

# FeedbackFruits

Instructor manual

[beta.feedbackfruits.com](https://beta.feedbackfruits.com)



Feedback**Fruits**

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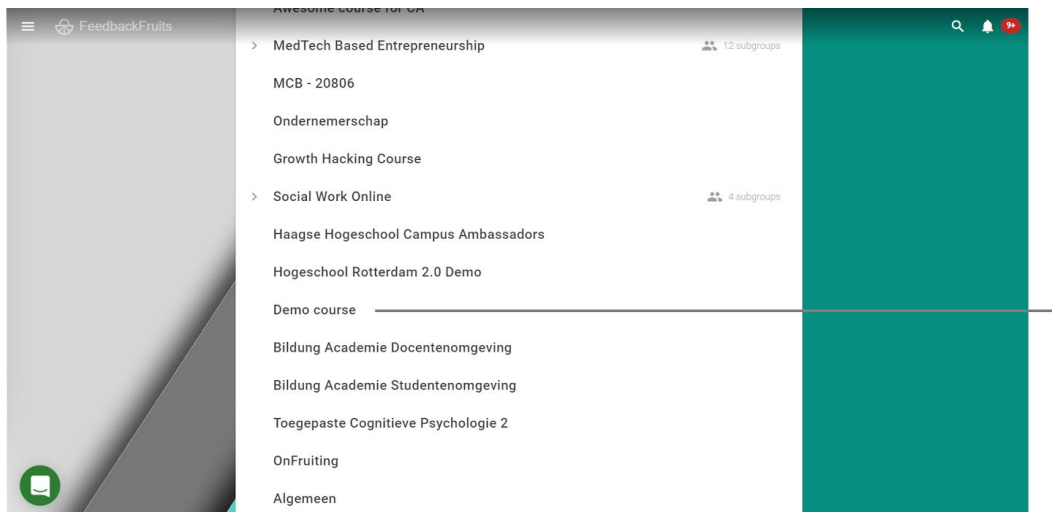
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# Adding a tool to a course

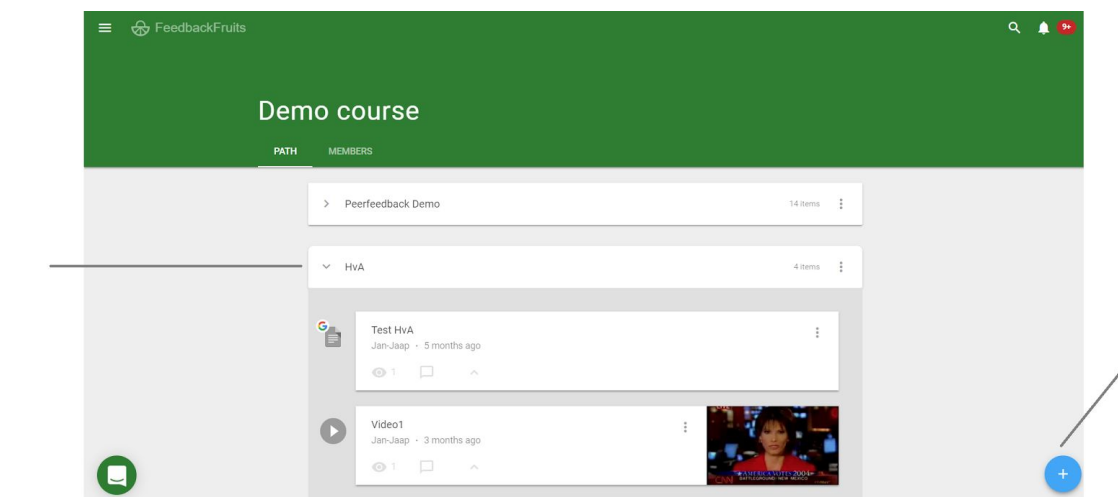
After you've logged in on beta.feedbackfruits.com, this is what you will see. An overview of all the courses you been enrolled in. If there are courses which you are invited to, but you haven't accepted the invitation yet, you will see them below all your active courses and you'd simply have to click: join.

By click the light grey letters in the upper left of the screen 'FeedbackFruits', you will always navigate back to this display, from wherever you are on the platform.

If you want to add a tool to a course, you will first select the applicable course in this overview.

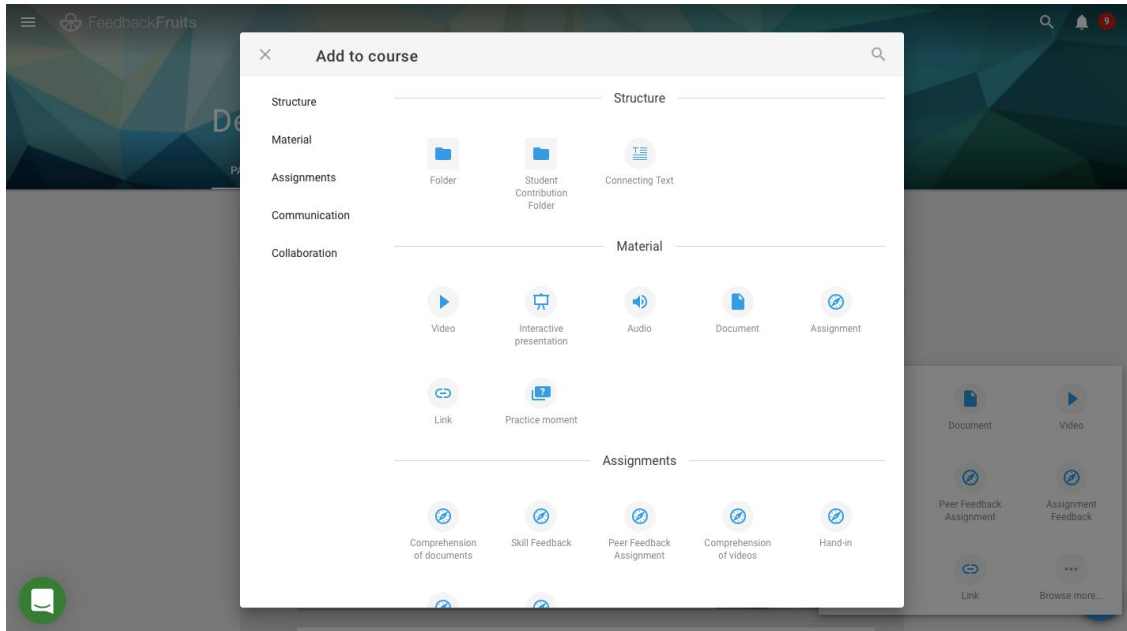


In this overview, the course 'Demo course' is selected. Below you see the display you navigate to when selecting the course. On this course level there are several folders. In the screenshot below we see the folders 'Peerfeedback Demo' and 'HvA'. If you have just started creating a new course, you will first need to add folders. Without folders, no tools can be added to the course. You can add a folder by clicking on the **blue +button** in the lower right corner and select a **folder**.



Once you've added a folder, you can add a tool to this level. In the screenshot above, the folder HvA is selected. If you click the blue +button now, you can add a tool to this folder.

Click on **Browse More** to see all tools. Here you see several categories with the different tools, but also folders, announcements, links or connecting texts can be added to a course. Select the appropriate tool here and start building your course!



We see the following categories:

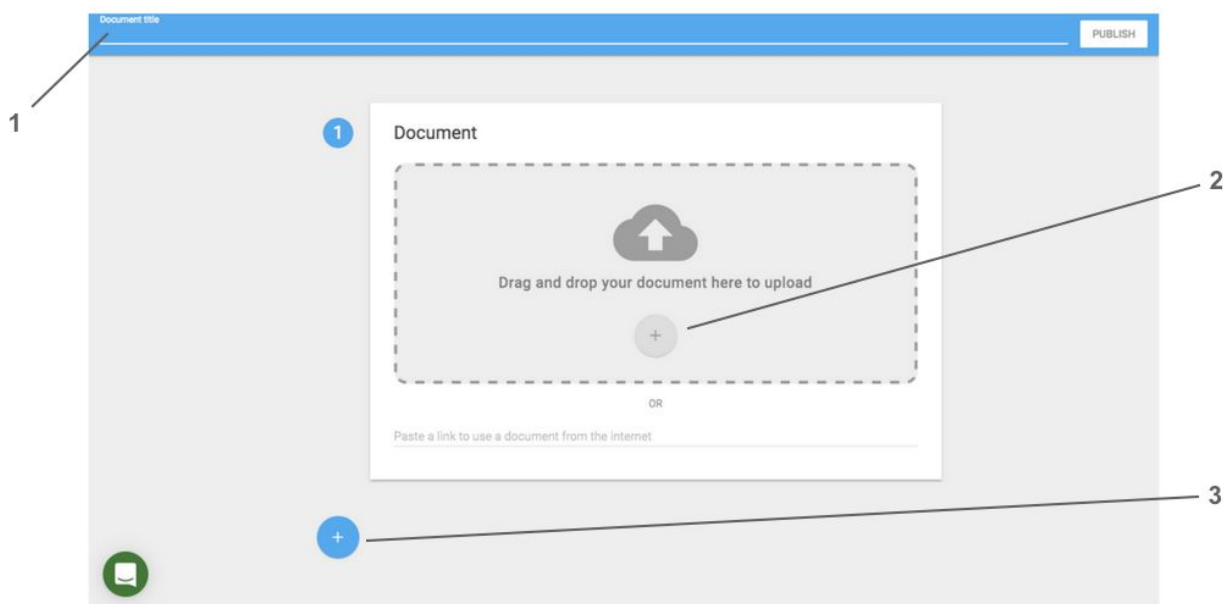
- Structure
- Material
- Assignments
- Communication
- Collaboration

# Interactive Document

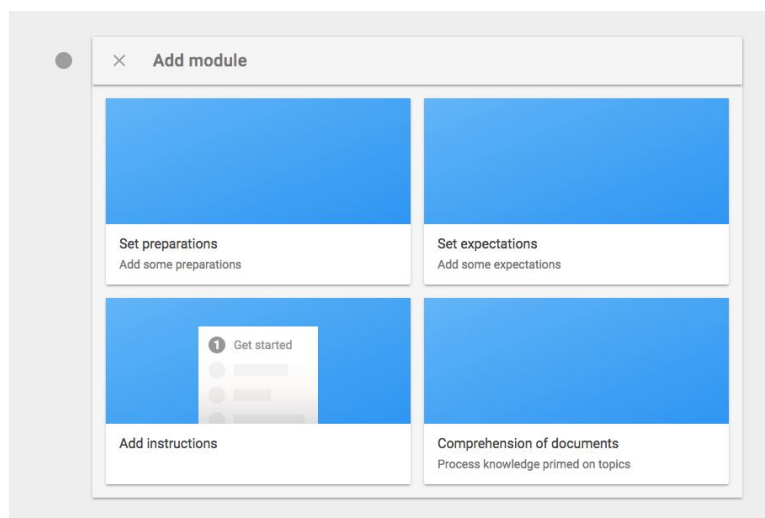
Interactive Document is a tool that is used to encourage interactivity while reading a document. This tool enables the instructor and his/her students to add discussion topics and practice questions to a document, by annotating specific parts of a text. These discussion topics and practice questions will be visible to all students which encourages the exchange of information and opinions between them and their instructor. While the students are reading the document, discussion topics and questions will pop up.

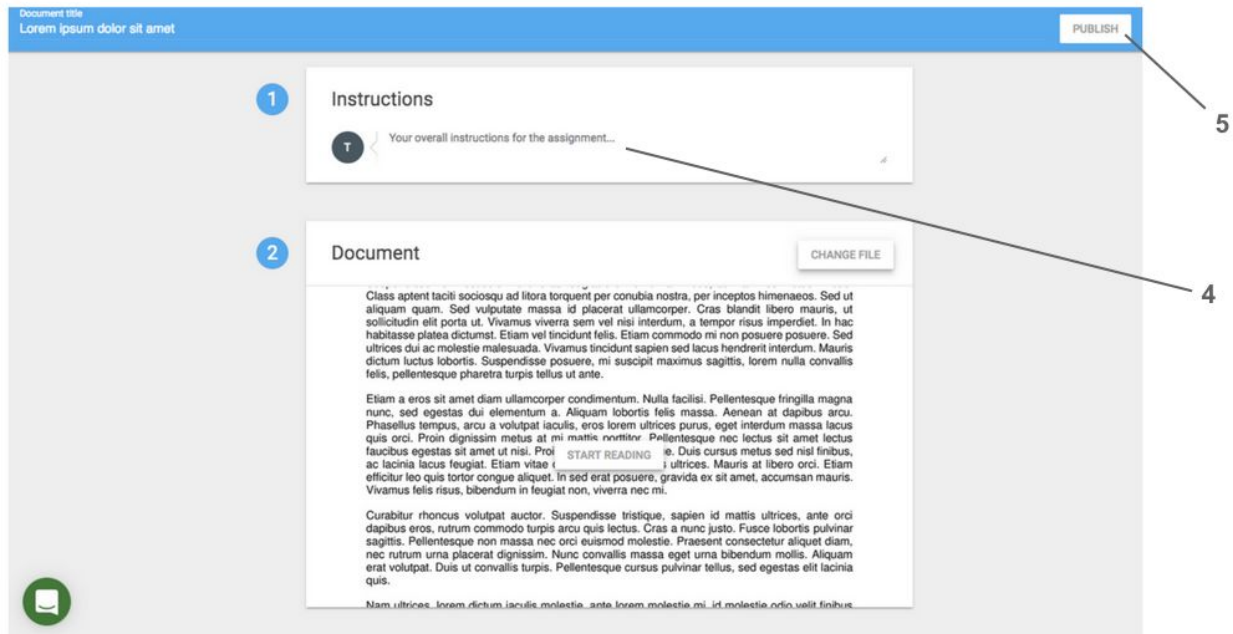
Check out the instructions to create your Interactive Document!

You will need to fill out some details when creating an Interactive Document.



1. **Document Title:** Create a name for your document in the blue header.
2. Click on + to upload a document from your computer or paste a link from the Internet.
3. Click on the blue + to see the various modules available for this tool. **Set preparations, Set expectations, Add instructions, Comprehension of documents.** Add instructions will add step 1; instructions, to your material.





**Set preparations** gives you the option to advise or require students to first read through another document, view a video, make an assignment etc. You can add an exception, to suggest that students who have read another text or had a look at different material, won't have to do the preparations before reading this document.

**Set expectations** gives you the option to advise or require students to complete reading their document. Here an exception can also be made.

**Comprehension of documents.** If you want to make an assignment out of this document, and really prime your students on certain topics, comprehension is the tool you want to use.

Interactive documents allows for discussion and deeper learning through practice questions, mainly meant for a deeper understanding of the material before a lecture.

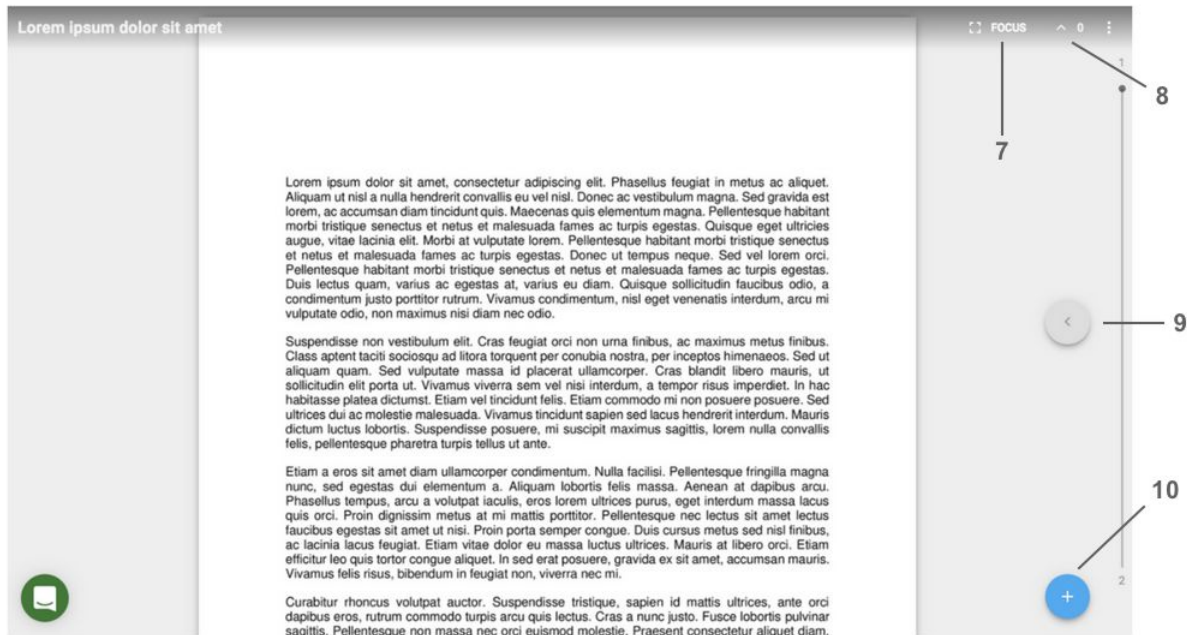
Comprehension is an assignment. Determine certain topics your students need to focus on and let them make annotations on these topics in the document.

In this scenario we have chosen the option: add instructions.

4. Fill in the instructions for your students.
5. Click **Publish**.

## Adding practice questions and discussion topics

Click on **Start Reading** and the document should open up.



Click on **Focus** for full-screen.

If your students found the document interesting, they are able to +1 it.

6. In order to have an overview of all the question asked and discussions opened, click on the < button.
7. To add a question or start as discussion, navigate to the part of the document that is of interest to you and press on the blue + button. You should then be able to choose between Practice Question and Discussion Topic.

## Create a Discussion Topic

>Lorem ipsum dolor sit amet, consectetur adipiscing elit. Phasellus feugiat in metus ac aliquet. Aliquam ut nisl a nulla hendrerit convallis eu vel nisl. Donec ac vestibulum magna. Sed gravida est lorem, ac accumsan diam tincidunt quis. Maecenas quis elementum magna. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Quisque eget ultricies augue, vitae lacinia elit. Morbi at vulputate lorem. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Donec ut tempus neque. Sed vel lorem orci. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Duis lectus quam, varius ac egestas at, varius eu diam. Quisque sollicitudin faucibus odio, a condimentum justo porttitor rutrum. Vivamus condimentum, nisl eget venenatis interdum, arcu mi vulputate odio, non maximus nisi diam nec odio.

