FeedbackFruits

Setup manual

How to create a FeedbackFruits learning activity

Review assignments

- Peer Review
- Group Member Evaluation
- Skill Review
- Assignment Review

Activating study material

- Interactive Study Material
- Comprehension

Interactive classrooms

- Interactive Presentation

Discussions

- Discussion Assignment

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Introduction

With our tools we hope to enable instructors to create meaningful learning activities for students. Activities that will engage students and will help them learn. Our seven tools can be categorized into three themes: (peer) feedback, activating study material and interactive classroom.

Our **(peer) feedback** tools facilitate the process of giving and receiving feedback. This can be feedback given by peers or by the instructor and can be about anything from a written assignment or a video to group work or presentation skills.

Activating study material tools enable you to make students' study material more interactive, engaging and social. For example by inserting questions and discussion topics into audio, video or documents.

Our **interactive classroom** tool makes it possible to make lectures more interactive, by adding questions to presentation slides which students answer live during class.

The **discussion** tool allows teachers to structure a meaningful online discussion. Students can discuss their peers' work and participate in an open discussion.

In this document we will give a detailed explanation of the setup of each of the seven tools. Before you can start with the setup, you have to add the tool to the course page in your Learning Management System (LMS)[1]. After creating a FeedbackFruits assignment in your LMS, you can always copy this assignment if you want to reuse it.

In the next sections we will explain how to set up a new assignment. All our tools are made up of steps (modules), where each module represents a step that students or instructors take when using the tool. For example, within Peer Review you have five steps: 1) students read the instructions set by the instructor; 2) students hand in their work; 3) students give feedback to their peers; 4) students read and reflect on the feedback; and 5) students receive their grade (optional).

When setting up an assignment, you will be able to make configurations for each of these steps to conform with how you want to use the tool. Each module contains different features, some of which you might find under 'settings'.

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[1] Blackboard, Brightspace, Canvas or Moodle.

When using FeedbackFruits within Moodle, there are some small differences compared to using it within Blackboard, Brightspace or Canvas. Most importantly, you will have to create or import groups yourself. You can find more information in the Moodle Appendix.

We hope this guide will help you understand the different options and enable you to create your own assignment. Not sure which tool would be best for your course? Or do you have any other questions or suggestions? We are happy to help out! You can find different ways to contact us under More help.

When to use which review tool

You can choose between four different feedback tools: Peer Review, Group Member Evaluation, Assignment Review and Skill Review. The main differences between these tools are whether students get feedback on handed in work or on skills, and whether students get feedback from their peers or from the instructor. The figure below displays the distinction between the tools:

	STUDENTS REVIEW	TEACHER REVIEWS
HANDED IN WORK	Peer Review	Assignment Review
SKILL	Group Member Evaluation	Skill Review

As you can see here, Peer Review is about students getting feedback from their *peers* on *handed in work*. This can, for example, be used to let students give feedback on each other's draft reports.

Group Member Evaluation is about students getting feedback from their *peers* on their *skills* (no hand in). This is mostly used to let students review their group members, for example to evaluate how the collaboration during a group project went. However, it can be used for any use case where students need to give feedback to their peers about their skills, without having to hand something in. For example, students might review each other's presentations during class.

Assignment Review is about students getting feedback from the *instructor* on *handed in work*. This could, for example, be used for the instructor or another expert to give feedback to students about a case study.

Skill Review is about students getting feedback from their *instructor* on their *skills*. This could, for example, be used when an instructor wants to provide feedback to students about a presentation they have to give during class. The instructor gives the feedback immediately during the presentations and students don't have to hand something in.

Peer Review

Students review each other's work

How does it work?

Peer Review enables instructors to let students provide feedback to their peers on deliverables. The teacher specifies the criteria by which students evaluate their peers' work and sets deadlines and instructions. Students open the activity, hand in their work and give feedback to one or more peers depending on the settings of the instructor. In the final step, students read the feedback they received and optionally write a reflection.

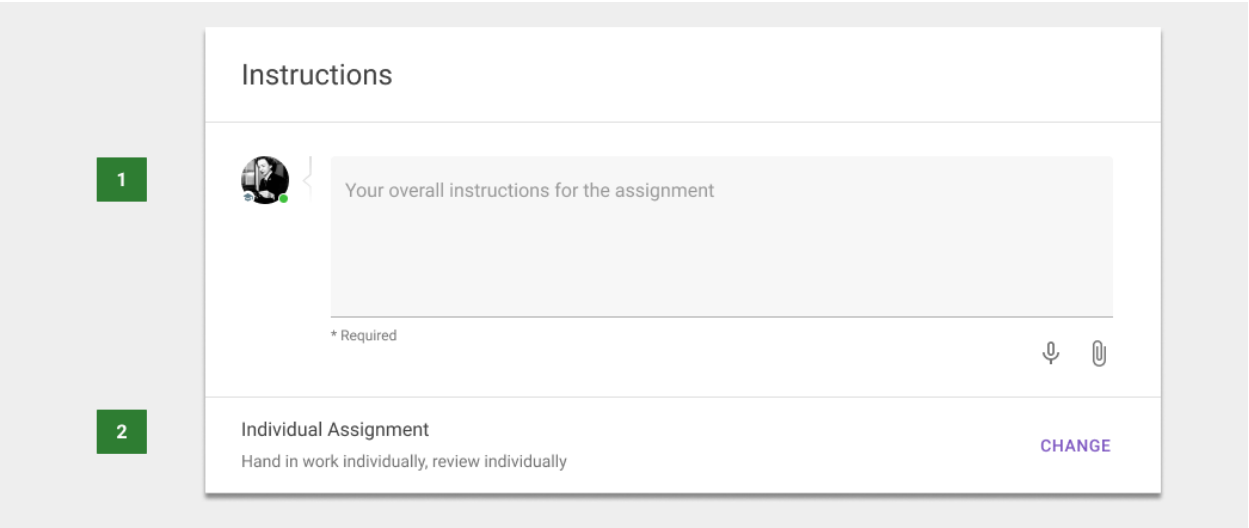
Setting up a Peer Review assignment

A Peer Review assignment has the following steps:

1. Instructions
2. Hand in
3. Give feedback to peers
4. Read and reflect on received feedback
5. Grading (optional)

Step 1

Instructions



1. Instructions (required)
   Write instructions to students about what you expect from them in this assignment. If you want to, you can include a voice message; click on the microphone icon to record it right

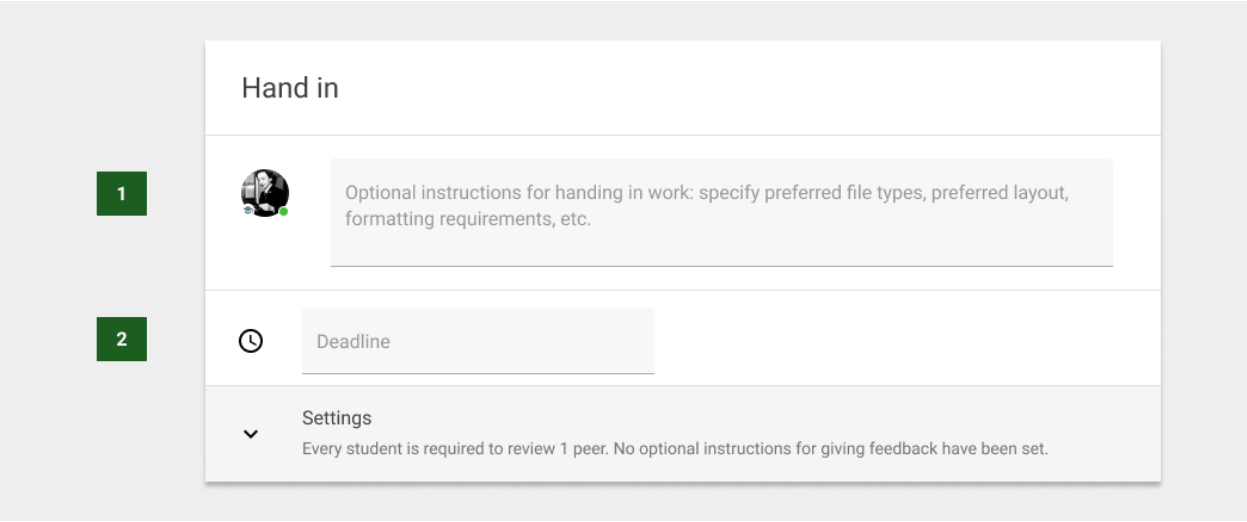
away. By clicking on the paperclip icon next to it you can add up to three attachments for students to view and download. If you want to format your text, you can find more information about how to do this here.

2. Individual assignment
   Click 'change' to choose one of the following three options:
   - **Hand in individually, review individually** (default)
     Use this option if you want your students to individually hand in their assignments and then be linked to one or more random peers who have also handed in work for this assignment.
   - **Hand in individually, review within groups**
     Use this option if you want your students to individually hand in their assignments and review the work of one or more other students *within their own group*. You can use this if you, for example, want students to review each other within their own tutorial group.
   - **Hand in as group, review work by other groups individually**
     Use this option if the work that needs to be handed in, is made by a group of students. One of the students in the group will hand in their work. All students will randomly get work from other groups assigned for them to review individually.

3. If you have chosen the second or third option, you will have to select the groups from your LMS.

Step 2

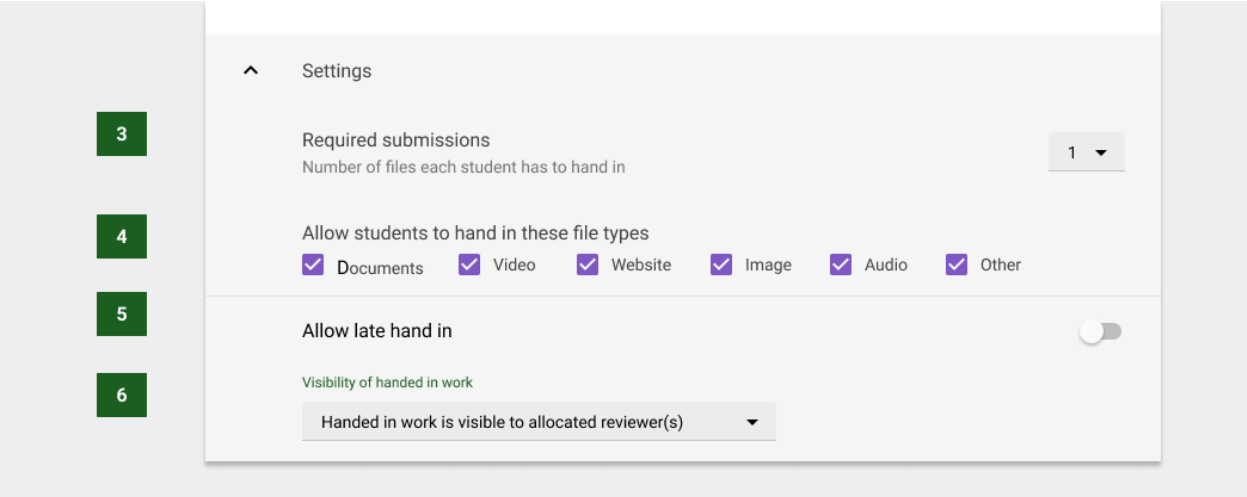
Hand in



1. Instructions
   Optionally, you can add instructions about what students need to hand in.

2. Deadline (for handing in)
   Students will no longer be able to upload their work after this deadline.
   - If a hand in deadline has been set:
     - Students will be assigned work from other students when they open the assignment after the deadline has passed. You can find more information about the allocation of reviews here.
     - When you use FeedbackFruits within Blackboard, Brightspace or Canvas, all deadlines will be synchronised with the calendar of your LMS.
     - Students will get a reminder email between 12 and 36 hours before each deadline.
   - Without a hand in deadline, students will be able to start reviewing after at least one other student or group has submitted their work.

Subsettings



3. Required submissions
   Specify how many files students need to submit. You can choose whether students need to submit an *exact* number of files (no more no less), a *minimum* number of files or *between* a minimum and maximum number of files.

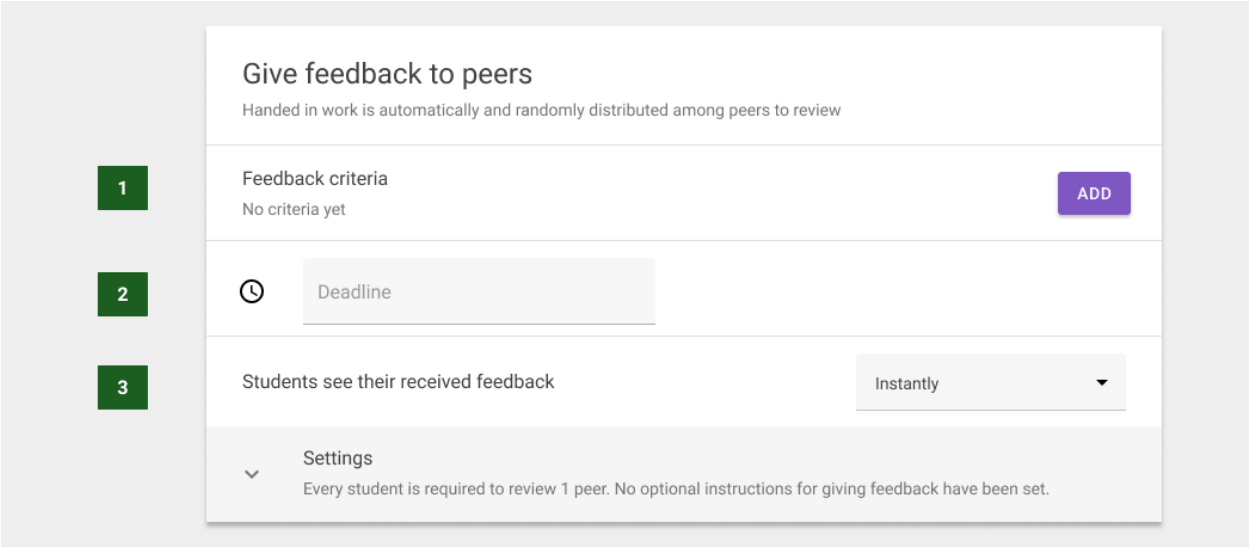
4. Allow students to hand in these file types
   Students will not be able to upload file types that are not selected.

5. Allow late hand in
   Students can still hand in their work after the deadline. You will be able to see who handed in late.

6. Visibility of submitted work
    - *Students' work is only visible to their reviewer(s)* (default)
      Students are only able to see the work of the students who they have to review.
    - *Students' work and received feedback is visible (after deadline) to every student*
      After the hand in deadline has passed, students are able to see the work and received reviews from everyone in the course. They will also be able to comment on feedback and give upvotes (likes) to comments. **Note** that if you choose this option and do not set a deadline, submitted work will be visible as soon as it is uploaded.
    - *Students' work and received feedback is visible (after deadline) to students who've handed in*
      This will work the same as with the option above, but only students who have handed in their work will be able to view the work of others.

Step 3

Give feedback to peers



1. Feedback criteria
   Click 'add' to set up the criteria that students need to use to review their peers. You can either reuse feedback criteria from another assignment or create new criteria. You can create (a combination of) three types of feedback criteria:
    - *Rubric*
      With a rubric you are able to define a set of criteria and possible levels of achievement a student might demonstrate in their work.

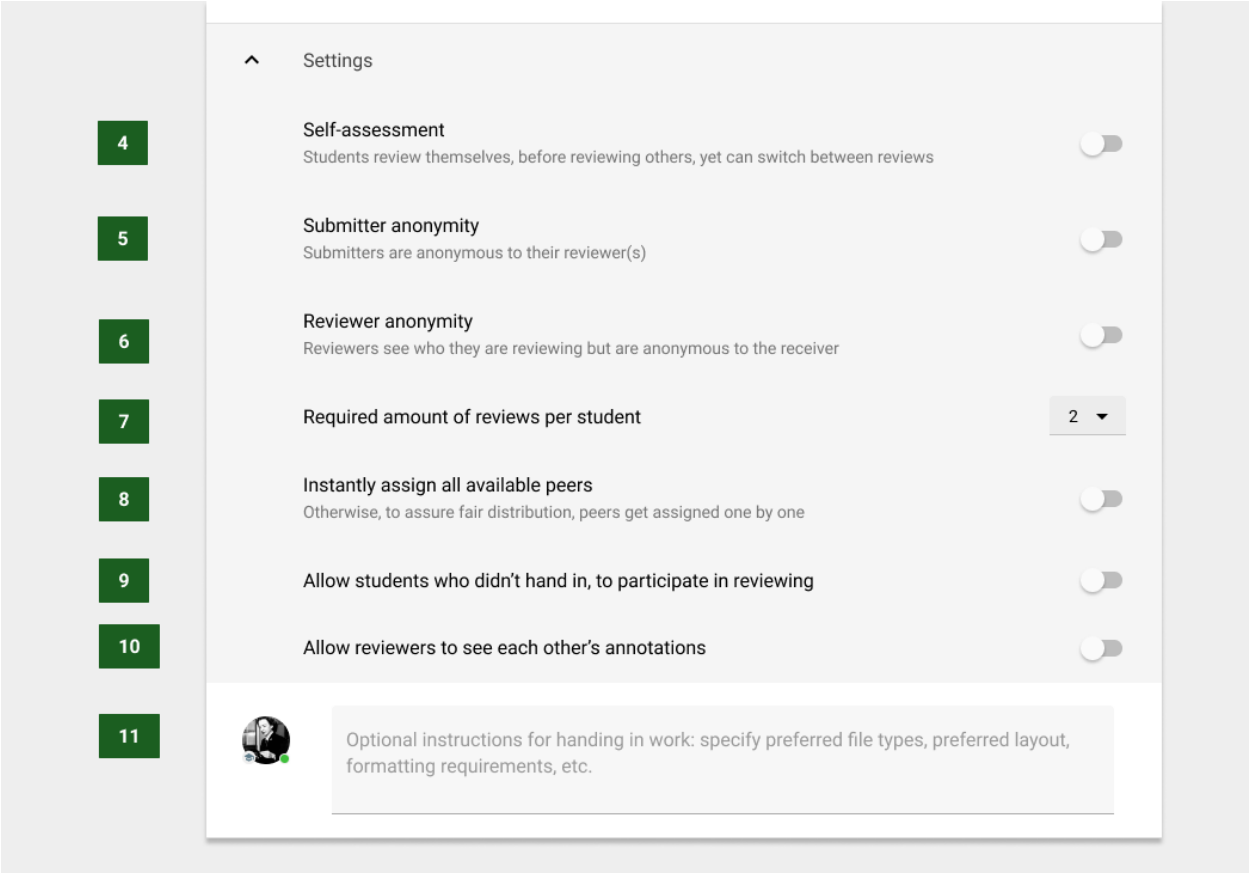
- *Scale rating*
  With scale rating criteria, you can create criteria where students have to score each other on a scale, for example a scale from 1 to 5.
- *Comment criterion*
  Students do not score each other (like with a rubric or scale rating), but only give qualitative feedback in the form of comments.

You can find more information on how to create feedback criteria in our help center.

2. Deadline (for giving feedback)
   Students can no longer edit their reviews after this deadline. This deadline will also be synchronised with the calendar of your LMS.

3. Students see their received feedback
   - *Instantly*
     Students will be able to read their received feedback immediately after it is written.
   - *After the review deadline*
     Students' feedback will become visible after the review deadline.
   - *After a certain date*
     Students' feedback will become visible after a date and time of your choice.
   - *Never*
     Students will never be able to read their feedback.

Subsettings



4. Self-assessment
   Students will review themselves on the same criteria before reviewing others.

5. Submitter anonymity
   Students will not see who's work they have to review. Instead of seeing the name of the person or group that handed in, they will see a pseudonym. The instructor will see the real name behind the pseudonym.

6. Reviewer anonymity
   Students will not see the name(s) of their reviewer(s), but will see a pseudonym instead. The instructor will see the real name behind the pseudonym.

7. Required reviews per student
   Specify how many reviews each student needs to write. If students need to review more than one student, you will get the following options:
   8. Instantly assign all available peers
      With this option enabled, students will be assigned all the reviews they will have to complete at once. The advantage of this is that students will immediately get to

see all the peers they have to review, instead of one by one. The disadvantage is that it allows for less flexibility, i.e. if students only complete one review, the other reviews can no longer be assigned to someone else who does complete all the reviews.

