FeedbackFruits
Interactive Document

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)

Back

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

Back

FeedbackFruits

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

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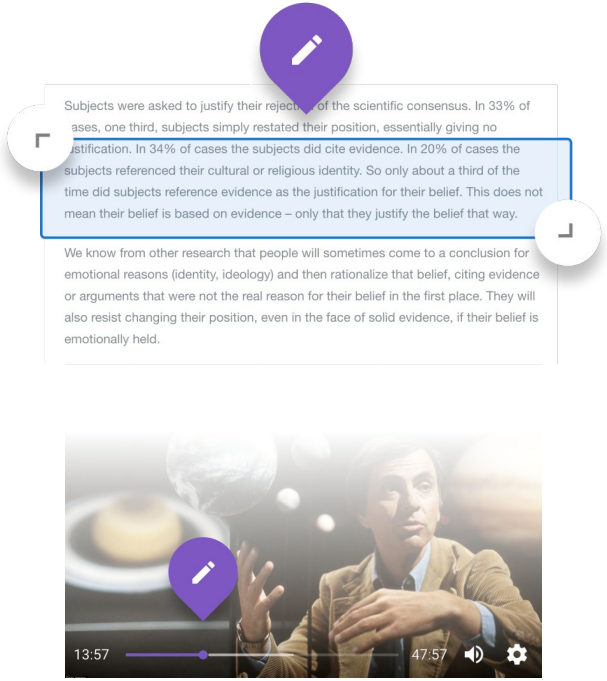
Elements our partners love

Inline annotations on:

- ➔ Text
- ➔ Audio fragments
- ➔ Video fragments



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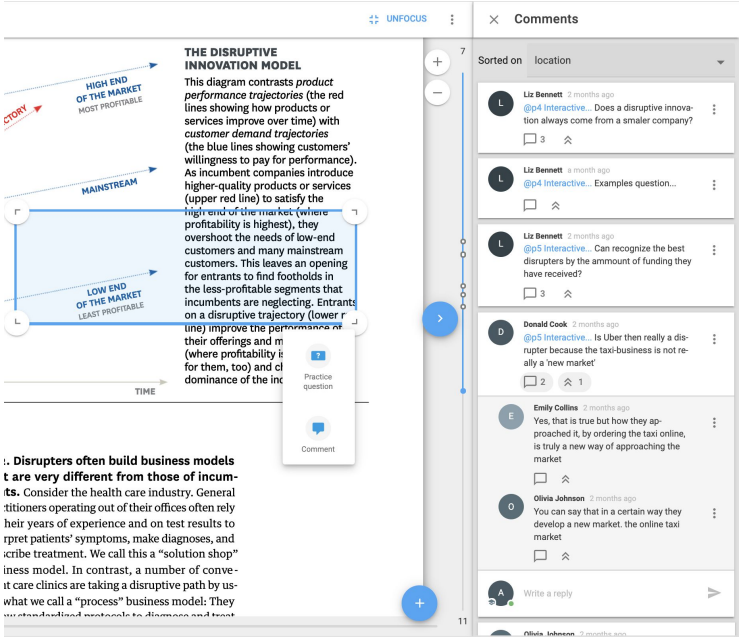
Social learning through students commenting on each others annotations



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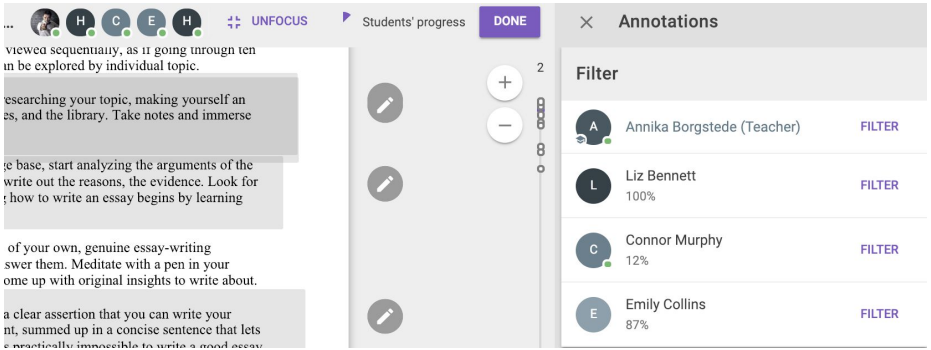
Let students learn from each other by allowing them to filter on peer input