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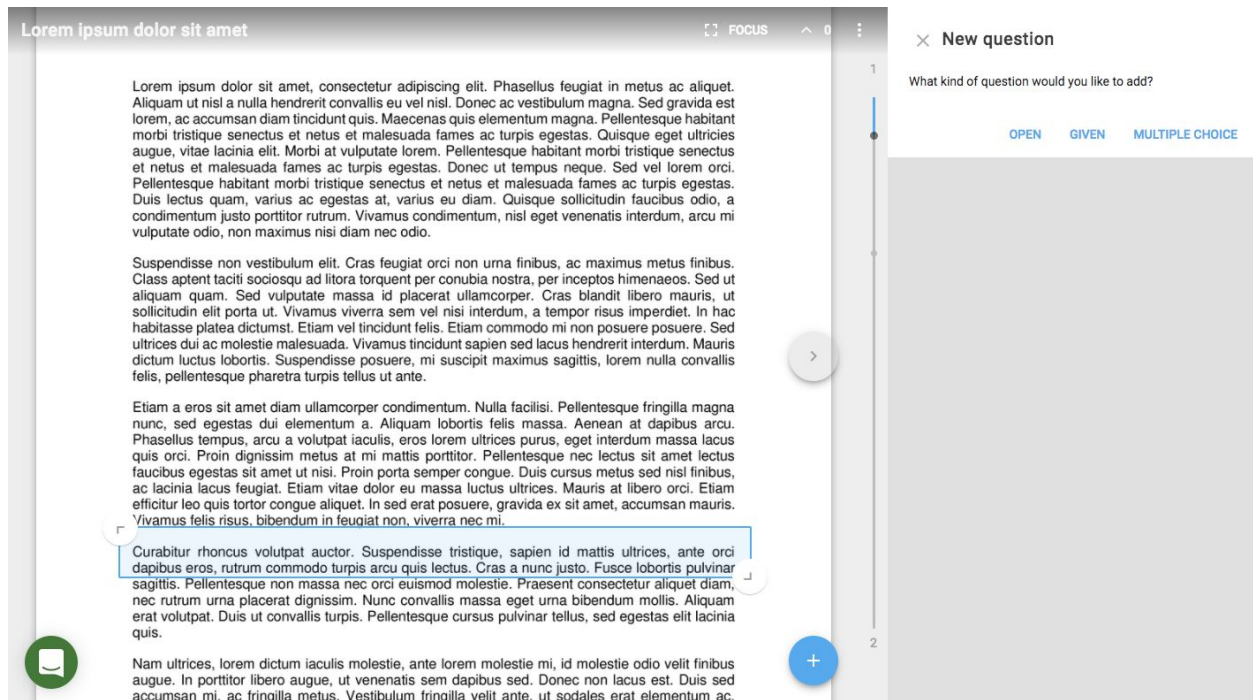
Curabitur rhoncus volutpat auctor. Suspendisse tristique, sapien id mattis ultrices, ante orci dapibus eros, rutrum commodo turpis arcu quis lectus. Cras a nunc justo. Fusce lobortis pulvinar sagittis. Pellentesque non massa nec orci euismod molestie. Praesent consectetur aliquet diam, nec rutrum urna placerat dignissim. Nunc convallis massa eget urna bibendum mollis. Aliquam erat volutpat. Duis ut convallis turpis. Pellentesque cursus pulvinar tellus, sed egestas elit lacinia quis.

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Once you have selected the part that is of interest to your discussion topic, click on **discussion topic**. A side bar will open where you will be able to add the subject of the discussion as a title as well as clarifications. Once you are done, click on **Publish**.

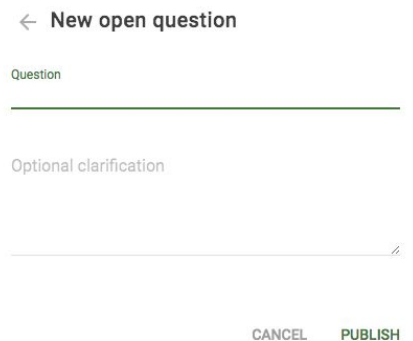


## Create a Practice Question

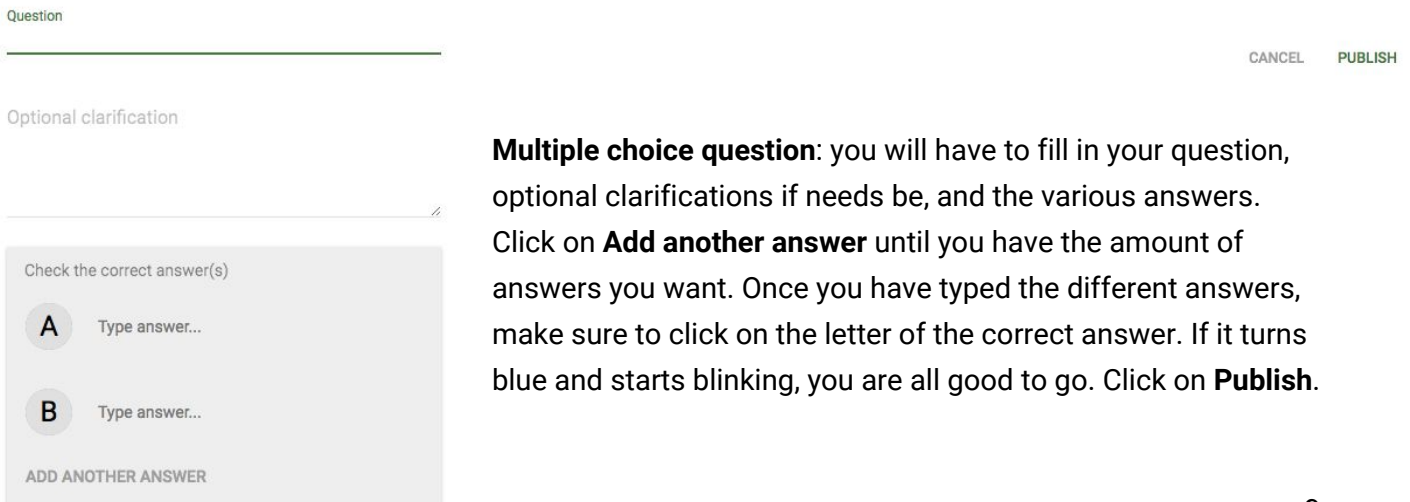


Once you have selected the part of the document your question will relate to, click on **practice question**, a side bar will open where you will be able to select the type of question you would like to add. If you select:

**Open question:** you will have to fill in your question as well as a clarification, if needed. Once you are done, click on **Publish**.



### ← New multiple choice question



**Multiple choice question:** you will have to fill in your question, optional clarifications if needs be, and the various answers. Click on **Add another answer** until you have the amount of answers you want. Once you have typed the different answers, make sure to click on the letter of the correct answer. If it turns blue and starts blinking, you are all good to go. Click on **Publish**.

## Respond to a discussion, answer a question, or skip

While you are reading the document, every discussion topic or practice question will pop up.

The screenshot shows a document viewer interface. The document text is in Latin. A discussion bubble is visible on the right side of the document, containing a question and two buttons: 'SKIP' and 'ANSWER'. The document text includes:

Aliquam ut nisi a nulla hendrerit convallis eu vel nisi. Donec ac vestibulum magna. Sed gravida est lorem, ac accumsan diam tincidunt quis. Maecenas quis elementum magna. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Quisque eget ultricies augue, vitae lacinia elit. Morbi at vulputate lorem. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Donec ut tempus neque. Sed vel lorem orci.

Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Duis lectus quam, varius ac egestas at, varius eu diam. Quisque sollicitudin faucibus odio, a condimentum justo porttitor rutrum. Vivamus condimentum, nisi eget venenatis interdum, arcu mi vulputate odio, non maximus nisi diam nec odio.

Suspendisse non vestibulum elit. Cras feugiat orci non urna finibus, ac maximus metus finibus. Class aptent taciti sociosqu ad litora torquent per conubia nostra, per inceptos himenaeos. Sed ut aliquam quam. Sed vulputate massa id placerat ullamcorper. Cras blandit libero mauris, ut sollicitudin elit porta ut. Vivamus viverra sem vel nisi interdum, a tempor risus imperdiet. In hac habitasse platea dictumst. Etiam vel tincidunt felis. Etiam commodo mi non posuere posuere. Sed ultrices dui ac molestie malesuada. Vivamus tincidunt sapien sed lacus hendrerit interdum. Mauris dictum luctus lobortis. Suspendisse posuere, mi suscipit maximus sagittis, lorem nulla convallis felis, pellentesque pharetra turpis tellus ut ante.

Etiam a eros sit amet diam ullamcorper condimentum. Nulla facilisi. Pellentesque fringilla magna nunc, sed egestas dui elementum a. Aliquam lobortis felis massa. Aenean at dapibus arcu. Phasellus tempus, arcu a volutpat iaculis, eros lorem ultrices purus, eget interdum massa lacus quis orci. Proin dignissim metus at mi mattis porttitor. Pellentesque nec lectus sit amet lectus faucibus egestas sit amet ut nisi. Proin porta semper congue. Duis cursus metus sed nisi finibus, ac lacinia lacus feugiat. Etiam vitae dolor eu massa luctus ultrices. Mauris at libero orci. Etiam efficitur leo quis tortor congue aliquet. In sed erat posuere, gravida ex sit amet, accumsan mauris. Vivamus felis risus, bibendum in feugiat non, viverra nec mi.

Curabitur rhoncus volutpat auctor. Suspendisse tristique, sapien id mattis ultrices, ante orci dapibus eros. rutrum commodo turpis arcu quis lectus. Cras a nunc iusto. Fusce lobortis vulvina

The screenshot shows a discussion topic interface. The title is "Do you agree with thei...". The content is "Do you agree with their vision? I would like to hear your opinions on the matter. Teacher 1 · 25 minutes ago". There is a "POST" button.

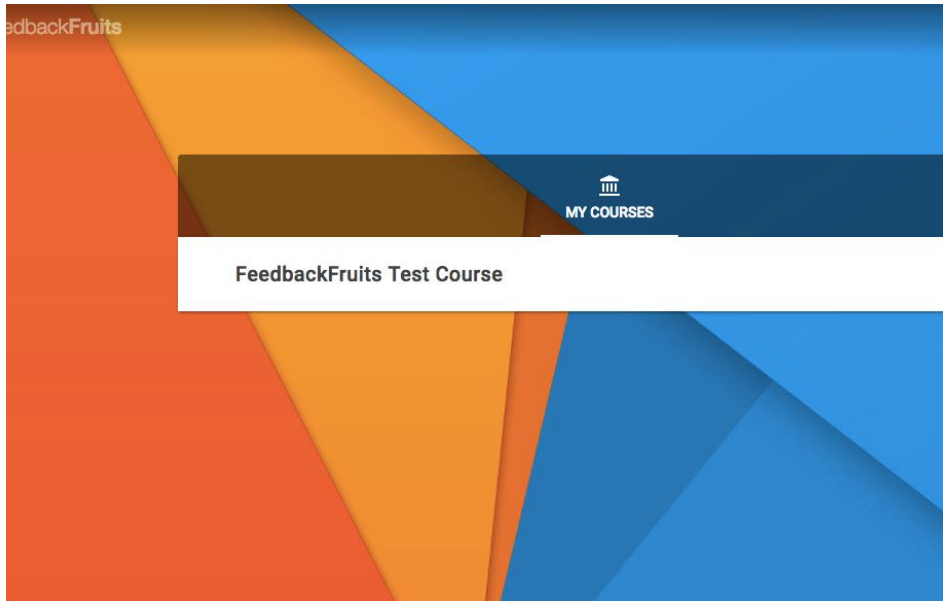
**Discussion topic:** In order to participate, you can click on the bubble. A side bar will open where you will be able to comment on the discussion topic.

**Practice question:** the pop up bubble will give you the choice between **Skip** and **Answer**. If you decide to Skip, the question will not be asked again on the document. In order to see it you would have to press on the < button. If you decide to answer the question, a side bar will open where you are able to respond.

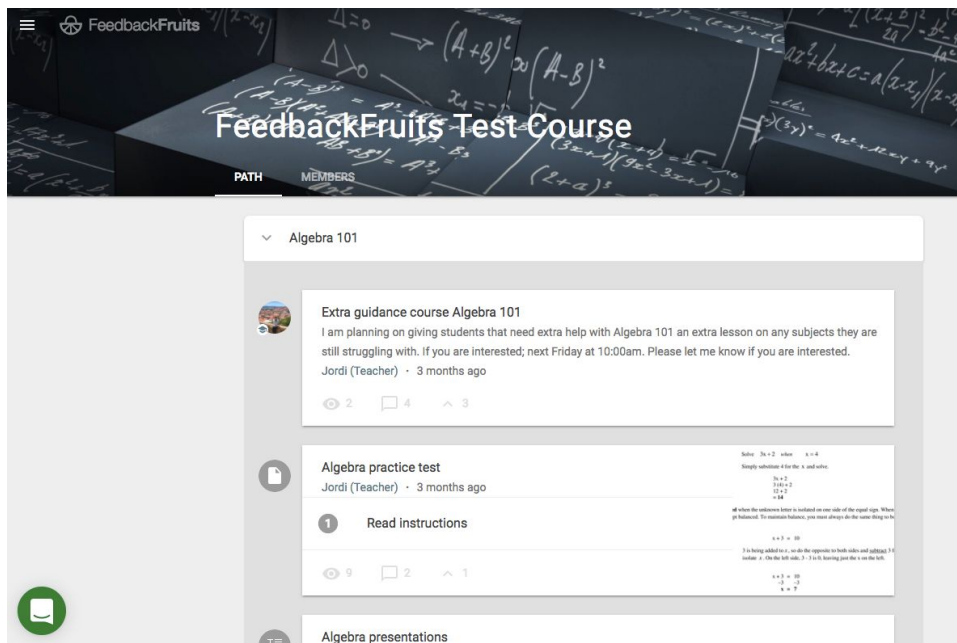
The screenshot shows a multiple choice question pop-up. The question is "What is the correct definition?". There are two buttons: "SKIP" and "ANSWER".

## From a student's perspective

The student will see his overview of courses once he's logged in. He selects the right course and this will bring the student to the page with the several folders.



Unfolding one of the folders: 'Algebra 101', will give the student the following view. He will click on the document: 'Elaborated theory on Algebra', to navigate the student to the screen on the next page.



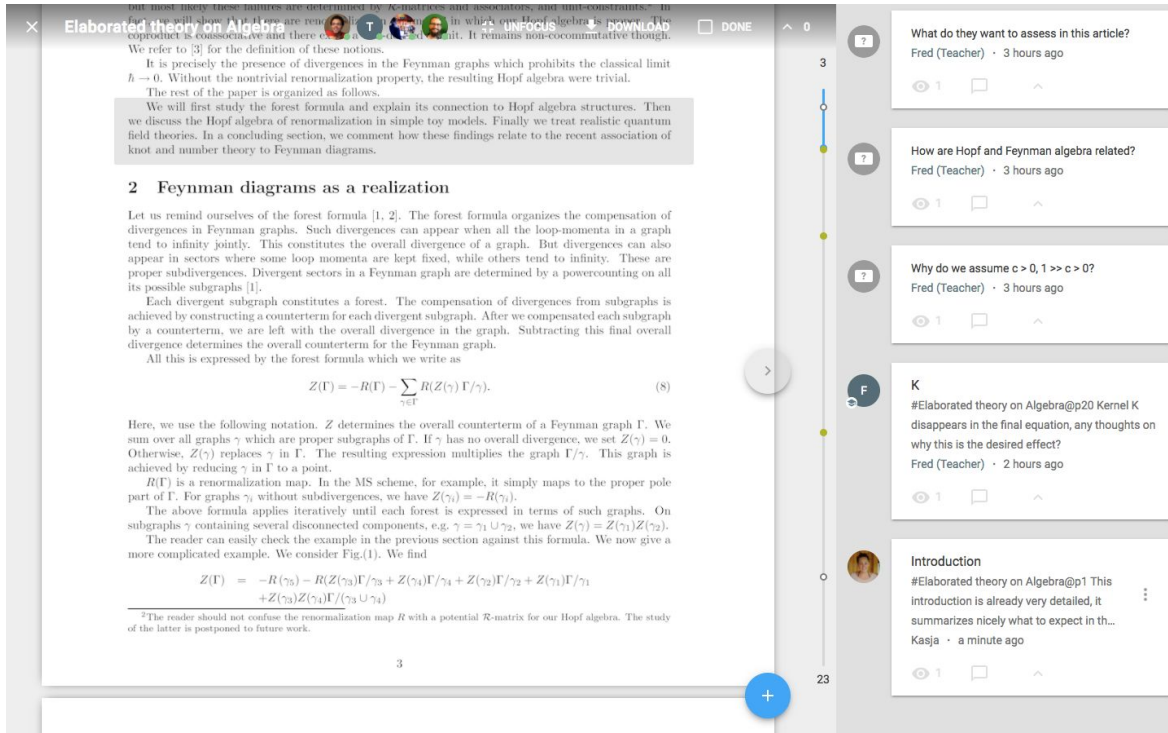
The following view will appear. If the instructor has added **instructions** to the document, then the screen that would first appear would contain 2 sections: in the first section the student can read the instructions, and the second section contains a button with 'start reading'. After clicking that button the student will be shown the same display as below.



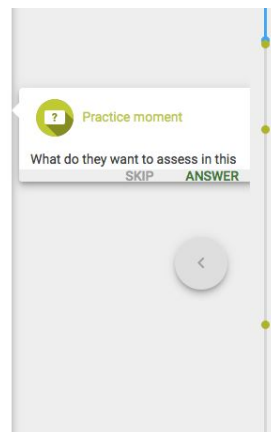
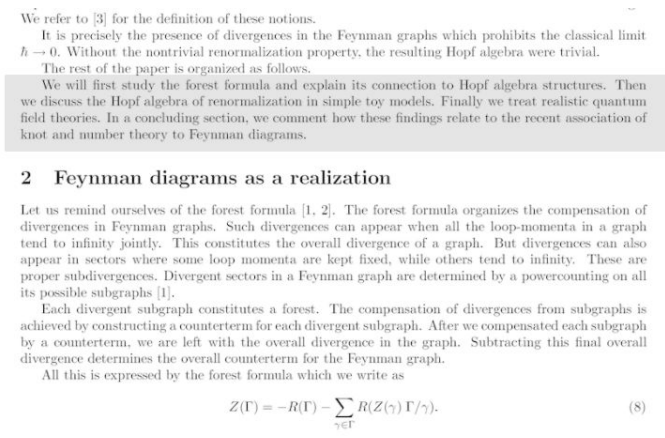
There are a few important buttons to pay attention to:

- Focus
- Download
- A little arrow pointing left
- The plus-button
- The line with dots on the right hand side of the display

The focus button is also known as 'full screen', which allows you to better focus on the text. Download gives you the option to download the document and maybe print it, so you can read it offline. Clicking on the little arrow will unfold a column on the right. Here the student has an overview of the practice questions asked by the instructor and discussion points of peers or from the student himself. The student can click the plus-button to add another discussion point or practice question. If he does so, the discussion point or question will not be linked to a specific part in the text. If the student wants to comment on a paragraph or sentence, he/she selects that part of the text applicable and then chooses either 'discussion point' or 'practice question'.



It is necessary to fill in a short title and in the description the student can elaborate on it. The dots on the line indicate where comments are made or questions are asked. In this overview the instructor and the student can see where the discussion evolves, around which topics. The green dots indicate questions, the 'open' dots are discussion points.



When reading the document, the student will run into the questions and discussion points the following.

The questions pop up on the side of the text and give the student the option to either skip or answer. When the student is done reading and commenting on the document, he can close the document by clicking the cross in the upper left corner.