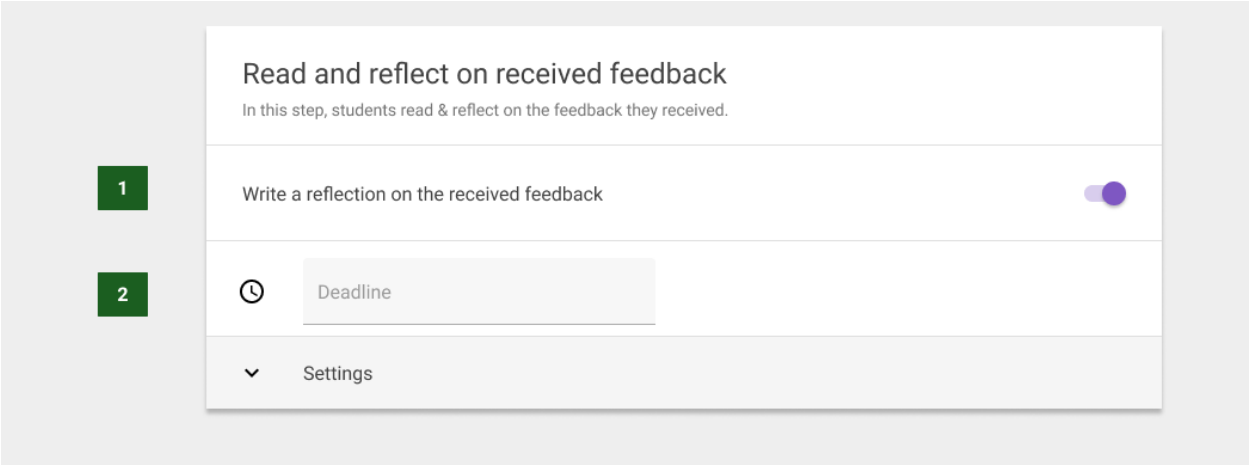
9. Allow reviewers to see each other's annotations
   When writing the review, students will be able to see other students' annotations (comments).

10. Allow students who didn't hand in, to participate in reviewing
    When students open the assignment after the hand in deadline has passed, they will get assigned someone else's work, even if they did not hand something in themselves. This option is only available when you specify a hand in deadline.

11. Instructions (optional)
    Write instructions to students about giving feedback.

Step 4

Read and reflect on received feedback

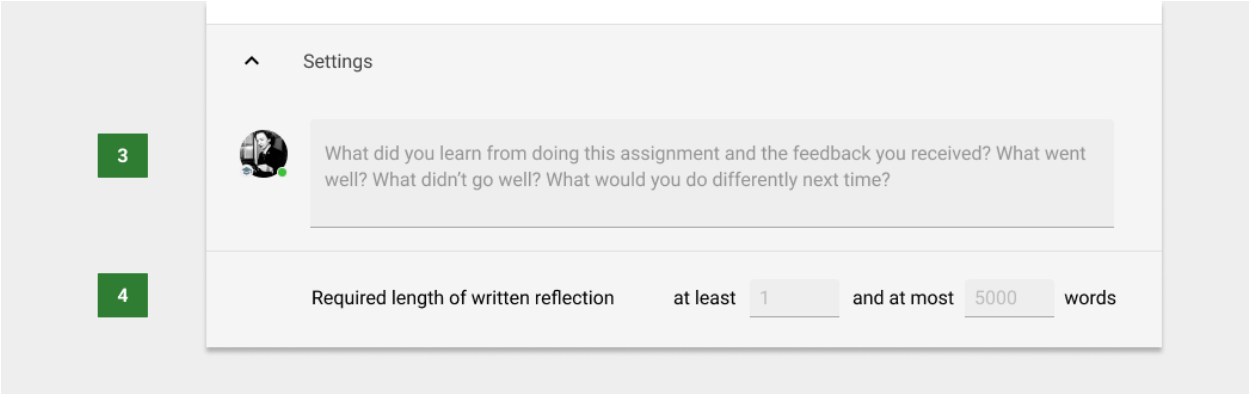


1. Write a reflection on the received feedback
   You can let students write a reflection by turning on the switch. After enabling the reflection, check the settings for more options (see the subsettings below).

2. Deadline (for reading the feedback and/or writing the reflection)
   - Students will need to have read the feedback and written the reflection before this deadline. After this deadline, students can not edit their reflection anymore. However, it's still possible for students to read their feedback.
   - When reading the received feedback counts towards the final grade (optional, see "Grading"), students will have to read the feedback before this deadline to get points for it.

- This deadline will also be synchronised with the calendar of your LMS.

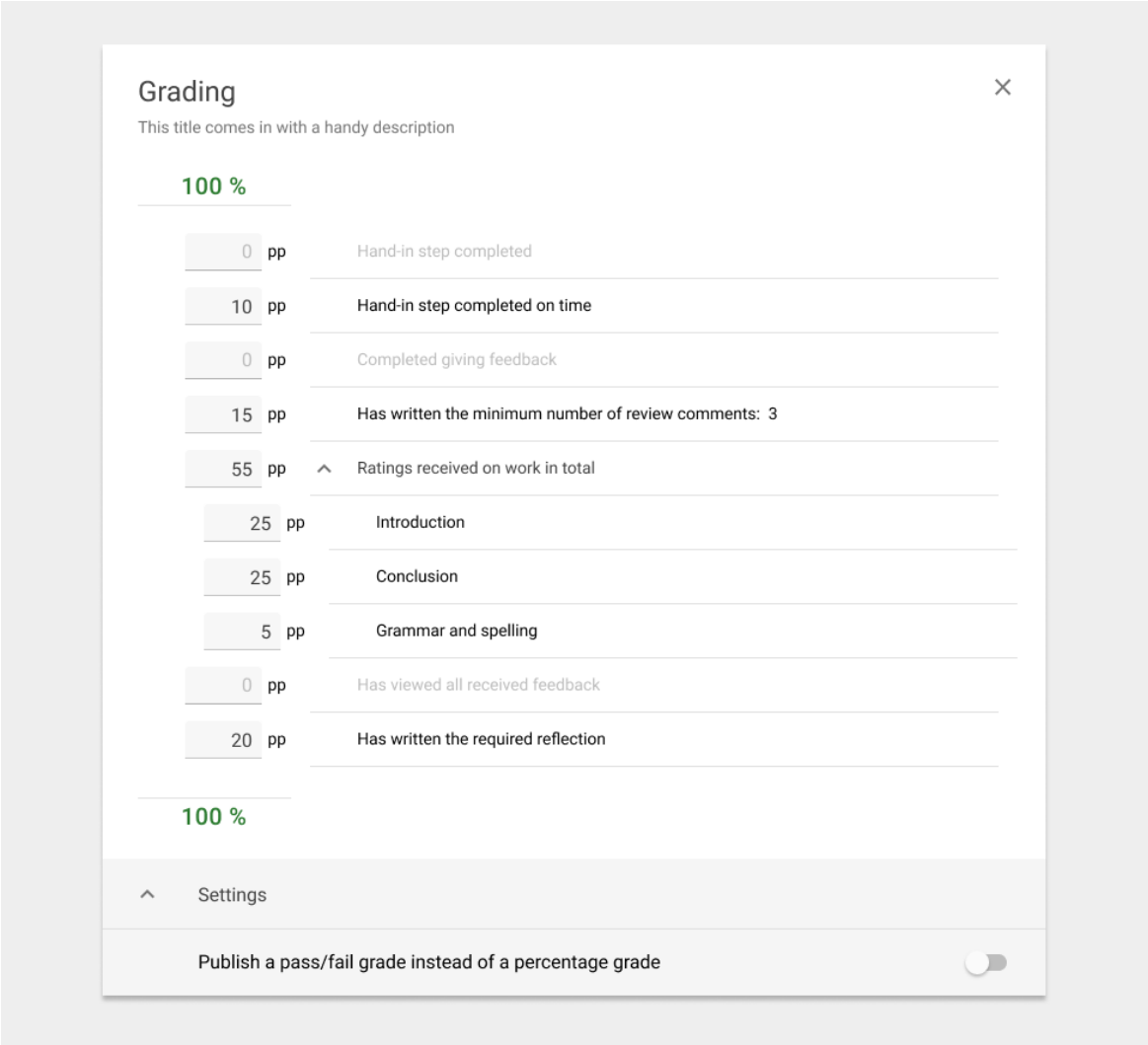
Subsettings



3. Instructions
   You can customize the instructions, explaining to students what you expect them to write about in their reflection.

4. Required length of written reflection
   You can specify a minimum and/or maximum number of words students need to write for their reflection. Students will see how many words they have written and can not save the reflection if it does not have the required amount of words.

Grading (optional)



By default, a grading module is added to the assignment. If you do not want to include grading, you can delete this module by clicking on the cross in the top right corner.

As you can see in the example above, you can not only assign weights to the ratings they received for the different criteria, you can also take into account other criteria that give an indication of students' participation in the assignment. For example, you can award points for handing in their work on time and for writing the required reflection.

If you want students to receive a pass/fail grade based on these criteria, you can enable this under settings and indicate how many percentage points a student needs to have to pass.

Students will be able to see their grade and how they scored on each of the criteria after you published the grades. If you want the grades to be pushed to the grade center of your LMS, you will have to enable grading when creating the assignment.

After you're finished with the set-up

When you are finished with setting up your assignment, you click on 'save' in the top right corner. You can always go back to the **edit mode** later to make some final changes by clicking on the three dots in the top right corner.

Wondering what this will look like for students? And how you can monitor the progress of your students? Check out the following two articles on our help website about the student perspective and instructor perspective.

Want some advice about which settings to choose? Or do you have any questions that are left unanswered? You can always contact us.

Group Member Evaluation

Students review each other's skills

How does it work?

Group Member Evaluation allows students to assess their peers' skills. For example, after having worked together in a group, the students review the collaboration skills of other group members based on the criteria the teacher has set beforehand. It is also possible for them to give feedback on other skills (e.g. presentation, role play). Important to note is that there is no hand in possibility in this tool, so students give feedback on in-class experiences. Students read the received feedback and optionally write a reflection.

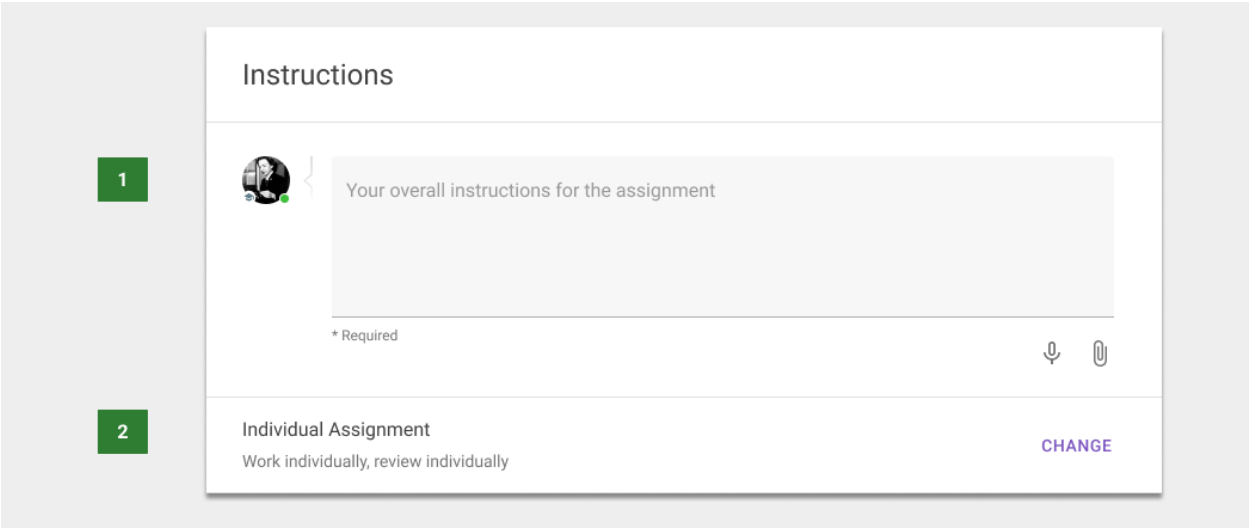
Setting up a Group Member Evaluation assignment

A Group Member Evaluation assignment has four steps:

1. Instructions
2. Give feedback to peers
3. Read and reflect on received feedback
4. Grading (optional)

Step 1

Instructions



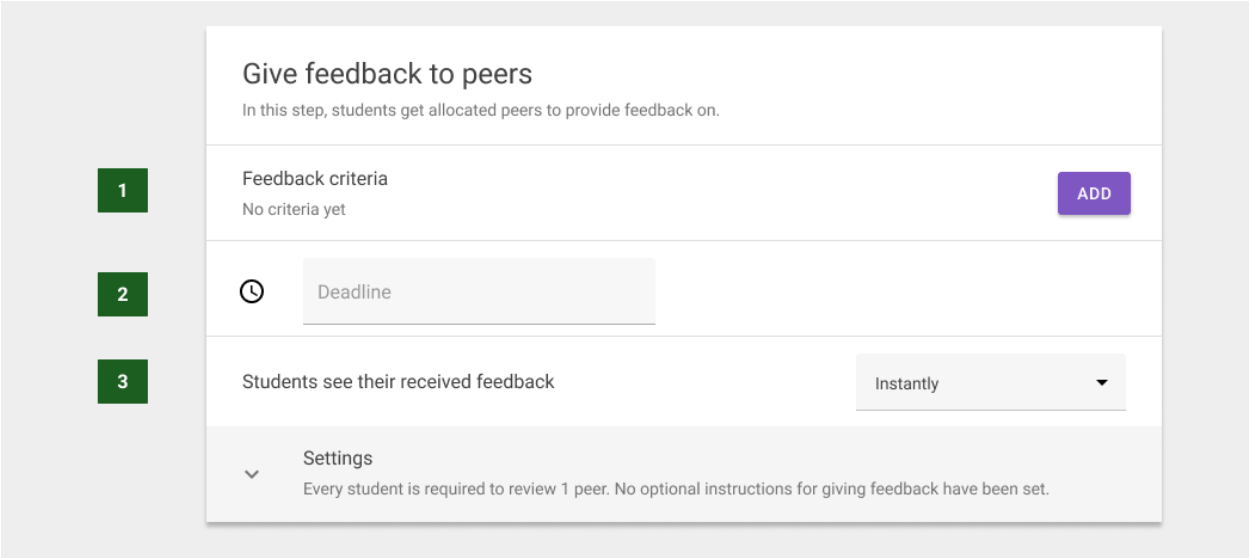
1. Instructions (required)
   Write instructions to students about what you expect from them in this assignment. If you want to, you can include a voice message; click on the microphone icon to record it right away. By clicking on the paperclip icon next to it you can add up to three attachments for students to view and download. If you want to format your text, you can find more information about how to do this here.

2. Individual assignment
   Click 'change' to choose one of the following three options:
   - Work individually, review individually
     Use this option if you want your students to be reviewed on their individual skills by one or more random peers within the course.
   - Work individually, review within groups
     Use this option if you want your students to be reviewed on their individual skills by peers *within their own group*. For example, when you want students to review their group members.
   - Work as group, review work by other groups individually
     Use this option if you want your students to be reviewed on the skills they demonstrated as a group. For example, when they have to give a presentation as a group. All students will randomly get one or more groups assigned for them to review individually.

3. If you have chosen the second or third option, you will have to select the groups from your LMS.

Step 2

Give feedback to peers



1. Feedback criteria
   Click 'add' to set up the criteria that students need to use to review their peers. You can either reuse feedback criteria from another assignment or create new criteria. You can create (a combination of) three types of feedback criteria:
   - *Rubric*
     With a rubric you are able to define a set of criteria and possible levels of achievement a student might demonstrate in their work.
   - *Scale rating*
     With scale rating criteria, you can create criteria where students have to score each other on a scale, for example a scale from 1 to 5.
   - *Comment criterion*
     Students do not score each other (like with a rubric or scale rating), but only give qualitative feedback in the form of comments.

   You can find more information on how to create feedback criteria in our help center.

2. Deadline (for finishing the review)
   Students can no longer edit their reviews after this deadline.
   - When you use FeedbackFruits within Blackboard, Brightspace or Canvas, all deadlines will be synchronised with the calendar of your LMS.
   - Students will get a reminder email before each deadline.

3. Students see their received feedback
   - *Instantly*
     Students will be able to read their received feedback immediately after it is written.
   - *After the review deadline*
     Students' feedback will become visible after the review deadline.
   - *After a certain date*
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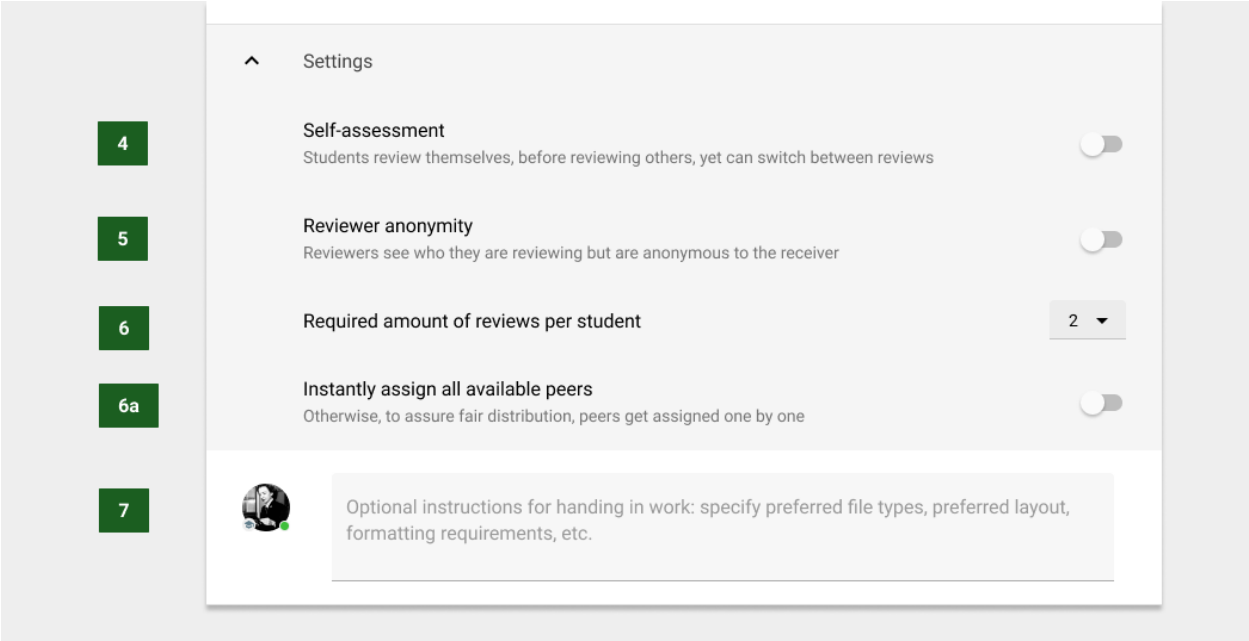
Subsettings



4. Self-assessment
   Students will review themselves on the same criteria before reviewing others.

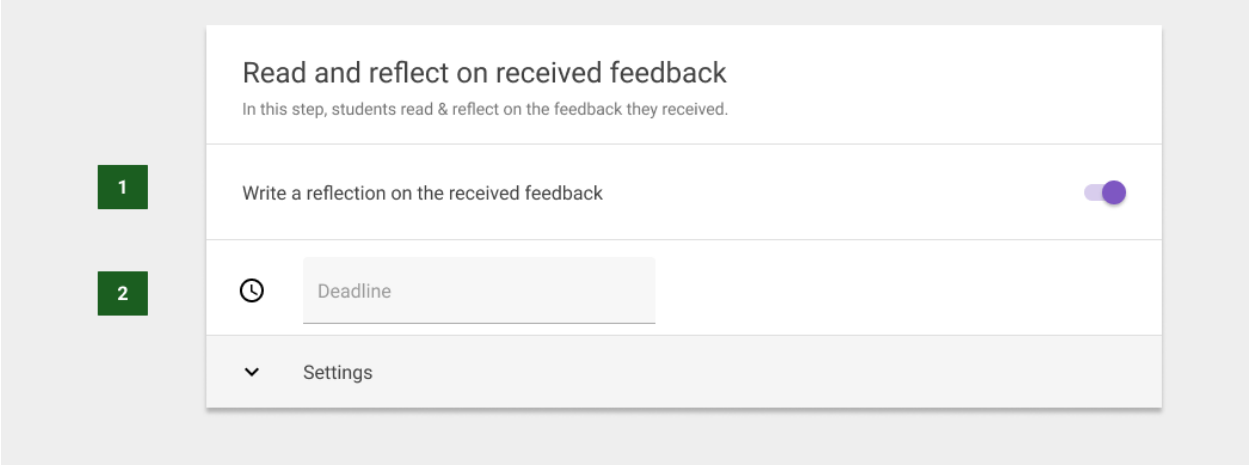
5. Reviewer anonymity
   Students will not see the name(s) of their reviewer(s), but will see a pseudonym instead. The instructor will see the real name behind the pseudonym.

