



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



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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 will also resist changing their position, even in the face of solid evidence, if their belief is emotionally held.



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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

THE DISRUPTIVE INNOVATION MODEL

This diagram contrasts *product performance trajectories* (the red lines showing how products or services improve over time) with *customer demand trajectories* (the blue lines showing customers' willingness to pay for performance). As incumbent companies introduce higher-quality products or services (upper red line) to satisfy the high end of the market (where profitability is highest), they overshoot the needs of low-end customers and many mainstream customers. This leaves an opening for entrants to find footholds in the less-profitable segments that incumbents are neglecting. Entrants on a disruptive trajectory (lower red line) improve the performance of their offerings and meet the needs of low-end customers (where profitability is highest) and displace the offerings of incumbents (where profitability is highest) and displace the offerings of incumbents.

Disrupters often build business models that are very different from those of incumbents. Consider the health care industry. General practitioners operating out of their offices often rely on their years of experience and on test results to interpret patients' symptoms, make diagnoses, and prescribe treatment. We call this a "solution shop" business model. In contrast, a number of conventional care clinics are taking a disruptive path by us what we call a "process" business model: They use standardized protocols to diagnose and treat

Comments

Sorted on location

- Liz Bennett 2 months ago
@p4 Interactive... Does a disruptive innovation always come from a smaller company?
3
- Liz Bennett 3 months ago
@p4 Interactive... Examples question...
- Liz Bennett 2 months ago
@p5 Interactive... Can recognize the best disrupters by the amount of funding they have received?
3
- Donald Cook 2 months ago
@p5 Interactive... Is Uber then really a disrupter because the taxi-business is not really a 'new market'
2 1
- Emily Collins 2 months ago
Yes, that is true but how they approached it, by ordering the taxi online, is truly a new way of approaching the market
- Olivia Johnson 2 months ago
You can say that in a certain way they develop a new market: the online taxi market

Write a reply

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

The screenshot displays a digital learning environment. On the left, a document is open with several paragraphs of text. Some text is highlighted in grey, and there are pencil icons next to it, indicating annotations. The text includes phrases like "viewed sequentially, as if going through ten", "researching your topic, making yourself an", "es, and the library. Take notes and immerse", "e base, start analyzing the arguments of the", "write out the reasons, the evidence. Look for", "how to write an essay begins by learning", "of your own, genuine essay-writing", "swer them. Meditate with a pen in your", "ome up with original insights to write about.", "a clear assertion that you can write your", "nt, summed up in a concise sentence that lets", "e essentially impossible to write a good essay".

At the top of the interface, there are icons for user profiles (H, C, E, H), a "UNFOCUS" button, and a "Students' progress" indicator. A "DONE" button is also visible. On the right side, there is a sidebar titled "Annotations" with a "Filter" section. This section lists four users with their respective progress percentages and a "FILTER" button for each:

User	Progress	Action
Annika Borgstede (Teacher)		FILTER
Liz Bennett	100%	FILTER
Connor Murphy	12%	FILTER
Emily Collins	87%	FILTER

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Priming students on topics by:

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

Topics

For each criterion, you can specify how many comments are required. Incomplete reviews will be visible to the receiver.

ADD TOPIC

Topic 

Short title
Noteworthy

Topic description to activate pre-knowledge

Required amount of annotations
1

Summary of the annotations is required

DONE

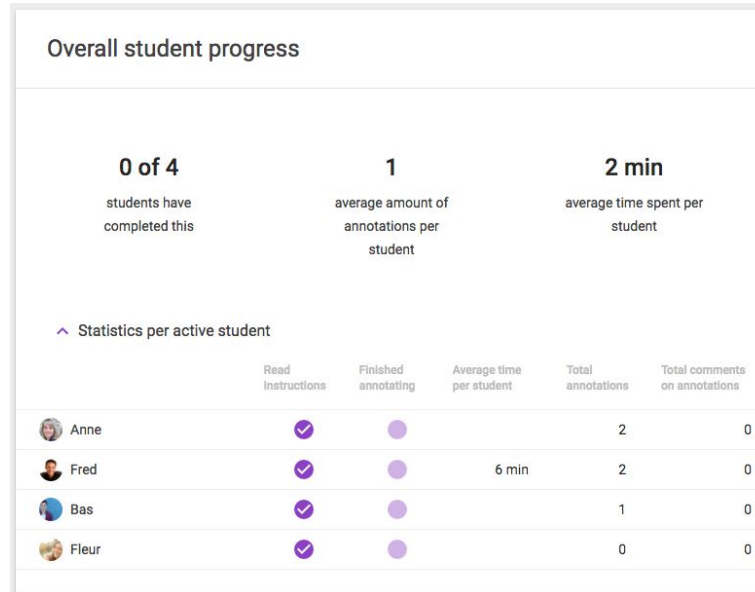
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Learning analytics through:

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

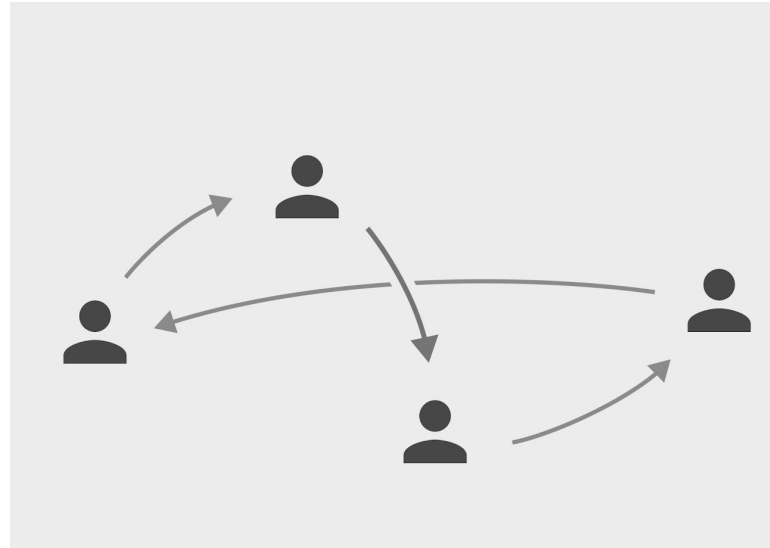


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Support of LMS groups through
Smaller scale discussions in study
material



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