



Universiteit Utrecht

# FeedbackFruits – Interactive document

Studenten Hand-out

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## 1. Inloggen

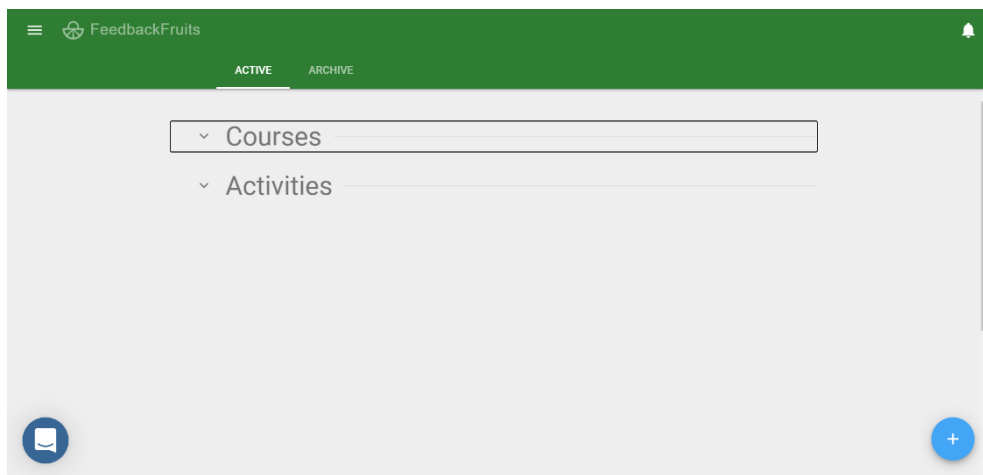
Om gebruik te maken van Feedbackfruits log je in op: <https://feedbackfruits.com/>

Ga naar **log in** en selecteer de Universiteit Utrecht. Je wordt doorgestuurd naar een pagina waarop je kunt inloggen met je SOLIS-ID. Zo kom je in de FeedbackFruits omgeving terecht.

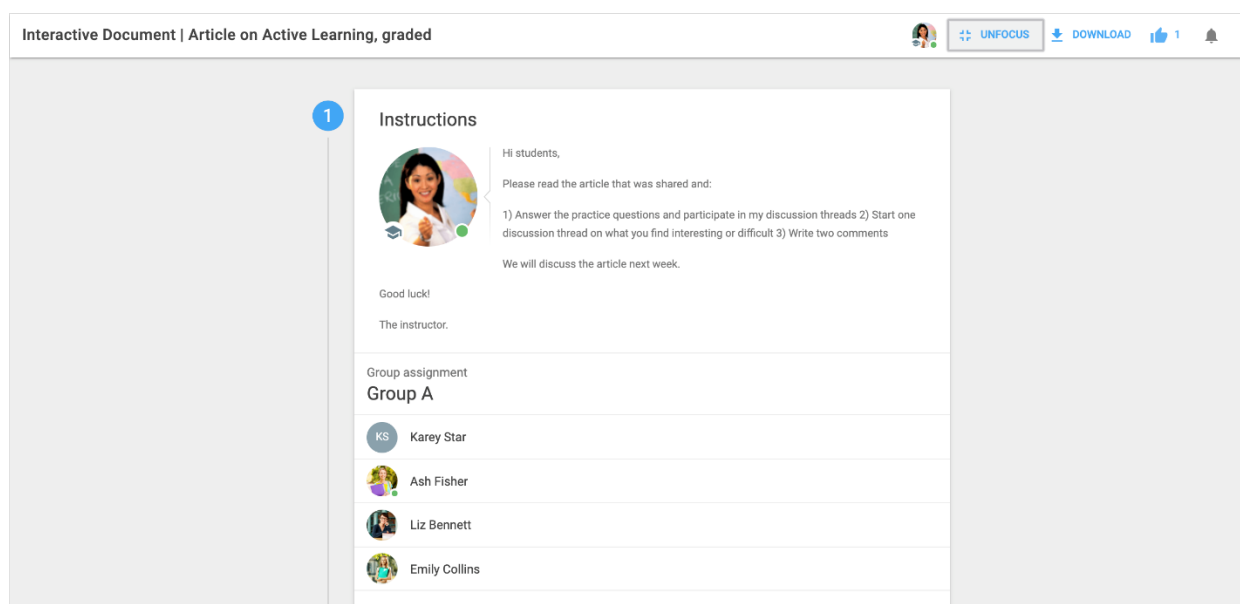
## 2. Kies de cursus of opdracht

Nadat je bent ingelogd kom je in het startscherm met daarin alle vakken waaraan je bent toegevoegd door een docent en de activiteiten waaraan je deelneemt.