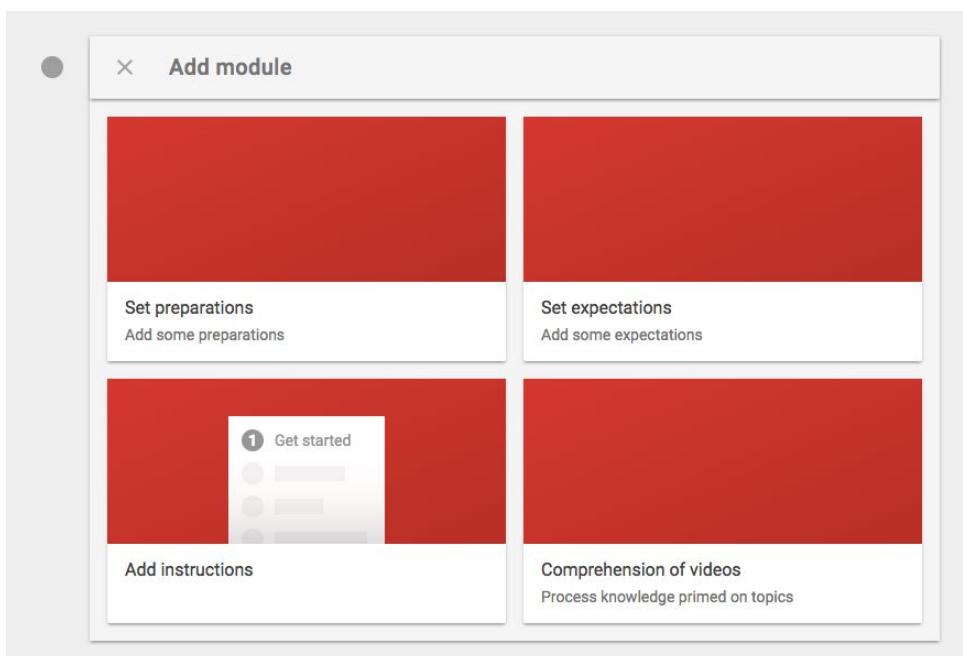
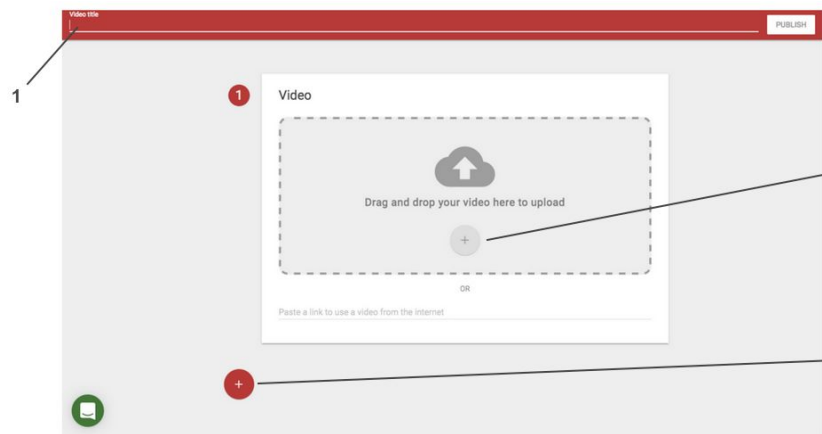
# Interactive Video

Interactive Video is a tool that is used to encourage interactivity while watching videos. This tool enables both student and instructor to add discussion topics and practice questions to the video, by adding them at a specific point in time in the length video. These discussion topics and practice questions will be visible to all students which encourages the exchange of information and opinions between them and the instructor. While the students are watching the video, questions and discussion topics will pop up.

Check out the instructions to create your Interactive Video below!

You will need to fill out some details when creating an Interactive Video

1. **Title:** Create a name for your video in the red header.
2. Click on + to upload a video from your computer or paste a link from the Internet. **Please note that uploading from Mediasite is not yet possible.**
3. Click on the red + to see the various modules available for this tool. **Set preparations, Set expectations, Add instructions, Comprehension of video.** Add instructions will add step 1; instructions, to your material.



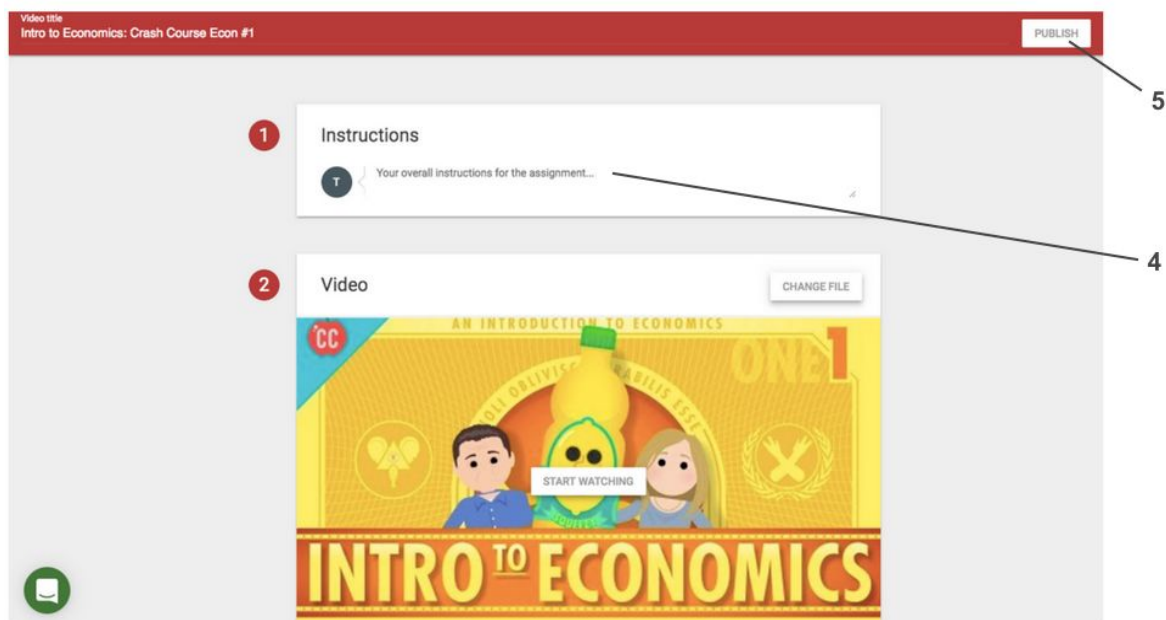
**Set preparations** gives you the option to advise or require students to first read through another document, view a video, make an assignment etc. You can add an exception, to suggest that students who have read another text or had a look at different material, won't have to do the preparations before reading this document.

**Set expectations** gives you the option to advise or require students to complete reading their document. Here an exception can also be made.

**Comprehension of documents.** If you want to make an assignment out of this document, and really prime your students on certain topics, comprehension is the tool you want to use.

Interactive documents allows for discussion and deeper learning through practice questions, mainly meant for a deeper understanding of the material before a lecture.

Comprehension is an assignment. Determine certain topics your students need to focus on and let them make annotations on these topics in the document.



In this scenario we have chosen the option: add instructions.

4. Fill in the **instructions** for your students.
5. Click **Publish**

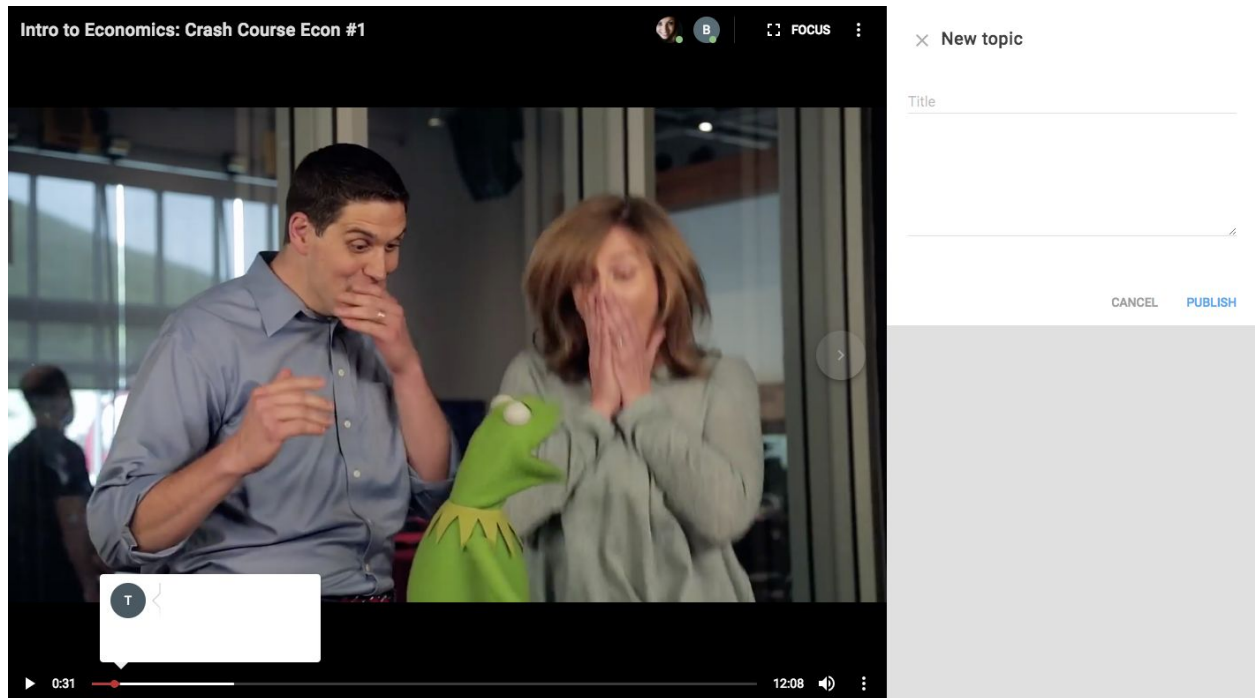
## Adding practice questions and discussion topics



6. Click on **Start Watching** and the video should open up.
7. Click on **Focus** for full-screen.
8. In order to have an overview of all the question asked and discussions opened, click on the < button.
9. To add a question or start as discussion, navigate to the part of the video that is of interest to you and press on the red + button. You should then be able to choose between Practice Question and Discussion Topic.

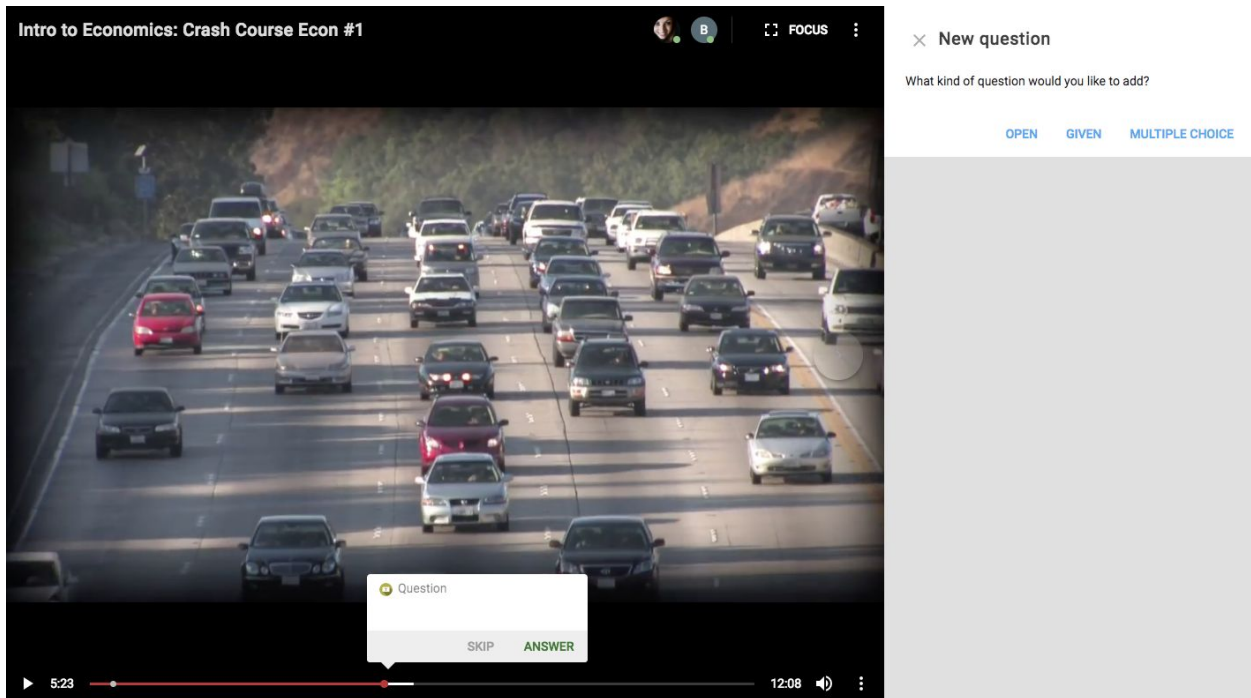


## Create a Discussion Topic

The image shows a video player interface. The video title is "Intro to Economics: Crash Course Econ #1". The video content shows a man in a blue shirt and a woman in a grey sweater looking surprised, with a green Muppet character in the foreground. A white text input box with a 'T' icon is overlaid on the video. To the right, a sidebar titled "New topic" is open, featuring a "Title" text input field and "CANCEL" and "PUBLISH" buttons at the bottom.

If you clicked on discussion topic, a side bar will open where you will be able to add the subject of the discussion as a title as well as clarifications. Once you are done, click on **Publish**.

## Create a Practice Question



If you clicked on practice question, a side bar will open where you will be able to select the type of question you would like to add. If you select:

**Open question:** you will have to fill in your question as well as a clarification, if needs be. Once you are done, click on **Publish**.

### ← New multiple choice question

Question

Optional clarification

Check the correct answer(s)

A Type answer...

B Type answer...

ADD ANOTHER ANSWER

CANCEL PUBLISH

### ← New open question

Question

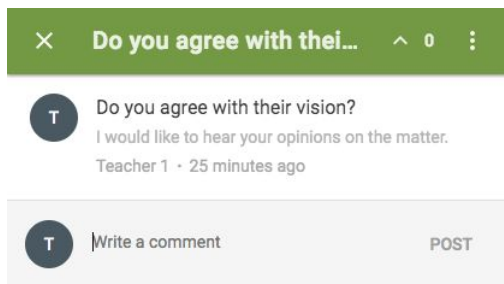
Optional clarification

CANCEL PUBLISH

**Multiple choice question:** you will have to fill in your question, optional clarifications if needs be, and the various answers. Click on **Add another answer** until you have the amount of answers you want. Once you have typed the different answers, make sure to click on the letter of the correct answer. If it turns blue and starts blinking, you are all good to go. Click on **Publish**.

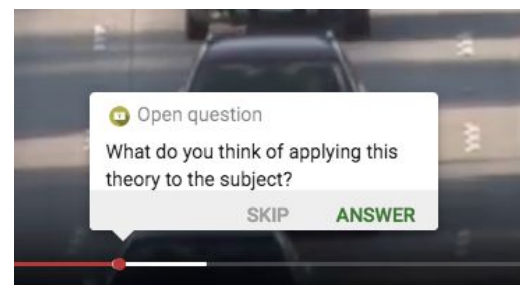
## Respond to a discussion, answer a question, or skip

While you are watching the video, every discussion topic or practice question will pop up.



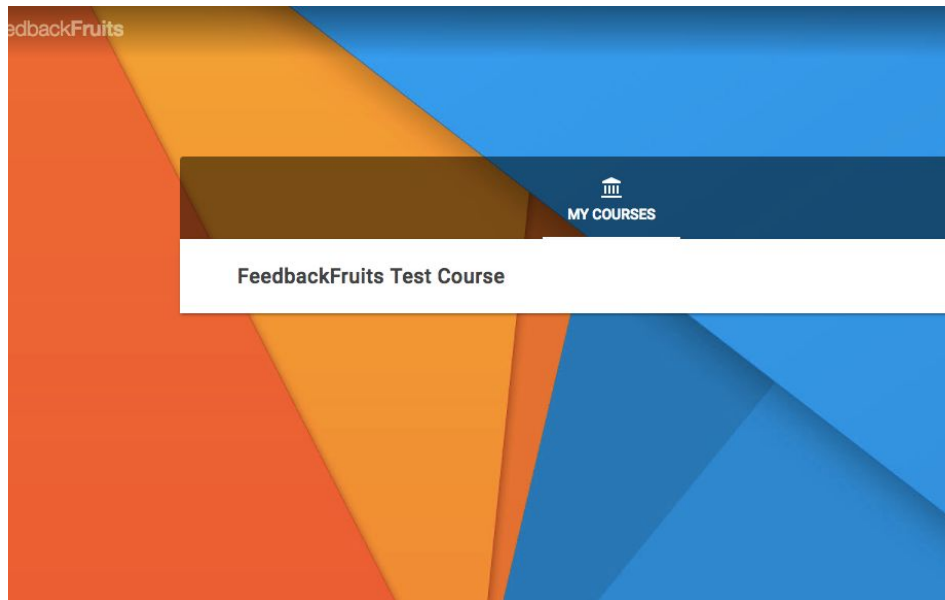
**Discussion topic:** In order to participate, you can click on the bubble. A side bar will open where you will be able to comment on the discussion topic.

**Practice question:** the pop up bubble will give you the choice between **Skip** and **Answer**. If you decide to Skip, the question will not be asked again on the video. In order to see it you would have to press on the < button. If you decide to answer the question, a side bar will open where you will be able to respond.

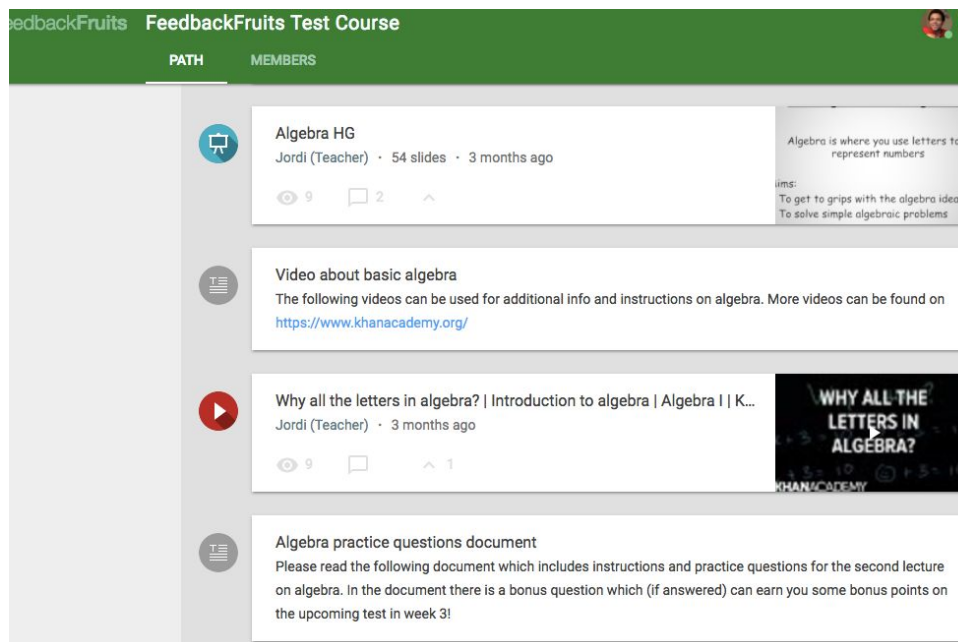


## From a student's perspective

The student will see his overview of courses once he's logged in. He selects the right course and this will bring the student to the page with the several folders.

