FeedbackFruits

Comprehension

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

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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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Inline annotations on:
➜ Text
➜ Audio fragments
➜ Video fragments

Subjects were asked to justify their rejection of the scientific consensus. In 33% of cases, one third, subjects simply restated their position, essentially giving no justification. In 34% of cases the subjects did cite evidence. In 20% of cases the subjects referenced their cultural or religious identity. So only about a third of the time did subjects reference evidence as the justification for their belief. This does not mean their belief is based on evidence – only that they justify the belief that way.

We know from other research that people will sometimes come to a conclusion for emotional reasons (identity, ideology) and then rationalize that belief, citing evidence or arguments that were not the real reason for their belief in the first place. They also resist changing their position, even in the face of solid evidence, if their belief is emotionally held.

13:57   47:57

Back

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)

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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
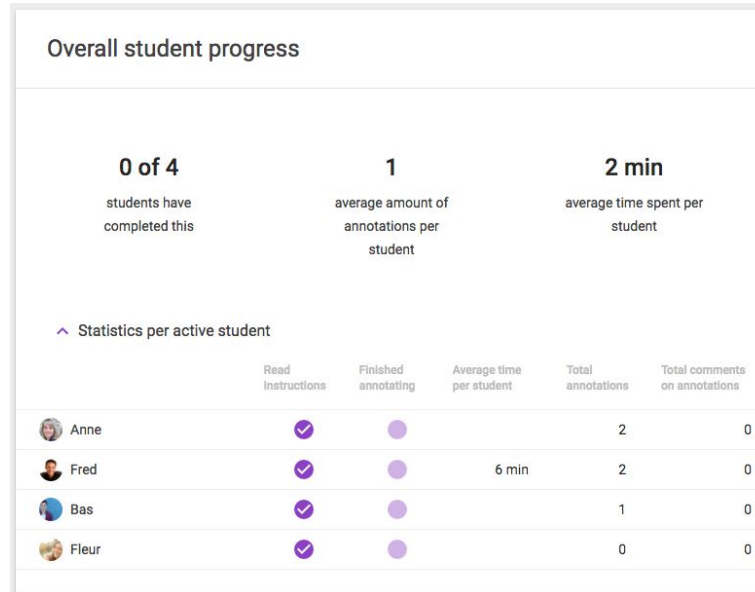- ➔ requiring a summary for each topic (optional)

Back

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Learning analytics through:
➔ comments & annotations
➔ time spend
➔ correct answers to practice
  questions
➔ sorting options

Overall student progress

	0 of 4	1	2 min
	students have completed this	average amount of annotations per student	average time spent per student

⌃ Statistics per active student

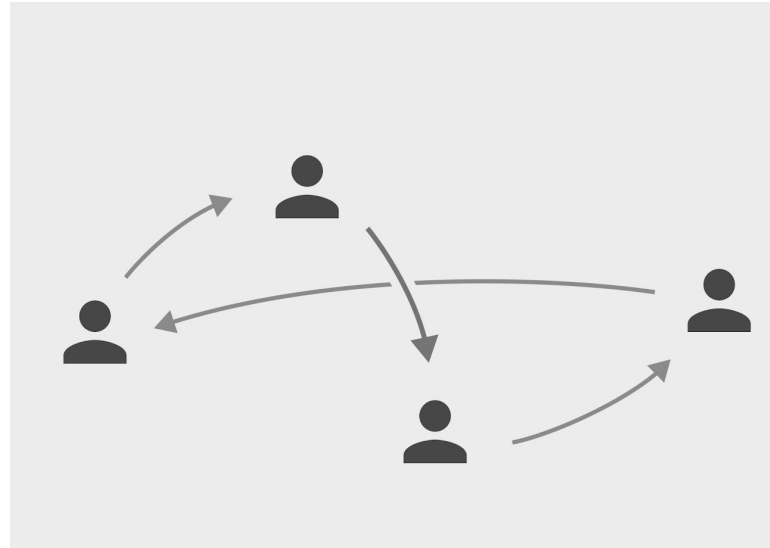|	Read instructions	Finished annotating	Average time per student	Total annotations	Total comments on annotations
Anne	✓	●		2	0
Fred	✓	●	6 min	2	0
Bas	✓	●		1	0
Fleur	✓	●		0	0

Back

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Support of LMS groups through Smaller scale discussions in study material

Back