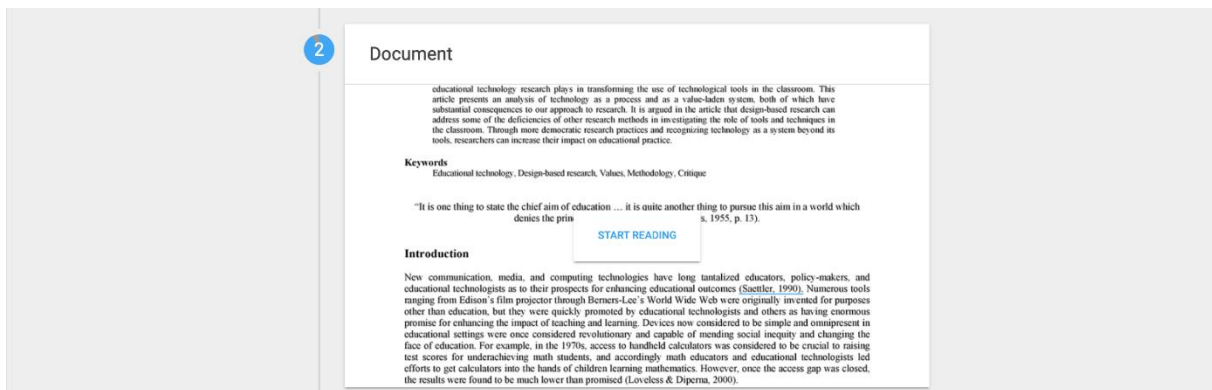
Selecteer het vak waaraan je wilt werken of ga direct naar de opdracht gaan die voor je is klaargezet. Klik op de opdracht.



Als je de opdracht hebt geopend, zie je een preview van het document dat je gaat lezen. Afhankelijk van de opdracht die de docent bedacht, kan het zijn dat je hier ook een aantal instructies ziet staan. Lees deze instructies goed.

The image shows a screenshot of an interactive document preview. The title is 'Interactive Document | Article on Active Learning, graded'. In the top right corner, there are icons for 'UNFOCUS', 'DOWNLOAD', a thumbs up icon with '1', and a notification bell. The main content area is divided into two sections. The first section is titled 'Instructions' and features a profile picture of a woman. The text reads: 'Hi students, Please read the article that was shared and: 1) Answer the practice questions and participate in my discussion threads 2) Start one discussion thread on what you find interesting or difficult 3) Write two comments We will discuss the article next week. Good luck! The instructor.' The second section is titled 'Group assignment' and 'Group A', listing four members: Karey Star, Ash Fisher, Liz Bennett, and Emily Collins, each with a small profile picture.

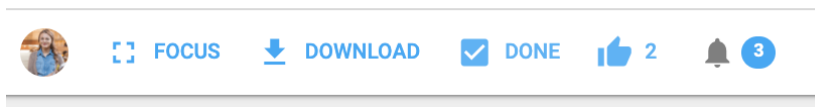
Klik op 'start reading' om de documentviewer te openen.



### 3. Het document lezen

Als je het document geopend hebt, zie je boven- en onderin een paar basisfuncties staan (zie ook de afbeelding hieronder). De betekenis van ieder pictogram wordt hieronder kort van links naar rechts uitgelegd.

Met 'focus' krijg je een geminimaliseerde weergave (focus/unfocus). Met 'download' kun je het document op je computer of laptop downloaden. Met 'done' kun je aangeven dat de opdracht compleet is. Met het 'duimpje omhoog' kun je aangeven dat het document nuttig is. Met het laatste pictogram, 'het belletje', kun je notificaties bij het document inschakelen.