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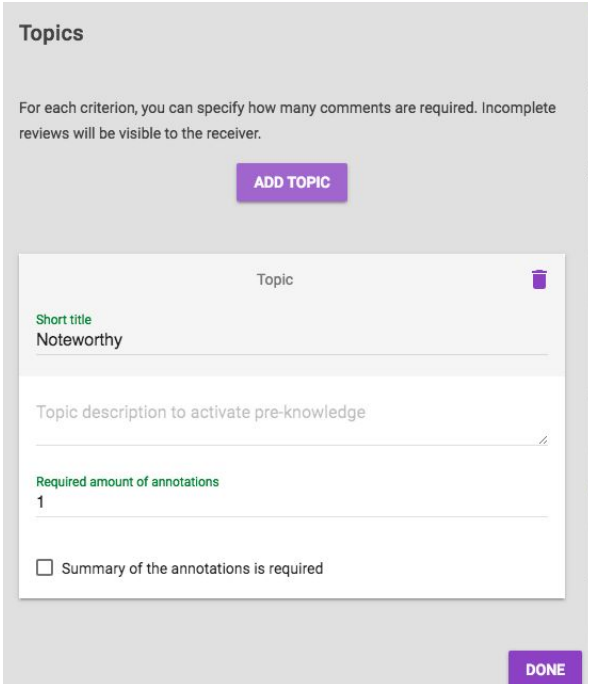
Priming students on topics by:

- ➔ determining topics
- ➔ making students annotate per topic
- ➔ requiring a summary for each topic (optional)



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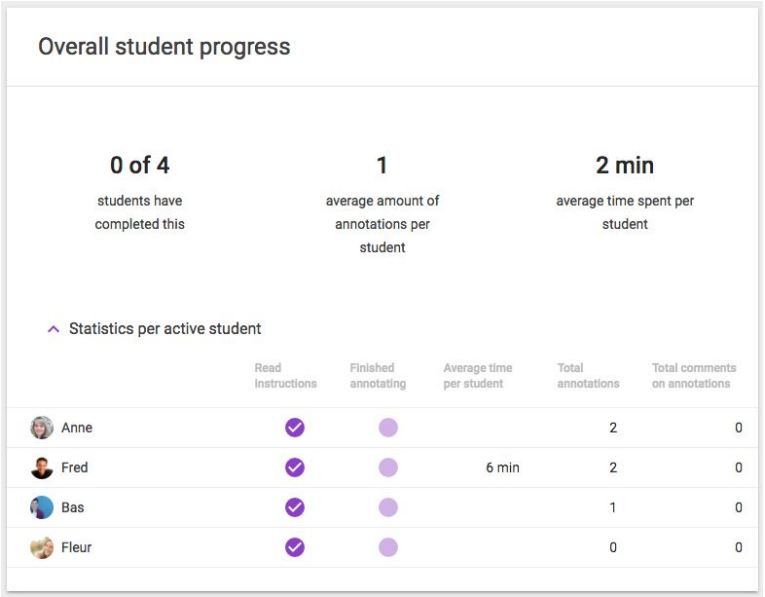
Learning analytics through:

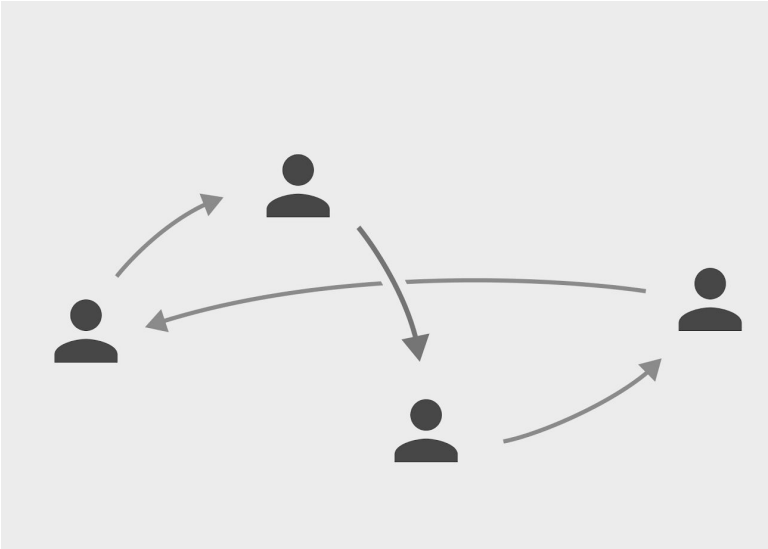
- ➔ comments & annotations
- ➔ time spend
- ➔ correct answers to practice questions
- ➔ sorting options



