



FeedbackFruits Interactive Video



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





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

Back



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.

13:57 47:57

Back



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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 (where profitability is highest).

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:

- Liz Bennett 2 months ago: @p4 Interactive... Does a disruptive innovation always come from a smaller company?
- 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?
- Donald Cook 2 months ago: @p5 Interactive... Is Uber then really a disrupter because the taxi-business is not really a 'new market'?
- 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.

Back



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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 three pencil icons on the right side of the page, indicating annotations. The top of the interface shows a header with user avatars (H, C, E, H), a 'UNFOCUS' button, and a 'Students' progress' indicator. A 'DONE' button is visible in the top right corner of the document view. 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 next to each name.

Filter	Progress	Action
A Annika Borgstede (Teacher)		FILTER
L Liz Bennett	100%	FILTER
C Connor Murphy	12%	FILTER
E Emily Collins	87%	FILTER

Back



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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

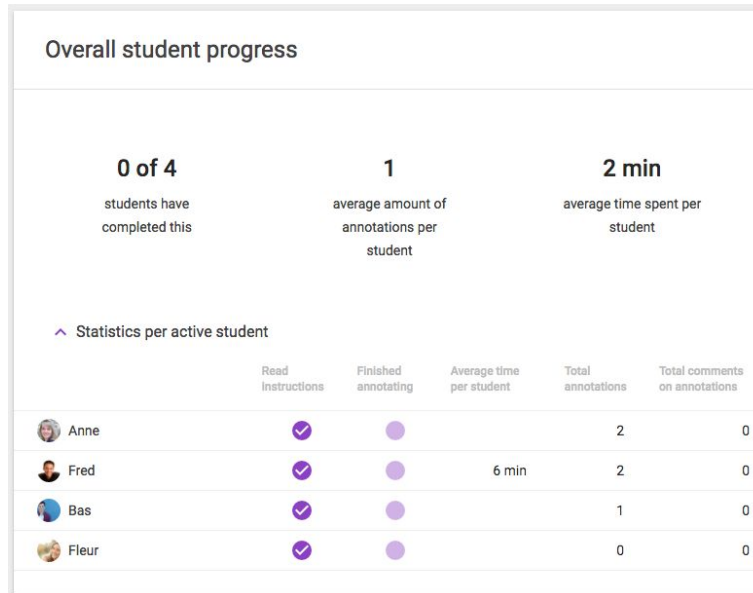
Back



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Learning analytics through:

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

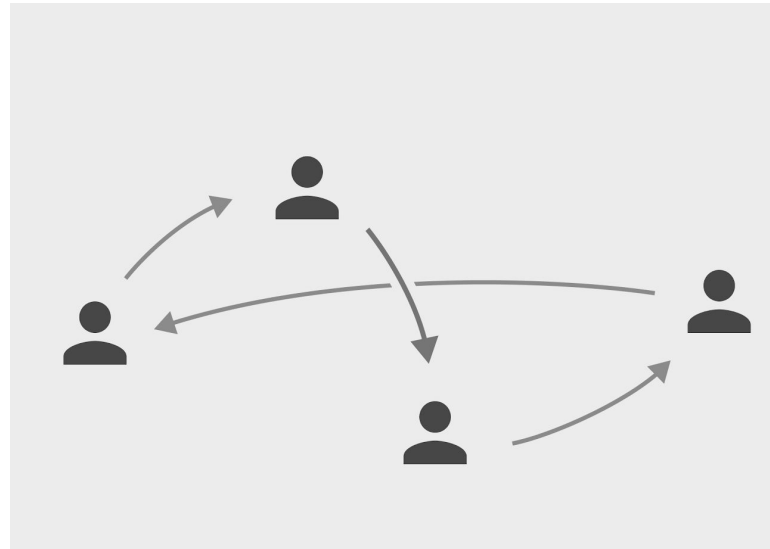


Back



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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