### 4. Vragen beantwoorden

De docent kan zowel open vragen als meerkeuzevragen aan de opdracht toevoegen. Sommige vragen zijn vergrendeld, wat betekent dat je bepaalde vragen eerst moet beantwoorden voordat je verder kunt met het document.

Op de afbeelding hieronder vind je een aantal voorbeelden van meerkeuzevragen. Je kunt op de vakjes aan de rechterkant klikken om de vragen te bekijken. De vraag verschijnt aan de rechterkant van het document en hier kan je je antwoord op de vraag formuleren of het juiste antwoord aanklikken. Als je de eerste vraag hebt beantwoord, ga dan op dezelfde manier naar de volgende vraag of vragen.

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achievement by any means, nor have they eliminated the inequitable distribution of learning opportunities (Cuban, 1986). However, the Internet as an educational technology can serve a much more noble and principled purpose. A new approach to educational technology research, one grounded in the ends of technology, directed by values and principles, must be pursued.

We argue that traditional predictive research in educational technologies has had limited impact in informing actual use. In other words, educational technology research aimed at examining the influence of tools in the educational process has offered little systematic advice to the practitioner. We argue that recognizing technology as a process has implications for how educational technologists conduct research. Once recognized as a process, the aims and ends of technology come to the foreground. We argue that design-based research provides an innovative proposal for research on innovation and education.

**Investment and use**

**Question break**  
Answer the question to continue

Multiple choice question ✓ Correct  
What is argued in this article?

Answer submitted  
Answering locked. Your answer is received

- ✓ Design-based research provides an innovative proposal for research on innovation and education
- ✗ Innovation in education

CONTINUE

Questions

Sorted on location

- Multiple choice question ✓ Correct  
@page 2  
What is argued in this article?
- Multiple choice question  
@page 2  
What is argued in the introduction of this article?

Als je een vraag hebt beantwoord, kan het zijn dat daarna het juiste antwoord wordt weergegeven. Je kunt dit later ook nogmaals bekijken door in de voortgangsbalk onderin op de vraag te klikken.

## 5. Vragen en opmerkingen toevoegen

Het kan zijn dat je docent heeft aangegeven dat je zelf ook vragen en opmerkingen toe kunt voegen. Je kunt dit doen door rechtsonderin op het blauwe plus teken te drukken of door het specifieke tekstgedeelte waarover je een vraag of opmerking hebt te selecteren. Als je geen blauw plus teken ziet staan, dan betekent dat dat je docent het niet heeft toegestaan dat je vragen stelt en opmerkingen plaatst.

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clearer, well-managed explanations of technological development...there is something very important missing here: namely, a general position on the social and technological patterns under study (p. 241).

Much research in educational technology still ignores the complex interaction between technological interventions, the roles of educational institutions such as schools and universities, the purposes of education, and the meaning of research. Many educational technology researchers adhere to a value-free discourse regarding the role of technology. There is a spotlight on the value of technology only to the extent that it has, or does not have an effect on learning-related variables. Indeed, it almost seems that many educational technologists have taken technological determinism as a given, and are simply trying to make the best of what is thrown at them by forces beyond their control. This positions educational technology researchers and practitioners at the end of the technological process, continuously testing new devices based on educational values that are not necessarily laudable.

If technology is recognized as a process rather than a mere artifact, then two things occur. First, researchers must begin to question their research methods due to the complexity of the environment under study. Investigations of how a "tool" does or does not affect educational outcomes are too simplistic. Second, researchers must question the values that are guiding research agendas, actively engaging with practitioners in constructing what constitutes valuable research in order to help direct technological development rather than react to it. We explore these two concerns in more detail below, followed by a discussion on how design-based research methods address these issues.

**Defining technology**

Most educational technologists would accept the proposition that integrating technologies into an educational context is a complex task, partially because there are many stakeholders with differing respective values and interests. Fewer may be willing to concede that the Internet in itself is value laden. One could argue that computers and the Internet are inherently apolitical and value-free. After all, how could a computer promote any particular world-view? A device has no particular bias — it is up to humans to decide what purpose it should serve (for a discussion, see Pitt, 1987).