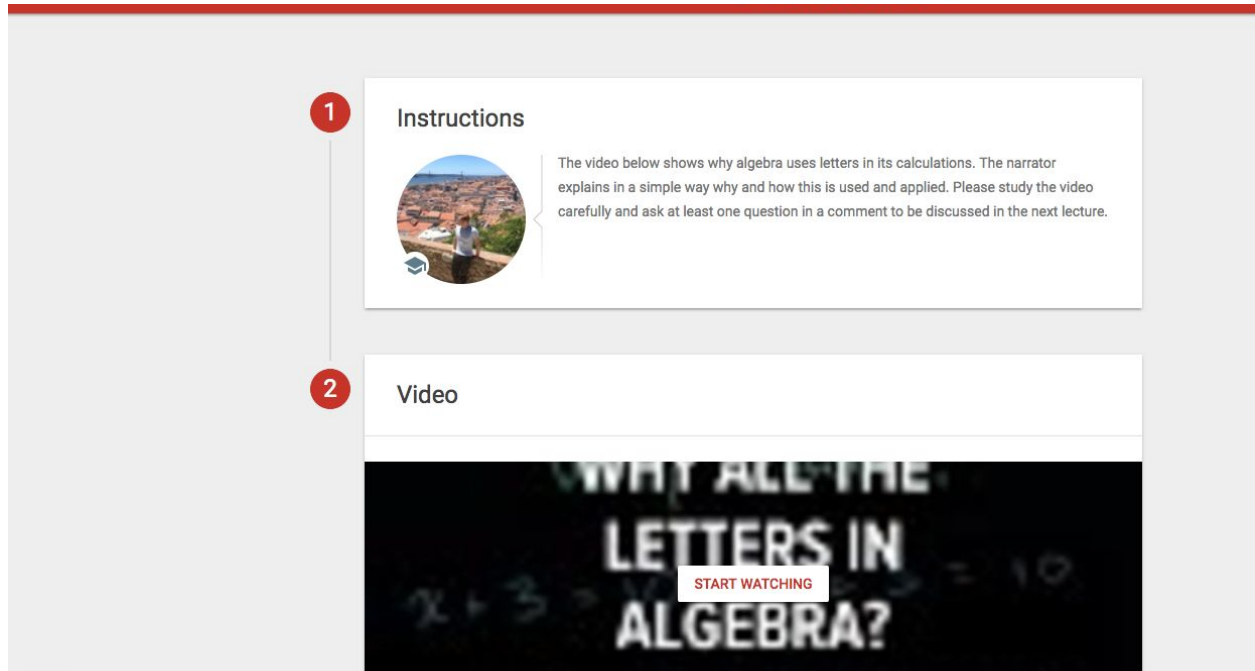


Unfolding one of the folders: 'Algebra 101', will give the student the following view. He will click on the video: 'Why are the letters in algebra?', to navigate the student to the screen on the next page.



The following view will appear. If the instructor has added **instructions** to the document, then the screen that would first appear would contain 2 sections: in the first section the student can read the instructions, and the second section contains a button with 'start reading'. After clicking that button the student will be shown the same display as below.

The following view will appear.



The screenshot displays a learning interface with two main sections. The first section, labeled '1' in a red circle, is titled 'Instructions'. It features a circular image of a person standing in a field, a small blue icon of a document, and a text box that reads: 'The video below shows why algebra uses letters in its calculations. The narrator explains in a simple way why and how this is used and applied. Please study the video carefully and ask at least one question in a comment to be discussed in the next lecture.' The second section, labeled '2' in a red circle, is titled 'Video'. It shows a video player with a black background and white text that reads 'WHY ALL THE LETTERS IN ALGEBRA?' and '2 + 3 = 5'. A red button with the text 'START WATCHING' is overlaid on the video player.

We see a few important buttons:

- Focus
- The round button with the arrow pointing left
- The timeline of the video with green and 'open' dots

The focus button is also known as 'full screen', which allows you to better focus on the video. Clicking on the little arrow will unfold a column on the right. Here the student has an overview of the practice questions asked and discussion points of peers and from the student himself.

Calculating enzyme efficiency

$K_{cat} = \frac{V_{max}}{K_m}$

6. Consider the following reaction information about substrate S:

Reaction	Enzyme	$K_m$	$V_{max}$
$S \rightarrow P$	A	50 mM	100 nM/s
$S \rightarrow Q$	B	5 mM	120 nM/s

A reaction is carried out with 100  $\mu$ M S in a mixture containing equivalent amounts of enzymes A and B. After 1 minute, which reactant product will be more abundant, P or Q? Explain your answer.

Practice moment

What answer did you get  
i got 800, did i make a calculation error somewhere?  
Chris Colin · 5 months ago

What is this formula related to?  $v_0 = \frac{V}{K}$   
Tiago Araújo (Teacher) · 3 months ago

ourifns  
Tiago Araújo (Teacher) · 20 days ago

j  
Tiago Araújo (Teacher) · 20 days ago

The student can comment on discussion topics of others or start discussions himself. As the student watches the video, the practice question will pop up and will give the student the option to answer while watching the video.

The student can click the plus-button to add another discussion point or practice question. The plus-button will appear when the student moves the mouse over the timeline. The student select the moment of the video applicable, clicks the plus-button and then chooses either 'discussion point' or 'practice question'.

Calculating enzyme efficiency

$K_{cat} = \frac{V_{max}}{K_m} = \frac{V_{max}}{[E]T}$

6. Consider the following reaction information about substrate S:

Reaction	Enzyme	$K_m$	$V_{max}$
$S \rightarrow P$	A	50 mM	100 nM/s
$S \rightarrow Q$	B	5 mM	120 nM/s

A reaction is carried out with 100  $\mu$ M S in a mixture containing equivalent amounts of enzymes A and B. After 1 minute, which reactant product will be more abundant, P or Q? Explain your answer.

Practice question Discussion topic

New topic

Title

@min1:19 message

CANCEL PUBLISH

# Peer Feedback

Peer Feedback is a tool that is used for students to review their peers. Peer Feedback is perfect for students to see how their peers have made an assignment and provide them with structured feedback. The feedback students give their peers is based on criteria that is set by the instructor. The instructor can indicate the number of criteria students need to provide feedback on, the way students can indicate the level of proficiency, the number of comments that are required per criterion, the number of peers students need to review, and set deadlines. Students can annotate specific parts of a document handed in by one of their peers, select which criterion it applies to and provide their peers with feedback.

Check out the instructions to create your Peer Feedback assignment below!

You will need to fill out several details when creating a Peer Feedback assignment.

1. **Title:** come up with a name for your assignment in the purple header.

*1 : Instructions.*

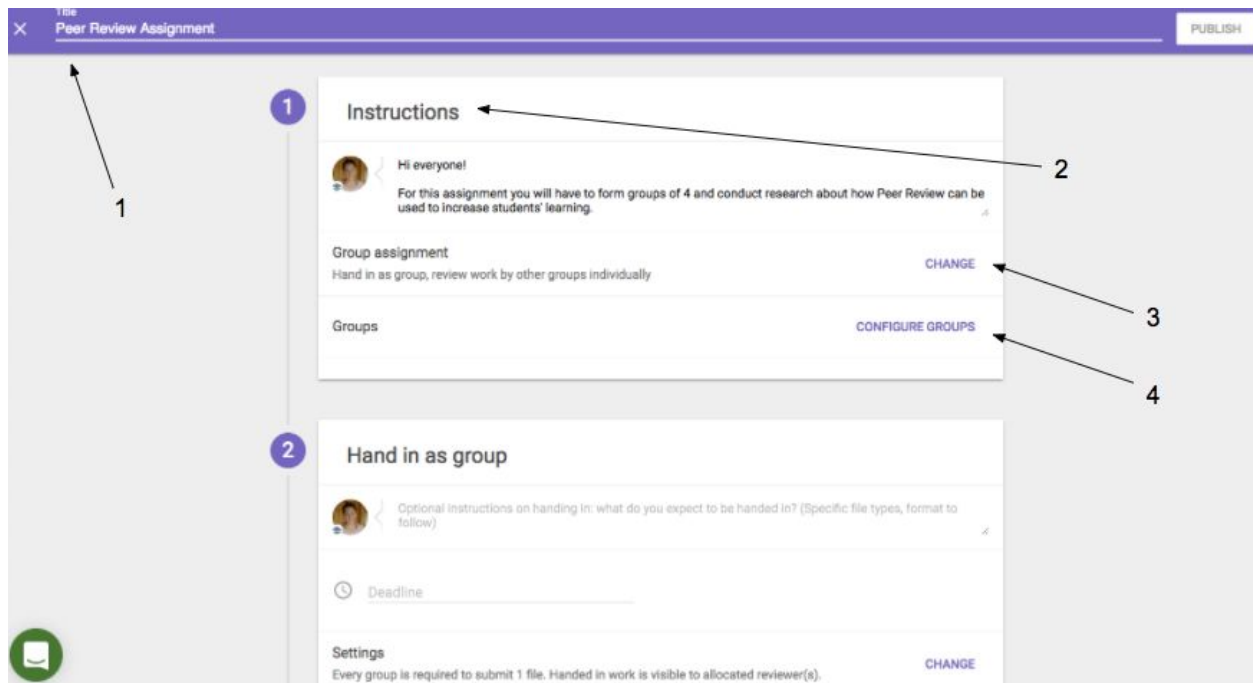
2. **Instructions:** Add instructions on how your students should fulfill the assignment.
3. Is this a **group**, or an **individual** assignment? Click the button '**change**' to choose whether you want your students to make this assignment individually and review individually or whether you want them to cooperate together while doing the assignment OR for the reviewing process.

In case you choose **option three**, students will do the assignment together and hand in their work as a team (one team-member can upload a file for the whole group). The process of giving feedback however is an individual process for this option. Each student will be assigned at least one document to reflect on. If there are for example groups of 4, each group will receive 4 reviews from 4 students, each student most likely originating from another group.

If you choose **option two**, students will be asked to make and upload their work individually, but to review assignments together as a group. If in this scenario groups exist of 4 students, each group will have to reflect on 4 assignments. Each team-member will provide feedback on each assigned assignment and while doing so they can read the feedback provided by their team-members.

If you choose **option one**, students will do the assignment individually and reflect individually.

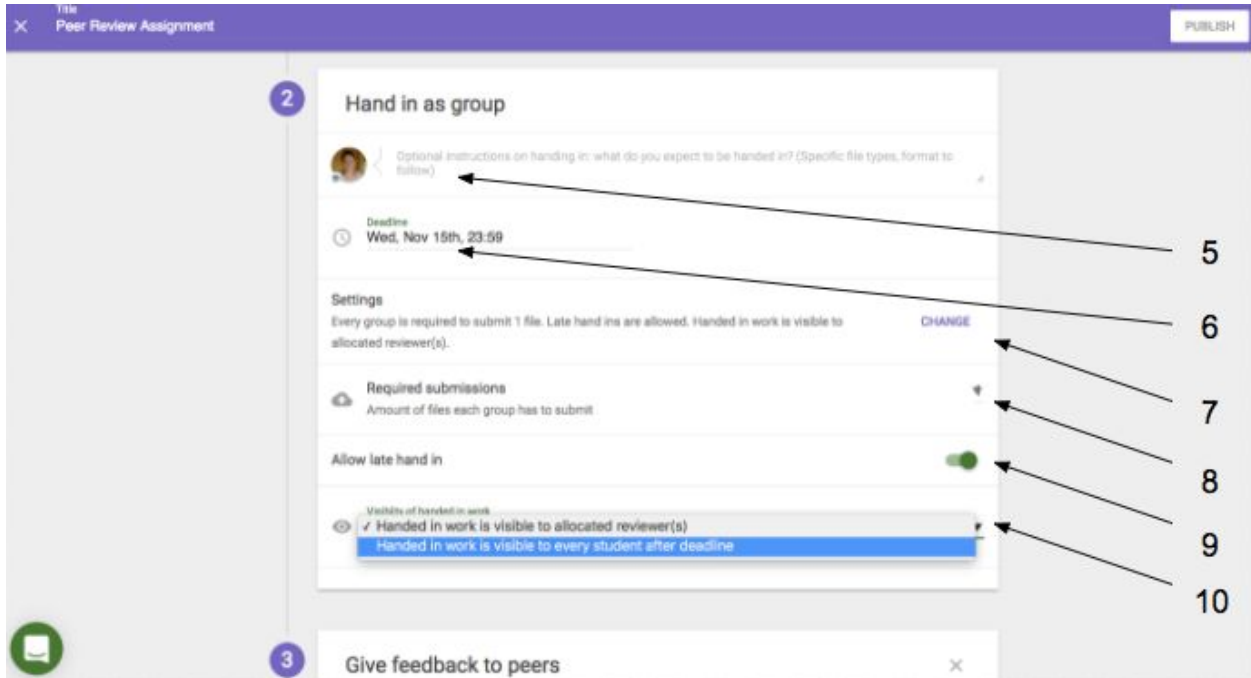
4. **Configure groups:** with this option, you can select how many students will work together in one group and add students to each group.



## 2 : Hans in as group (or Hand in)

5. **Notes on handing in:** Add any special note for your students. Example: PDF submission only.
6. **Deadline:** Choose a deadline date and time. Students have to hand in their assignments before this deadline.
7. **Settings:** Click **Change** to access extra settings (options 8 till 10).
8. **Required submissions:** Select the number of files each student or group has to submit for this assignment.
9. **Allow late hand in:** Turn on this option if you want your students to still able to upload their assignments after the deadline.
10. **Visibility of handed in work:** This gives you the option to show all handed in work to all students. This way, students can review all handed in assignments and compare their peer's work with their own. If you choose 'handed in work is visible to allocated reviewer(s)', students can only review those assignments allocated to them.





### 3 : Give Feedback to peers

**11. Feedback criteria:** specify along which criteria students need to give feedback on each other's work.

**11.1 Add another criterion:** add as many criteria as you like and click 'done' in the lower right corner to save all criteria.

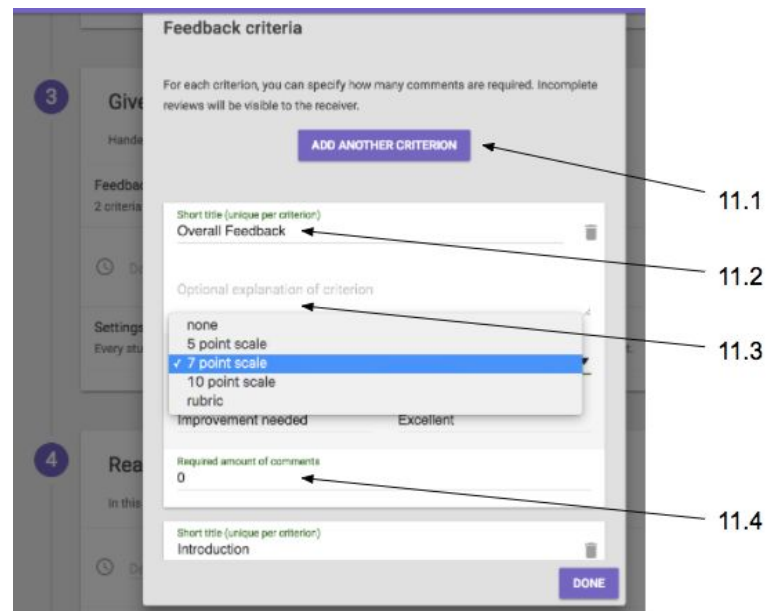
**11.2 Short title of criterion:** Define your criterion and add an explanation if needed. Use the trashcan on the right to delete this criterion.

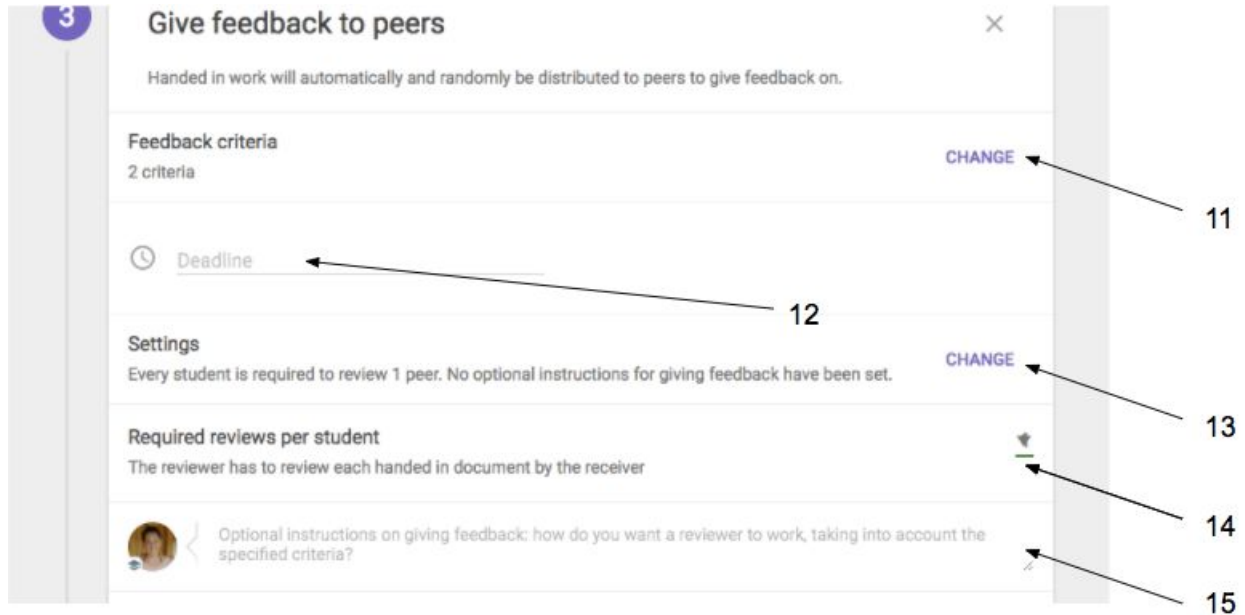
**11.3 Define how you want the rating to be.** Should it be open? (none) Or do you want to use a scale (5 to 10 points) or a rubric? Once you have selected one of these different ratings, you can define the scales and give level descriptions for your rubric.

**11.4 Required amount of comments:** define how much feedback is needed, how many comments, before a students is finished reviewing an assignment.

**12. Deadline:** How much time do your students have to review each other's work? Define the date and time before when students have to finish reviewing.

**13. Settings:** Click **Change** to access extra settings (options 14 and 15).





**14. Required reviews per student:** You can require that each student provides 3 other students with feedback. If you select '1', then each student will review 1 assignment of a peer.

**15. Notes:** Provide instructions for students on how they should provide feedback on each other's work. These notes will show when they're assigned a peer's work to review.

#### 4 : Read Feedback

Once your students have reviewed the assignments allocated to them, they will be able to look at their own feedback. They will only be able to view this feedback after the review deadline has passed. Here you can set a **deadline** to monitor the date before which all students should have had a look at their received feedback. If the deadline has passed, students won't be able to view their feedback anymore.

4 **Read feedback**

In this step, students will receive the feedback written by their reviewer(s).

⌚ Deadline \_\_\_\_\_

+

To complete the assignment and make it visible to students, click **Publish** in the top right of your display. This will bring you back to the course level and your assignment will be visible there.

If you want to edit the assignment, please click on the **three dots** in the upper right corner. A menu will drop down and gives you the option to edit or delete the assignment.

Peer Review Assignment  
Kasja (Teacher) · 2 minutes ago

- 1 **Read instructions**  
No students read the instructions yet
- 2 **Hand in as group**  
No students finished handing in yet ⌚ a month left
- 3 **Give feedback**  
No students finished reviewing the work of their peers yet
- 4 **Read feedback**  
No students finished reading their feedback yet

⌚ ⌚ ⌚

## Overall student progress section

### Overall student progress

**0 of 5** students have completed this

**89 min** average time spent per review

**4** average amount of comments per reviewer

▲ Statistics per active student

As soon as your students will start working on the assignment, an overview of their progress is displayed to you at the top of the assignment page. You will be provided with information such as:

- How many students have completed the assignment
- The average time spent per review
- The average amount of comments per reviewer

In order to get a more in-depth and personalized analysis of your students' work, unroll the **Statistics per active student** header.