6. Required reviews per student
   Specify how many reviews each student needs to write. If students need to review more than one student, you will get the following option:
   a. Instantly assign all available peers
      With this option enabled, students will be assigned all the reviews they will have to complete at once. The advantage of this is that students will immediately get to see all the peers they have to review, instead of one by one. The disadvantage is that it allows for less flexibility, i.e. if students only complete one review, the other reviews can no longer be assigned to someone else who does complete all the reviews.

7. Instructions (optional)
   Write instructions to students about giving feedback.

Step 3

Read and reflect on received feedback



1. Write a reflection on the received feedback
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   - Students will need to have read the feedback and written the reflection before this deadline. After this deadline, students can not edit their reflection anymore. However, it's still possible for students to read their feedback.
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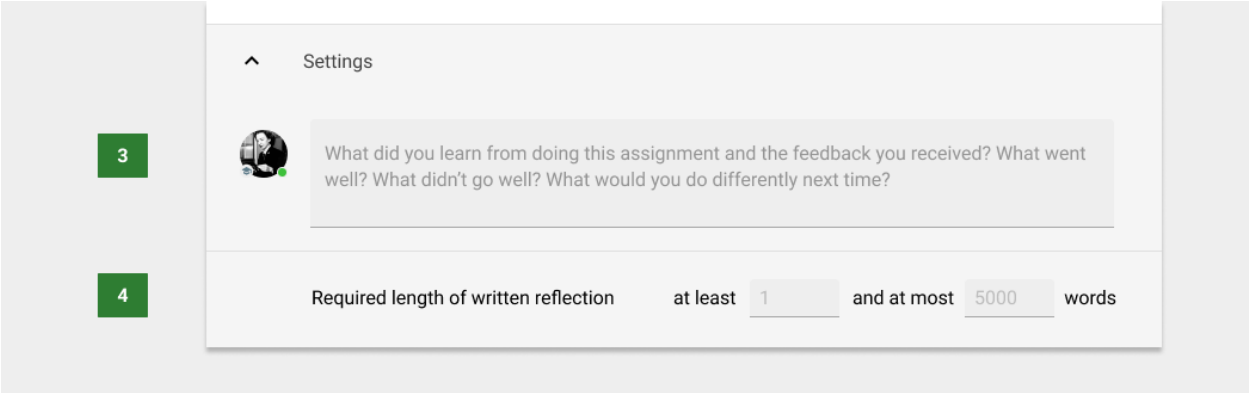
Subsettings



3. Instructions
   You can customize the instructions, explaining to students what you expect them to write about in their reflection.

4. Required length of written reflection
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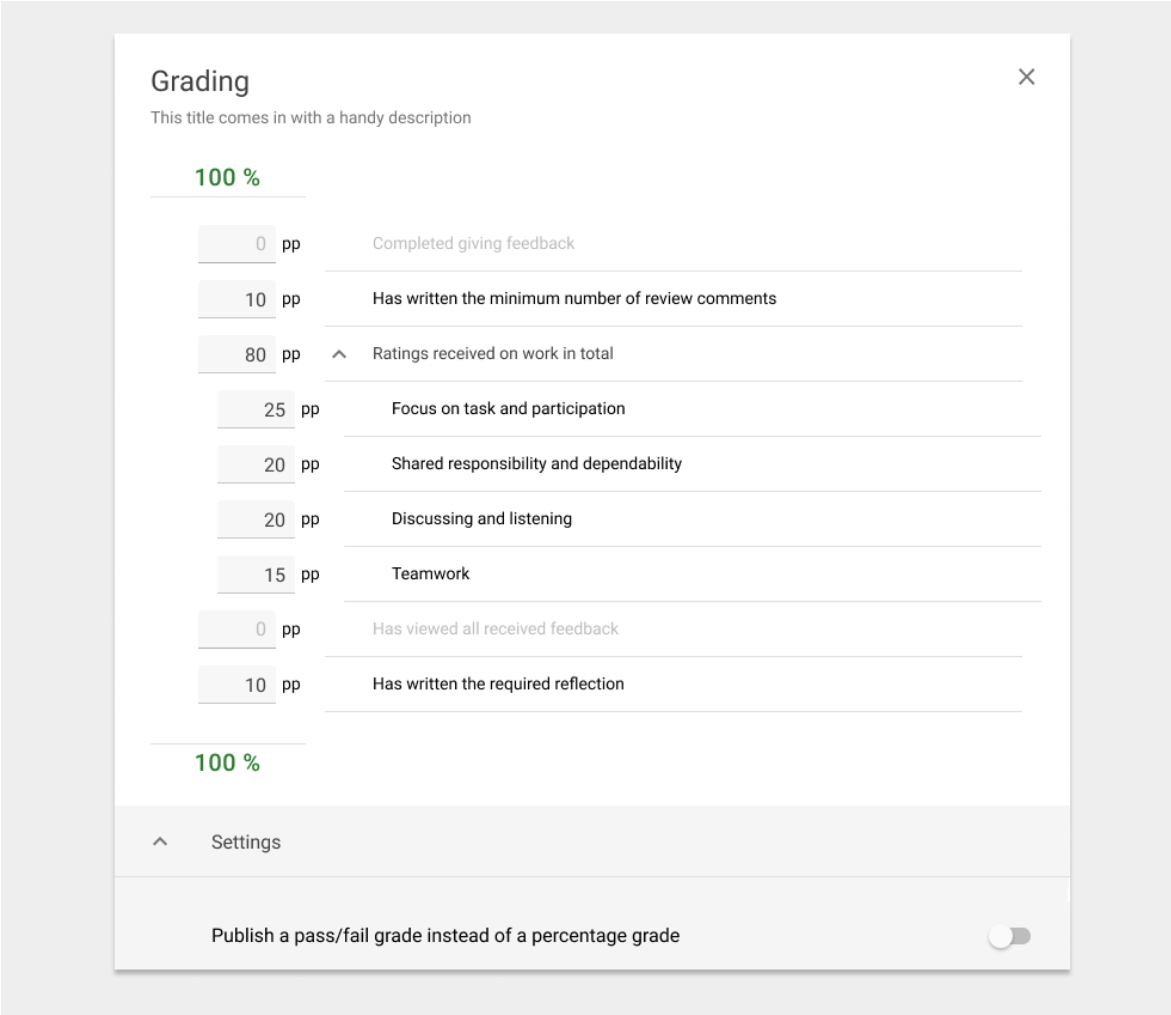
Grading (optional)



By default, a grading module is added to the assignment. If you do not want to include grading, you can delete this module by clicking on the cross in the top right corner.

As you can see in the example above, you are not only able to assign weights to the ratings they received, you can also take into account other criteria that give an indication of students' participation in the assignment. For example, you can award points for writing a minimum number of comments or for writing the required reflection.

If you want students to receive a pass/fail grade based on these criteria, you can enable this under settings and indicate how many percentage points a student needs to have to pass.

Students will be able to see their grade and how they scored on each of the criteria after you published the grades. If you want the grades to be pushed to the grade center of your LMS, you will have to enable grading when creating the assignment.

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Assignment Review

The instructor reviews students' work

How does it work?

Assignment Review allows instructors to provide in-line feedback on deliverables uploaded by students such as videos, documents, images or even websites. Teachers can specify feedback through the use of criteria, place feedback in-line and optionally provide a grade that will be synced to the LMS.

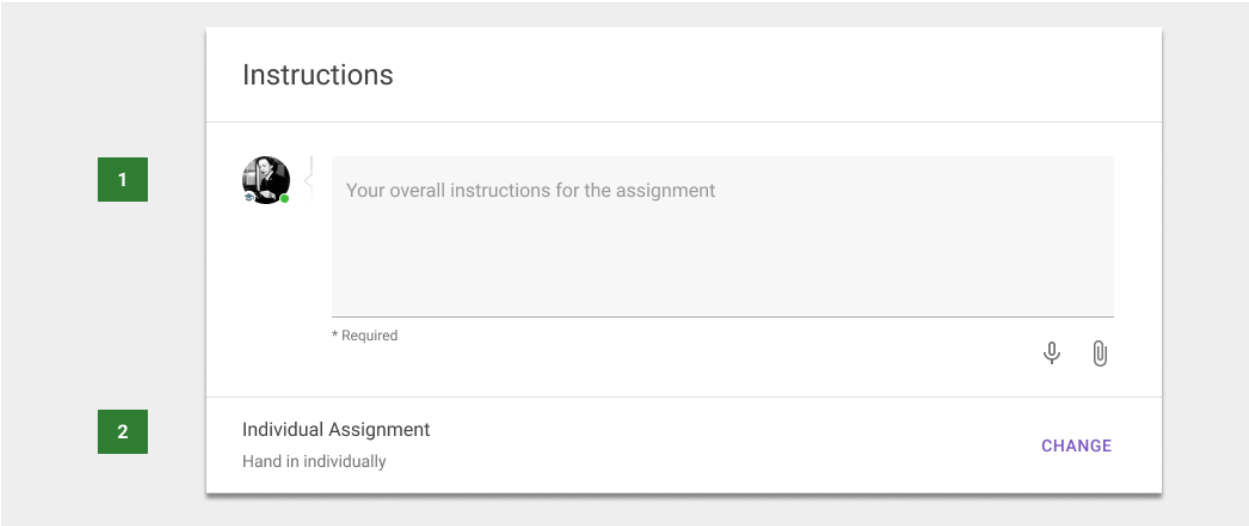
Setting up an Assignment Review

Assignment Review has five steps:

1. Instructions
2. Hand in (by students)
3. Give feedback on students work (by instructor)
4. Read and reflect on received feedback (by student)
5. Grading (optional)

Step 1

Instructions



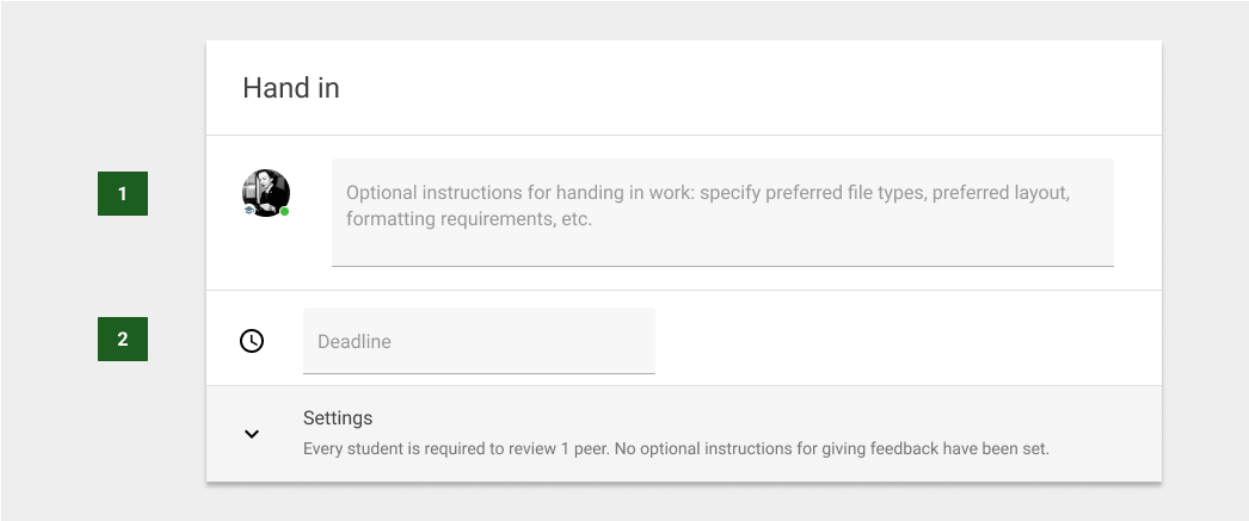
1. Instructions (required)
   Write instructions to students about what you expect from them in this assignment. If you want to, you can include a voice message; click on the microphone icon to record it right away. By clicking on the paperclip icon next to it you can add up to three attachments for students to view and download. If you want to format your text, you can find more information about how to do this here.

2. Individual assignment
   Click 'change' to choose one of the following three options:
   - Hand in work individually
   - Hand in as group
     Only one of the students in the group will have to hand in their work. The other students of the group will also be able to see the handed in work and the instructor's feedback.
   - Hand in work individually, show as groups
     Students hand in their work individually and are reviewed individually, but are shown within their groups. In this way you can, for example, easily see which students are in your tutorial group.

3. If you have chosen the second option, you will have to select the groups from your LMS.

Step 2

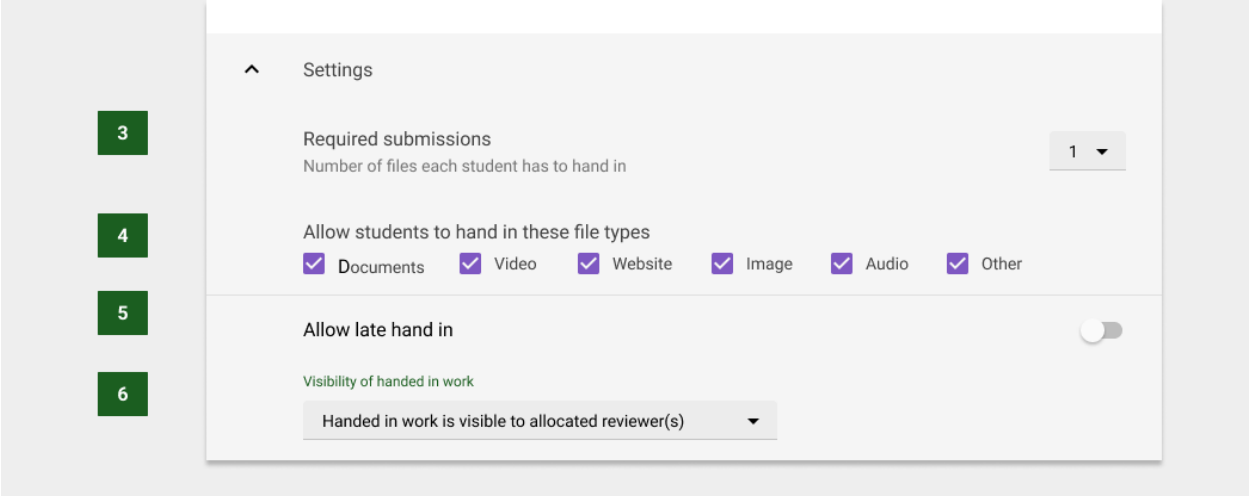
Hand in



1. Instructions
   Optionally, you can add instructions about what students need to hand in.

2. **Deadline** (for handing in)
   Students will no longer be able to upload their work after this deadline.
   - When you use FeedbackFruits within Blackboard, Brightspace or Canvas, all deadlines will be synchronised with the calendar of your LMS.
   - Students will get a reminder email between 12 and 36 hours before each deadline.

Subsettings



3. **Required submissions**
   Specify how many files students need to submit. You can choose whether students need to submit an *exact* number of files (no more no less), a *minimum* number of files or *between* a minimum and maximum number of files.

4. **Allow students to hand in these file types**
   Students will not be able to upload file types that are not selected.

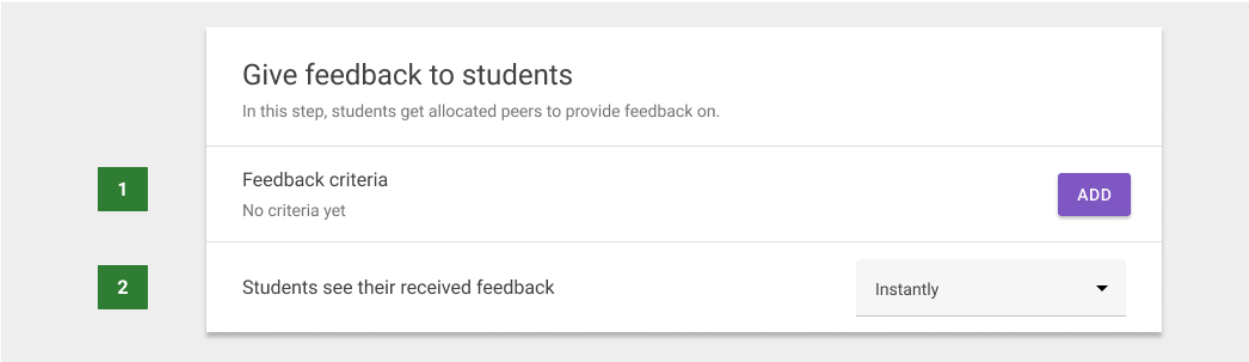
5. **Allow late hand in**
   Students can still hand in their work after the deadline. You will be able to see who handed in late.

6. **Visibility of submitted work**
   - *Students' work is only visible to their reviewer(s)* (default)
     Students can only see their own work.
   - *Students' work and received feedback is visible (after deadline) to every student*
     After the hand in deadline has passed, students are able to see the work and reviews written by the instructor from everyone in the course. They will also be able to comment on the feedback and give upvotes (likes) to comments. **Note** that if you choose this option and do not set a deadline, submitted work will be visible as soon as it is uploaded.

- *Students' work and received feedback is visible (after deadline) to students who've handed in*
  This will work the same as with the option above, but only students who've handed in their work will be able to view the work of others.

Step 3

Give feedback on student work



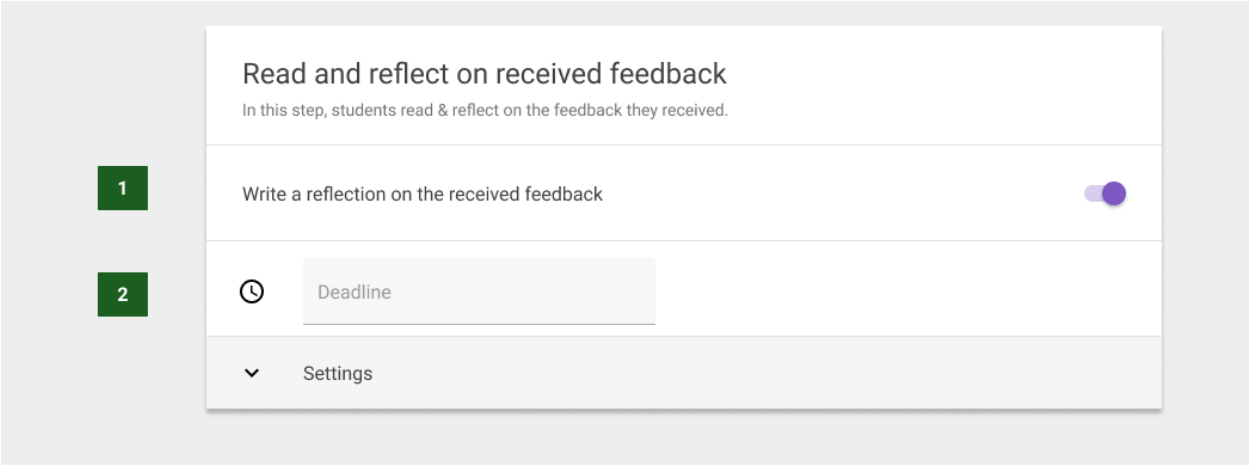
1. Feedback criteria
   Click 'add' to set up the criteria that students need to use to review their peers. You can either reuse feedback criteria from another assignment or create new criteria. You can create (a combination of) three types of feedback criteria:
   - *Rubric*
     With a rubric you are able to define a set of criteria and possible levels of achievement a student might demonstrate in their work.
   - *Scale rating*
     With scale rating criteria, you can create criteria where students have to score each other on a scale, for example a scale from 1 to 5.
   - *Comment criterion*
     Students do not get a score (like with a rubric or scale rating), but only get qualitative feedback in the form of comments.