At this juncture, it becomes important to differentiate between the popular use of the term *technology*, and a more robust and accurate representation. The word is commonly used in the field of instructional and educational technologies to refer to electronic tools or devices such as the calculator, television, and the computer. This view of technology as a device prescribes educational technologists with a comfortable, albeit false, level of control and an easy, but ultimately inadequate, unit of analysis in their research pursuits.

This limited view of technology must be challenged at the definitional level. Technology is not a product and instead is a process: tools are merely a product of a technological system. A more inclusive definition of the term is offered by Hickman (2001), who uses Dewey's pragmatism to describe technology as a process that involves the "invention, development, and cognitive deployment of tools and other artifacts, brought to bear on raw materials and intermediate stock parts, with a view to the resolution of perceived problems" (p. 26). While it might be broad in scope, it does well in describing the job that researchers and practitioners in educational technology regularly do: inquiry into techniques and tools in an effort to improve and refine the process of teaching and learning and, consequently, the design of learning environments.

The technological system is concerned with uncovering knowledge and information in so much as it leads to doing. These processes are planned, and the products that result from them are not the result of coincidence, though consequences might be unexpected. Technology can be seen as deterministic or as subservient to some other agent's (human) control. While few would blindly ascribe to technological determinism, many naively assume the complete authority of man over the technological system (Lilial, 1980). One could create a parallel between this differentiation within educational technology research considering the distinction between types of "basic" and "applied" research, which differ based on the level of pragmatism involved in the research process (Hansfin, 2005; Reeves, 1995).

What is important here is to recognize that because of its pragmatic nature, technology cannot be considered to be value-free once it is recognized as both a process and a practice. As Lilial (1980/2003) contends, we cannot expect application to be judged as good or bad if we researchers, from the onset, ignore the merits of moral judgment

Liz Bennett (Group A)  
4 months ago  
Hi guys, can someone help in this part of the article. Still find it difficult to comprehend.  
1 REPLY (1 reply)

Ash Fisher (Group A)  
9 months ago  
This is a very interesting part to comprehend, it sounds to be conflicting with the article we discussed last week though.  
1 REPLY (1 reply)

### 1. Apple Inc. wins decade-long anti-trust class action

In December 2014, Apple won a long-running class action that was brought against them in 2005. The company was accused of monopolizing the digital music market and violating U.S. anti-trust statutes by reconfiguring its DRM system, which prevented mp3 compatibility with competitors. After 10 years of no judgement, and a recorded video statement from the late Steve Jobs, a jury ruled in Apple's favour

### 2. Russian oligarchs in

A dispute between Rus Patakatsishvili's family of Mr Anisimov's minor invest in mining compa \$1.8bn case just days b

businessman, Vasily Anisimov and the late Badri ch 2014. The family alleged that they were entitled to 20% ig that the two businessmen agreed Mr Anisimov would forerunner, Mikhailovsky. A deal was reached over the o trial.

### 3. Burwell vs. Hobby L

A landmark decision made by the U.S. Supreme Court has allowed for-profit corporations to be

