



# 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



FeedbackFruits

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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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# Elements our partners love

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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# Elements our partners love

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 lowest) and eventually displace the incumbents (where profitability is highest) and gain dominance of the market.

**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
- 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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# Elements our partners love

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

The screenshot displays a digital learning environment. At the top, there are user avatars for H, C, E, and H, along with a 'UNFOCUS' button and 'Students' progress' indicator. A 'DONE' button is visible. The main content area shows a document with several paragraphs of text, some of which are highlighted in grey. To the right of the document is a vertical toolbar with a pencil icon and a plus/minus control. On the far right, an 'Annotations' sidebar is open, showing a 'Filter' section with a list of users and their progress percentages. Each user has a 'FILTER' button next to their name.

User	Progress	Action
Annika Borgstede (Teacher)		<a href="#">FILTER</a>
Liz Bennett	100%	<a href="#">FILTER</a>
Connor Murphy	12%	<a href="#">FILTER</a>
Emily Collins	87%	<a href="#">FILTER</a>

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# Elements our partners love


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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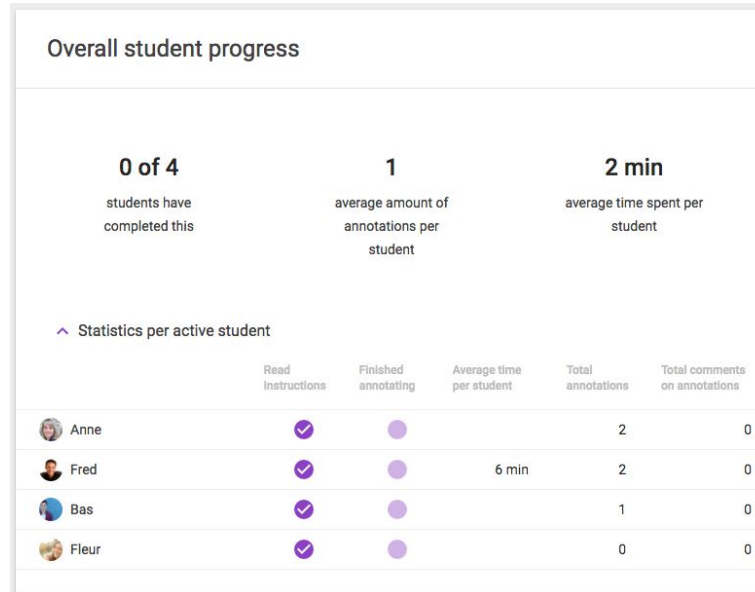




# Elements our partners love

Learning analytics through:

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

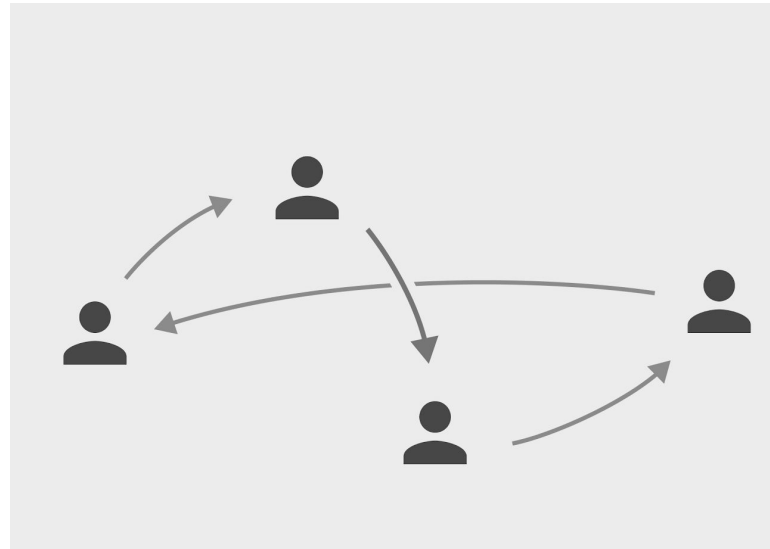


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## Elements our partners love

Support of LMS groups through  
Smaller scale discussions in study  
material



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# Case study

Wageningen University

The Netherlands

Sept 2018



WAGENINGEN  
UNIVERSITY & RESEARCH

## CONTEXT

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## 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



CONTEXT

PROBLEM

DIDACTIC GOAL

OUTCOME

“Lack of student motivation  
to provide meaningful online discussion input.”



