



FeedbackFruits

Discussion Assignment



Why organise online discussion?



For students (didactic)

- Discussion improves forming of knowledge & assessing of students' understanding
- Debates & interaction within class stimulate reflection
- Cultivate communication & analytical skills of students



For teachers (pragmatic)

- Leveraging classroom interactions at scale (online)
- Create a self-policing community of students (avoid plagiarism)
- Effective method for both STEM & Business Management courses

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How online discussions work



Inline feedback
on media



Feedback on
Feedback



Learning analytics



Data export possibility



Grading (Dotank)



Incentives (Dotank)

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What was built in the consortium for Discussions



Discussion assignment

Didactic challenge:

How to encourage
critical and
reflective thinking
and dialogue
between peers?

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Elements our partners love

Unique discussion flow:

- Case study analysis
- Peer Review
- Open discussion
- Teacher intervention
- Reflection

The screenshot displays a vertical list of five steps in a discussion flow, each with a numbered icon in a green circle on the left. Step 1, 'Instructions', includes a circular profile picture with the letter 'A' and a list of five questions for students to address. Step 2, 'Hand in', shows a 'Deadline passed' status and submission counts. Step 3, 'Discuss with your peers', includes a 'GO TO THE DISCUSSION' button and counts. Step 4, 'Open discussion', also includes a 'GO TO THE DISCUSSION' button and counts. Step 5, 'Reflect on the discussion', shows a count for reflections. A 'DOWNLOAD ALL SUBMISSIONS' link is visible at the top right of the interface.

Step	Section	Deadline	Students still in progress	Students that completed their hand in / Students that discussed / Students that discussed / Students that wrote a reflection
1	Instructions	-	0	6
2	Hand in	Deadline passed (Wed, Apr 3rd, 17:25)	0	6
3	Discuss with your peers	Deadline passed (Wed, Apr 3rd, 18:06)	0	6
4	Open discussion	Deadline passed (Wed, Apr 3rd, 18:17)	2	4
5	Reflect on the discussion	-	0	4

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Elements our partners love

Discussion facilitation:

Mandatory and Open discussion:

- Automated peer allocation
- Submissions open for review

Advanced discussions threads:

- In-depth comments (page annotations)
- Teacher comments

The screenshot displays a discussion interface with three main sections:

- Submission Review:** A submission titled "Aenean eu leo quam..." is shown. Below it, a prompt asks to "Discuss the submissions of at least 3 peers." and a "CONTINUE" button is visible.
- Case Study:** A section titled "Case study on The Early Sales Decisions" is shown, including a "Mark as Impact" button and a "SHOW OLDER" link.
- Comment Thread:** A thread of comments is displayed, including a comment by "Firstname Lastname" and a "Write a reply..." input field.

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Elements our partners love

Learning analytics on discussion contributions:

- Real-time progress
- Extensive insights per student
- Input for grading (upvote/comment ratio)

^ Statistics per active student						↓ DOWNLOAD
Name	Read instructions	Handed in	Discussions participated	Total comments	Comments received	
Olivia Johnson				5		
Connor Murphy				4	5	
Liz Bennett				5	3	

Name	Upvotes received	Upvotes on submissions	Upvotes given	Upvotes to submissions	Reflected
Olivia Johnson	4	0	0	0	
Connor Murphy	2	3	7	1	
Liz Bennett	4	0	1	0	

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Case study

MITx

United States
February 2019

SITUATION

PROBLEM

INTERVENTION

PILOT

Faculty: MITx - Free Courses from Massachusetts Institute of Technology

Date: February 2019

Course: Principles of Manufacturing (Micro Mooc)

Instructor: Lee Weinstein

Instructional designer: Dr. John Liu

Course size: 400 students | WG 80 students

SITUATION

PROBLEM

INTERVENTION

PILOT

“Need for case-study discussion & online debate
but Limitations of EDX
as it is mainly focussed around closed ended
assessments.”

SITUATION

PROBLEM

INTERVENTION

PILOT



John

Educational
consultant



Edtech Dotank

1. Approached FeedbackFruits to co-created a new educational tool
2. Designed a tool to leverage classroom interaction & facilitate case-study discussion at scale
3. Included peer-review & open discussion in the MVP prototype
4. Set up a pilot in the area of open-ended and project-based assessment

SITUATION

PROBLEM

INTERVENTION

OUTCOME

The learning activity results...

- 97,5 % of students (n=80) were positive about the learning activity
 - They had either corrected their work, broadened their understanding or raised their confidence level
- The open discussion became a self-policing community (no plagiarism)
 - As it implied that every student could review all submissions and comments
- After multiple runs, student input was constructive at all times
 - No trolling or extreme positive comments (social acceptable behaviour)

SITUATION

PROBLEM

INTERVENTION

OUTCOME

INSIGHTS ON LEARNER EXPERIENCE FROM REFLECTION (1)

- I learned from the comments given by the peers that there are **design flaws** in my design of experiment and they offered advice on how to improve the proposal for better result
- This participation made me to understand others views on my project proposal which really motivated me that i am going in right path. It also raised my confidence level.
- I learned that my project **needs a part of optimization** in order to be completed. I see many comments suggesting to test a quadratic model and furthermore all the projects, I have the opportunity to read, include this part in their studies.
- Unfortunately no in-depth discussions emerged.
 - **corrected**
 - **added / broadened / contrasted / deepened**
 - **confirmed / reinforced**
 - **complaint / weakness / shortcoming**

INSIGHTS ON LEARNER EXPERIENCE FROM REFLECTION (2)

