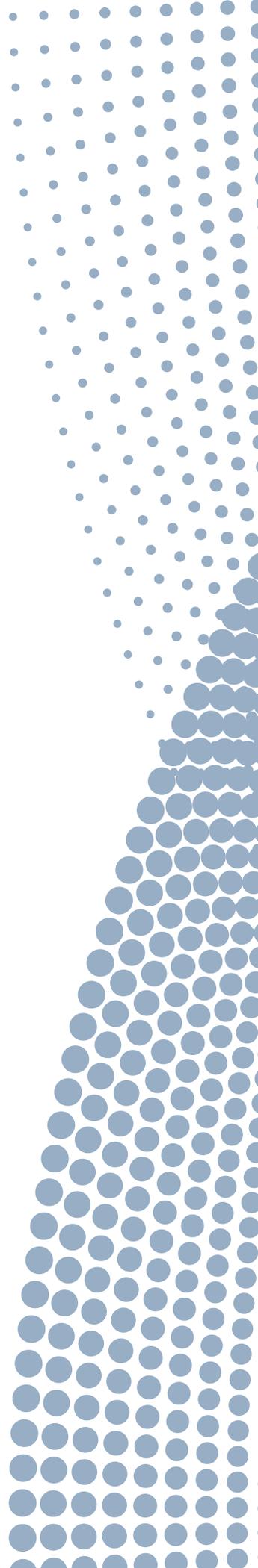
Five instructors and a few graduate teaching assistants use *WileyPLUS*, and their collective experience with the product is about two years. One instructor also is the *WileyPLUS* program administrator, and two instructors teach both traditional classroom and online sections.

Resources used

The text used in the three-course progression is Wiley's *Introduction to Psychology* by Kowalski and Westen.

While instructors use both the e-text and print version, they tend to use the print text more. Use of *WileyPLUS* resources varies among instructors: half or more each use the homework assignments, available practice activities, quizzes and test bank, while fewer use the personal grade book. Instructors encourage students desiring to use the e-text to purchase directly from Wiley to lower costs.

Students are given the option of using the print or e-text book, and three-quarters of them have opted for the print version. In addition to the required assignments, most students also use the practice activities and grade book.



Rationale for using WileyPLUS

The choice of text was made by committee within the department; the Kowalski text has been in use since 2000.

Evaluation of WileyPLUS

Instructors

Among instructors, one is satisfied and plans to continue use of *WileyPLUS* in the future. Another (newer) user comments that use of the system is a “nice choice” as he grows more familiar with it. Other instructors interviewed were noncommittal with regard to future use. A key concern in the school’s urban environment is the cost of resources for students.

The two instructors who teach both online and in the classroom feel that *WileyPLUS* improved students’ learning and grades, based on their observation that their online students who are forced to rely on many *WileyPLUS* resources do better than peers who don’t use it as much. Some instructors are concerned about the degree to which students actually use the non-required resources.

Students

Students identified the practice quizzes and the homework assignments as most valuable to them.

Half of the students see specific benefit from using *WileyPLUS* resources, most notably the immediate feedback they receive on quizzes and assignments.

Given the choice of using *WileyPLUS* in a future course, three of the four students would choose *WileyPLUS*. The four students interviewed all perceived that *WileyPLUS* improved their learning in Introduction to Psychology.

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“Without *WileyPLUS*, I wouldn’t
have gotten a B+. It’s harder
this quarter without it.”

Student

Summary: Conclusions

- The Wiley Introduction to Psychology text has been in use at the school for 10 years; *WileyPLUS* resources are a relatively recent addition.
- Instructors and students feel that the frequent practice and immediate feedback from using *WileyPLUS* is beneficial to learning the material.
- Three out of four students would opt to use *WileyPLUS* again in a future course if given the choice.