   You can find more information on [how to create feedback criteria] in our help center.

2. Students see their received feedback
   - *Instantly*
     Students will be able to read their received feedback immediately after it is written.
   - *After the review deadline*
     Students' feedback will become visible after the review deadline.
   - *After a certain date*
     Students' feedback will become visible after a date and time of your choice.
   - *Never*
     Students will never be able to read their feedback.

Step 4

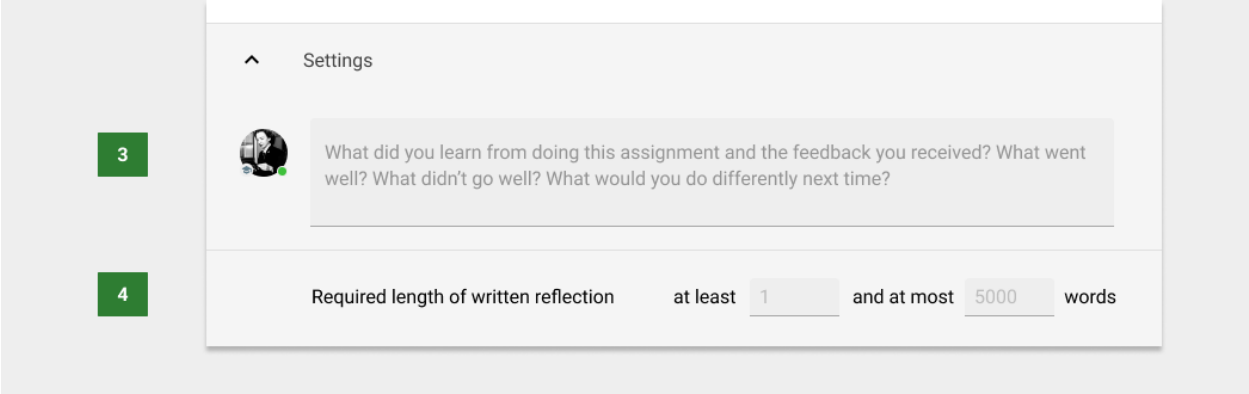
Read and reflect on received feedback



1. **Write a reflection on the received feedback**
   You can let students write a reflection by turning on the switch. After enabling the reflection, check the settings for more options (see the subsettings below).

2. **Deadline** (for reading the feedback and/or writing the reflection)
   - Students will need to have read the feedback and written the reflection before this deadline. After this deadline, students can not edit their reflection anymore. However, it's still possible for students to read their feedback.
   - When reading the received feedback counts towards the final grade (optional, see "Grading"), students will have to read the feedback before this deadline to get points for it.
   - This deadline will also be synchronised with the calendar of your LMS.

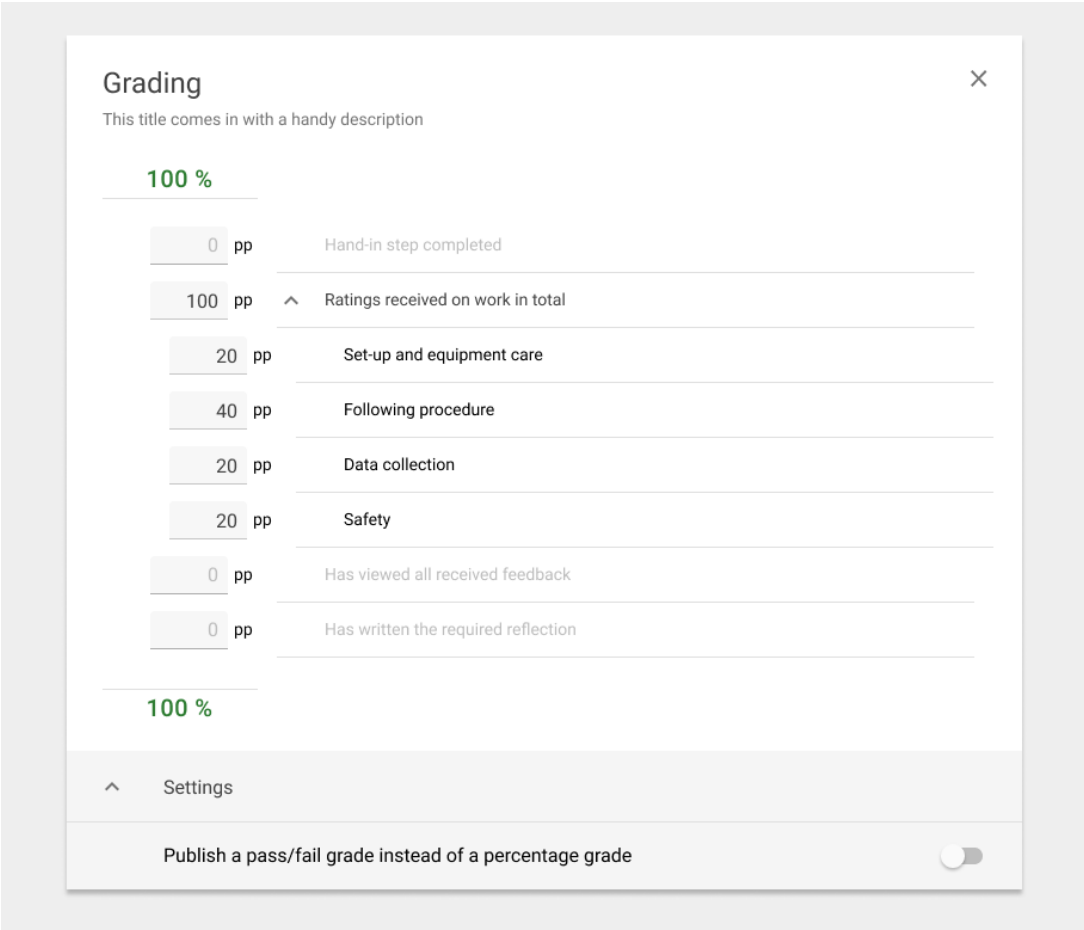
Subsettings



3. Instructions
   You can customize the instructions, explaining to students what you expect them to write about in their reflection.

4. Required length of written reflection
   You can specify a minimum and/or maximum number of words students need to write for their reflection. Students will see how many words they have written and can not save the reflection if it does not have the required amount of words.

Grading (optional)



By default, a grading module is added to the assignment. If you do not want to include grading, you can delete this module by clicking on the cross in the top right corner.

As you can see in the example above, you can not only assign weights to the ratings they received for the different criteria, you can also take into account other criteria that give an indication of students' participation in the assignment. For example, you can award points for handing in their work and for writing the required reflection.

If you want students to receive a pass/fail grade based on these criteria, you can enable this under settings and indicate how many percentage points a student needs to have to pass.

Students will be able to see their grade and how they scored on each of the criteria after you published the grades. If you want the grades to be pushed to the grade center of your LMS, you will have to enable grading when creating the assignment.

After you're finished with the setup

When you are finished with setting up your assignment, you click on 'save' in the top right corner. You can always go back to the edit mode later to make some final changes by clicking on the three dots in the top right corner.

Wondering what this will look like for students? And how you can monitor the progress of your students? Check out the following two articles on our help website about the student perspective and instructor perspective.

Want some advice about which settings to choose? Or do you have any questions that are left unanswered? You can always contact us.

Skill Review

The instructor reviews students' skills

How does it work?

The Skill Review tool facilitates teacher feedback in learning activities where there is no deliverable, such as a presentation, an oral exam, or an interview. The teacher can provide both quantitative and qualitative feedback, using scales or rubrics, and reuse feedback comments that apply to more students.

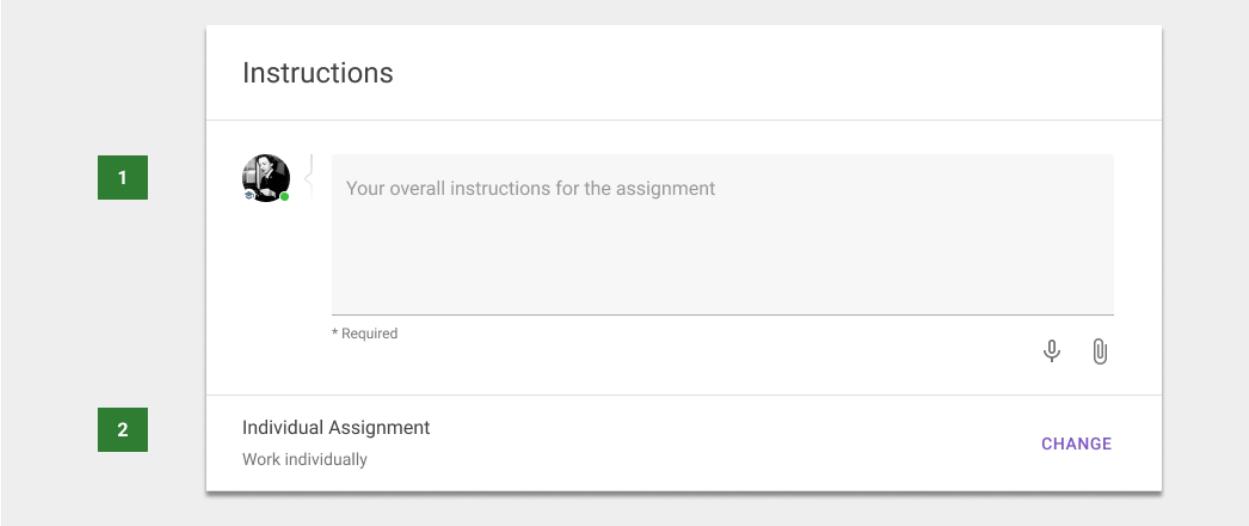
Setting up a Skill Review assignment

A Skill Review assignment has four steps:

1. Instructions
2. Give feedback on students (by instructor)
3. Read and reflect on received feedback (by student)
4. Grading (optional)

Step 1

Instructions



1. **Instructions** (required)
   Write instructions to students about what you expect from them in this assignment. If you want to, you can include a voice message; click on the microphone icon to record it right away. By clicking on the paperclip icon next to it you can add up to three attachments for students to view and download. If you want to format your text, you can find more

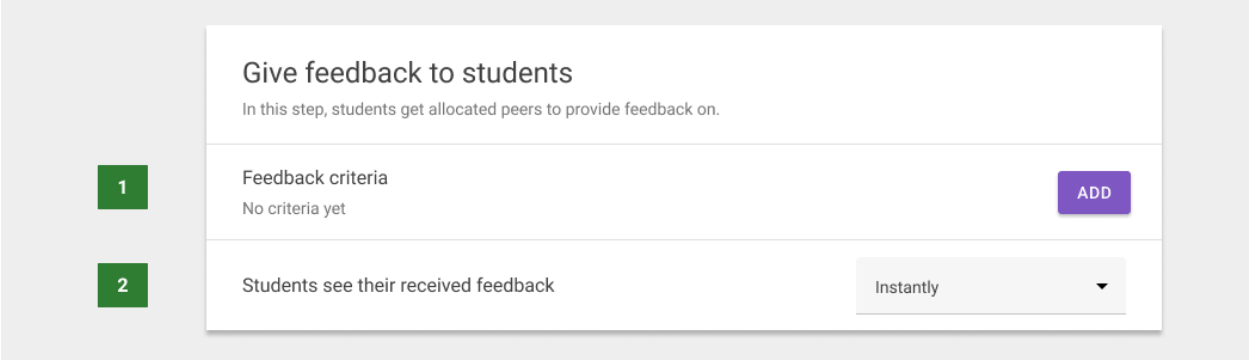
information about how to do this here.

2. Individual assignment
   Click 'change' to choose one of the following three options:
   - Work individually
     The instructor will review students on their individual skills
   - Work as group
     The instructor will review students on their skills as a group
   - Hand in work individually, show as groups
     Students hand in their work individually and are reviewed individually, but are shown within their groups. In this way you can, for example, easily see which students are in your tutorial group.

3. If you have chosen the second option, you will have to select the groups from your LMS.

Step 2

Give feedback on students



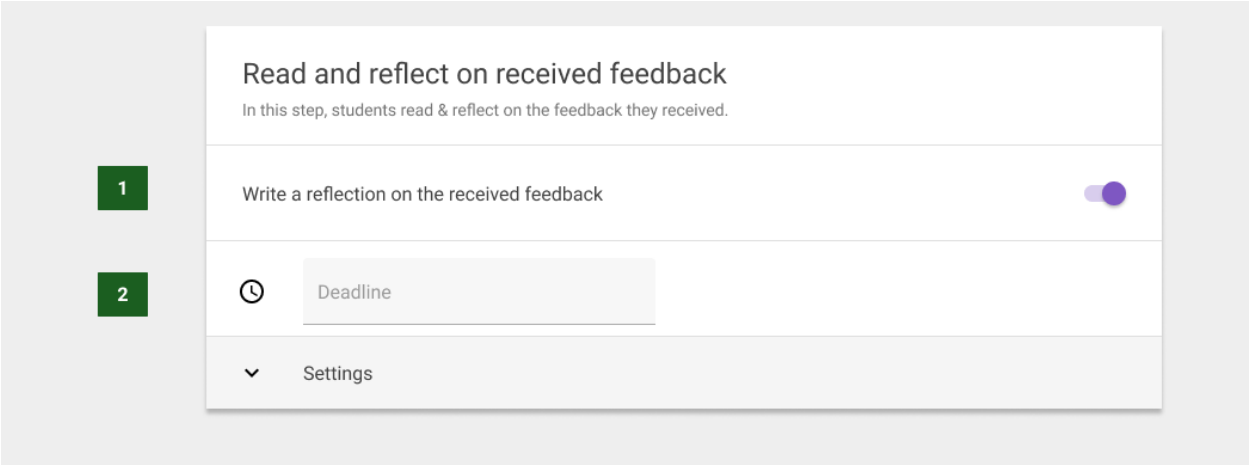
1. Feedback criteria
   Click 'add' to set up the criteria that students need to use to review their peers. You can either reuse feedback criteria from another assignment or create new criteria. You can create (a combination of) three types of feedback criteria:
   - *Rubric*
     With a rubric you are able to define a set of criteria and possible levels of achievement a student might demonstrate in their work.
   - *Scale rating*
     With scale rating criteria, you can create criteria where students have to score each other on a scale, for example a scale from 1 to 5.
   - *Comment criterion*
     Students do not get a score (like with a rubric or scale rating), but only get qualitative feedback in the form of comments.

   You can find more information on how to create feedback criteria in our help center.

2. Students see their received feedback
    - *Instantly*
      Students will be able to read their received feedback immediately after it is written.
    - *After the review deadline*
      Students' feedback will become visible after the review deadline.
    - *After a certain date*
      Students' feedback will become visible after a date and time of your choice.
    - *Never*
      Students will never be able to read their feedback.

Step 3

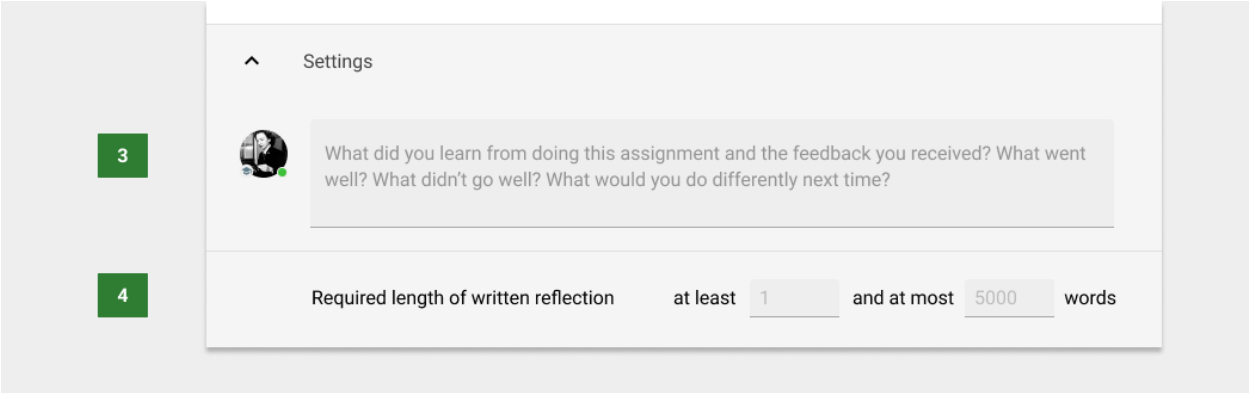
Read and reflect on received feedback



1. Write a reflection on the received feedback
   You can let students write a reflection by turning on the switch. After enabling the reflection, check the settings for more options (see the subsettings below).

2. Deadline (for reading the feedback and/or writing the reflection)
    - Students will need to have read the feedback and written the reflection before this deadline. After this deadline, students can not edit their reflection anymore. However, it's still possible for students to read their feedback.
    - When reading the received feedback counts towards the final grade (optional, see "Grading"), students will have to read the feedback before this deadline to get points for it.
    - When you use FeedbackFruits within Blackboard, Brightspace or Canvas, this deadline will be synchronised with the calendar of your LMS.

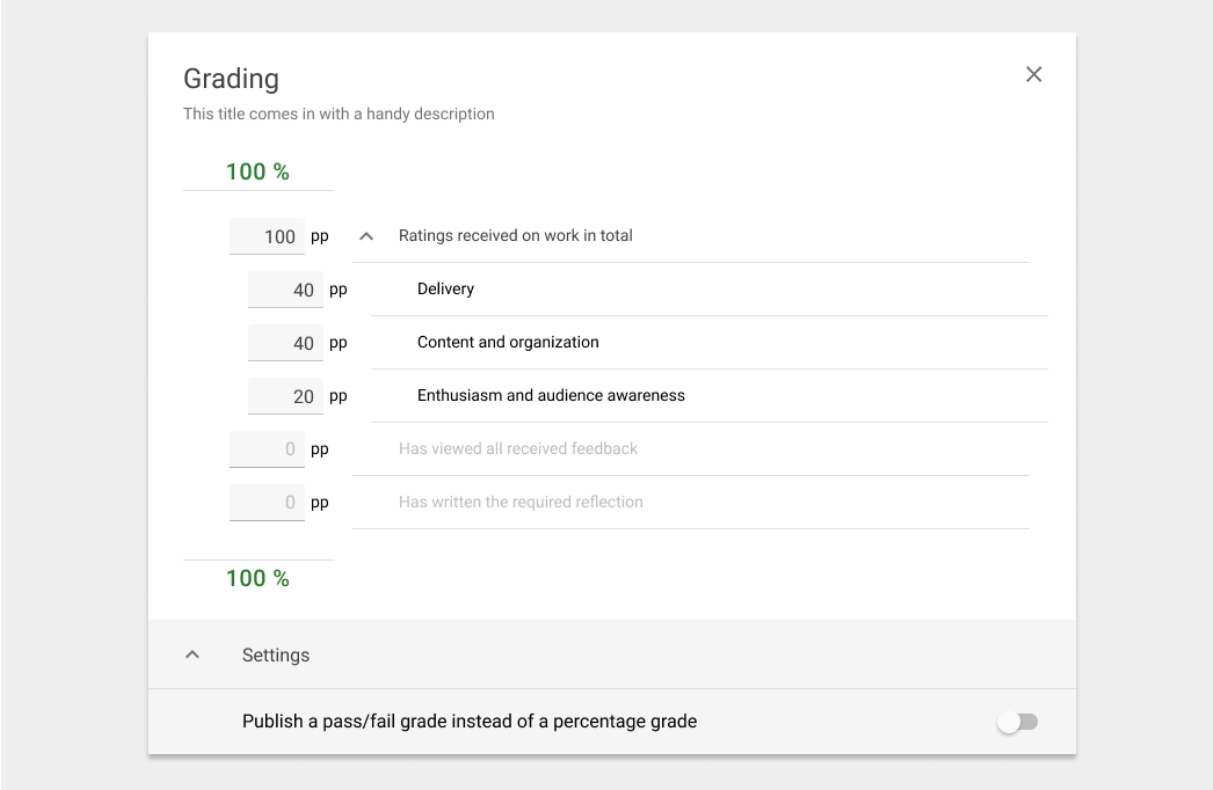
Subsettings



3. Instructions
   You can customize the instructions, explaining to students what you expect them to write about in their reflection.