Back

Elements our partners love

Support of LMS groups through
Smaller scale discussions in study material



Back

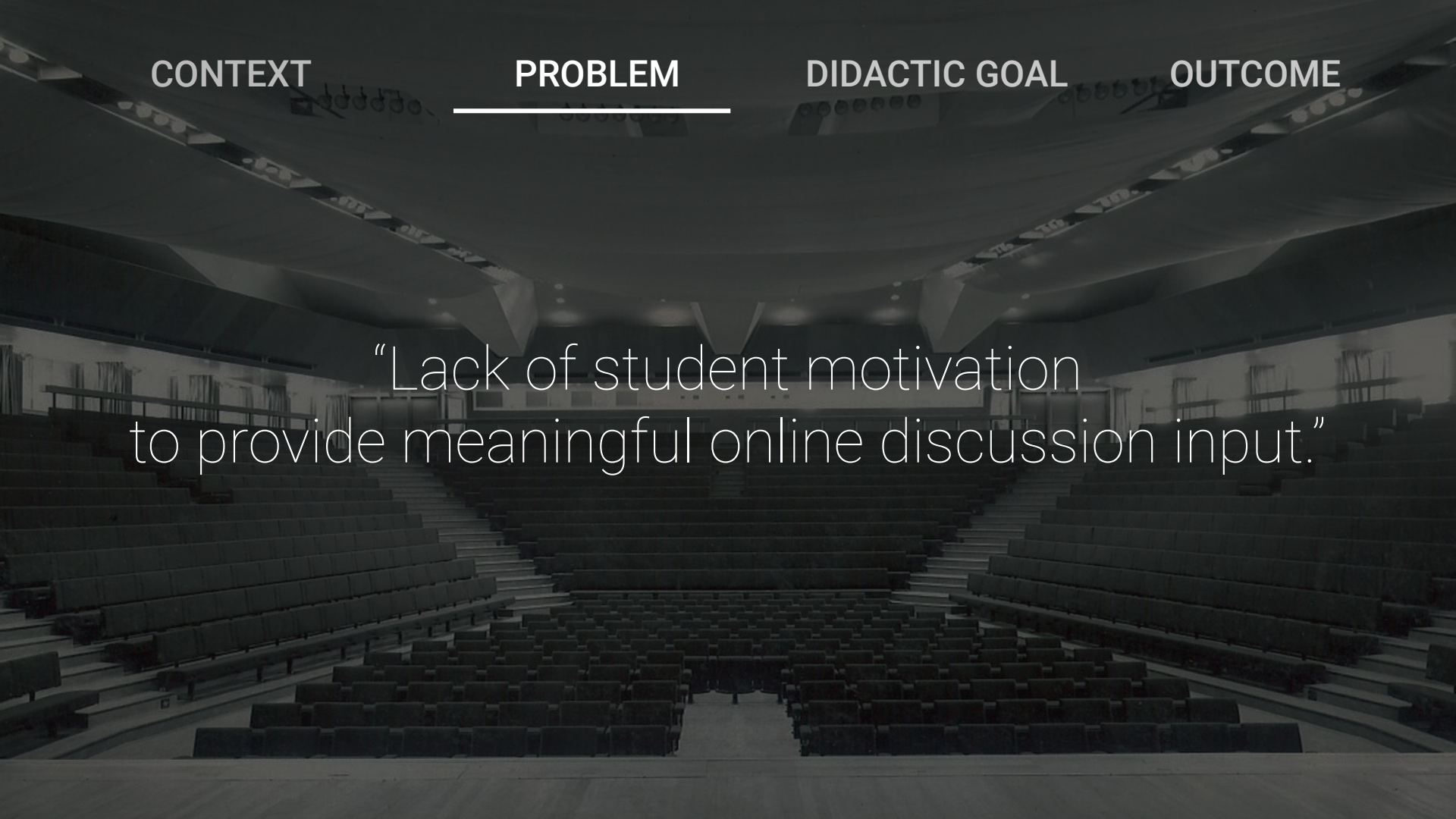
Case study

Wageningen University
The Netherlands
Sept 2018

WAGENINGEN
UNIVERSITY & RESEARCH

CONTEXT PROBLEM DIDACTIC GOAL OUTCOME

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.”

