

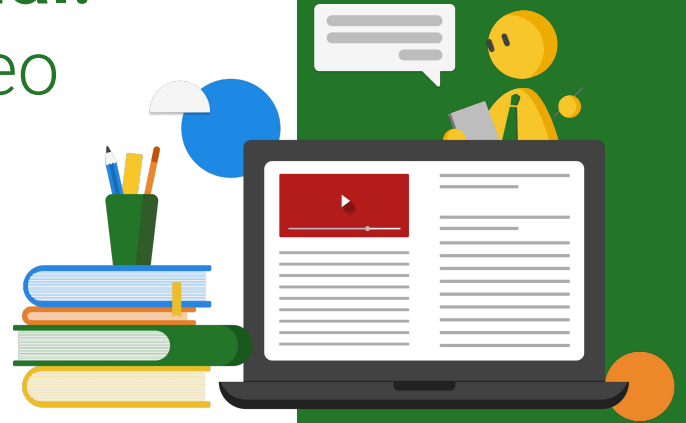


Feedback**Fruits**



Increase student engagement with the online study material: Interactive Document and Video





17 September 2024





Upon completion of the training you will...



-  ... understand the different ways of engaging students with the online study material
-  ... be able to independently set up FeedbackFruits assignment in Blackboard
-  ... know where to look for example use cases, inspiration and guiding resources
-  ... know where to look for support when needing more guidance for setting up your activities!



FeedbackFruits' Mission

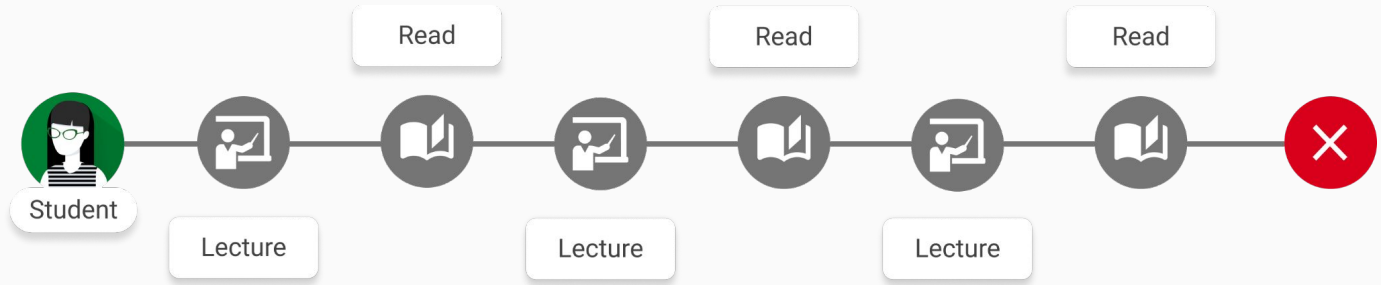


FeedbackFruits makes better teaching easy to organise

We've worked with over 200 higher education institutions to meet strategic objectives and prepare students to navigate a 21st century market by developing lifelong skills.



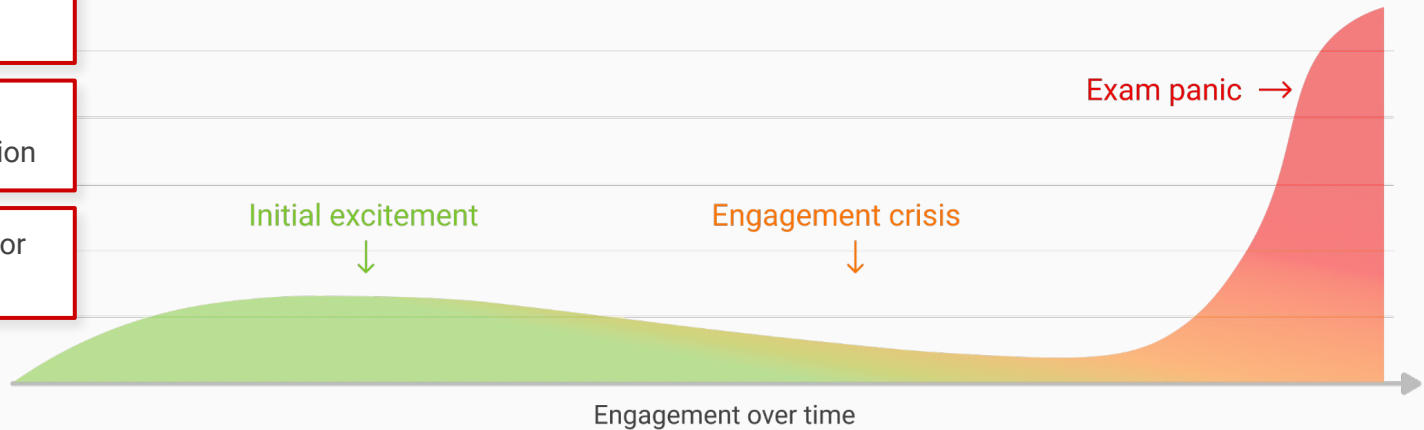
Traditional teaching cannot keep pace...