4. Required length of written reflection
   You can specify a minimum and/or maximum number of words students need to write. Students will see how many words they have written and can not save the reflection if it does not have the required amount of words.

Grading (optional)



By default, a grading module is added to the assignment. If you do not want to include grading, you can delete this module by clicking on the cross in the top right corner.

As you can see in the example above, you are not only able to assign weights to the ratings they received for the different criteria, but you can also take into account other criteria that give an indication of students' participation in the assignment. You can award points for viewing all the received feedback and for writing the required reflection.

If you want students to receive a pass/fail grade based on these criteria, you can enable this under settings and indicate how many percentage points a student needs to have to pass.

Students will be able to see their grade and how they scored on each of the criteria after you published the grades. If you want the grades to be pushed to the grade center of your LMS, you will have to enable grading when creating the assignment.

After you're finished with the setup

When you are finished with setting up your assignment, click on 'save' in the top right corner. You can always go back to the edit mode later to make some final changes by clicking on the three dots in the top right corner.

Wondering what this will look like for students? And how you can monitor the progress of your students? Check out the following two articles on our help website about the student perspective and instructor perspective.

Want some advice about which settings to choose? Or do you have any questions that are left unanswered? You can always contact us.

Interactive Document, Video and Audio

Students engage with the study material

How does it work?

Reading articles, watching videos, or listening to podcasts are important study activities that take place in almost every course. However, students are often only passively consuming content. These low-barrier tools add interactivity to the study material and transform learning into a more collaborative experience. They allow teachers to flip the classroom, for example by letting students answer questions before class while going into depth during class discussions. The Interactive Document, Video and Audio tools are essentially the same; they can only be distinguished by the type of study material that is used (a document, video or audio file). It is possible to upload files from your computer or to copy and paste a URL link to a publicly accessible website (e.g. a link to a YouTube video).

Setting up Interactive Document / Interactive Video / Interactive Audio

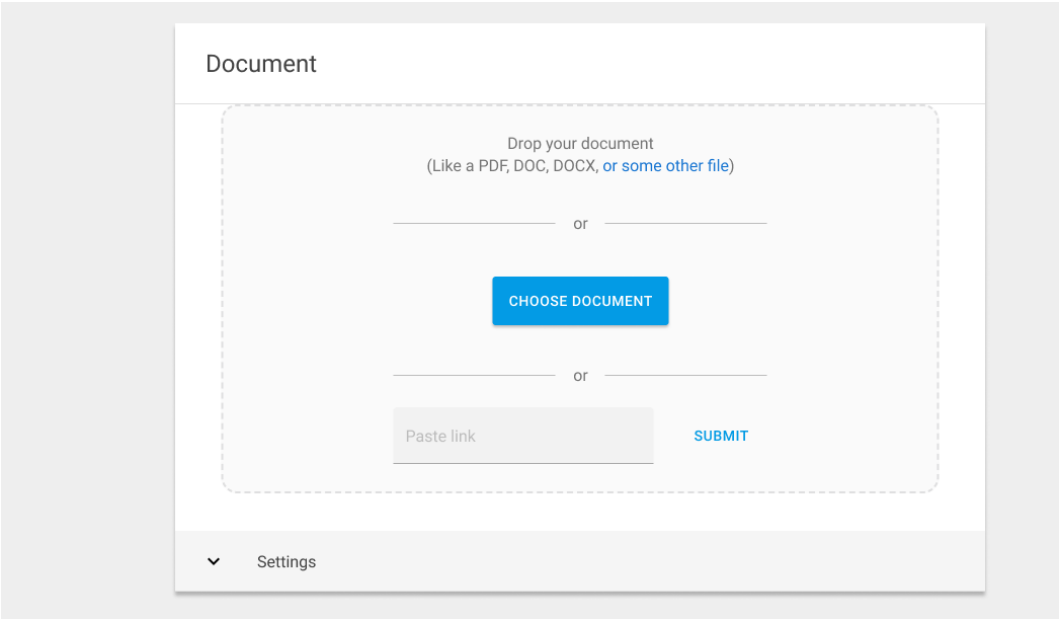
To create an Interactive Document, Video or Audio, follow these three steps:

1. Upload your file and add practice questions/comments
2. Add instructions (optional)
3. Add grading (optional)

In the explanation of the set-up below, you will see screenshots from the Interactive Document tool. The setup of an Interactive Video or Audio will work the same. If there are important differences, we will show this accordingly with different screenshots.

Step 1

Upload your file and add practice questions/comments

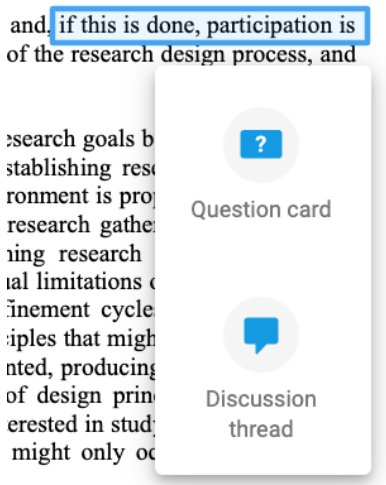


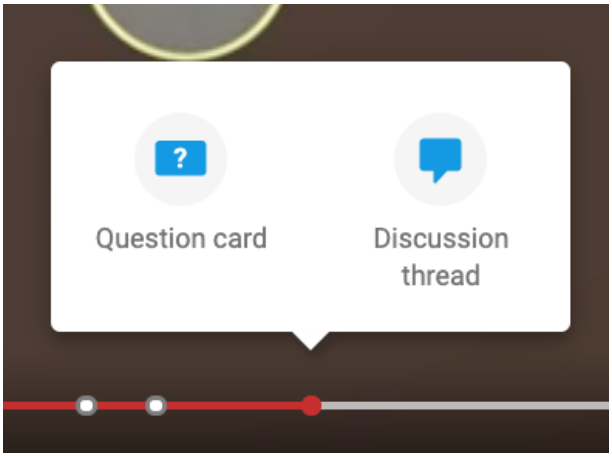
1. **Choose document** / choose video / choose audio
   In this step you can either drag and drop a document (or video/audio), choose one from your files, or paste a link to an online document.
   - After uploading you can still change the file if necessary.
2. Click on **open document** / open video / open audio, to view the file you've uploaded and to add question cards and discussion threads (comments).
   - *Question cards*
     You can add a multiple choice or open question to test students' knowledge and understanding of the study material or, for example, to poll their opinion.
   - *Discussion threads*
     A discussion thread allows students to interact with each other, for example by discussing a question posted by the teacher. Students can respond to the discussion thread and see each other's responses, which gives them the opportunity to reply to the contributions of others.

   Within an Interactive Document, you can **select a part of the text** and link a question card or discussion thread to it.
   - If you want to add an overall question or discussion thread - which is not linked to a specific part of the text - you can use the '+' button in the lower right corner.

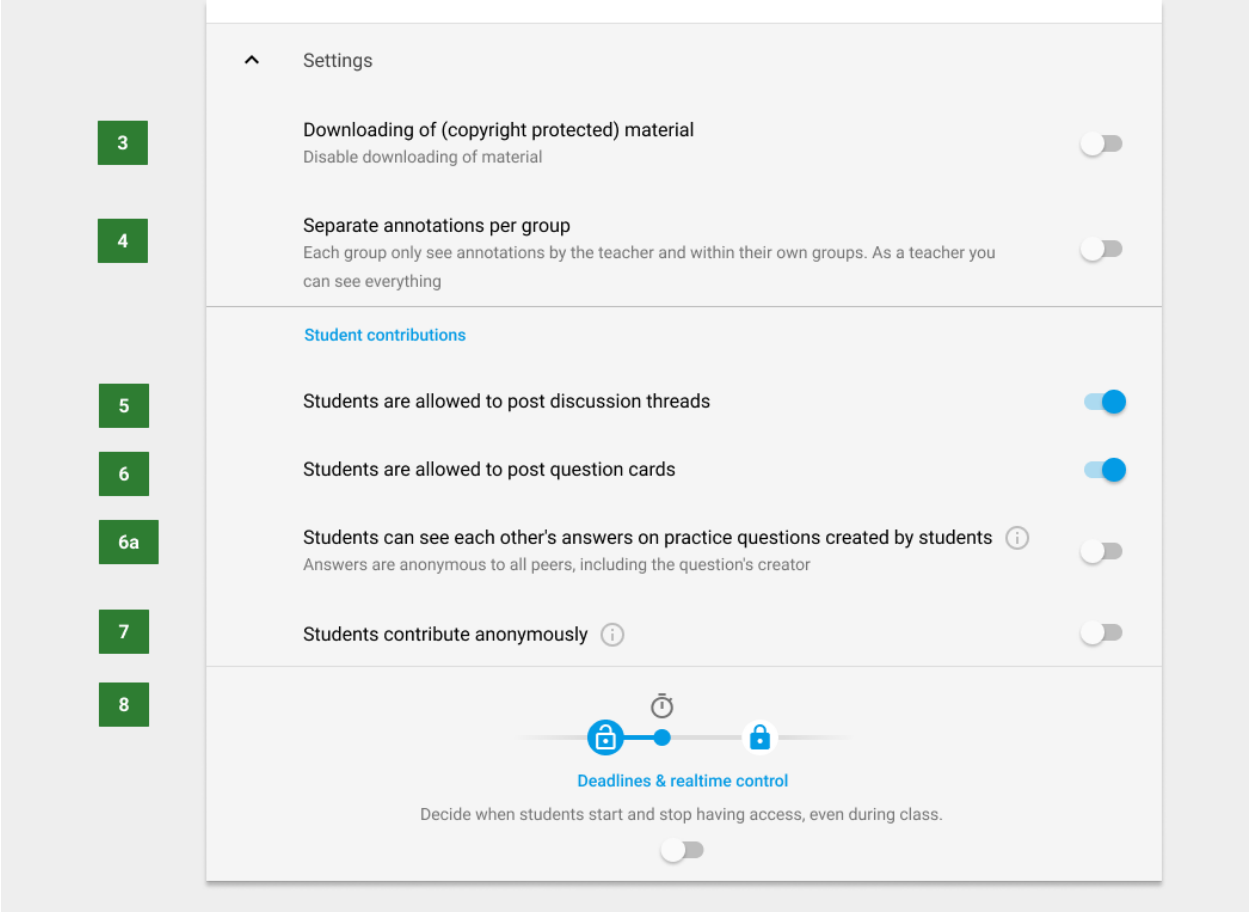
   Within Interactive Video or Interactive Audio, you can **select a point on the timeline** of the video or audio to link your question card or discussion thread to.

   You can find more information about adding question cards or discussion threads here.





Subsettings



3. Downloading of (copyright protected) material
   When you activate this setting, students will not be able to download the uploaded file.

4. Separate annotations per group
    - By default, students are able to see all the annotations in the file. With this setting enabled, students can only see the annotations by their instructor and from students within their own group.
    - As an instructor, you can still see all the annotations or you can filter on a group to see only the annotations and answers of students within that group.
    - You can find more information about how to select groups here.

5. Students are allowed to post discussion threads
   Students can post new discussion threads in the document.

6. Students are allowed to post question cards
   Students can post new question cards in the document. If this option is enabled, another setting will appear:
    a. Students can see each other's answers on practice questions created by students
       After answering an open question, students will see an anonymous list of the answers that other students have given to the question.

   If both the posting of discussion threads and the posting of question cards is disabled, students are only able to respond to the questions and discussion threads from the instructor.

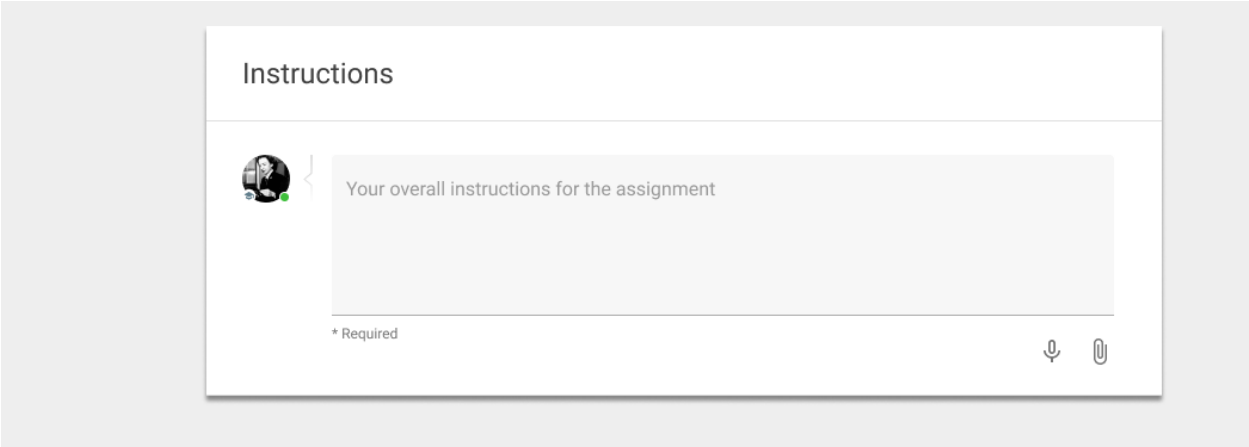
7. Students contribute anonymously
   When enabling this setting, students' contributions like discussion threads and question cards will be made anonymous. Students will see a pseudonym, while the instructor can still see the real name of the student.

8. Deadlines and realtime control
   When enabling this option, you can decide when students are able to participate in the assignment. In this way you can, for example, decide until when students can answer practice questions in a document. You can open or close the assignment manually or schedule it to open or close on a certain date. You can find more information on what students can still see or do before opening or after closing the assignment here.

9. Plus button
   To add more elements to this assignment, press the plus button located at the bottom-left (see step 2 and 3).

Step 2

Add instructions (optional)

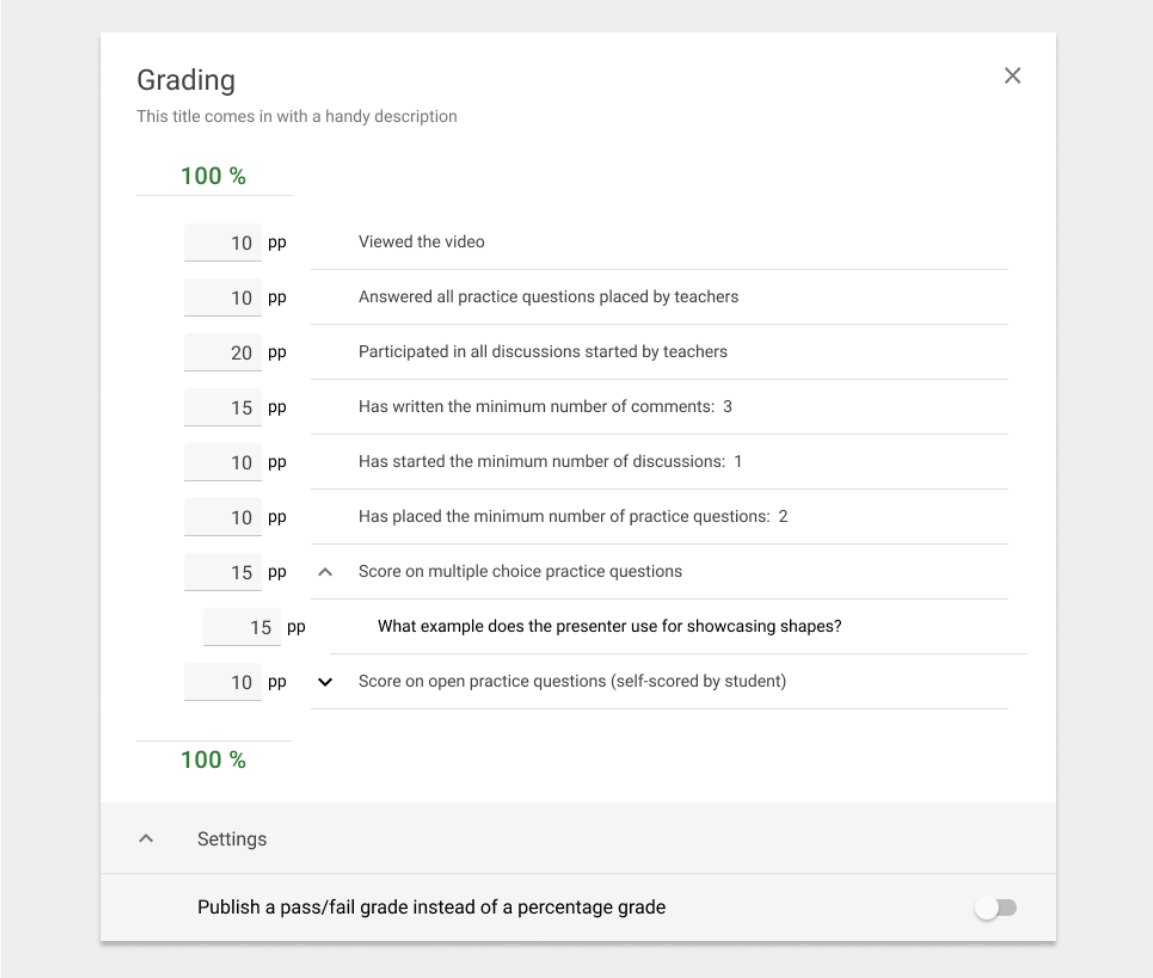


If you want to add instructions to your assignment, you can do this by clicking on the plus (+) button in the bottom left corner. Click 'add instructions' to add this step to your assignment. The instructions will appear on the top and become step 1.

You can now write your instructions. If you want to, you can include a voice message; click on the microphone icon to record it right away. By clicking on the paperclip icon next to it you can add up to three attachments for students to view and download. If you want to format your text, you can find more information about how to do this here.

Step 3

Add grading (optional)



By clicking on the plus button, you can add a Grading module. You can decide which elements you want to take into account.

You can award students for their participation, for example by giving points for creating a certain amount of practice questions or participating in all the discussions the instructor started. You can also assign weights to the scores students received for answering the questions. Please note that for open questions, students will need to score themselves.

If you want students to receive a pass/fail grade based on these criteria, you can enable this under settings and indicate how many percentage points a student needs to have to pass.

If you want the grades to be pushed to the grade center of your LMS, you will have to enable grading when creating the assignment.

After you're finished with the setup

When you are finished with setting up your assignment, you can go back to the general overview by clicking on the arrow in the top left corner. You can always add new questions or comments by clicking on "start reading" again. If you want to change some of the other settings, like allowing students to post comments, you can go back to the edit mode by clicking on the three dots in the top right corner.

Wondering what this will look like for students? And how can you monitor the progress of your students? Check out the following articles on our help website about the student perspective and instructor perspective for **Interactive Document**, the student and instructor perspective for **Interactive Video**, and the student and instructor perspective for **Interactive Audio**.

Want some advice about which settings to choose? Or do you have any questions that are left unanswered? You can always contact us.

Comprehension

Students annotate a text to get a better understanding of the content or structure

How does it work?

Comprehension is an annotation tool that helps students to better process study material. Students are being primed on predetermined topics specified by the teacher. Students need to select and annotate passages where the predefined topics are discussed, and optionally write a summary of each topic. This helps students to grasp the structure of the material and improves student reading strategies.