SITUATION PROBLEM **DIDACTIC GOAL** OUTCOME

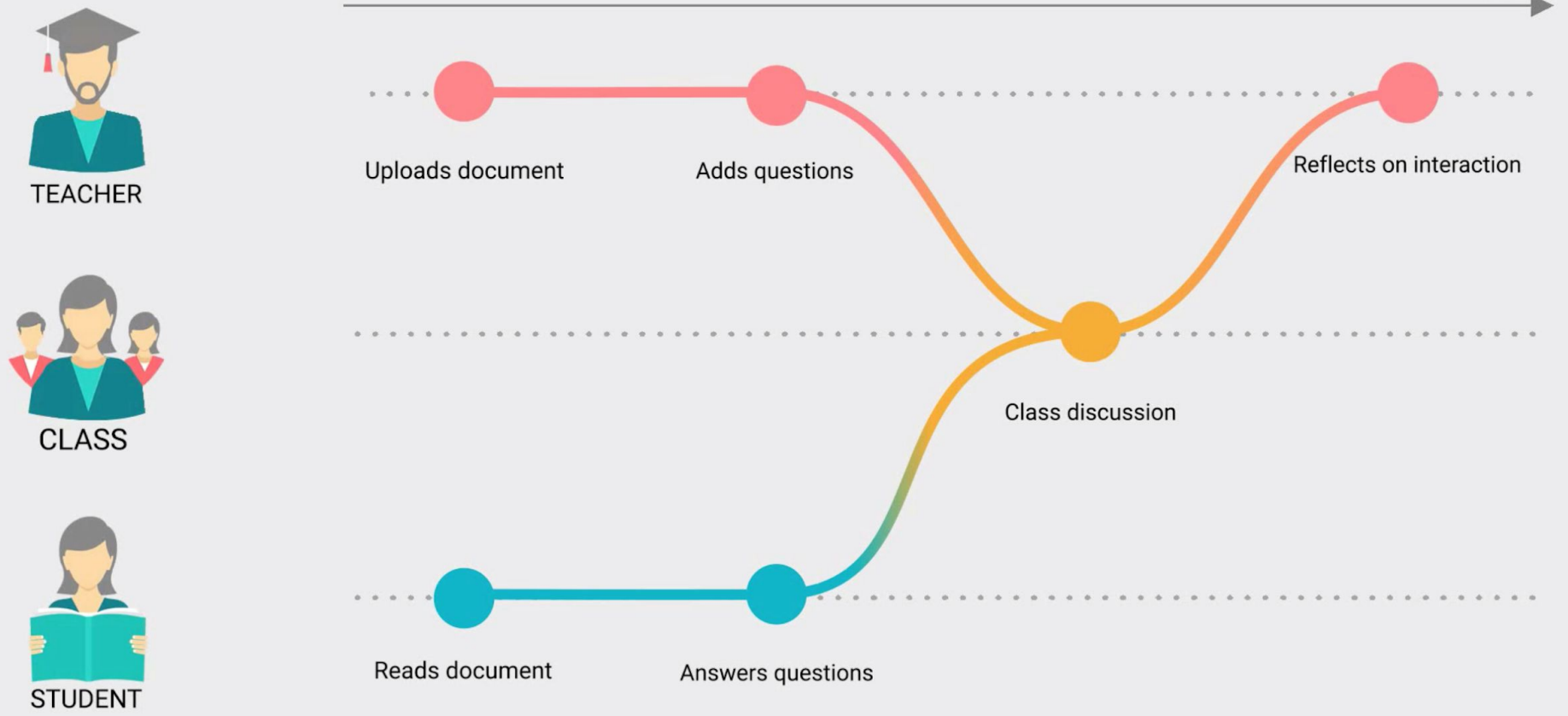
1. Creating a safe learning environment
   a. Where students can also make mistakes
   b. Where not all input is being judged by teacher