### Overall student progress

**0 of 5** students have completed this

**89 min** average time spent per review

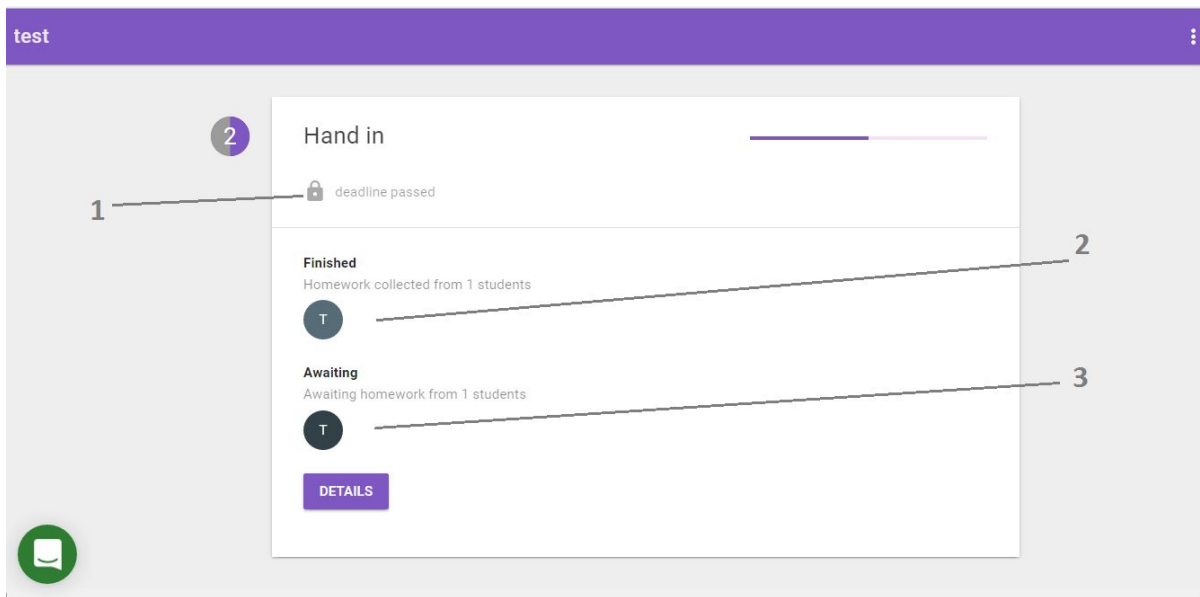
**4** average amount of comments per reviewer

▼ Statistics per active student

Name	Read instructions	Handed in	Give feedback	Average time per review	Total review comments	Read feedback
 sophia+1				89 min	4	
 sophia+2						

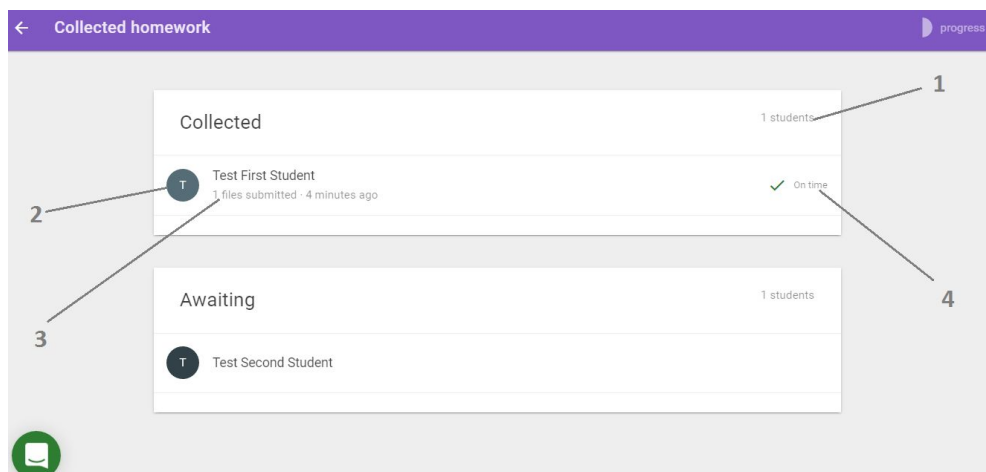
## Monitoring your students' progress per section

Another way of visualizing your student's progress is by scrolling to each individual section. After the **deadline for handing in has passed (1)**, students can't upload their work anymore, unless you have selected late hand-in as an option.. As a teacher, you will be able to see some basic statistics about the hand in step. For example: you're able to see which students or groups have **finished (2)** handing in their work. You can also see the students or groups from whom no work was yet received under the **awaiting (3)** header.

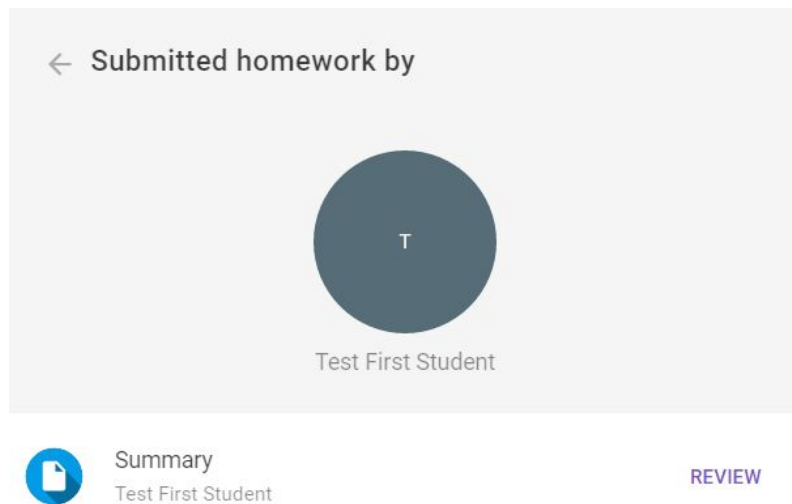


By clicking on **details** you'll be able to see some more detailed information on both the **collected** work and the work you're **awaiting**. These details include:

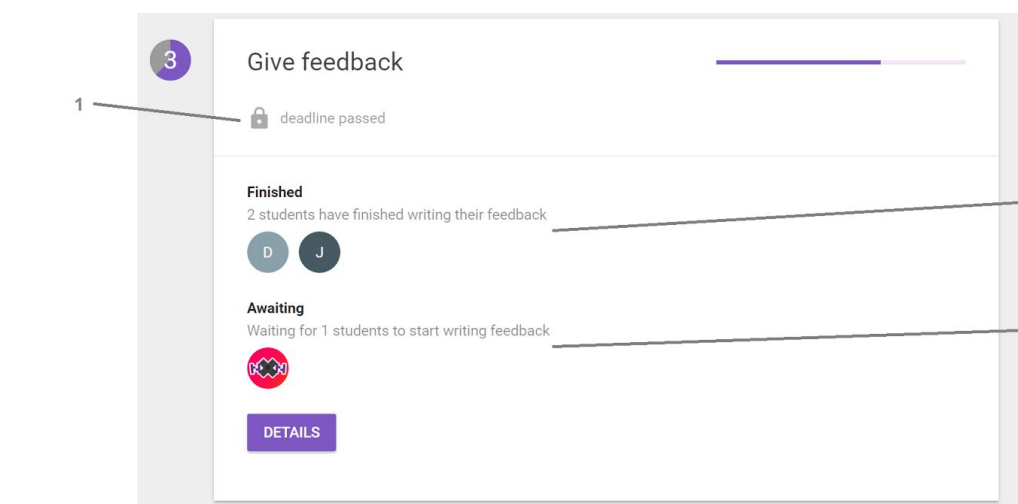
1. The amount of students that uploaded their work
2. The name of the student that handed in
3. When the document was uploaded
4. Whether the work was uploaded on time



To review submitted work, click on the name of the student and press the **review** in the pop-up window. Clicking the **arrow** in the top left will bring you back to the assignment.

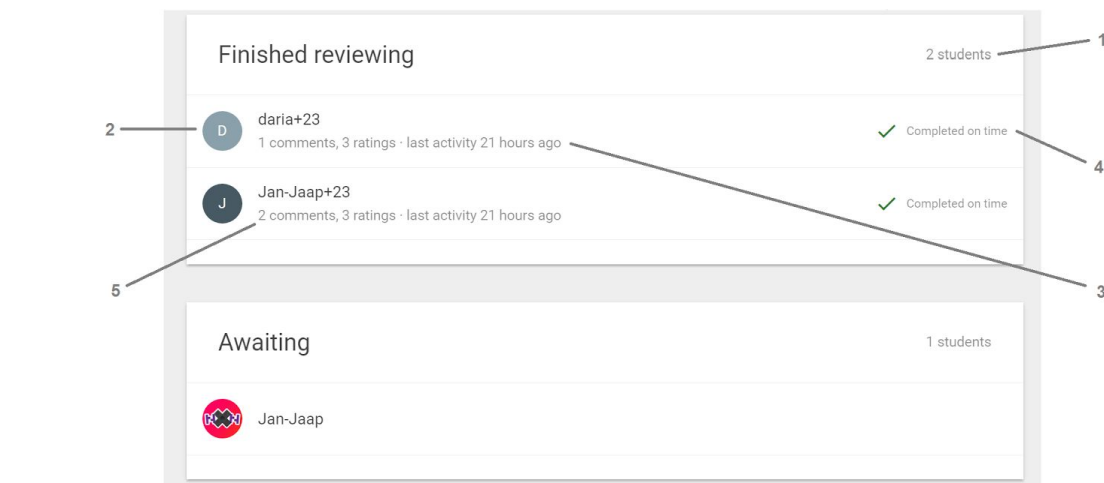


After the deadline to **give feedback (1)** for students has passed, you will see a lock appear in the Give feedback section. Just as in the previous step, you're provided with some basic information on the student's performance. You can see this under the **finished (2)** and **awaiting (3)** headers.



By clicking on **details**, you'll find some more detailed information under the **finished reviewing** and **awaiting** headers. You'll find some more information about:

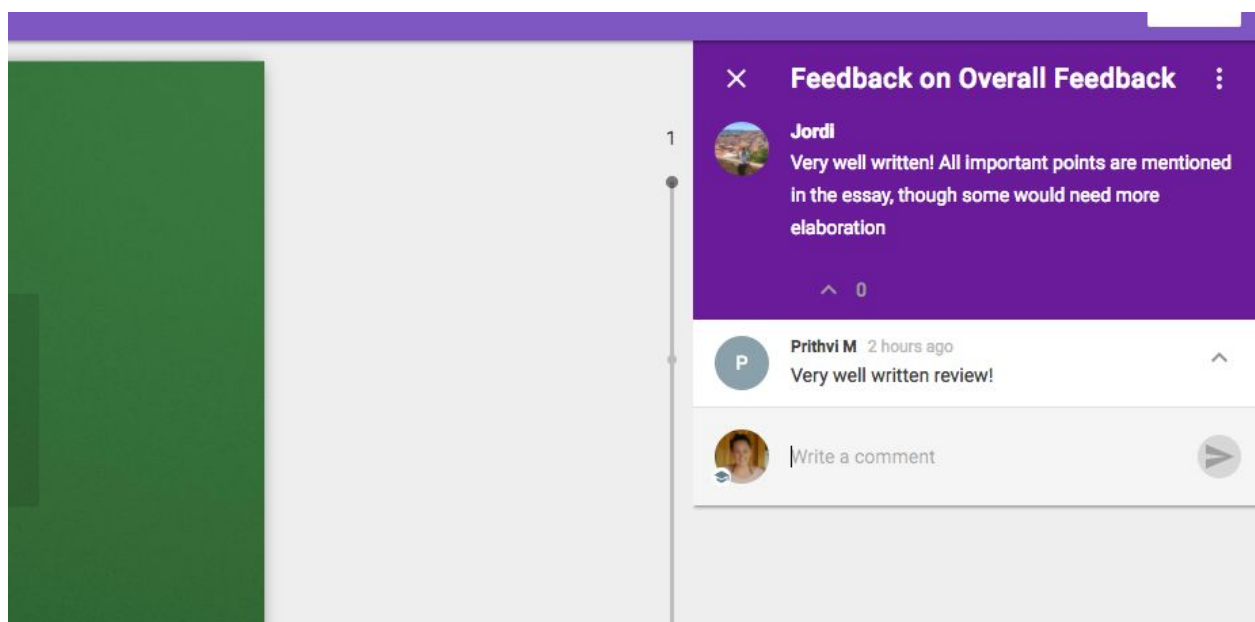
1. How many students have finished giving feedback
2. The name of the student that has finished reviewing
3. When the review was finished
4. Whether the review was completed on time
5. The amount of comments and ratings the student has provided in the review



## Providing feedback as an instructor

For you as a teacher it is also possible to provide feedback on the material that is handed in. To do this, click on details under the header **Read Feedback**, or **Give Feedback**. In both steps you can review the work of your students, see what they've commented and provide feedback yourself. Keep in mind that in step 3 (give feedback) not all reviews will be complete yet, students are still reviewing and might add more comments. On the right side in your display you'll find the criteria that were set when creating the assignment. Providing feedback as a teacher works the same as for a student, see chapter above.

### Providing Feedback on Feedback.

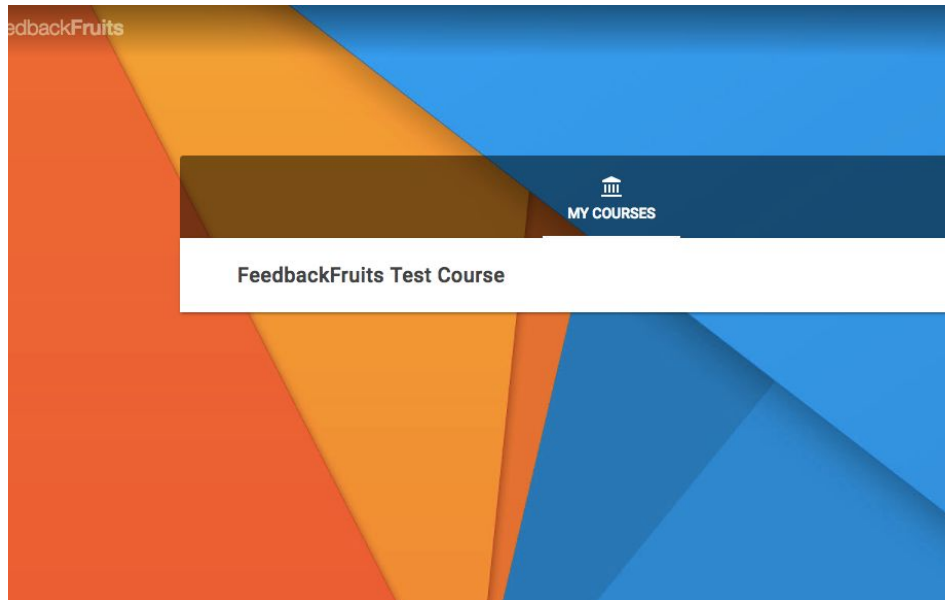


If you click on a comment given by a student for his peer, you can give feedback on the comment provided. This will create a thread on which the student whose assignment is being reviewed, the reviewer and the instructor can comment.

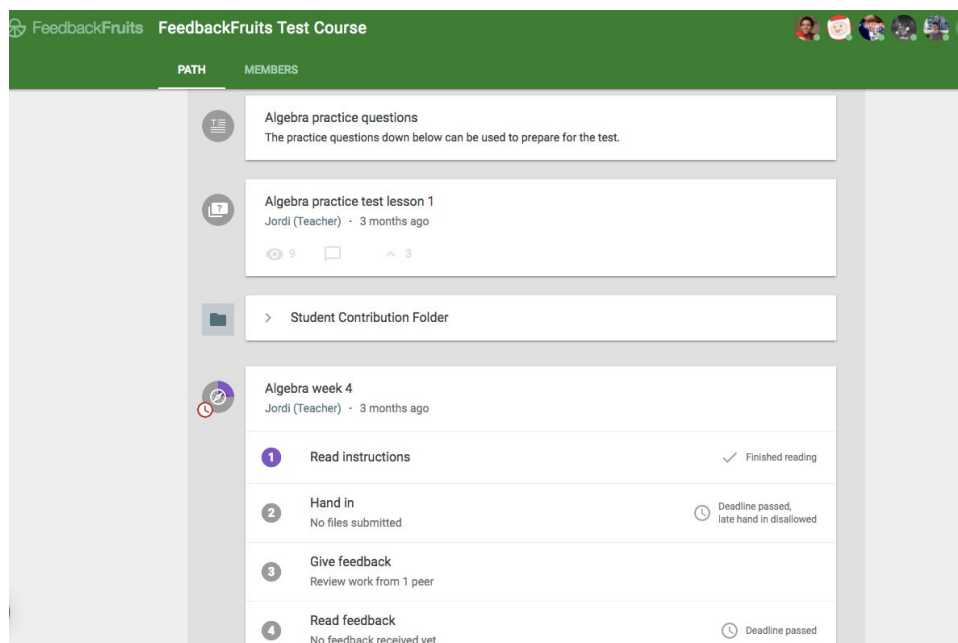


## From a student's perspective

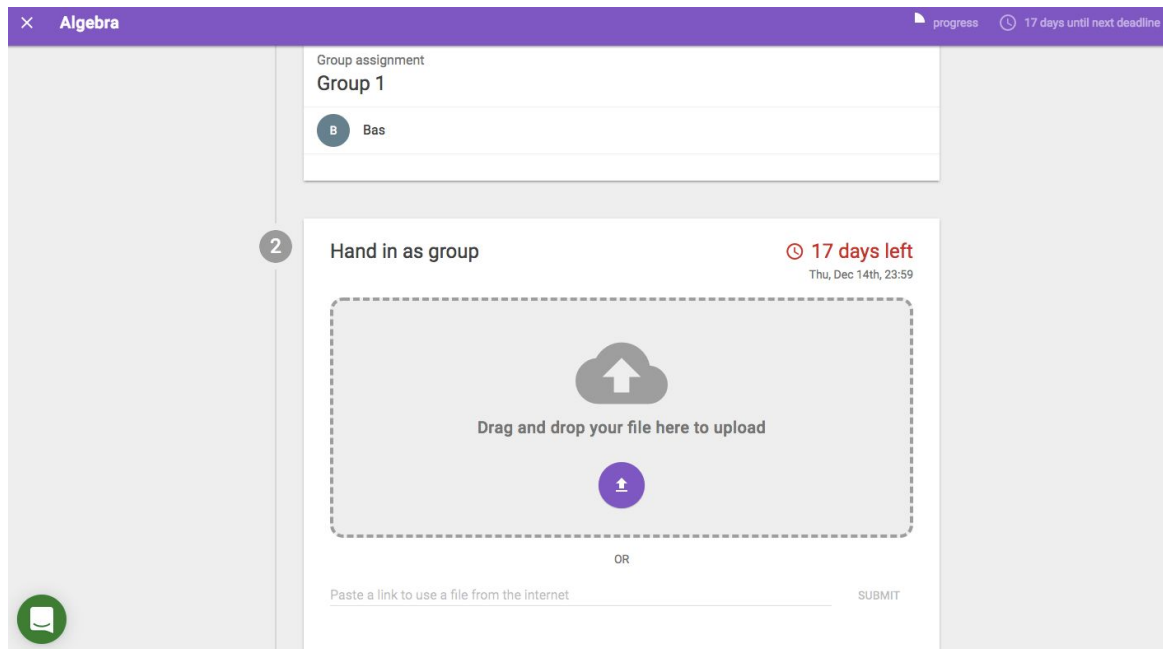
The student will see his overview of courses once he's logged in. He selects the right course and this will bring the student to the page with the several folders.