CONTEXT

PROBLEM

DIDACTIC GOAL

OUTCOME

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

SITUATION

PROBLEM

DIDACTIC GOAL

OUTCOME

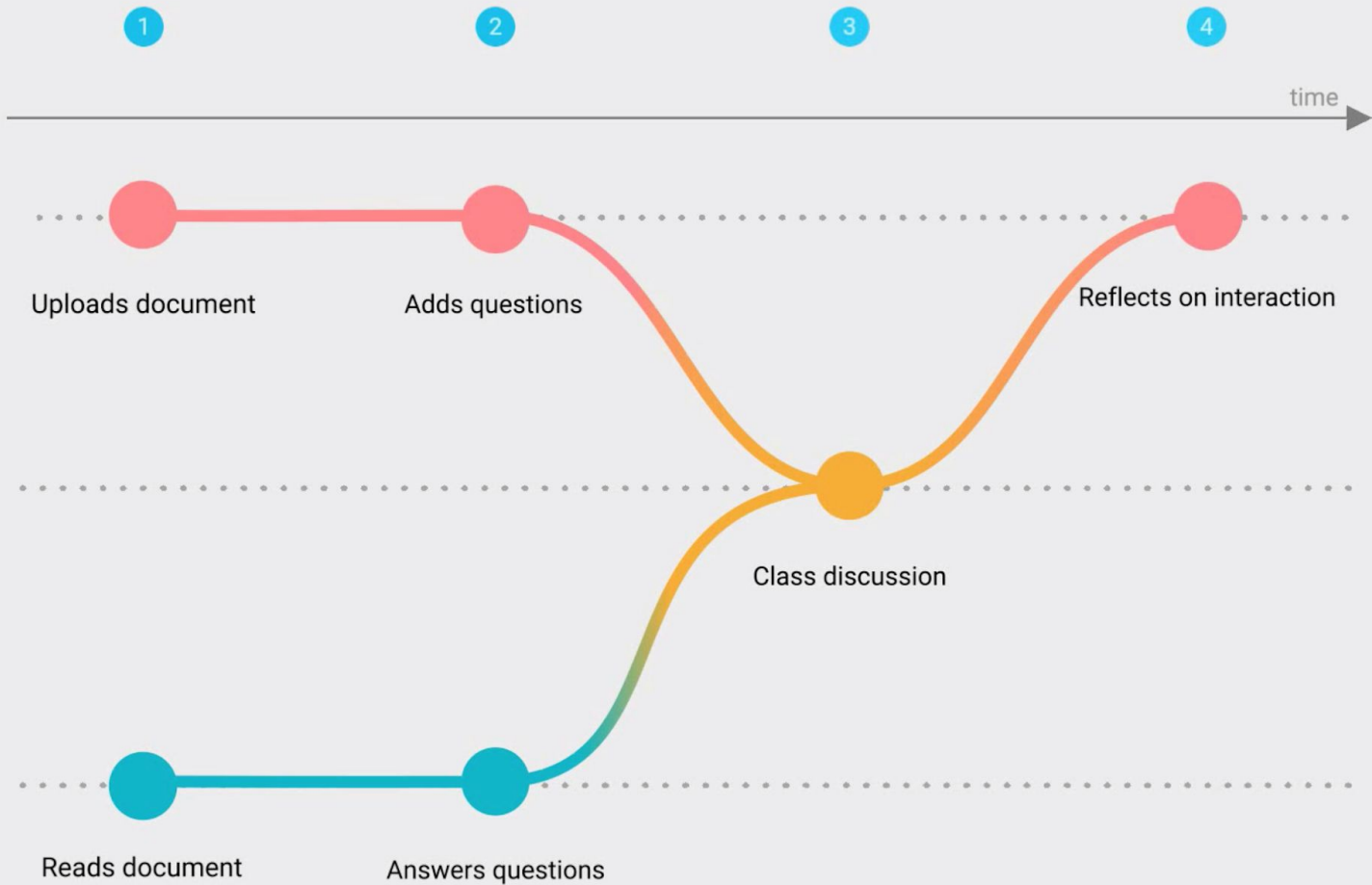
1. Creating a safe learning environment
 - a. Where students can also make mistakes
 - b. Where not all input is being judged by teacher
2. Making students responsible for own learning process
 - a. By them critically reviewing their best contributions compared to the rest of the discussion input
 -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