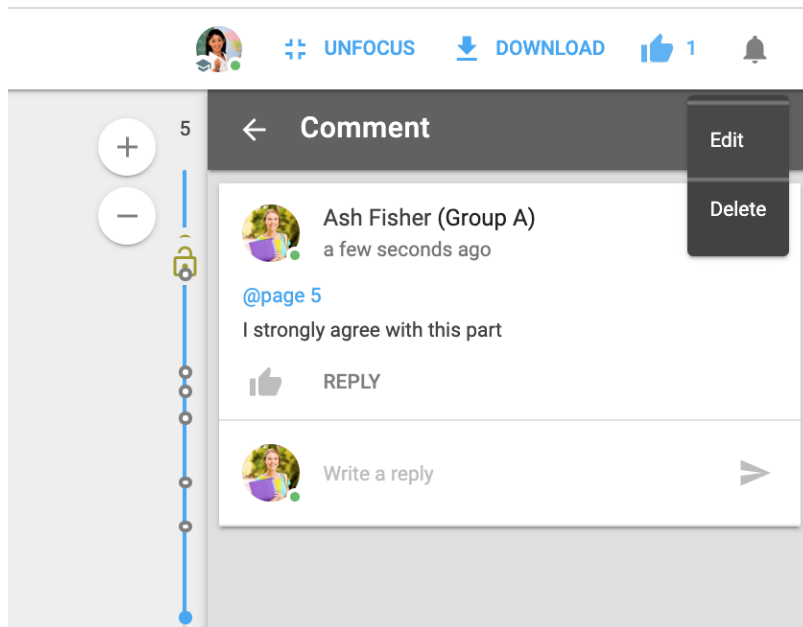


Practice question



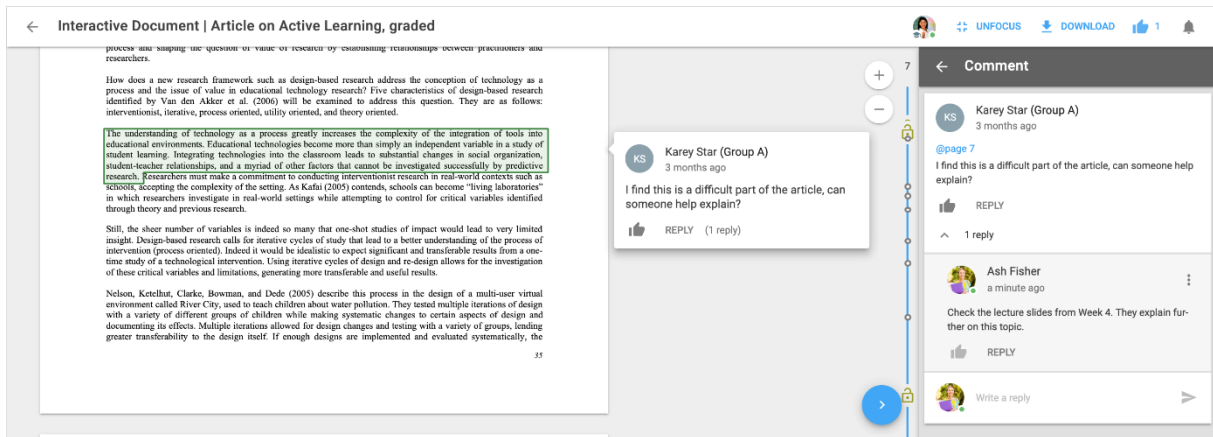
Comment

Nadat je je vraag of opmerking hebt geplaatst, kun je deze achteraf ook bewerken of verwijderen. Dit doe je door rechtsbovenin op de drie stipjes te drukken (zie afbeelding hieronder).