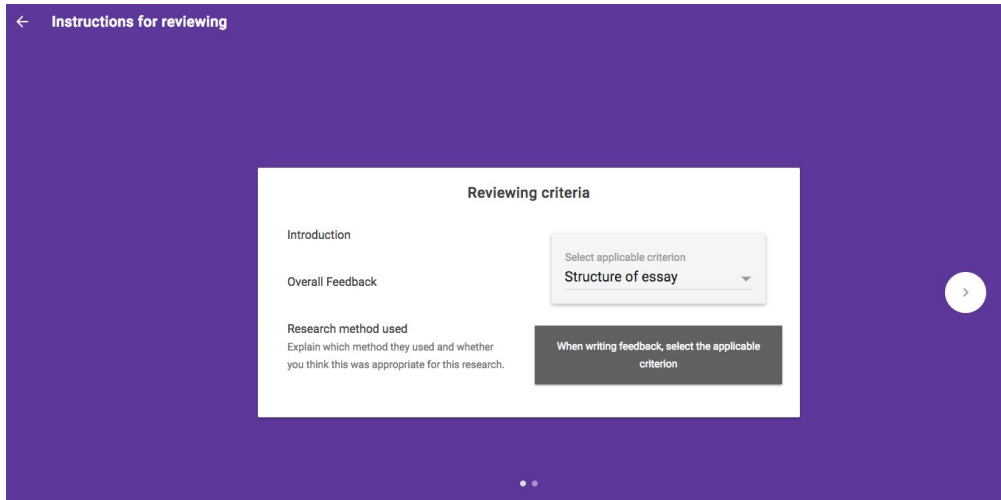
Unfolding one of the folders: 'Algebra 101', will give the student the following view. He will click on the Peer Feedback assignment: 'Algebra week 4', to navigate the student to the screen on the next page.



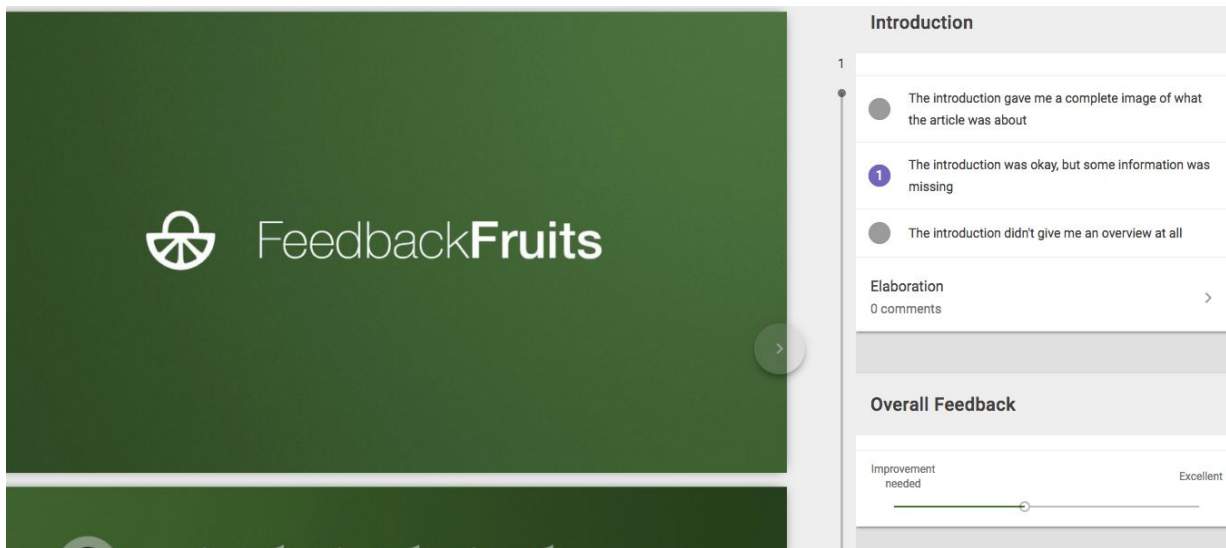
The following view will appear.



The student can read the instructions given in section 1 and they can upload their assignment in section 2. When the deadline has passed, all groups that have handed in an assignment, will randomly be assigned to review another group's work (or in case of an individual assignment, students will be linked to each other, one student reviewing the work of one (or more) peers). After the deadline, the option to give feedback becomes available. Before students can view the assignment of their peer, they will see what's on the screenshot below: an overview of the determined feedback criteria and further instructions (if provided by the instructor when creating the assignment).



On the left hand side the student will see the applicable criteria, on the right is shown how the student can select the right criterion: by clicking on the header to see the dropdown menu. The next instruction window will explain how the student can add a comment by selecting a part of the text.

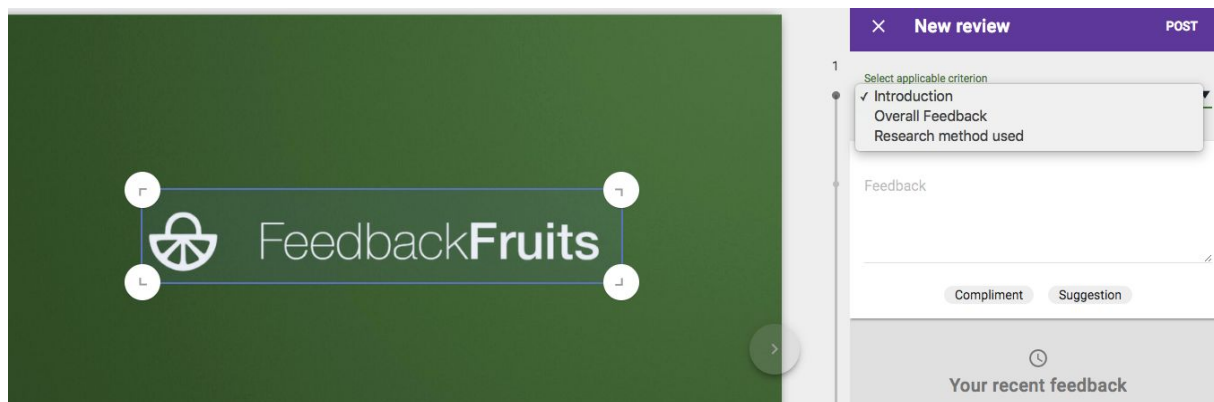


The next step for the student will be to provide a peer with feedback. To give specific feedback, a student has to comment on all provided criteria by giving a rating, or filling in a rubric and elaborate with a comment.

There are three different types of questions. As an instructor, when creating the assignment, you have selected different criteria and added a rating. This could be a rubric (top one), a scale (second criterion), or an open question. Answering a question in which a rubric is used, the student selects the best applicable option, by clicking on the **dot**.

The criterion 'Overall Feedback' makes use of a scale. The student can move the **slider** to add a rating. The level description in the example is 'improvement needed' to 'excellent', when creating or editing the assignment the instructor could change this into 1 to 10, or whatever level description would be appropriate.

To comment something related to one of the criteria, the student **selects** that part of the text which the comment is applicable to. In the right column a header will appear where the student can select the appropriate criterion and leave a comment. The student can also use the **pen icon** to leave a comment, without linking it to a specific part of the text. After a student has finished writing a comment he/she could define whether this was a **suggestion** or a **compliment**, however if this isn't applicable, a student can also just click **post**.



# Group Member Evaluation

The Group Member Evaluation tool is used to facilitate the group member evaluation process. It allows students to give feedback to their peers based on preselected criteria by the teacher. They are able to add various comments as well as rate their group members based on the criteria. Once students have given feedback, they will have to read the given feedback and reflect on it. Group Member Evaluation provides students with the option to objectively provide feedback to their group members on how they performed during a team-based assignment, for example.

Check out the instructions for how to create a Group Member Evaluation assignment below!

You will need to fill out several details about your Group Member Evaluation assignment:

1. **Title:** Create a name for your assignment in the purple header
2. **Instructions:** Add helpful details for your students. This will be shown to the students when they view the Group Member Evaluation assignment

The screenshot shows the 'Create Assignment' interface for Group Member Evaluation. It features a purple header bar with a 'Title' input field and a 'PUBLISH' button. Below the header, there are two main sections: 'Instructions' and 'Give feedback to peers'. The 'Instructions' section has a text area with a placeholder 'Your overall instructions for the assignment...'. The 'Give feedback to peers' section includes a 'Feedback criteria' section with an 'ADD' button, a 'Deadline' section with a date picker set to 'dd/mm/yyyy, --:--', and a 'Settings' section with a 'CHANGE' button. A 'Required reviews per student' field is set to '1'. A green chat icon is visible in the bottom left corner. Three numbered callouts (1, 2, and 3) point to the title field, the instructions text area, and the 'Give feedback to peers' section respectively.

### 3. Give feedback to peers.

**a. Feedback criteria:** specify along which criteria students need to give feedback on each other's work.

**A. Add another criterion:** add as many criteria as you like and click 'done' in the lower right corner to save all criteria.

**B. Required amount of comments:** define how much feedback is needed, how many comments, before a student is finished reviewing an assignment.

**C. Short title of criterion:** Define your criterion and add an explanation if needed. Use the trashcan on the right to delete this criterion.

**D. Define how you want the rating to be.**

Should it be open? (none) Or do you want to use a scale (5 to 10 points) or a rubric? Once you have selected one of these different ratings, you can define the scales and give level descriptions for your rubric.

**b. Deadline:** Choose a deadline date and time using the arrow on the right. This is the date students must submit their initial assignment

**c. Settings:** Click **Change** to access extra settings described in d and e

**d. Required reviews per student:** You can require that each student review a certain number of students. For example, if the student is in a group of 4, he will need to review 3 students.

**e.** Optional instructions for giving feedback.

**4. Read feedback:** Once students have evaluated the other group members, they will be able to view their own evaluation. In this section, you will select a deadline for the students to read the evaluation received. This deadline must be after the initial submission deadline.

**5. Publish:** To complete the assignment and make it visible to students, click **Publish** in the upper right corner of your display.

## Overall student progress section

### Overall student progress

**0 of 5**  
students have completed this

**89 min**  
average time spent per review

**4**  
average amount of comments per reviewer

▲ Statistics per active student

As soon as your students become active on the assignment, an overview of their progress will be displayed to you at the top of the assignment page. You will be provided with information such as:

- How many students have completed the assignment
- The average time spent per review
- The average amount of comments per reviewer

In order to get a more in-depth and personalized analysis of your students' work, unroll the **Statistics per active** student header.



### Overall student progress

**0 of 5**  
students have completed this

**89 min**  
average time spent per review

**4**  
average amount of comments per reviewer

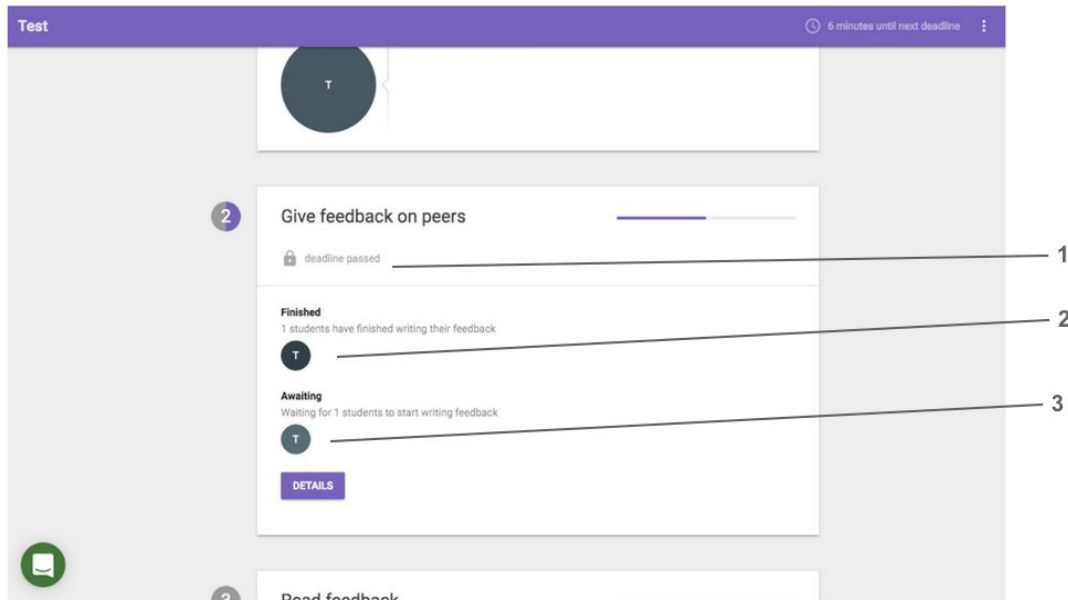
▼ Statistics per active student

Name	Read instructions	Handed in	Give feedback	Average time per review	Total review comments	Read feedback
 sophia+1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	89 min	4	<input type="checkbox"/>
 sophia+2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>



## Monitoring your students' progress per section.

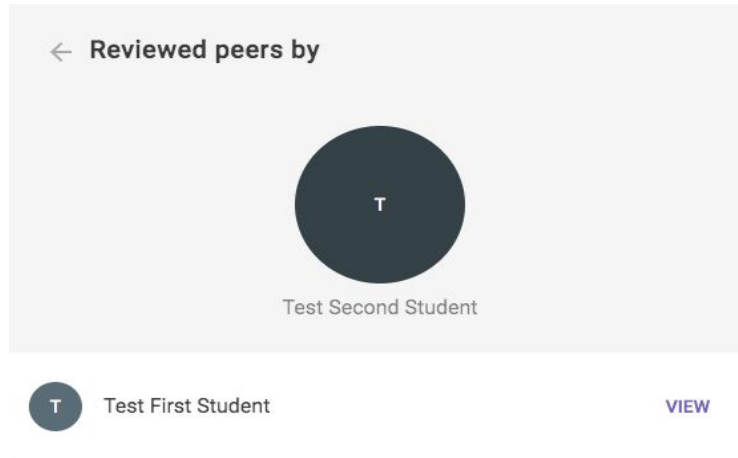
After the **deadline for handing in has passed (1)**, students can't hand in anymore. As a teacher, you will be able to see some basic statistics about the Hand in step. For example: you're able to see which students have **finished (2)** handing in their work. You can also see the students from whom no work was received under the **awaiting (3)** header.



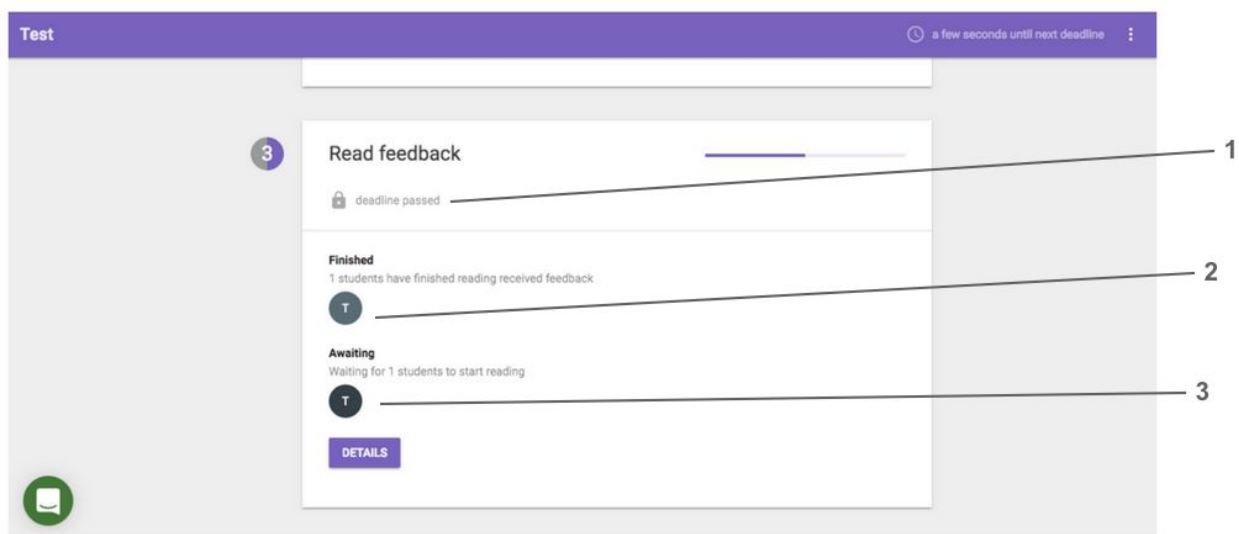
By clicking on **details** you'll be able to see some more detailed information on both the **collected** work and the work you're **awaiting**. These details include:

1. The amount of students that uploaded their work
2. The name of the student that handed in
3. When the document was uploaded and how many comments and ratings were given.
4. Whether the work was uploaded on time

To review submitted work, click on the name of the student and press the **view** in the pop-up window. Clicking the **arrow** in the top left will bring you back to the assignment.

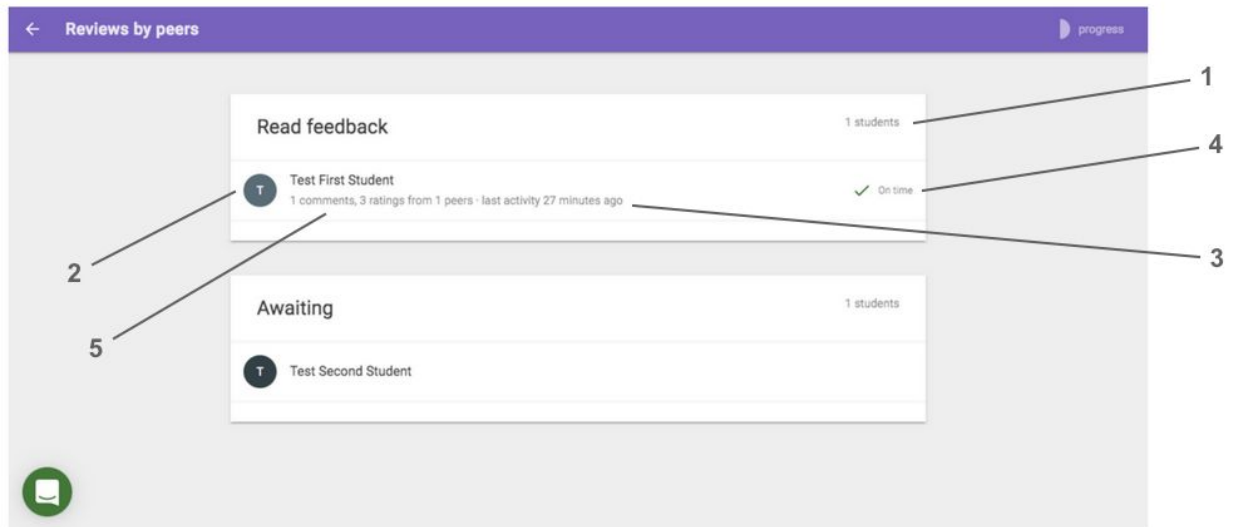


After the deadline to **Read feedback (1)** for students has passed, you will see a lock appear in the Read feedback section. Just as in the previous step, you're provided with some basic information on the student's performance. You can see this under the **finished (2)** and **awaiting (3)** headers.