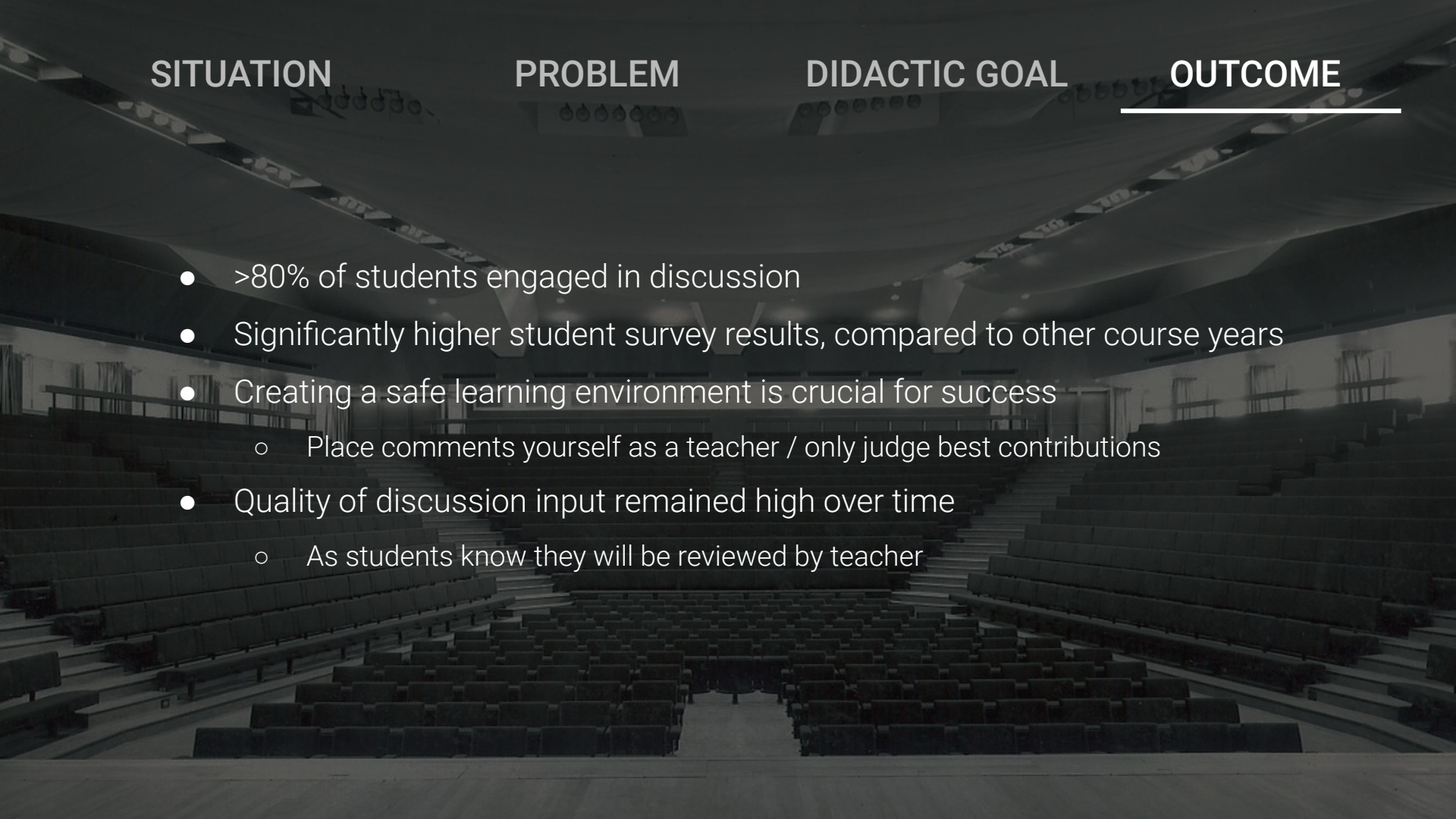
2. Making students responsible for own learning process
   a. By them critically reviewing their best contributions compared to the rest of the discussion input
   b. By selecting one comment themselves that will later be reviewed by the teacher

3. Organizing discussions as part of a student-centred teaching concept

Tool used

Interactive Study Material


1
2
3
4
time
TEACHER
CLASS
STUDENT
Uploads document
Adds questions
Reflects on interaction
Class discussion
Reads document
Answers questions



SITUATION PROBLEM DIDACTIC GOAL **OUTCOME**

- >80% of students engaged in discussion
- Significantly higher student survey results, compared to other course years
- Creating a safe learning environment is crucial for success
  - Place comments yourself as a teacher / only judge best contributions
- Quality of discussion input remained high over time
  - As students know they will be reviewed by teacher