Low engagement levels

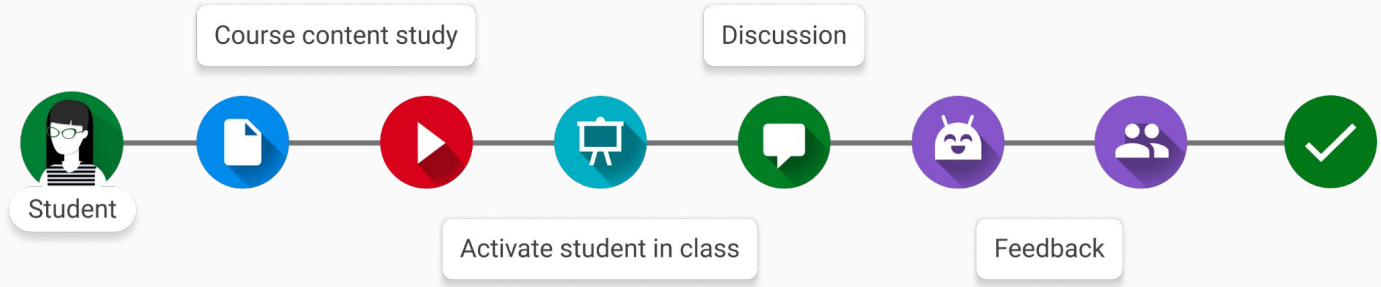
Low focus on knowledge retention

High withdrawal or drop out rate





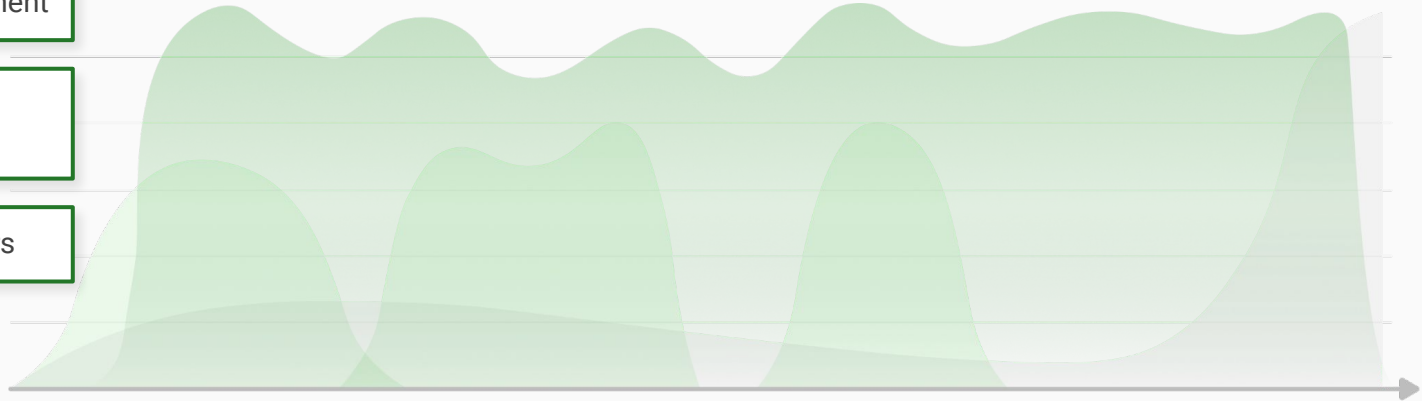
Institutions want **improved teaching and learning**



Authentic Assessment

Focused Skill Development

Engaged learners



Engagement over time



FeedbackFruits' Teaching & Learning System



PEDAGOGY SOLUTION
Feedback and Assessment

- Peer Review
- Automated Feedback
- Skill Review
- Group Member Evaluation
- Assignment Review
- Group Formation
- Self Assessment

PEDAGOGY SOLUTION
Collaboration and Engagement

- Interactive Document
- Interactive Presentation
- Interactive Video
- Discussion
- Interactive Audio
- Group Formation
- Comprehension
- Team-based Learning



Seamlessly integrated in **Blackboard**



Blackboard

- ✓ **Push grades** directly to BB
- ✓ **Reuse** rubrics and activities
- ✓ **Sync groups** from BB
- ✓ **Sync deadline** with due date

Example Learning Activities Content Interactive Video - Simple Learning Activity - Ted talk Learning Activity

Interactive Video - Simple Learning Activity - Ted talk Learning Activity

2 Video

Activity closes when you decide so SCHEDULE CLOSE IN CLOSE NOW

Time window Opened on **Thu, Jun 11th, 10:41** and closes when you decide so

In-video activities

Student Engagement - What's the matter?