By clicking on **details**, you'll find some more detailed information under the **finished reading** and **awaiting** headers. You'll find some more information about:

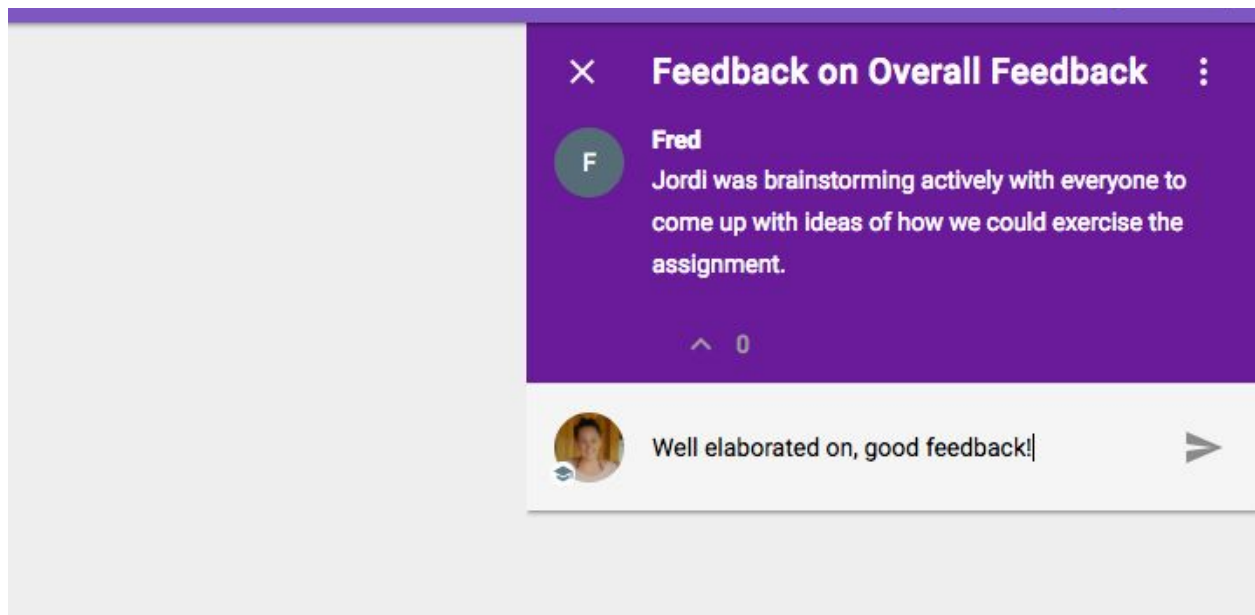
1. How many students have finished reading feedback
2. The name of the student that has finished reading
3. When the reading was done
4. Whether the reading was completed on time
5. The amount of comments and ratings the student has provided in the review



For you as a teacher, it is possible to view the feedback given by students by clicking on their names. A pop up window will open and by clicking on **View feedback** you will be able to see an overview of the comments and ratings given.

## Providing Feedback on Feedback given as an instructor

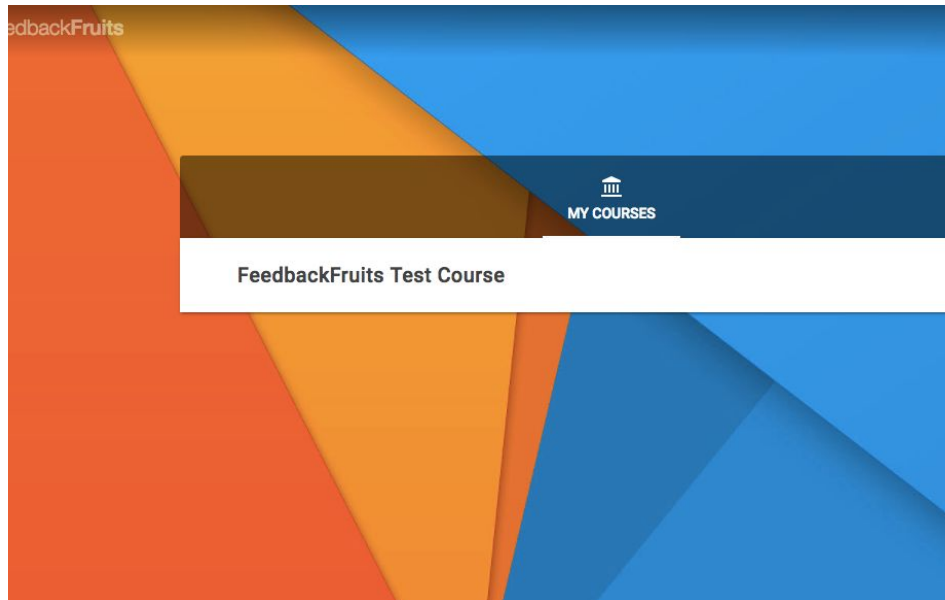
For you as a teacher it is possible to provide **feedback on feedback**. To do this, click on details under the header **Read Feedback**, or **Give Feedback on peers**. In both steps you can review the work of your students, see what they've commented and comment on students' feedback. Keep in mind that in step 3 (give feedback) not all reviews will be complete yet, students are still reviewing and might add more comments. On the right side in your display you'll find the criteria that were set when creating the assignment.



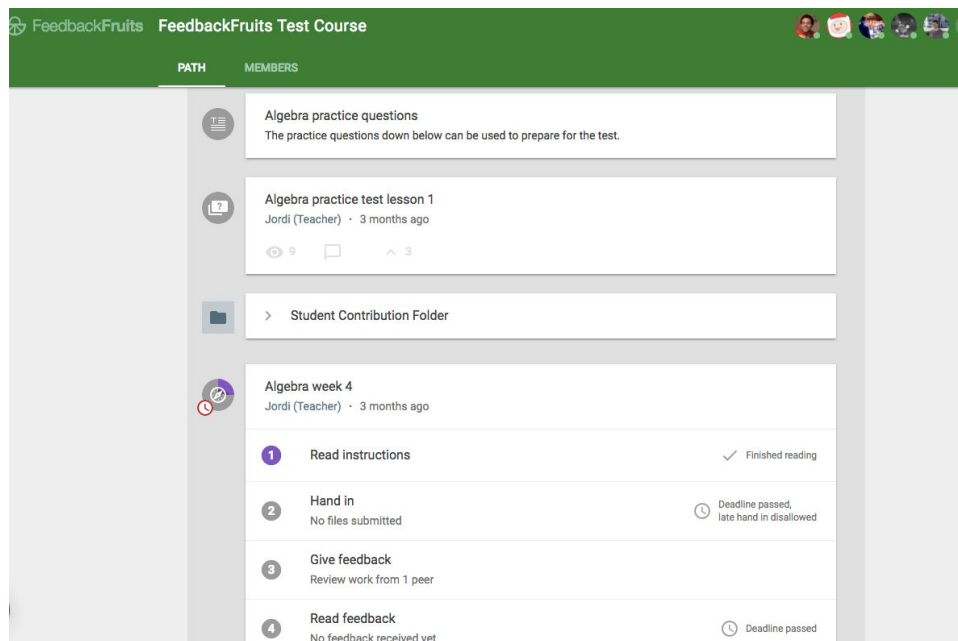
Below every criterion, there is a section where comments given by the student is shown, if specified so by the instructor during creation of the assignment. If you click on a comment given by a student for his peer, you can give feedback on the comment provided. This will create a **thread** on which the student whose assignment is being reviewed, the reviewer and the instructor can comment. Clicking the arrow will post your comment, clicking the cross in the corner left will bring you back to the column with an overview of all the criteria.

## From a student's perspective


The student will see his overview of courses once he's logged in. He selects the right course and this will bring the student to the page with the several folders.



Unfolding one of the folders: 'Algebra 101', will give the student the following view. He will click on the Group Member Evaluation assignment, to navigate the student to the view on the next page.




## Group Member Evaluation

- 1 Instructions**  


Hi!

Here you find your Group Member Evaluation Assignment.

Provide your peers with feedback on their performance during the process of making the group assignment. Read your own feedback once everyone has given feedback on their peers.
- 2 Give feedback on peers**  
🕒 10 days left  
Sun, Dec 10th, 23:59  
 **Joost Verdoorn** [START REVIEWING](#)
- 3 Read feedback**

Once you have published the assignment, students can start reading the instructions to provide feedback on each others group work. When clicking on the peer they want to give feedback on, students will see what's on the screenshot below: an overview of the determined feedback criteria and further instructions (if provided by the instructor when creating the assignment.)

**Reviewing criteria**

Overall Feedback

**Participation grade**  
How much time did this team member spend on the assignment compared to you and other members?

Select applicable criterion  
**Structure of essay**

**Creativity**  
Did your team member put in lots of new ideas and ways to exercise this assignment?

When writing feedback, select the applicable criterion

On the left hand side the student will see the applicable criteria, on the right is shown how the student can select the right criterion: by clicking on the header to see the dropdown menu. The next instruction window will explain how the student can add a comment by selecting a part of the text.

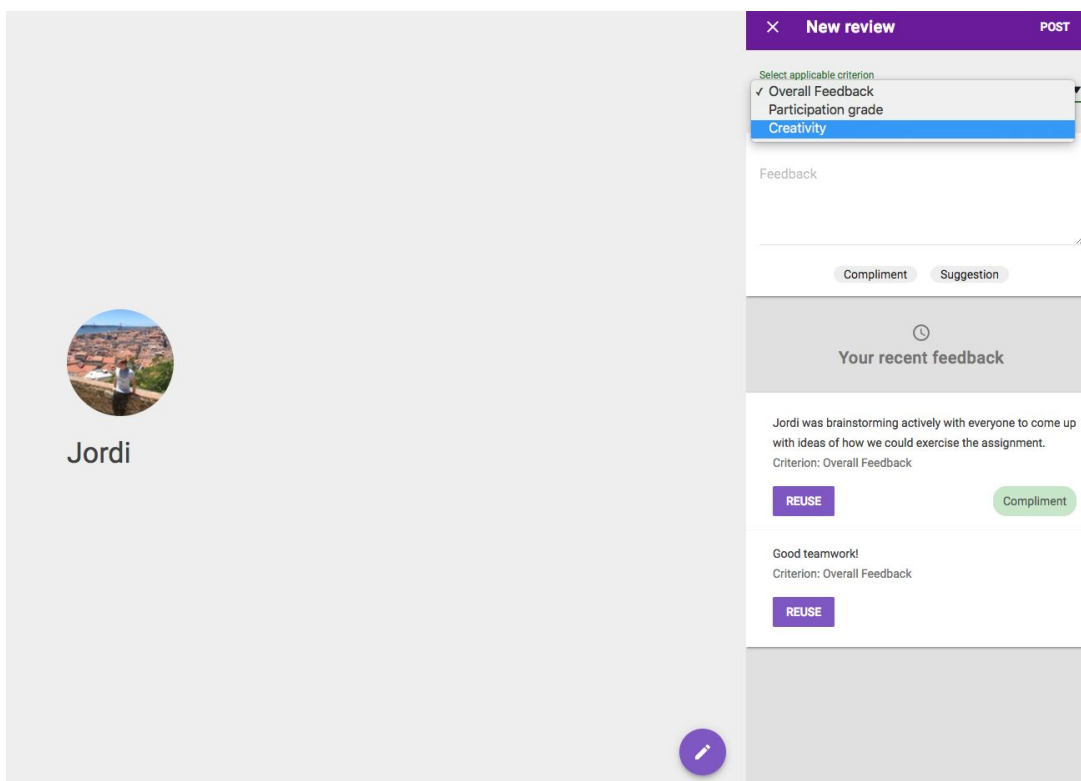
The screenshot shows a user profile for 'Jordi' on the left, featuring a circular profile picture of a person in a landscape. On the right, there is a feedback panel. At the top, it says 'Overall Feedback' with a progress bar and the number '1'. Below that, it says 'Elaboration' and 'Sufficient comments (2)'. The main section is titled 'Participation grade' with the question 'How much time did this team member spend on the assignment compared to you and other members?'. There are four radio button options: 'He/she was free-riding', 'He/she put in the least amount of work of all members, but didn't free ride.', 'He/she contributed okay, but could have provided more input.', and 'He/she cooperated well with the other team memb' (partially cut off). The last option is selected.

The next step for the student will be to provide a peer with feedback. To give specific feedback, a student has to comment on all provided criteria by giving a rating, or filling in a rubric and elaborate with a comment. See screenshot on previous page.

There are three different types of questions. As an instructor, when creating the assignment, you have selected different criteria and added a rating. This could be a rubric (top one), a scale (second criterion), or an open question. Answering a question in which a rubric is used, the student selects the best applicable option, by clicking on the **dot**.

The criterion 'Overall Feedback' makes use of a scale. The student can move the **slider** to add a rating. The level description in the example is 1 to 10, when creating or editing the assignment the instructor could change this into 'improvement needed' to 'excellent', or whatever level description would be appropriate.

To comment something related to one of the criteria, the student uses the **pen icon**. Clicking on the header a drop down menu will appear where he/she could state which criterion the comment is about. After a student has finished writing a comment he/she could define whether this was a **suggestion** or a **compliment**, however if this isn't applicable, he/she could just click **post**.





# Comprehension overview

You can use the Comprehension tool to prime your students while reading or watching new material. By adding specific topics and requesting students to annotate on them, you make sure that they are not just passively reading the content. You also encourage students to exchange. Check out instructions for how to create your Comprehension assignment below.

As an instructor, you will determine topics that have to do with the **document or video**. The student will read the document or watch the video while focussing on these topics. The student has to make an annotation about the topics and, if set as a requirement by the teacher, write a short summary about the annotations.

When adding a comprehension assignment, click **browse more** and in the category **Assignments**, you can select either comprehension of videos or comprehension of documents. In this overview we will explain the tool how it's used for documents, for the videos the same principles apply.

You will need to fill out several details about your Comprehension assignment:

Document title PUBLISH

### 1 Instructions

Dear student,

In this assignment you need to apply a reading strategy that will improve your understanding of the text.

I recommend the following reading strategy:

- \* First have a look at the topics that I provide you with
- \* Think about what pre-knowledge you already have about these topics
- \* See how the document is structured
- \* Start reading and annotate the parts in the text that are about the topics
- \* When you're done make a summary of what has been discussed in this document on these topics
- \* If you want, you can see selections that other students made on this text, to see if you skipped interesting parts

By using this reading strategy the uptake, understanding and retention of the knowledge is significantly higher. Please see here a edu.ted website(<http://ed.ted.com/on/MrAiuH00>) with more information on reading strategies.

All the best.

### 2 Comprehension

Add topics to prime your students. Students will have to annotate while reading and then connect their notes to the given topics.

Topic students need to pay attention to

1 topic ADD TOPICS

1. **Title:** Create a name for your assignment in the purple header

2. **Instructions:** Add helpful details for your students.

This will be shown to the student when they view the Comprehension assignment. Instruction will appear by default, but you are free to modify them.

3. **Comprehension:** In this section, you will be able to add the topics your student would need to annotate about. To get started, click on **Add Topics**.

**a. Short title:** Add the topic your students will need to pay attention to.

**b.** Describe the topic to help your students understand better.

**c.** Specify the amount of **required annotations** you would want your students to contribute.

**d.** Require students to give a **summary of the annotations** by ticking the box.

**e.** Click on the blue **+** to add more topics.

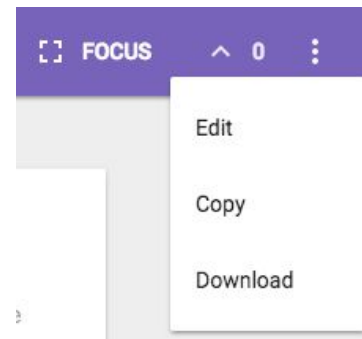
**f.** Click on the **bin** to delete a topic.

**g.** Once you have added all the topics, click on **Done**.

The screenshot shows a 'Topics' configuration window. At the top, it says 'Topics' with a close button. Below that is a note: 'Each topic has to be something the student needs to pay attention to. Students will be considered done when they have met your requirements.' The form contains several fields: 'Topic' with a trash icon (labeled 'f'), 'Short title' with the value 'Noteworthy' (labeled 'a'), 'Topic description to activate pre-knowledge' (labeled 'b'), 'Required amount of annotations' with the value '1' (labeled 'c'), and a checkbox 'Summary of the annotations is required' (labeled 'd'). At the bottom, there is a blue '+' button (labeled 'e') and a 'DONE' button (labeled 'g').

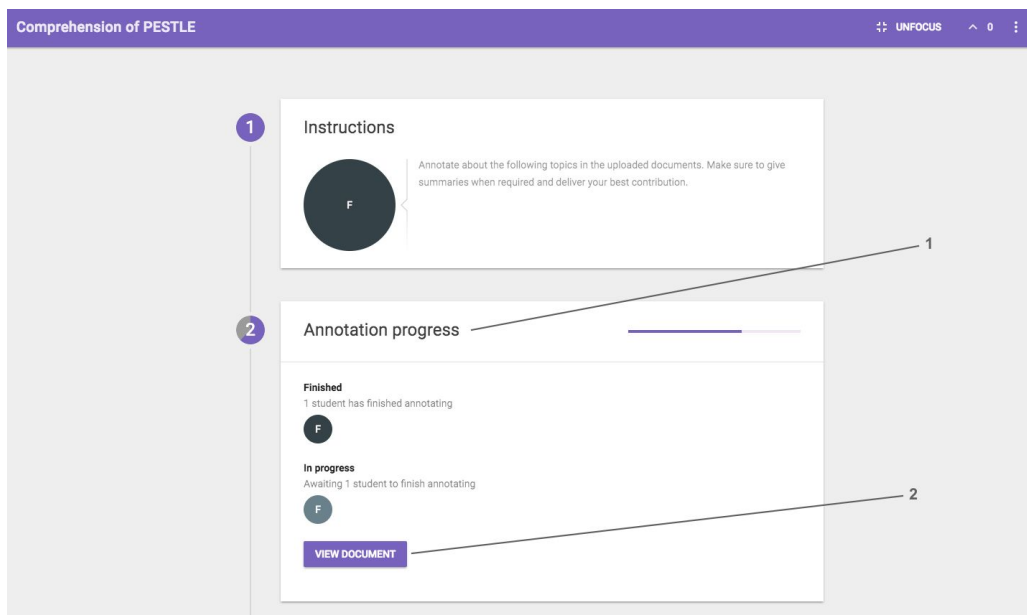
The screenshot shows the document editor interface. At the top, there is a purple header with 'Document title' on the left and a 'PUBLISH' button on the right. Below the header, there is a section for adding topics with the text 'Add topics to prime your students. Students will have to annotate while reading and then connect their notes to the given topics.' and a button 'ADD TOPICS'. Below that, there is a 'Document' section with a dashed box for uploading a document. A blue circle with the number '3' points to the 'ADD TOPICS' button, and a blue circle with the number '4' points to the document upload area. A blue circle with the number '5' points to the 'PUBLISH' button.

4. **Document:** In this section, you will be able to upload your document. You can either drag and drop it or click on the + button and navigate to your file.
5. Once you are done with your assignment, click on **Publish**.
6. By clicking on the **three dots**, a menu will drop down. You will then have the choice between editing the created assignment or copying it.