### 6. Reageren op opmerkingen

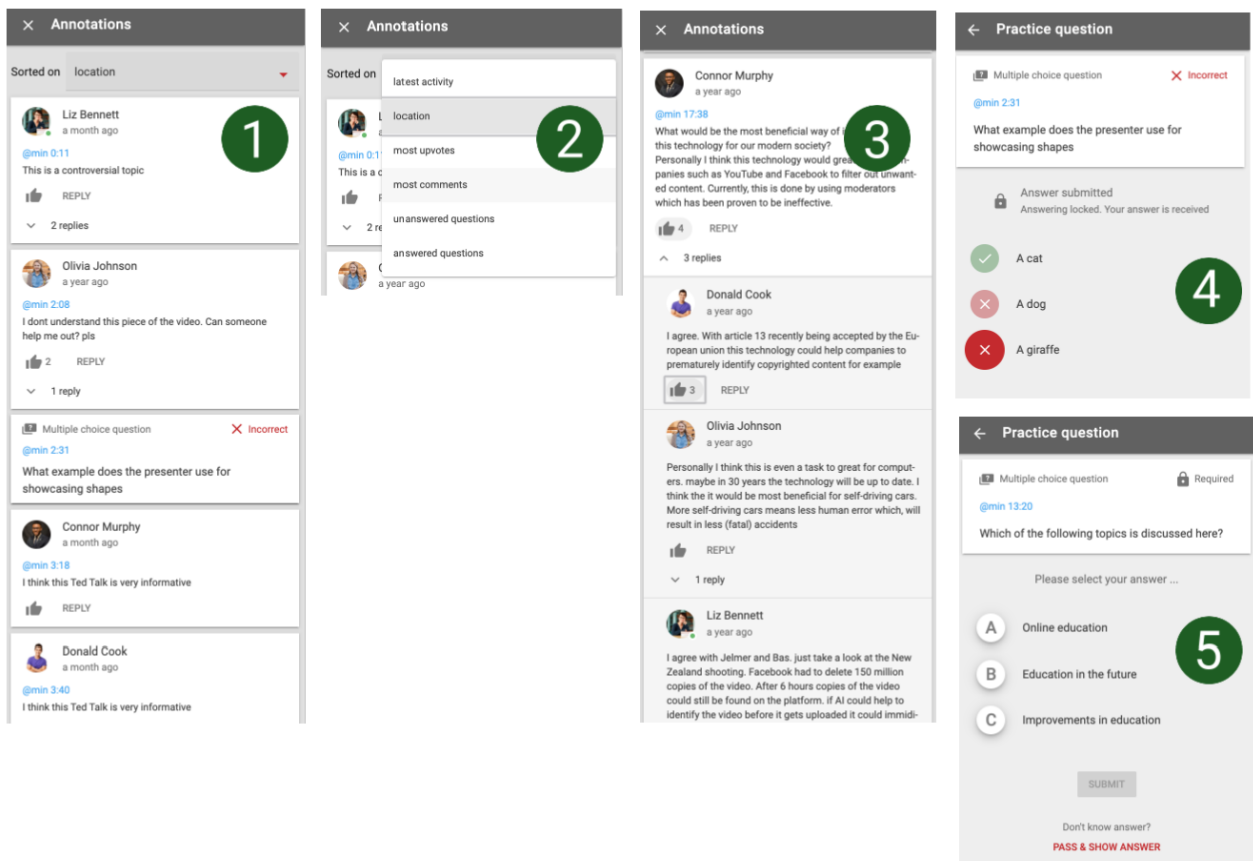
Je docent of medestudenten hebben bij het document waarschijnlijk enkele opmerkingen achtergelaten. Je kunt op hun opmerkingen reageren door een reactie te plaatsen bij 'write a reply'. Druk op het pijltje rechts om je reactie te versturen.



Je kunt een opmerking van iemand anders ook 'liken' door op het duimpje te klikken. Het is niet mogelijk om je eigen opmerkingen te liken.

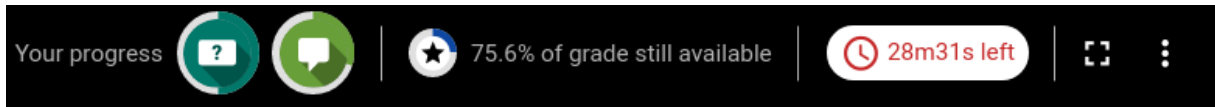
## 7. The Social & Summary Bar

Aan de rechterkant vind je een uitschuifbare menubalk met verschillende functies waarvan de meeste ook al eerder in deze handleiding zijn genoemd. Er is standaard ingesteld dat opmerkingen en vragen gesorteerd worden op locatie (1). Je kunt er ook voor kiezen om ze te sorteren op basis van de datum en tijd waarop ze zijn toegevoegd, op basis van het aantal likes of op basis van het aantal opmerkingen (2). Daarnaast kun je ook op opmerkingen reageren of ze liken (3). Als je klikt op een van de vragen in de lijst, kun je zien wat jouw antwoord op de vraag was en wat het correcte antwoord moet zijn (4). Als je de vraag nog niet hebt beantwoord, krijg je de optie om dat alsnog te doen en je antwoord te versturen (5).



## 8. Je voortgang bijhouden

In de balk bovenaan de opdracht zie je een overzicht van jouw voortgang. Je ziet hier hoe ver je bent met de opdracht en hoeveel elementen je nog moet voltooien om een volledig cijfer te krijgen.



Door te klikken op de voortgangspictogrammen zie je op hoeveel discussies en vragen je nog kunt reageren om een volledig cijfer te krijgen.

### Join in-video discussions

Progress

Participated in <b>2 out of 9</b> discussions started by teachers	Posted <b>2 out of 3</b> required replies on discussions	Started <b>0 out of 2</b> required discussions

**4.4%** of grade earned  
 **55.6%** of grade available

### Answer in-video questions

Progress

Answered **1 out of 2** questions

**10%** of grade earned  
 **20%** of grade available