FeedbackFruits
Interactive Audio
How to activate the review process of study material?

- Annotations possibility for study material
- Discussion threads/social learning
- Formative test questions (preferably in-line)
- Learning analytics
- Different study material formats (video/documents/audio)
- Group possibilities
- Extensive grading options
What was developed for activating study material?

**Interactive Study Material**
Pedagogic challenge: Passive consumption of study material

**Comprehension**
Pedagogic challenge: Inefficient reading strategies of students
Elements our partners love

Inline annotations on:

➔ Text
➔ Audio fragments
➔ Video fragments
Why activate the process of reviewing study material?

For students (didactic)
- Fits with a more flipped classroom setting
- Promotes independent learning
- Increases deeper learning + enhances understanding

For teachers (pragmatic)
- Lectures become ‘fun’ again once students are prepared & actively participate
- Easy questions answered by students, difficult questions addressed in class
- “Heatmap” of learning objectives reduces lecture preparation time (instructor)
Elements our partners love

Social learning through students commenting on each others annotations
Let students learn from each other by allowing them to filter on peer input

Elements our partners love
Elements our partners love

Priming students on topics by:
➔ determining topics
➔ making students annotate per topic
➔ requiring a summary for each topic (optional)
Elements our partners love

Learning analytics through:

➔ comments & annotations
➔ time spend
➔ correct answers to practice questions
➔ sorting options
Elements our partners love

Support of LMS groups through
Smaller scale discussions in study material
Case study
Wageningen University
The Netherlands
Sept 2018
Faculty: Food & Nutrition faculty
Date: Sep 2018
Course: Clinical Nutrition Research
Instructor: dr.ir. MC Cora Busstra (+2 WG instructors)
Instructional designer: Chris Blom
Course size: 60 MSc students | 2 WGs
“Lack of student motivation to provide meaningful online discussion input.”
1. Creating a safe learning environment
   a. Where students can also make mistakes
   b. Where not all input is being judged by teacher

2. Making students responsible for own learning process
   a. By them critically reviewing their best contributions compared to the rest of the discussion input
   b. By selecting one comment themselves that will later be reviewed by the teacher

3. Organizing discussions as part of a student-centred teaching concept
<table>
<thead>
<tr>
<th>SITUATION</th>
<th>PROBLEM</th>
<th>DIDACTIC GOAL</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>● &gt;80% of students engaged in discussion</td>
<td>● Significantly higher student survey results, compared to other course years</td>
<td>● Creating a safe learning environment is crucial for success</td>
<td>○ Place comments yourself as a teacher / only judge best contributions</td>
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<tr>
<td>● Creating a safe learning environment is crucial for success</td>
<td>○ As students know they will be reviewed by teacher</td>
<td>● Quality of discussion input remained high over time</td>
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