Student Engagement - What's the matter?

Online students are **17%** less likely to collaborate with their peers

65% of online students report never having worked with a peer outside of class

Only **45%** of online students report having discussed assignments or grades with instructors



What is active learning?



*Instructional activities involving students in **doing things** and **thinking** about what they are doing.*



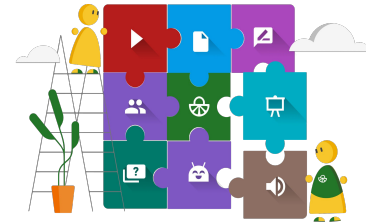
Source: (Bonwell & Eison, 1991, p. 2)



*Students become the **active constructor, discoverer, transformer** of own knowledge.*



Source: (Johnson et al., 2006)





Ways to engage students with the study material



Interactive Document

The screenshot shows a web browser interface for an interactive document. The main content area displays a biology text document titled "Student learn biology vocabulary collaboratively with - Intera...". The text includes sections for plant families: **ASTERACEAE**, **CANNABACEAE**, **CARYOPHYLLACEAE**, **CELASTRACEAE**, and **CORNACEAE**. A discussion thread is visible on the right side of the document, titled "Discussion thread". The thread includes a post from "NSUTeacher1 Teacher1 (Teacher)" with the text "Write one information about value of the Asteraceae Fa" and a reply from "NSUStudent1 Student 1" with the text "The Asteraceae family includes several edible plants such as lettuce, chichory, artichokes, and sunflower seeds, which are all good sources of dietary fiber, vitamins (such as vitamin C, K, and folate), and minerals (such as potassium and magnesium) that are essential for maintaining good health."



Interactive Video

The screenshot shows a web browser interface for an interactive video. The main content area displays a video player with a red play button overlay. The video title is "Fostering a growth Mindset, Carol Dweck". A discussion thread is visible on the right side of the video player, titled "Discussion thread". The thread includes a post from "NSUStudent1 Student 1" with the text "What is the power of yet?" and a reply from "NSUStudent1 Student 1" with the text "The power of yet is".

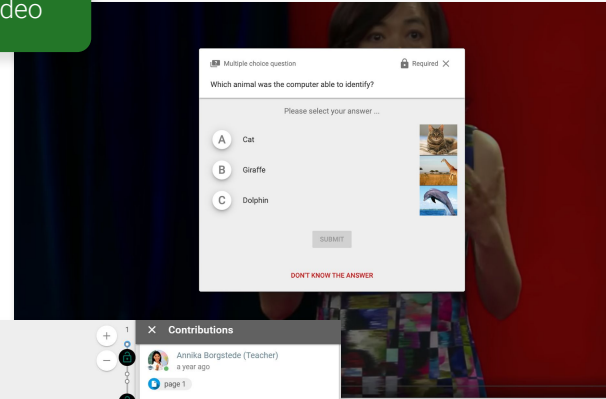


Interactive Study Material

Interactive Video

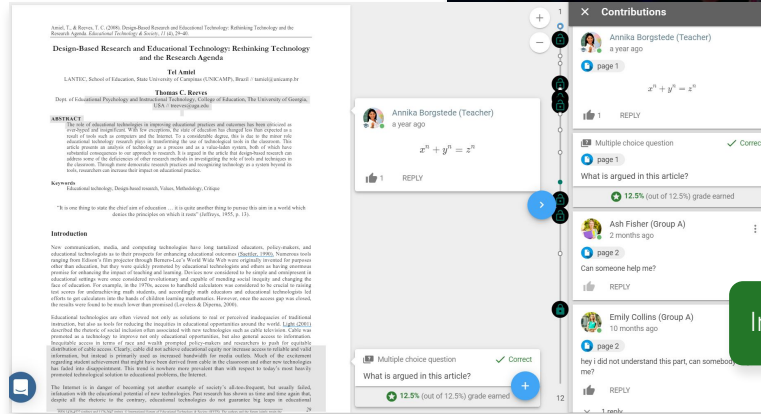
What is Interactive Study Material?

Engage students by letting them interact with the study material, for example by answering questions or discussing with each other



Why do teachers use ISM?