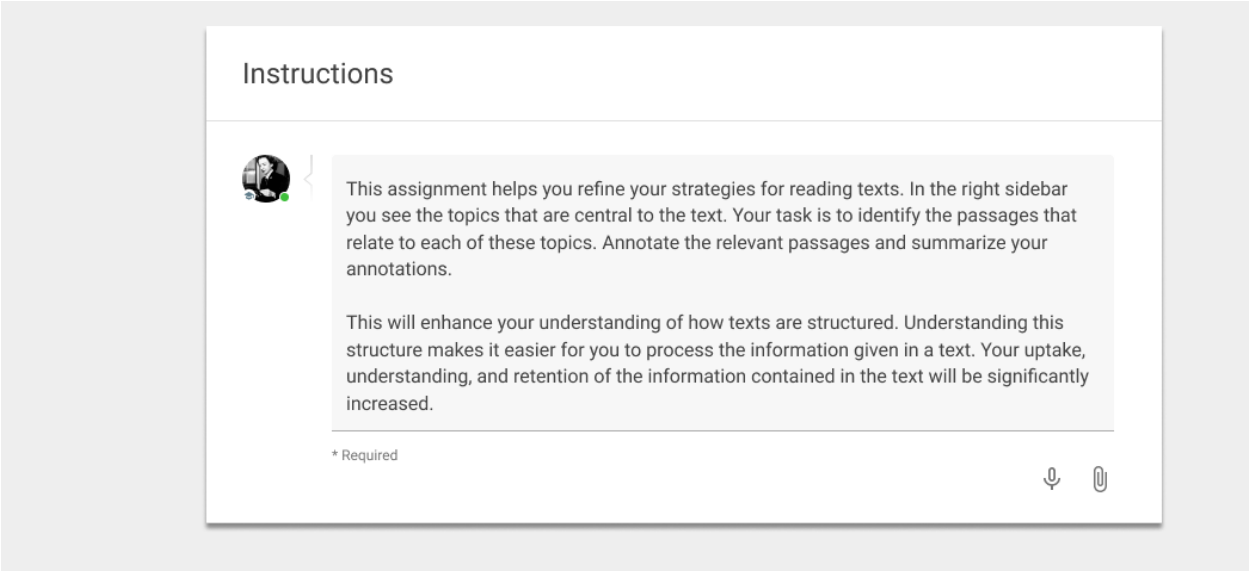
Setting up Comprehension

To create a Comprehension assignment, follow these four steps:

1. Customize the instructions
2. Add the topics
3. Upload your document
4. Add grading (optional)

Step 1

Customize the instructions

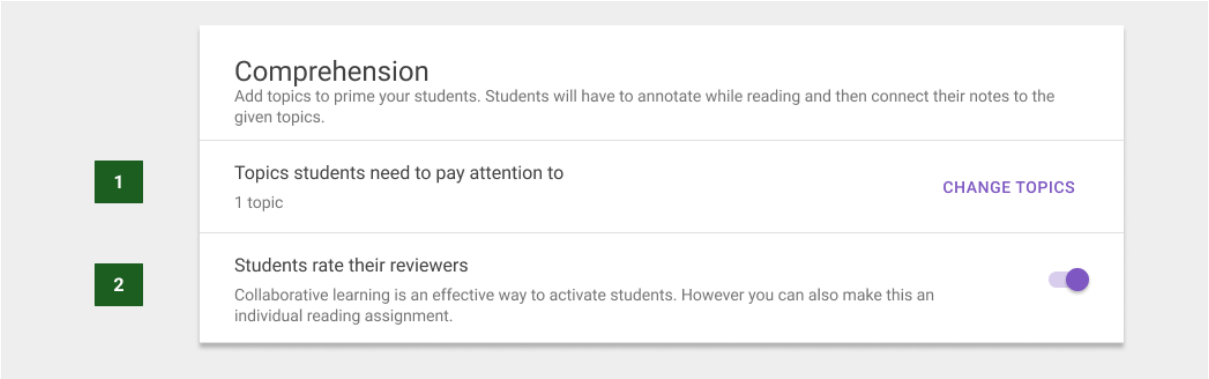


When creating a new assignment, an example instruction text is automatically added. You can change these instructions to align it with the goals of your own assignment and to communicate to the students what is expected from them.

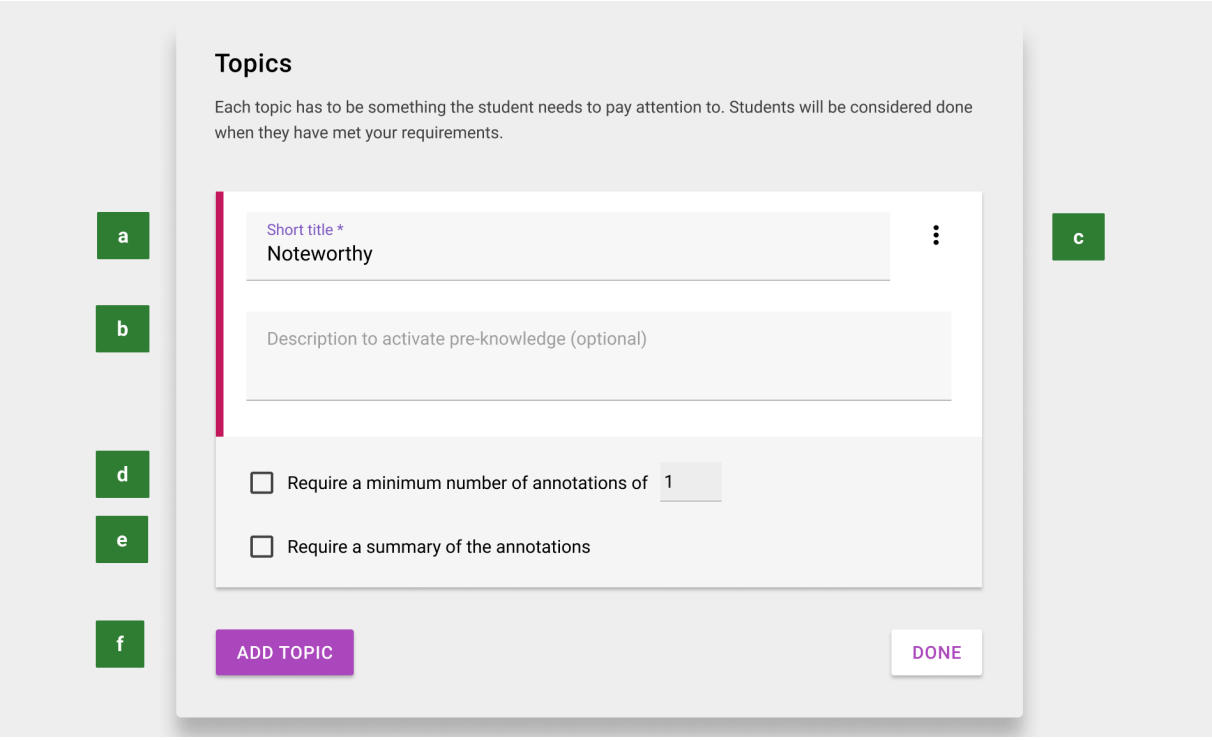
If you want to, you can include a voice message; click on the microphone icon to record it right away. By clicking on the paperclip icon next to it you can add up to three attachments for students to view and download. If you want to format your text, you can find more information about how to do this here.

Step 2

Add the topics



1. Topic students need to pay attention to
   Click on 'change topics' to add the topics students need to pay attention to while reading.



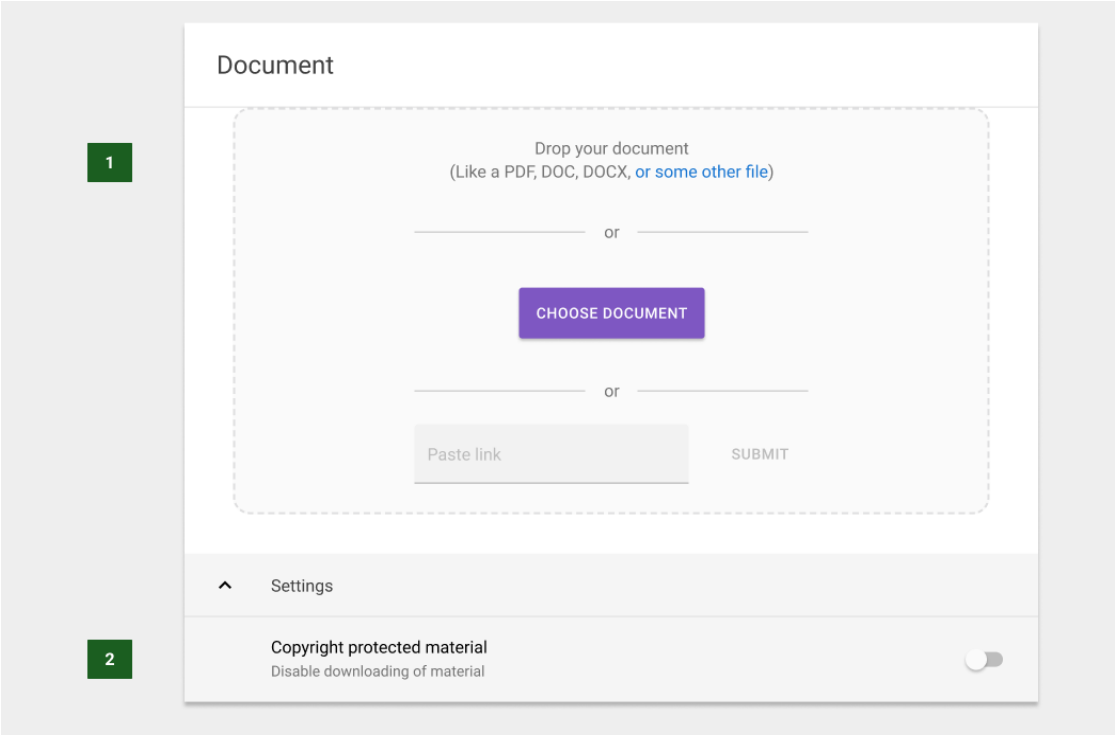
a. Add a **short title.**
b. Optionally, add a **description**.
c. By clicking on the three dots, you can **edit the colour of the topic**. The annotations that students make about the topic will get this colour.
d. **Require a minimum number of annotations of [1]**
   Specify how many annotations you want students to make in the text for this topic. Students are always able to create more annotations, but they are not finished with the assignment until they have created the minimum number of annotations you required.
e. **Require a summary of the annotations**
   When this is enabled, students will need to write a summary about the topic, based on their annotations.
f. **Add topic**
   Click here to create the next topic.

   When you are ready, click “done” to go back to the previous screen.

2. **Allow students to view others**
   This is turned on by default. Students are able to see the annotations of everyone else in the course. In this way you can make it a collaborative learning experience. If you would rather make it an individual assignment, you can turn off the switch.

Step 3

Upload your file



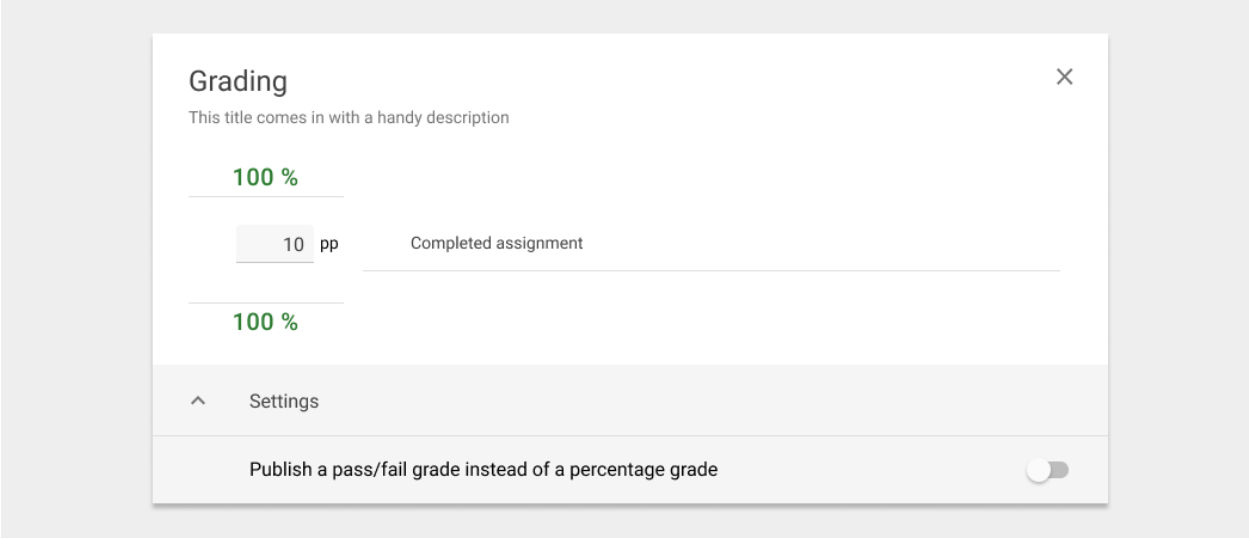
1. Choose document
   In the third step, upload the document you want students to annotate. You can also drag and drop a file from your computer or paste a link to an online document that is publically available.

   After uploading the file you can preview the document and change the file if necessary.

2. Copyright protected material
   Under *settings* you can disable students from downloading the document you have uploaded by turning on the switch. Important to note is that, even if you disable downloading, you should still always follow your institution's copyright rules.

Step 4

Grading (optional)



You can add a Grading module by clicking on the plus (+) button below the last step. Students will get points for having completed the assignment, i.e. having done all the required annotations and summaries. This gives them either a score of 0% or 100%.

If you want students to see this as a pass/fail grade instead of a percentage, you can enable this under settings.

If you want the grades to be pushed to the grade center of your LMS, you will have to enable grading when creating the assignment. Otherwise, students will only be able to see their grade within the assignment.

After you're finished with the set-up

When you are finished with setting up your assignment, you click on '**save**' in the top right corner. You can always go back to the edit mode later to make some final changes by clicking on the three dots in the top right corner.

Wondering what this will look like for students? And how you can monitor the progress of your students? Check out the following two articles on our help website about the student perspective and instructor perspective.

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Interactive Presentation

Lectures become more engaging by letting students answer questions

How does it work?

This tool is built to foster engagement in class. It can be used synchronously to make a lecture or a presentation interactive. Slides can be uploaded into the tool and multiple choice or open questions can be added in between slides to create interaction moments. During the lecture, students can answer these questions on their own devices. Besides the benefit of increased engagement and lecture attendance, the tool also allows teachers to collect real-time input from students.

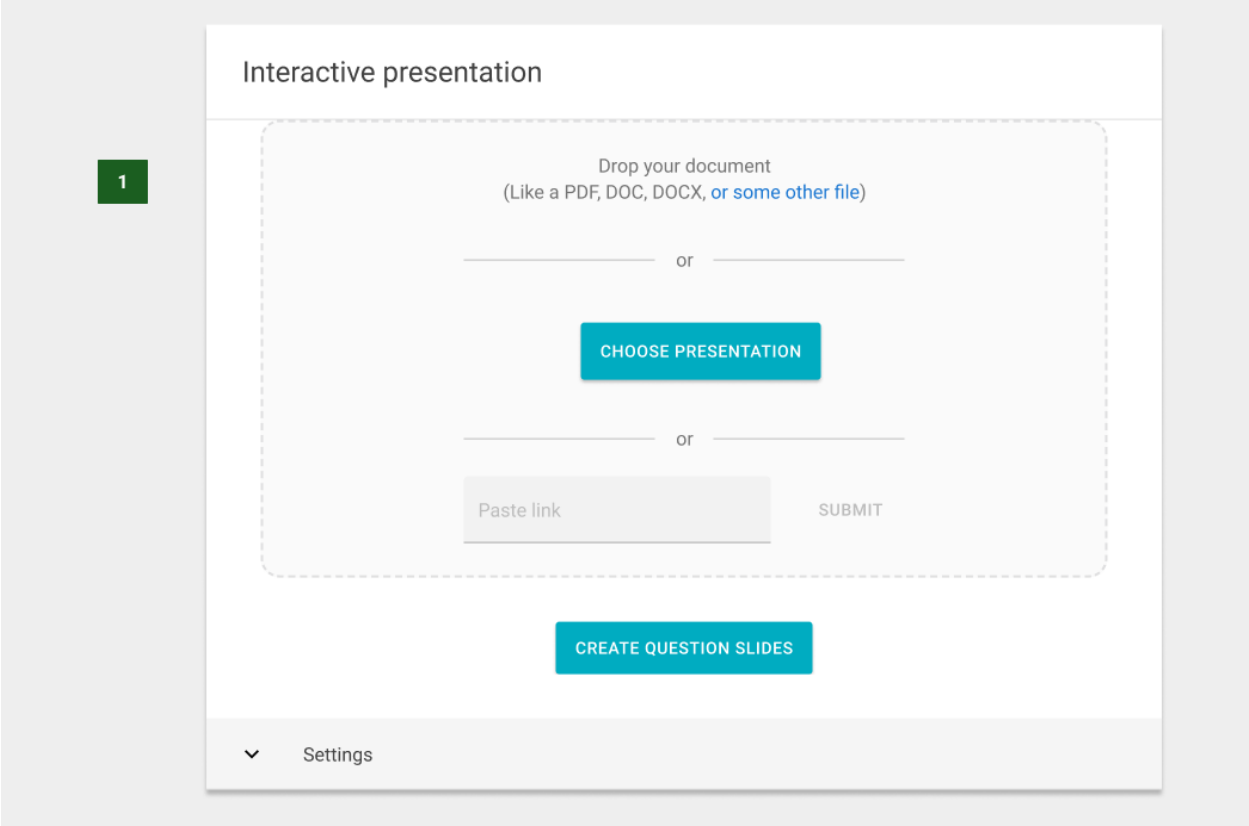
Setting up Interactive Presentation

To create an Interactive Presentation, follow these three steps:

1. Upload your presentation slides and add your questions
2. Add instructions (optional)
3. Add grading (optional)

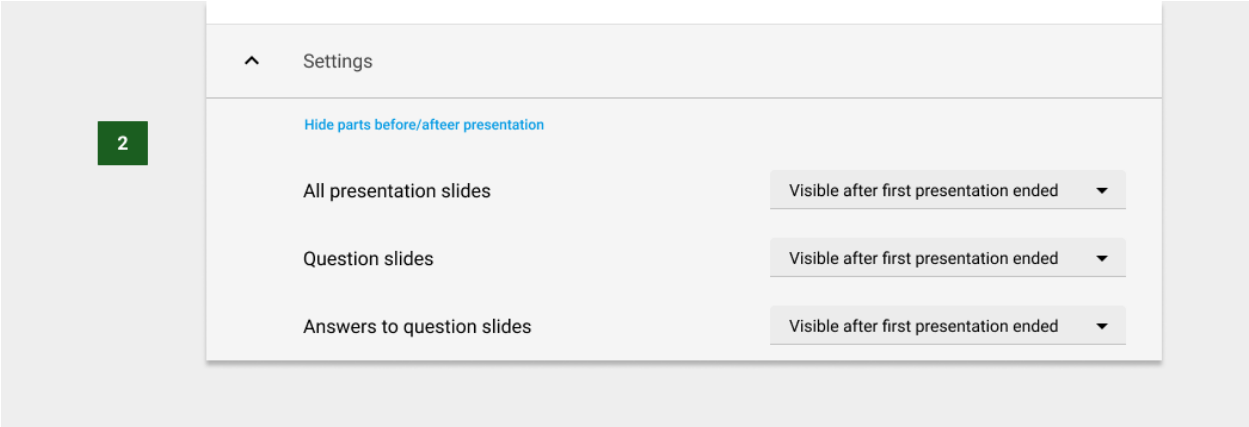
Step 1

Upload your presentation slides and add your questions



1. Click on **choose presentation** to upload the presentation slides from your computer or paste a link to online, publically available presentation slides.
    - If you only want to add questions, without uploading other slides, you can also click on **create question slides** to start with creating questions right away (see step 2).

Subsettings



2. Hide parts before/after the presentation
   Under *settings* you can decide which parts of the presentation you want to show to the students before and after the presentation. You can change these settings separately for **all presentation slides**, the **question slides**, and the **answers to questions slides**. You have the following four options to choose from.
   - *Visible before presentation to everyone*
     Students will be able to view the slides before the presentation has started.
   - *Visible after first presentation ended*
     After you have presented the slides to the class, the students will be able to see the slides.
   - *Visible after presentation to those who attended*
     Only the students who have joined the presentation will be able to view the slides afterwards.
   - *Always keep hidden*
     The slides will only be visible when you are presenting them.

   When you, for example, enable students to see all presentation slides before class, but only enable them to view the question slides until after the presentation, students will only be able to see the regular slides before class.

