

A Journey Through Learning Science with Bookshelf CoachMe™



Did you know that the old adage, practice makes perfect, is actually based in science?

The Doer Effect is the learning science principle that proves students who do practice questions while reading have higher learning gains than those who only read. See how Bookshelf CoachMe uses learning science to boost student engagement and learning gains.

STEP 1



Students are prompted to answer practice questions while reading their Bookshelf® etext.

Active learning through embedded practice creates the Doer Effect. Bookshelf CoachMe helps students study fast and study smart.

STEP 2



At the end of each chapter, students answer summative knowledge checks to determine what they know.

Our research⁽¹⁾ analyzed data from courseware being used at a major four-year public university. The analysis showed a correlation between the amount of practice students did and their summative quiz scores. The more practice students did, the better their learning outcomes were.

STEP 3



Students have access to immediate feedback on both their practice questions and knowledge checks and are given the opportunity to retake any question, which prepares them for class and exams.

Our research^(2,3) proved the impact of the Doer Effect on a final exam and shows that the effects of doing practice increase learning gains even when the assessment takes place long after the initial learning.

STEP 4



Bookshelf CoachMe allows students to see what they already know, so they can focus on the material they need to learn.

The foundation of VitalSource's learning technology is rooted in innovative cognitive and learning science research that helps students become active participants in their own learning process.

The Bookshelf you know and love, just better.

Learn More about Bookshelf CoachMe at get.vitalsource.com/what-we-offer/bookshelf-coachme.

¹ Van Camphenout, R., Jerome, B., & Johnson, B. G. (2020). The impact of adaptive activities in Acrobatiq courseware: Investigating the efficacy of formative adaptive activities on learning estimates and summative assessment scores. In: Sottillare R., Schwarz J. (eds) Adaptive Instructional Systems. HCII 2020. LNCS, vol 12214. Springer. pp 543–554. https://doi.org/10.1007/978-3-030-50788-6_40

² Olsen, J., & Johnson, B.G. (2019). Deeper collaborations: a finding that may have gone unnoticed. Presentation at the IMS Global Learning Impact Leadership Institute, San Diego, CA

³ Olsen, J., Van Camphenout, R., & Johnson, B.G. (2021). The Doer Effect: Replicating findings that doing causes learning. Learning Analytics and Knowledge