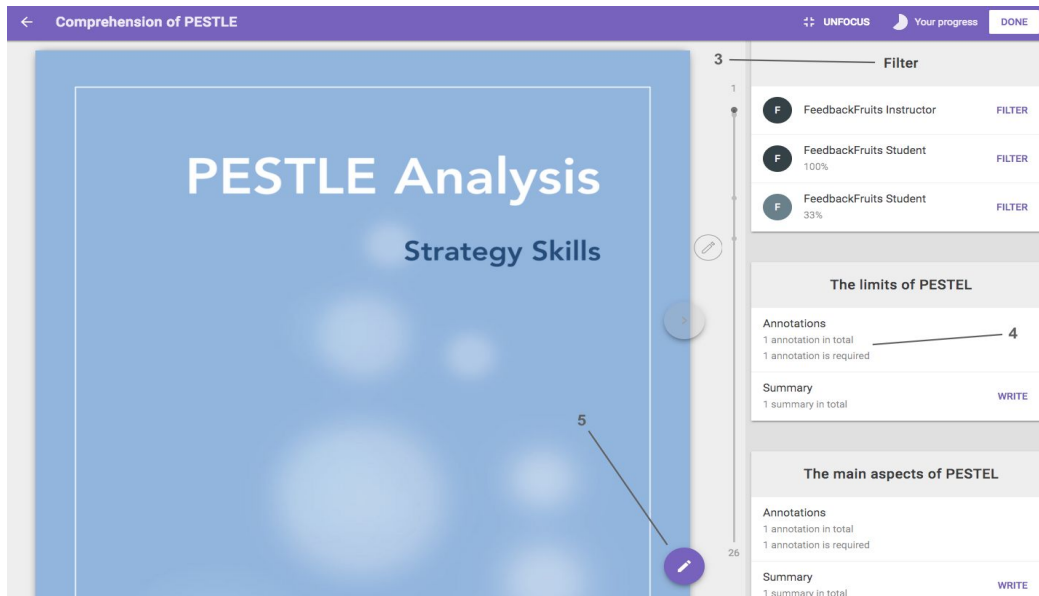


## Monitoring your students' progress

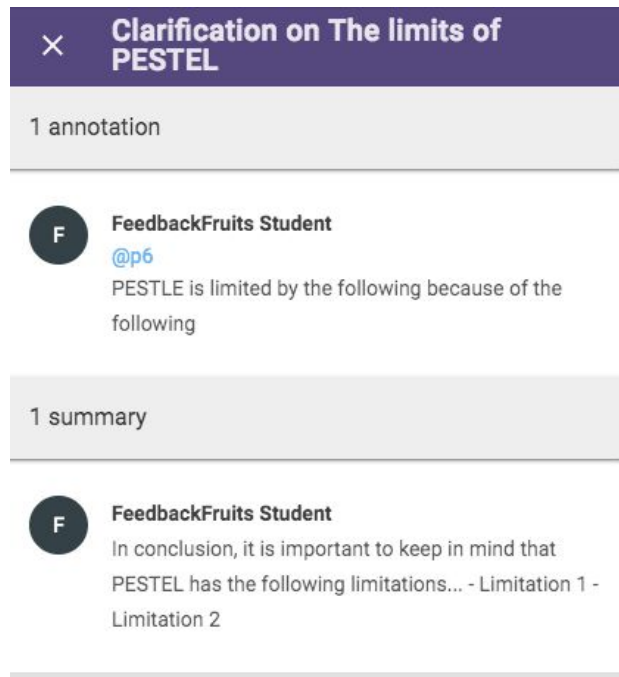
Once your students start annotating the document, you will have access to analytics about their progress.



1. **Annotation progress:** In this section, you will be able to visualize which students Finished annotating and which students are still working on it.
2. **View document:** By clicking, you are able to have an overview of your students' contribution.

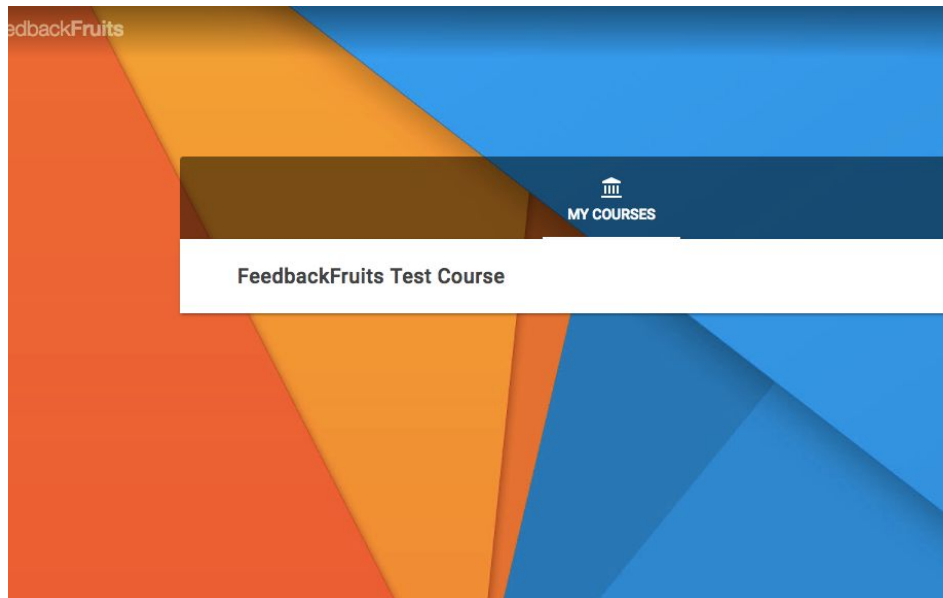


3. **Filter:** If you wish to see the contribution of a specific student, navigate to his or her name and click on **Filter**.
4. To see the annotations of your students, click on the topic of your choice. You will then be able to see the annotations of your students in detail as well as the summaries they have written. If you wish to comment on an annotation or summary, press on the comment or summary and you will have the possibility to comment.

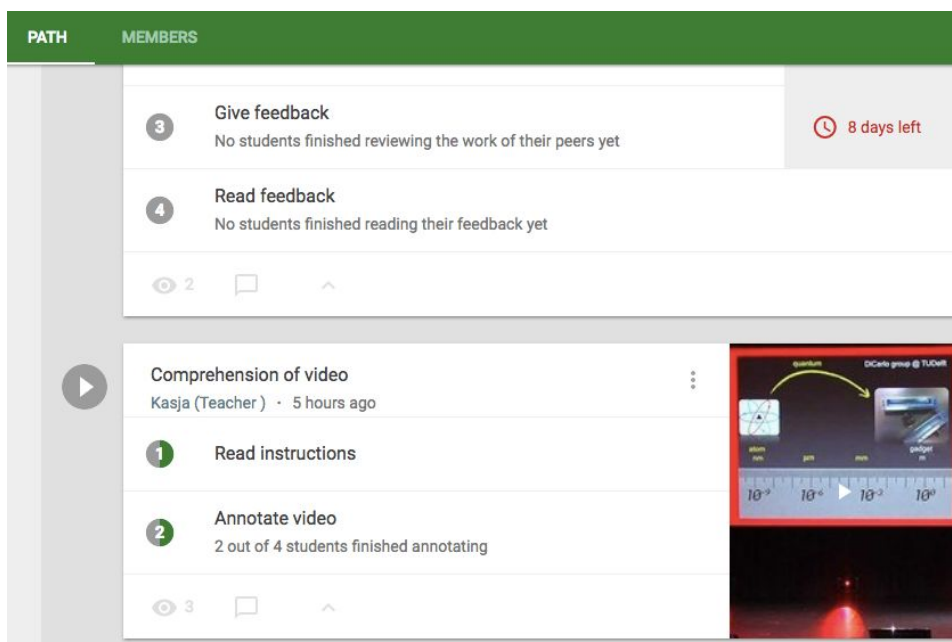


## From a student's perspective

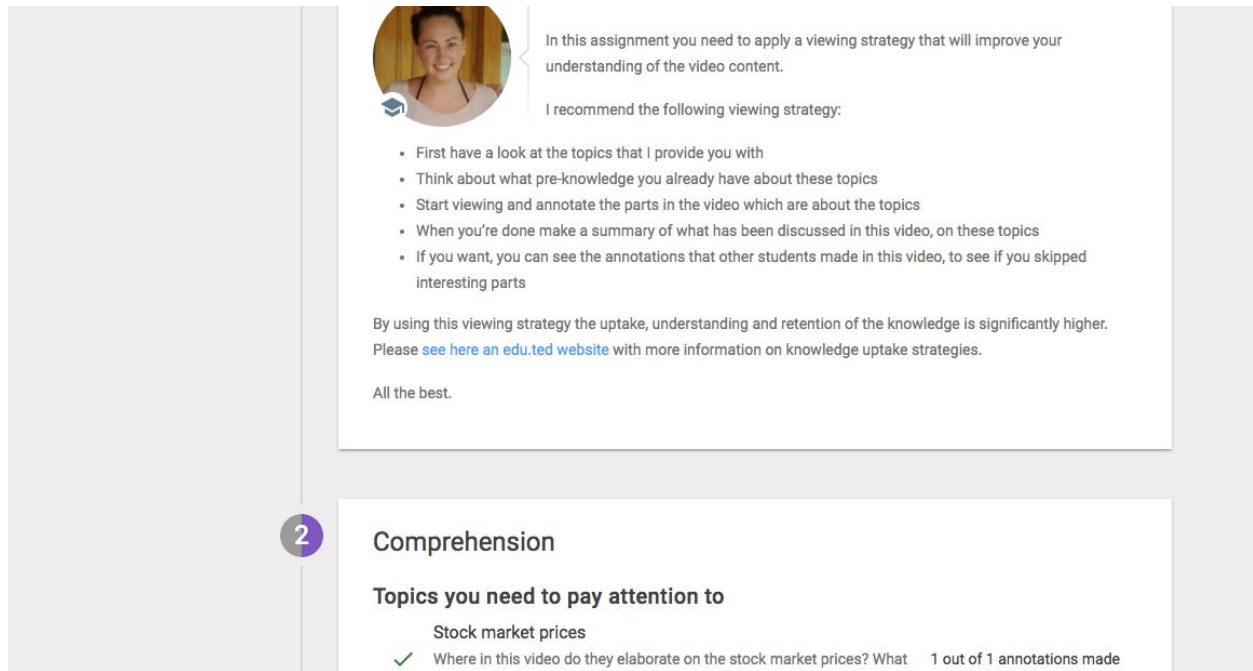
The student will see his overview of courses once he's logged in. He selects the right course and this will bring the student to the page with the several folders.



Unfolding one of the folders: 'Algebra 101', will give the student the following view. He will click on Comprehension of Video, to navigate the student to the screen on the next page. In this chapter, *From a student's perspective*, we will look at Comprehension of Videos.

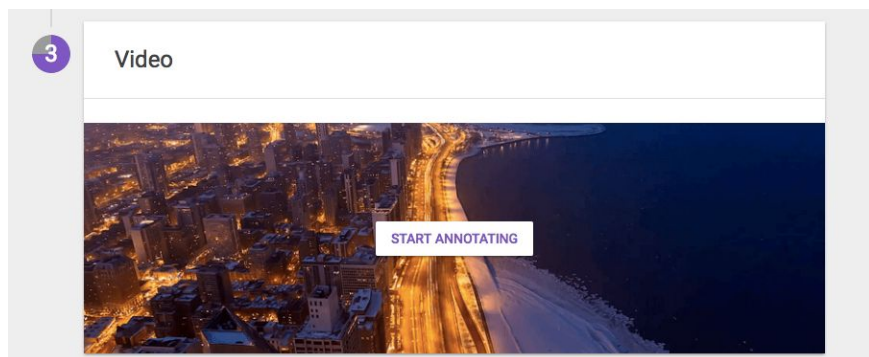


The following view will appear. Students can read the instructions in step 1 and in step 2 they will be able to see the topics that they have to focus on. This way, the student's attention will be drawn to the topics he needs to focus on, even before watching the video. This allows him to watch more carefully and think about the topics actively when annotating. In step 2 the student can also see how many annotations he is expected to make.



The screenshot shows a user interface for an assignment. On the left, a vertical bar contains a purple circle with the number '2'. The main content area is divided into two sections. The top section features a circular profile picture of a woman with a graduation cap icon below it. To the right of the profile picture, the text reads: "In this assignment you need to apply a viewing strategy that will improve your understanding of the video content." Below this, it says "I recommend the following viewing strategy:" followed by a bulleted list of five points: "First have a look at the topics that I provide you with", "Think about what pre-knowledge you already have about these topics", "Start viewing and annotate the parts in the video which are about the topics", "When you're done make a summary of what has been discussed in this video, on these topics", and "If you want, you can see the annotations that other students made in this video, to see if you skipped interesting parts". Below the list, a paragraph states: "By using this viewing strategy the uptake, understanding and retention of the knowledge is significantly higher. Please see here an edu.ted website with more information on knowledge uptake strategies." and ends with "All the best." The bottom section is titled "Comprehension" and "Topics you need to pay attention to". It lists "Stock market prices" with a green checkmark icon to its left. Below this, it says "Where in this video do they elaborate on the stock market prices? What" followed by "1 out of 1 annotations made".

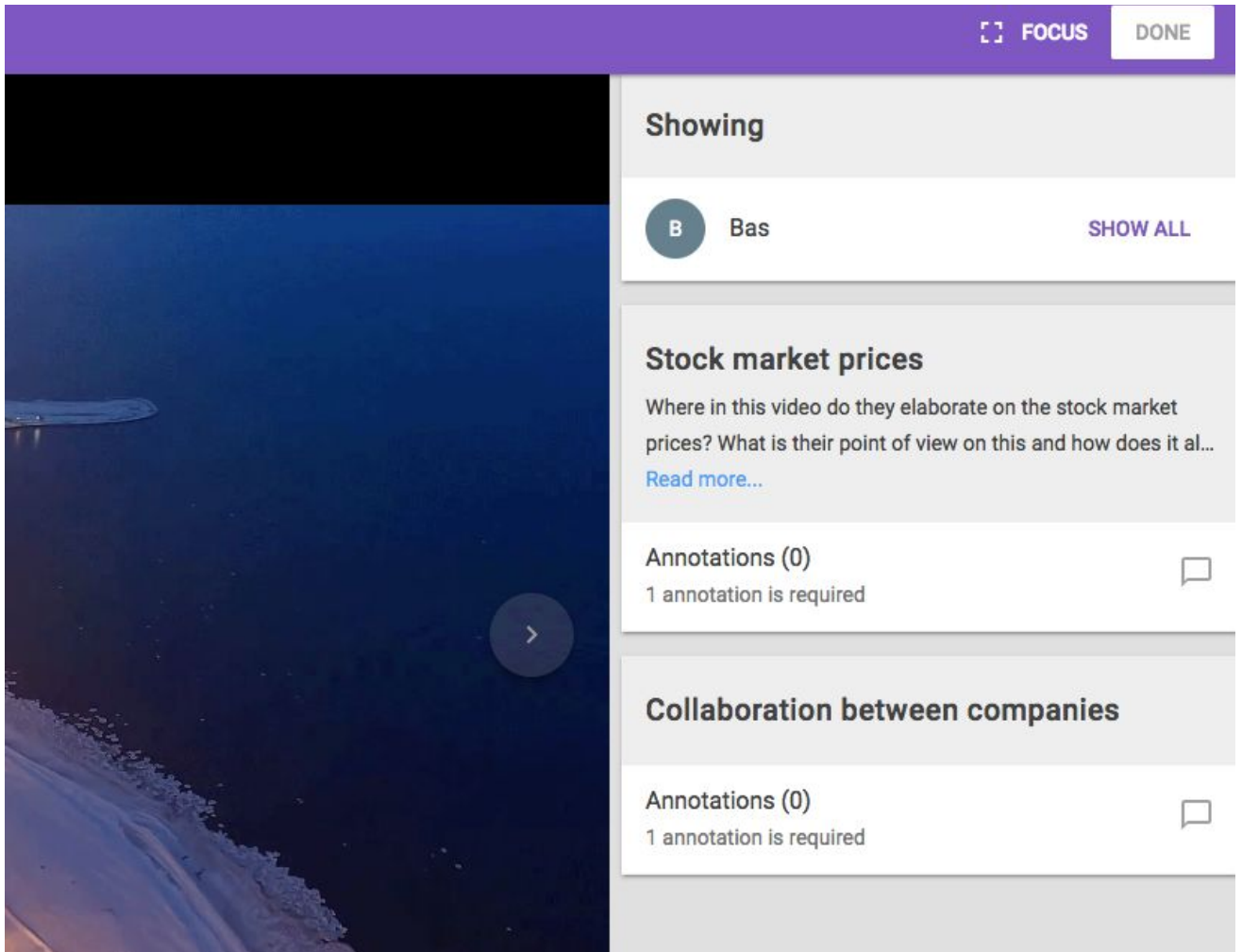
In step 3, the student can click on the button 'start annotating', to watch the video.



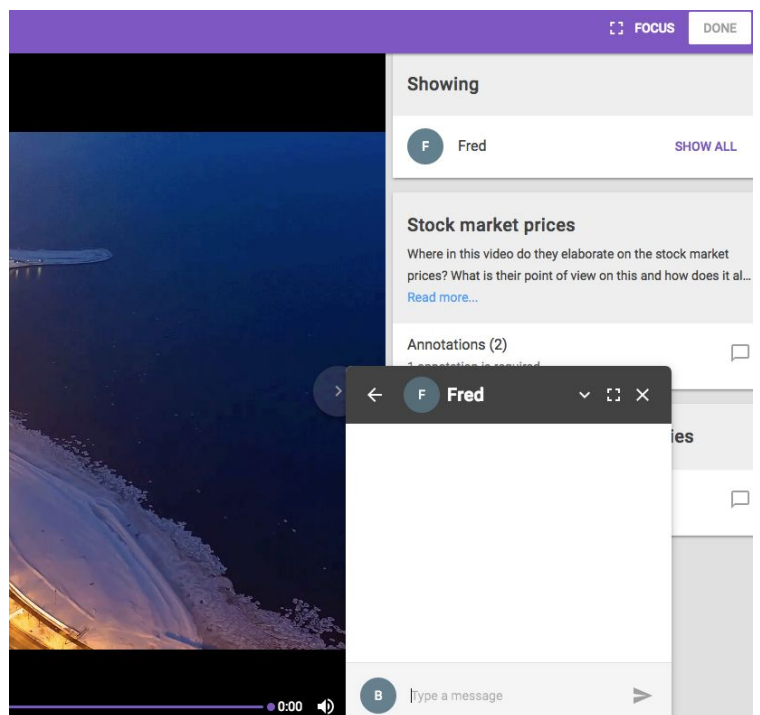
The screenshot shows a video player interface. On the left, a vertical bar contains a purple circle with the number '3'. The main content area is titled "Video" and features a large image of a city at night with a highway. A white button with the text "START ANNOTATING" is overlaid on the image.

On the following page, a screenshot of the display is shown to which the student is being navigated. On the right hand side of the page the annotations of the student are shown and if the students clicks **show all**, then he will be able to view all annotations made by his peers. This option is only available if the instructor has enabled this when creating the assignment.

To make an annotation, the student selects the applicable moment in the video by clicking on the **+ button** that appears when moving the mouse over the progressbar.



Students can comment on each other's annotations by clicking the text-icon on the right. If students want to chat directly with each other without placing public comments in the document or video, they can simply click on each other **profile image** and chat a thread.



# Support



In case of any questions or issues, please do not hesitate to contact our Support by clicking on the **green bubble** in the bottom corner of your screen or by sending an email to [helpme@feedbackfruits.com](mailto:helpme@feedbackfruits.com).