3. Add interactive slides
   After you have uploaded your slides, you can click on 'add interactive questions' to start adding question slides. You will now see the slides you have uploaded and can create a question slide in between your slides by clicking on the plus (see figure A). You can choose between adding a multiple choice or an open question.

   a. *Multiple choice question* (see figure B)
      - You have to **enter your question** in the text field and can add an attachment if you like by clicking on the paperclip.
      - Additionally, you can **add a timer**, which limits the time available for answering the question.
        - Note that in order to save the timer, you have to enter the duration and then press the blue bubble with a white check mark.
        - During the presentation you will be able to pause or change the duration of the timer.
      - If you want, you can **allow students to select multiple choices**.
      - Enter the different answer options and use the checkboxes to indicate which answer(s) are correct. It's also possible to add an attachment to each answer option.
      - Select whether or not you want to **show the question** during the presentation, **show the results** to the whole class and if you want to **show the correct answer**.
        These three components will all be shown as separate slides. If you have

all three components enabled, students will first see the question. When you press next, the results of the whole class will be shown on the screen. At this point, students are no longer able to answer the question. When you press next again, the correct answer will be shown.

b. *Open question* (see figure C)
   - First, **enter your question**. This will work the same as for multiple choice questions.
   - Optionally, you can indicate what would be the **correct answer** in the text field below.
   - Also, for open questions you are able to **add a timer** and select whether or not you want to **show the question**, the **results** and the **correct answer**.

c. If needed, you can **delete** a slide by clicking on the trash icon.

4. When you are finished adding questions, click '**save**'.

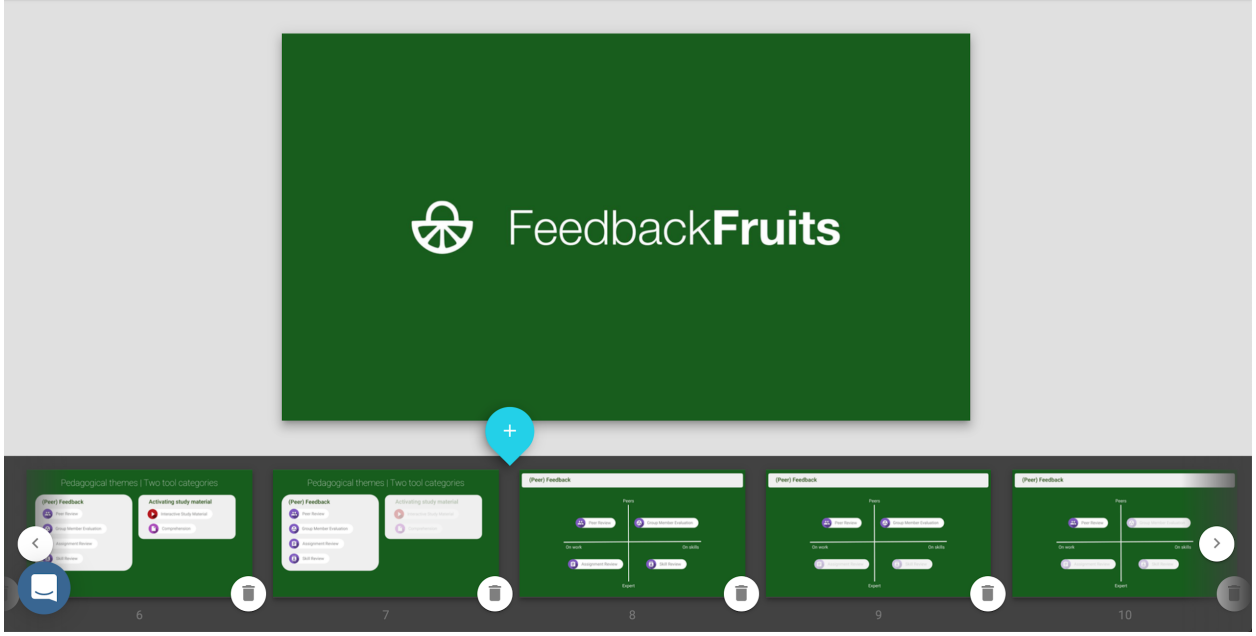


Figure A

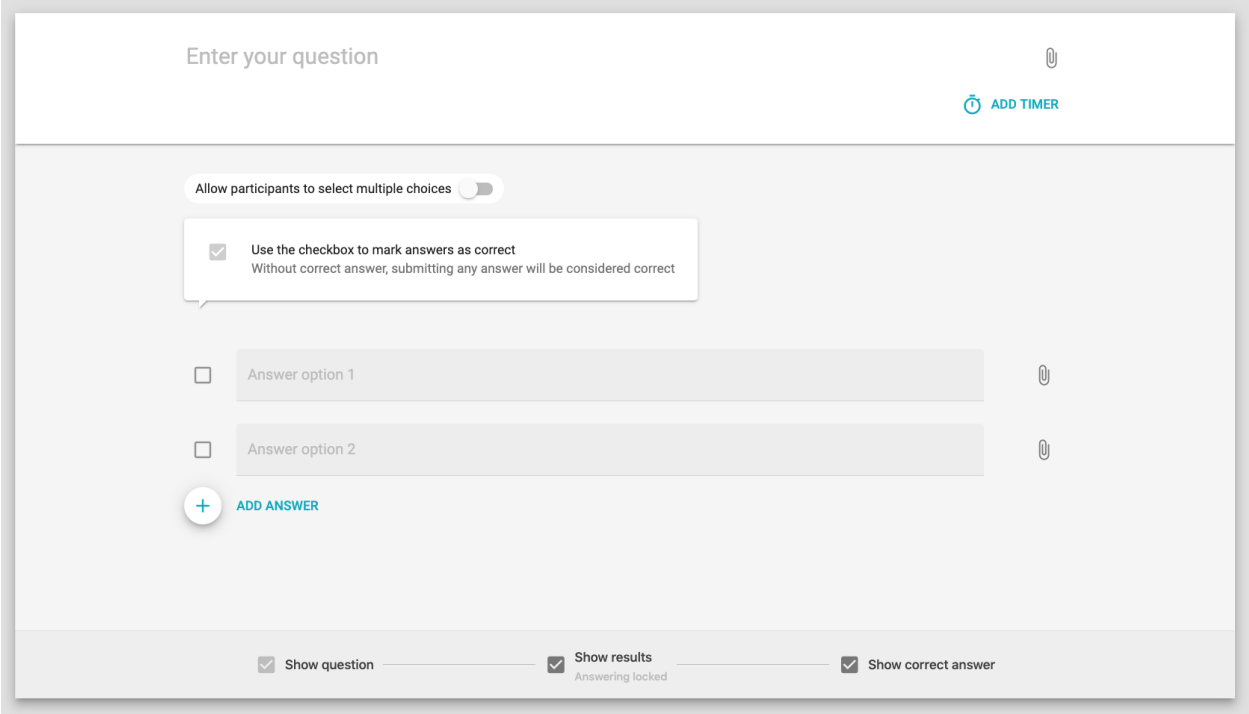


Figure B

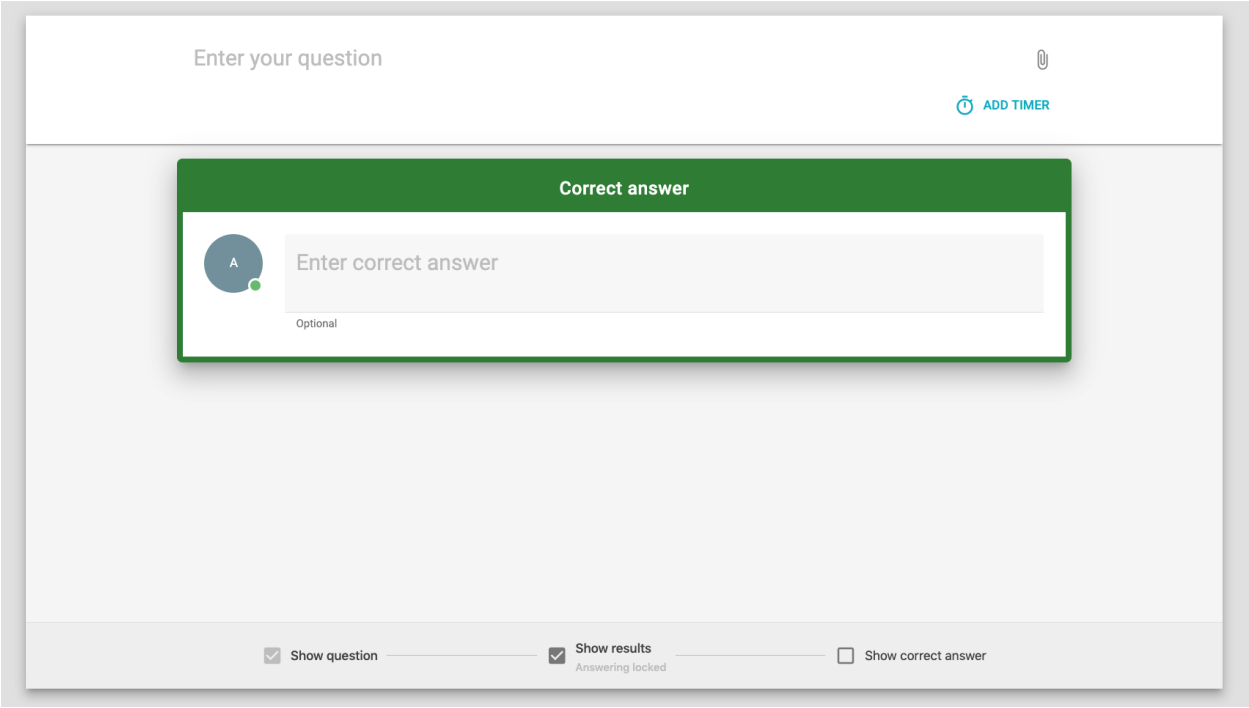
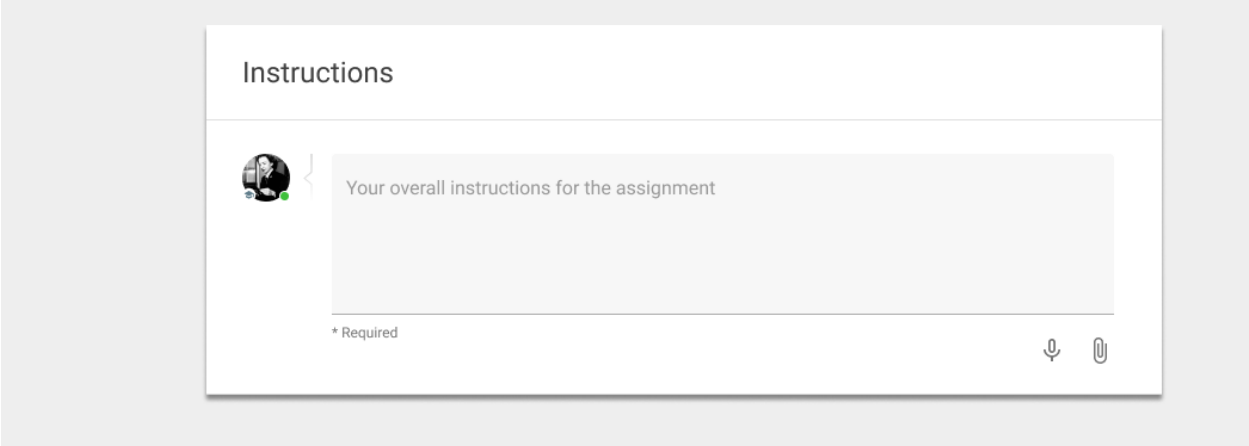


Figure C

Step 3

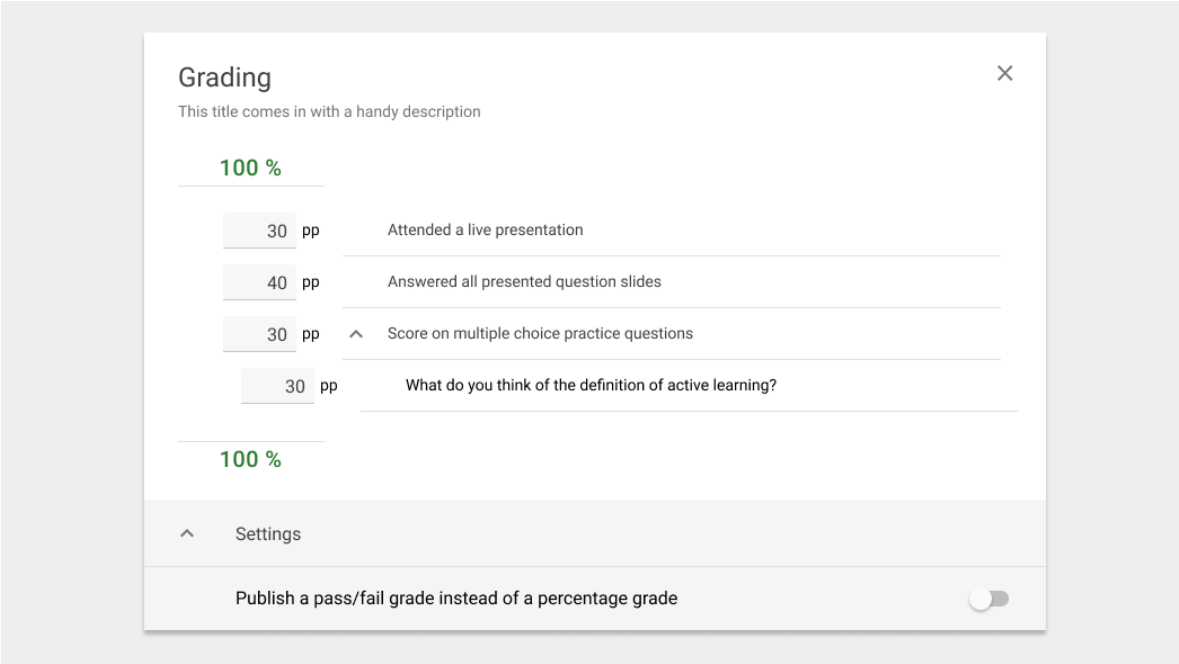
Add instructions (optional)



If you want to add instructions, you can do this by clicking on the plus (+) button in the bottom left corner. Click 'add instructions' to add this step to your assignment. The instructions will appear on the top and become step 1. Here you have the option to include a voice message; click on the microphone icon to record it right away. By clicking on the paperclip icon next to it you can add up to three attachments for students to view and download. If you want to format your text, you can find more information about how to do this here.

Step 4

Add grading (optional)



By clicking on the plus (+) button, you can also add a Grading module. You can assign weights to the following components: attending the presentation, answering all the questions, and how students scored on the multiple choice questions.

If you want students to receive a pass/fail grade based on these criteria, you can enable this under settings and indicate how many percentage points a student needs to have to pass.

If you want the grades to be pushed to the grade center of your LMS, you will have to enable grading when creating the assignment. Otherwise, students will only be able to see their grade within the FeedbackFruits assignment.

After you're finished with the set-up

When you are finished with setting up your assignment, you click on '**save**' in the top right corner. You can always go back to the edit mode later to make some final changes by clicking on the three dots in the top right corner.

Wondering what this will look like for students? And how you can monitor the progress of your students? Check out the following two articles on our help website about the student perspective and instructor perspective.

Want some advice about which settings to choose? Or do you have any questions that are left unanswered? You can always contact us.

Discussion Assignment

Students sharpen their thinking by discussing each other's work

How does it work?

The Discussion Assignment tool allows teachers to structure a meaningful online discussion. After handing in their work, students get assigned the work of others and start a discussion about the content. After this step, they all join an open discussion where they can view and contribute to other discussions. Once there is enough activity, teachers can also participate and easily guide the discussion, for example by focusing on the most upvoted comments, or the longest discussion thread.

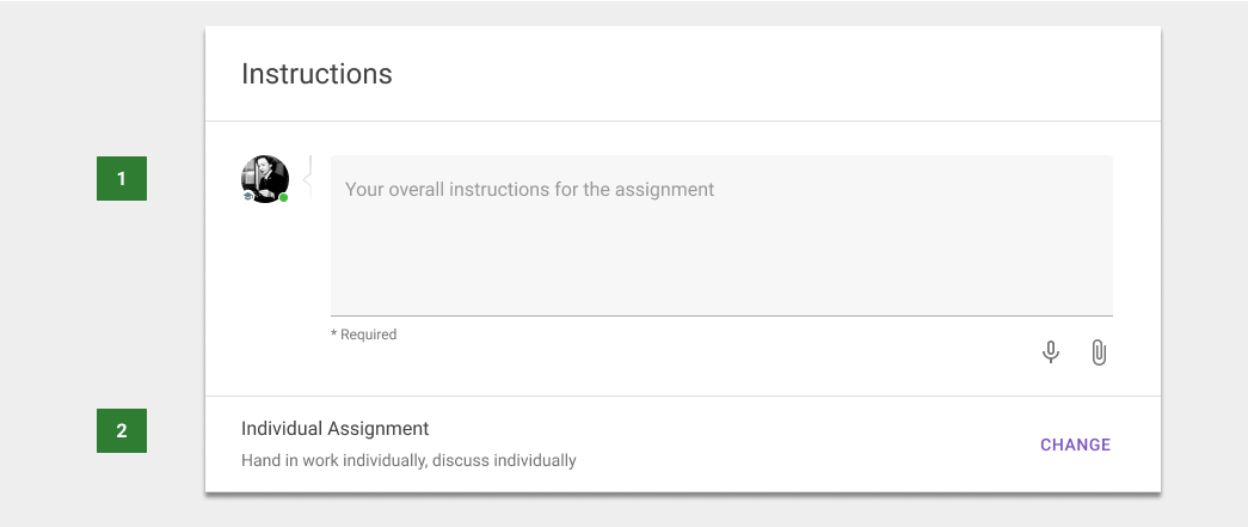
Setting up a Discussion Assignment

A Discussion Assignment has the following steps:

1. Instructions
2. Hand in
3. Discussion with your peers
4. Open discussion (optional)
5. Reflect on the discussion (optional)
6. Grading (optional)

Step 1

Instructions



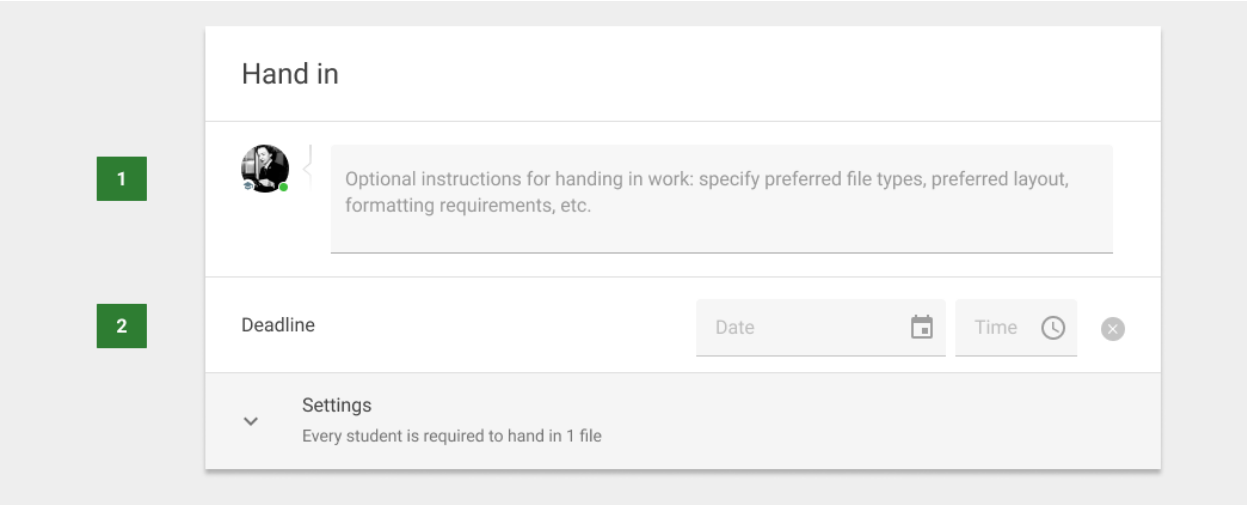
1. **Instructions** (required)
   Write instructions to students about what you expect from them in this assignment. You have the option to include a voice message by clicking on the microphone icon to record it right away. By clicking on the paperclip icon next to it you can add up to three attachments for students to view and download. If you want to format your text, you can find more information about how to do this here.