## SITUATION

## PROBLEM

## DIDACTIC GOAL

## OUTCOME

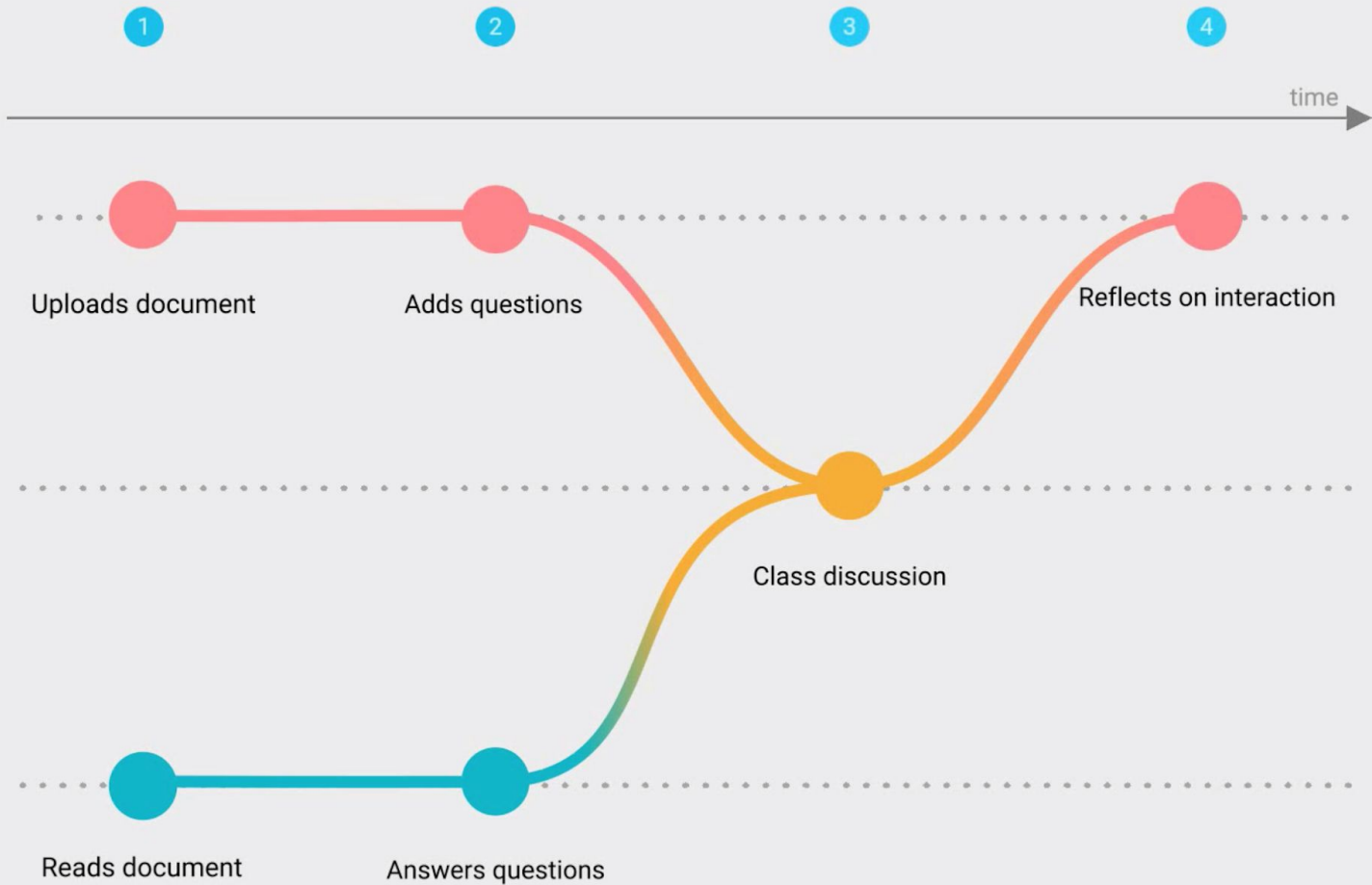
1. Creating a safe learning environment
  - a. Where students can also make mistakes
  - b. Where not all input is being judged by teacher
2. Making students responsible for own learning process
  - a. By them critically reviewing their best contributions compared to the rest of the discussion input
  - 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







## 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