This course, taught by Dr. Utrecht, is called Communication, Emotion, and Persuasion, and serves as an introduction for several master's students. In this course, students, split between 6 classes (20-25 learn both how to analyze and produce short, pre-recorded lectures, the instructor uses interactive study materials to familiarize students with the course content. At the end of each course, students write a persuasive text and explain their stylistic choices.

In this course, the tools were used formatively rather than for graded assignments. However, for the final exam was not permitted for students who hadn't participated in the FeedbackFruits activities.

In place of a weekly lecture, the instructor recorded several short clips (four to five 12-minute clips) covering important topics in the syllabus, and synthesized them weekly as pre-preparatory. The clips were uploaded, with a script, description, and overview, which demarcated arguments. Students were encouraged to learn from one another and each other's tools, however, questions were also added to guide students' thinking along the intended learning trajectory. Again, we wanted students to take the preparation out of the classroom, the instructor uses interactive study materials to familiarize students with the course content. At the end of each course, students write a persuasive text and explain their stylistic choices.

Remember that we might start using this even when we go back offline. The way the tools were used made it easier for them to participate, they could make more use of their own research methods, and get familiar with the overall course structure and start taking notes that we might enjoy using even when we go to class.

Notable outcomes - Interactive Study Materials give students a chance to engage, and ask for clarification over the duration of the course. - Students feel that classes are more interactive when they have input in these apps. - The instructor noted an overall increase in participation and performance using interactive Study Materials. - The instructor observed the overall multiple times per week, noting a noticeable improvement in both test scores and course activities across the duration of the course. - Additional value of technology Students noted that the web tools were used to make class interactive then they much more interactively. They noted that they would never hear direct, and that they would not use other tools for confirming direct contact with the instructor. Before integrating the tools, students talked less in class, and they felt that this format was not the best for them. Now, they feel that classes are more interactive when they have input. The instructor noted an overall increase in participation and performance using interactive Study Materials. - The instructor observed the overall multiple times per week, noting a noticeable improvement in both test scores and course activities across the duration of the course.

The role of the instructor - A short module was made in the course manual of how FeedbackFruits would be used, and it was distributed as a feedback tool. The instructor (or the instructor) will be given feedback after the first week. Until the second week, students can use the interactive study tool to ask questions and get familiar with the overall course structure and requirements. - Interactive Study Materials tools notes themselves, detailed instructions were uploaded, and the instructor also created an InterActive Video label with a brief description and comments, which demarcated subttopics. Students were encouraged to learn from one another and each other's tools, however, questions were also added to guide students' thinking along the intended learning trajectory. Again, we wanted students to take the preparation out of the classroom, the instructor uses interactive study materials to familiarize students with the course content. At the end of each course, students write a persuasive text and explain their stylistic choices.

A small change was made to the format from the second week onwards after initially having been included. Inside the Interactive Study Materials tools themselves, detailed instructions were uploaded, and the instructor also created an InterActive Video label with a brief description and comments, which demarcated subttopics. Students were encouraged to learn from one another and each other's tools, however, questions were also added to guide students' thinking along the intended learning trajectory. Again, we wanted students to take the preparation out of the classroom, the instructor uses interactive study materials to familiarize students with the course content. At the end of each course, students write a persuasive text and explain their stylistic choices.