2. **Individual assignment**
   Click 'change' to choose one of the following three options:
   - **Hand in individually, review individually** (default)
     Use this option if you want your students to individually hand in their assignments and then be linked to one or more random peers who have also handed in work for this assignment.
   - **Hand in individually, review within groups**
     Use this option if you want your students to individually hand in their assignments and review the work of one or more other students *within their own group*. You can use this if you, for example, want students to discuss each other's work within their own tutorial group.
   - **Hand in as group, review work by other groups individually**
     Use this option if the work that needs to be handed in, is made by a group of students. One of the students in the group will hand in their work. All students will individually get work from random other groups assigned for them to discuss.

3. If you have chosen the second or third option, you will have to select the groups from your LMS.

Step 2

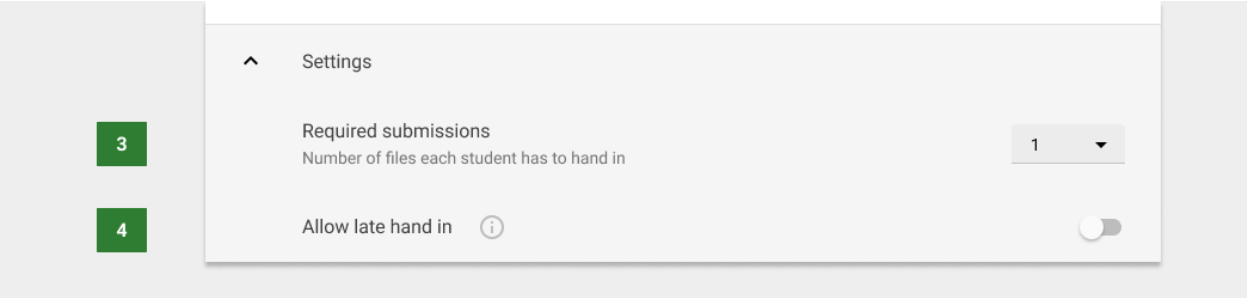
Hand in



1. **Instructions** (optional)
   You can add instructions for handing in work (e.g. specify file types, layout etc.).

2. **Deadline for handing in** (optional)
   Students will no longer be able to upload their work after this deadline.
   - If a hand in deadline has been set:
     - Students will be assigned work from other students when they open the assignment after the deadline has passed.
     - When you use FeedbackFruits within Blackboard, Brightspace or Canvas, all deadlines will be synchronised with the calendar of your LMS.
     - Students will get a reminder email between 12 and 36 hours before each deadline.
   - Without a hand in deadline, students will be able to start discussing after at least one other student or group has submitted their work.

Subsettings

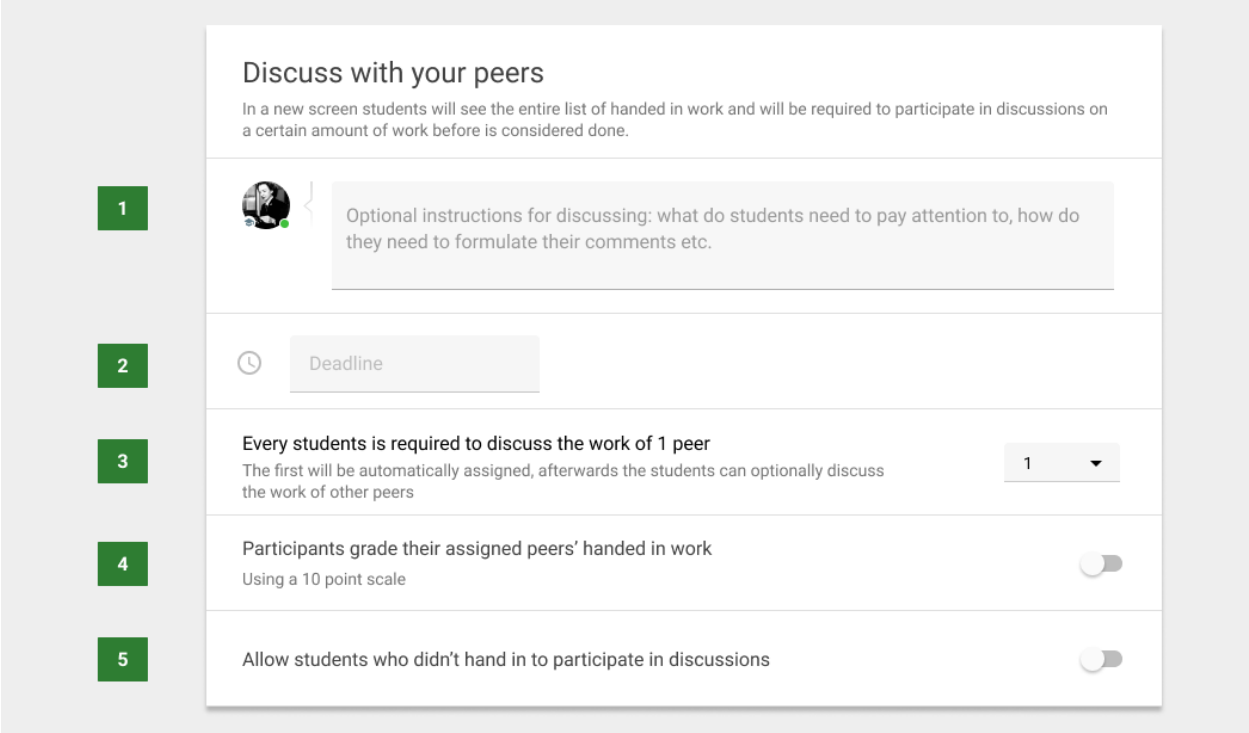


3. **Required submissions**
   Specify how many files students need to submit. You can choose whether students need to submit an *exact* number of files (no more no less), a *minimum* number of files or *between* a minimum and maximum number of files. Students will have to discuss all the submitted files.

4. **Allow late hand in**
   If you enable this option students can still hand in their work after the deadline and will be assigned work of peers to discuss. You will be able to see who handed in their work late.

Step 3

Discuss with your peers



1. Instructions (optional)
   You can add additional instructions about what students need to discuss.

2. Deadline (optional)
   You can set a deadline for when students need to finish discussing the work assigned to them. If students don't complete this step of the assignment - if they don't start a discussion about the work of each peer that was assigned to them before the deadline - they won't be able to join the open discussion in step 4.

3. Every student is required to discuss the work of 1 peer
   Here you can specify the amount of work the students have to discuss, before moving on to the open discussion. If this number is set to 2, students will get assigned the work of 2 peers or groups to discuss.

4. Participants grade their assigned peers' handed in work
   This feature requires students to grade their assigned peers' handed in work using a 10 point scale.

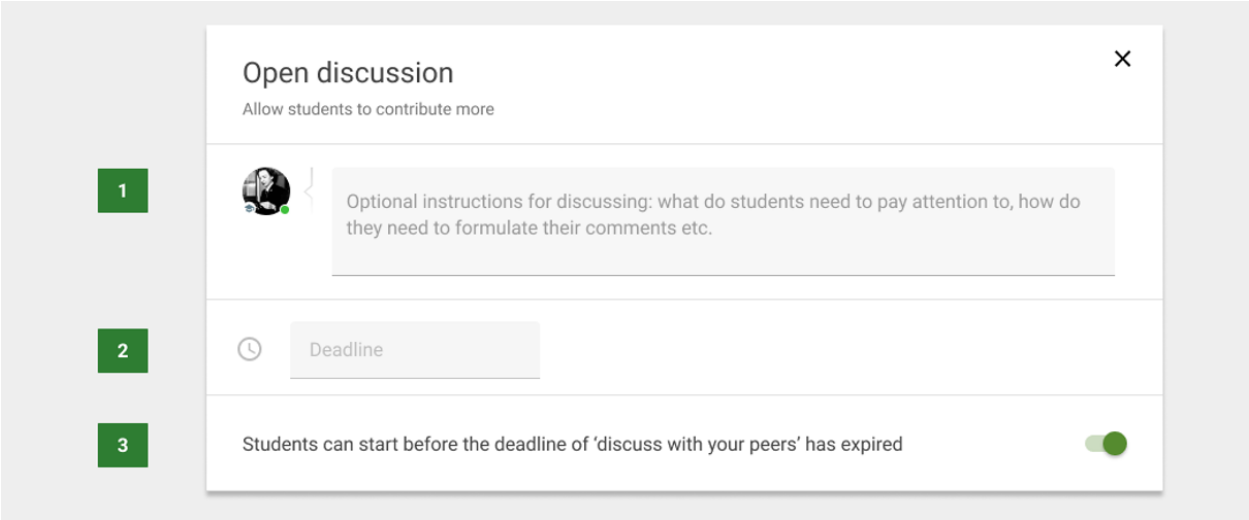
5. Allow students who didn't hand in, to participate in discussion
   If you enable this option, students who didn't hand in their work are able to join the discussion. If they open the assignment after the hand in deadline, they will still receive

work from their peers to discuss. It is, however, not possible to enable this option without setting a hand in deadline.

Step 4

Open discussion (optional)

In this part of the assignment, the discussions from the previous step become visible to everyone. This means that students are able to view and comment on the work of everyone in the course, so also on the work of peers or groups who were not assigned to them before. Students are only able to participate in the open discussion after they have contributed the required number of discussions specified under step 3. If you don't want students to have an open discussion, it is possible to exclude this step by clicking on the cross (x) in the right upper corner.



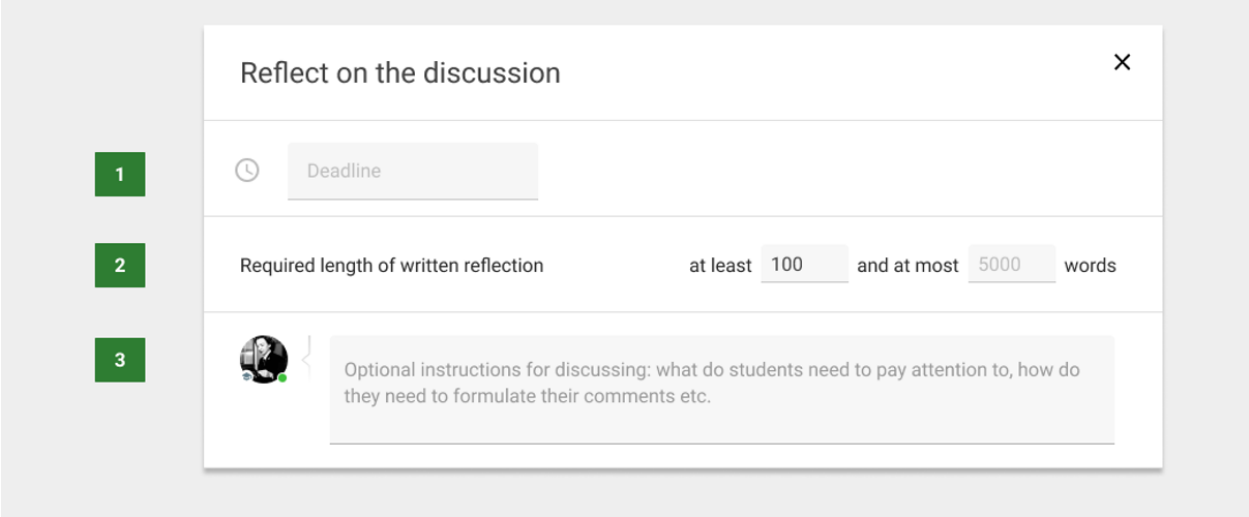
1. Instructions
   Once again, it is possible to add specific instructions for this step.

2. Deadline
   You can set a deadline for the open discussion. After this deadline students can still contribute to the discussion, however, they will not receive any points for this if you include this in the grading.

3. Students can start the open discussion before the deadline of 'discuss with your peers' has expired
   This means that students who are finished with step 3 before the deadline expires, can already continue with the open discussion.

Step 6

Reflect on the discussion (optional)



In this step, students are asked to write a reflection on the discussion. This encourages them to think critically about their own contributions and what they have learned from the assignment. If you don't want to include this step, you can click on the cross (x) in the upper right corner.

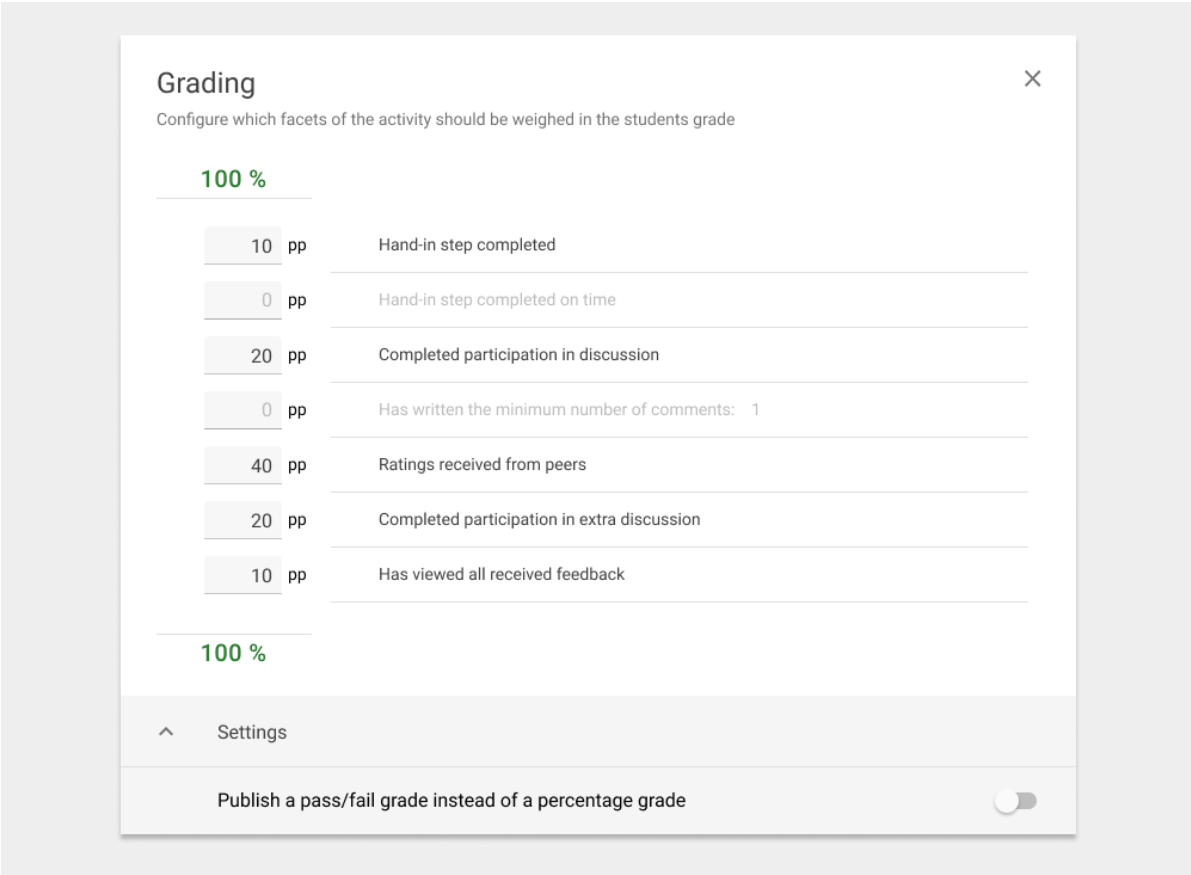
1. Deadline
   You can set a deadline for when students need to be finished with writing the reflection.

2. Required length of written reflection
   Here you can select a minimum and maximum amount of words that students have to write.

3. Instructions
   For this step it is again possible to add instructions. You can, for example, specify what part of the discussion students should reflect on (e.g. what they have learned, what they found the most interesting).

Step 7

Grading (optional)



By default a grading module is added to this assignment. It is possible to adjust the default settings to decide how much each component influences the final grade. For example, if you wish to award points for handing in on time, you can do so. If you want the assignment to remain formative (no grade), it is also possible to leave the grading out by clicking on the cross (x) in the upper right corner.

If you want students to receive a pass/fail grade based on these criteria, you can enable this under settings and indicate how many percentage points a student needs to have to pass.

If you want the grades to be pushed to the grade center of your LMS, you will have to enable grading when creating the assignment. Otherwise, students will only be able to see their grade within the assignment.

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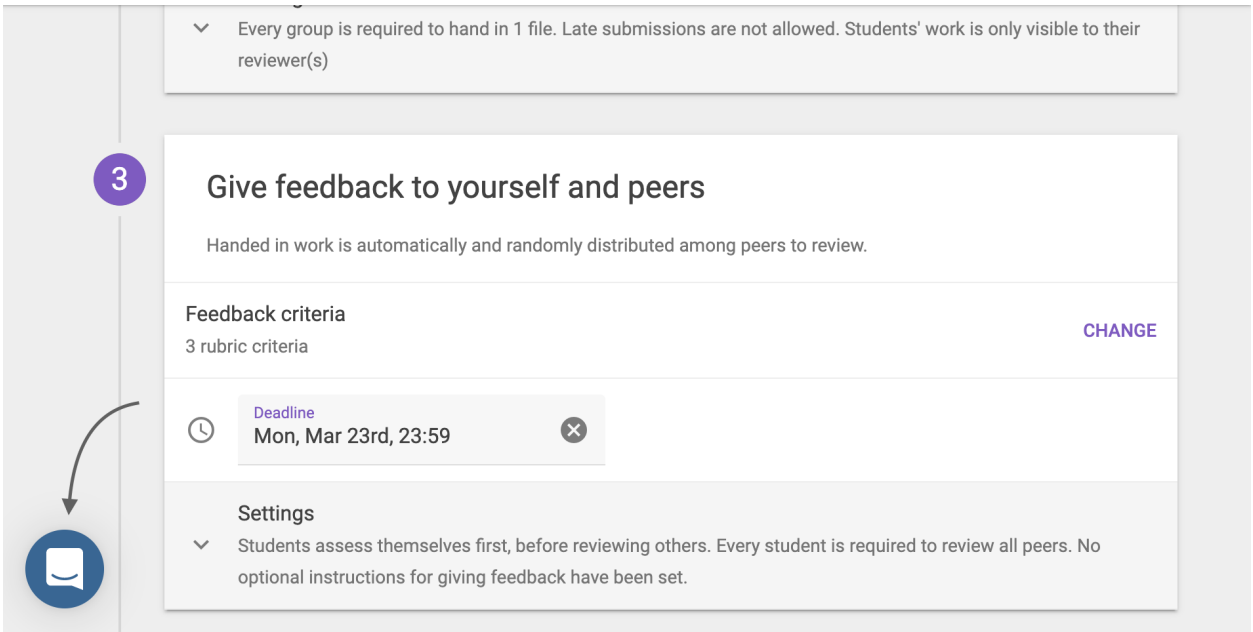
More help

We hope this document has helped you to get a better understanding of how to set up our tools. If you have any further questions, we are happy to help you!

You can contact us by sending an email to helpme@feedbackfruits.com or by clicking on the blue support button, which you can find in all our tools.



Appendix for Moodle users

When you use FeedbackFruits within Moodle, the deadlines and groups work a little bit differently than described in this manual.

Deadlines

Within Moodle it is not possible for us to synchronize the deadlines to the Moodle calendar. Students will still get a deadline reminder in their email and will of course see the deadlines when they open the FeedbackFruits assignment.

Groups

Since September 2020 FeedbackFruits also supports the synchronisation of groups within Moodle.

If you are not able to select the groups from your Moodle course, please let us know. In this case the new integration has not yet been installed for your institution and we can check when this will become available for you.

If the group synchronisation is not yet enabled, you might have to create groups manually for now, for example by using a CSV import. This article explains how you can create groups when you are using Peer Review, Group Member Evaluation, Assignment Review or Skill Review within Moodle. If you want to use groups within Interactive Document, Interactive Video or Interactive Audio, you can find more information here.

Please contact us if you have any questions about using FeedbackFruits within Moodle.