- To stimulate active consumption of the study material
- To have students come to class more prepared
- To encourage peer discussion about the course content



Interactive Document



Introducing Acai: Pedagogy-Driven AI



Enhancing Teacher Effectiveness with the: Engagement Assistant

the number 11 is a number for a statement being true (right) or not, they started for "one", "two", and "three hundred" respectively. Similarly, the symbol "11" was used for "being", "being", or "three-hundred" in the three different positions. It was just like an equation, except for one position: the one could be Babylonian or the number 100.

The number 1 was easy to write. Unfortunately, 50 was also written as 1; the only difference was that 1 was in the second position rather than the first. This was also easy for any to tell which number it represented. A single zero in the first column is easy to identify all from a single stone in the second column. The same is true for writing. The Babylonians had no way to denote which column a written

symbol was in. It could represent 1, 60, or 3,600. It got worse when they mixed numbers. The symbol "1" could mean 60, 3,600, or even greater values.

Zero was the solution to the problem. To avoid 100 as the Babylonians had started using the abacus, they used a space, or, to represent an empty space, an empty column on the abacus. This space-holder mark made it easy to tell which position a symbol was in. Before the advent of zero, "1" could be interpreted as 60 or 3,600. But with zero, "1" meant 60, 3,600 was written as 1 0 1 (Figure 2). Zero was born out of the need to give any given sequence of Babylonian digits a unique, permanent meaning.

Though zero was useful, it was not a placeholder. It was merely a symbol for "blank space" in the abacus, or a column where all the digits were at the bottom. It did not more than make sure digits fill in the right places. It did not really have a numerical value of its own. After all, 000,000,188 means exactly the same thing as 188. It was in a way of digits that he emerged from some other digits to left. On its own, it meant nothing. Zero was a digit, not a number; it had no value.

Figure 2: Babylonian numbers

	None	100		100	100	100
11	11	11	11	11	11	11
10	10	10	10	10	10	10
1	1	1	1	1	1	1

Figure 2: Babylonian numbers

A number's value comes from its place on the number line: from its position compared with other numbers. For instance, the number two comes before the number three and after the number one, no matter how many are added. However, the 0 mark didn't have a spot on the number line at first; it was just a symbol; it didn't have a place in the hierarchy of numbers. Each today, we sometimes treat zero as a non-number even though we all know that zero has a numerical value of its own, using the digit 0 as a placeholder without connecting it to the number zero. I look at it as a placeholder on the tip of a cone rather than a number. The 0 comes after the 9, but before the 1; it will be the 9; it doesn't matter where the abacus is 0 or 9; it can be anywhere in the number sequence. But nowadays everybody knows that zero is not really a placeholder on the number line, because it has a definite numerical value of its own. It is the number that separates the positive numbers from the negative numbers. It is an even number, and it is the integer that precedes one. Zero must sit in the right place on the number line, below one and after negative one. No matter how many are added, the zero sits at the end of the sequence, and at the bottom of the abacus because an always one, counting.



Time saver!

The Engagement Assistant automatically generates embedded quiz questions and discussion topics





Demo in Blackboard

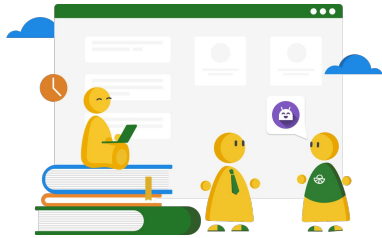


Questions?

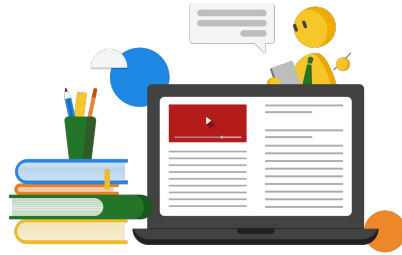


Feedback**Fruits**

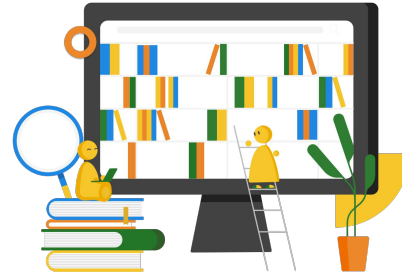
More information on FeedbackFruits



[Use case page](#)



[FeedbackFruits' youtube playlist](#)



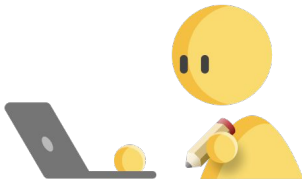
[Pedagogical e-books by FeedbackFruits](#)



[Help center](#)

Want to get started?

Please reach out to nedimauro@ccsu.edu



Thank You

