Universiteit Utrecht

FeedbackFruits Interactive Document

Teacher's manual

Teachingsupport@uu.nl

Versterk je onderwijs met Educate-it

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1. Introduction Interactive Document

The Interactive Document feature of FeedbackFruts enables for reading of texts to become interactive. It is possible for teachers to add questions, students can add comments and questions and a discussion thread can be created within the plug-in.

The use of Interactive Document is easy, because it is *web-based* and it runs entirely within a browser. There is no need to download anything. As a teacher, you will receive your own account with which you can manage different courses, students and assignments. It is possible (and advised) to do this within Blackboard.

This manual will serve as an introduction to the use of Interactive Document and will also explain the general use of the tool. Educate-it also offers didactic and practical support for the use of Interactive Document. If you need this, feel free to contact the teaching support desk via teachingsupport@uu.nl.

If you would prefer a video tour of the tool, please check the following link:
https://www.youtube.com/watch?v=2S50sJ727c8

2. Create Assignment

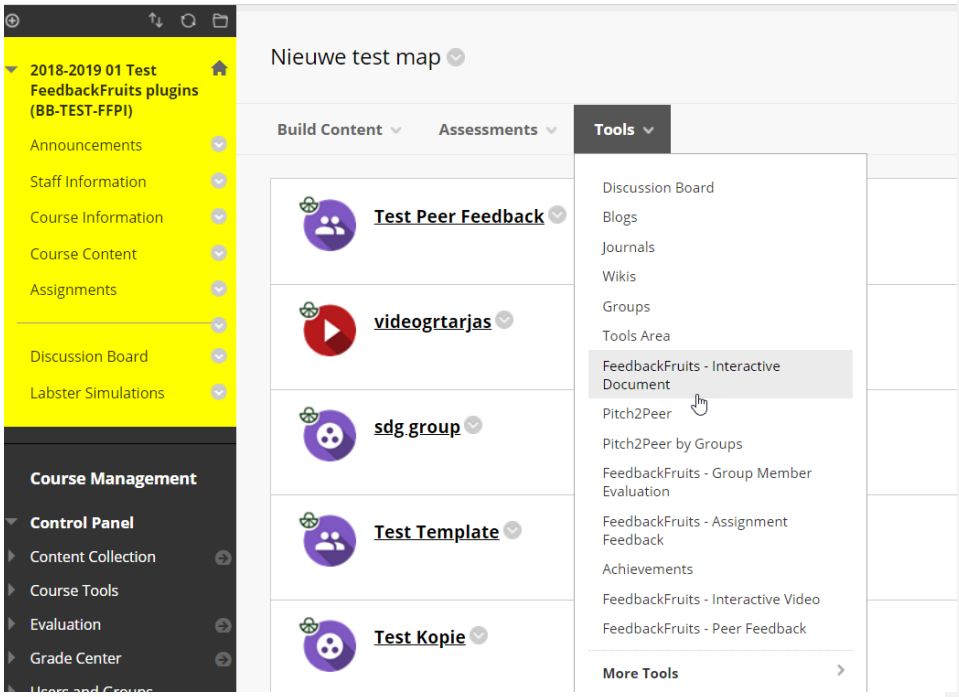
This tool can be used on FeedbackFruits' website or within blackboard. I will first go over how to create an assignment within Blackboard and afterwards discuss how to do it on the FeedbackFruits website.

Within Blackboard:

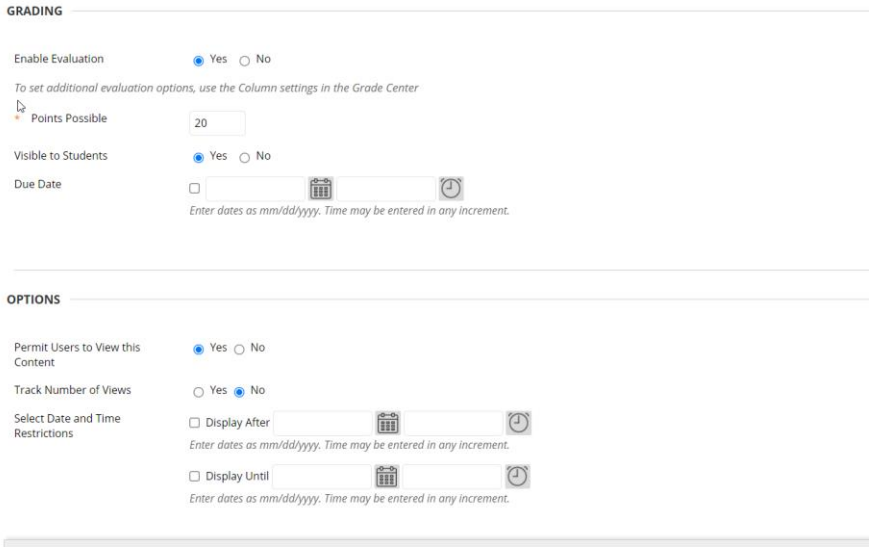
Feedbackfruits will have to be activated within your Blackboard course. To do so, we kindly ask you to fill in the following link: https://educate-it.uu.nl/contact-informatie-formulier-tools/ or send an email to teachingsupport@uu.nl.

First Navigate to a course to which you would like to add an interactive document. To Create a new assignment. Click on 'Tools' and next on 'FeedbackFruits Interactive Document'.

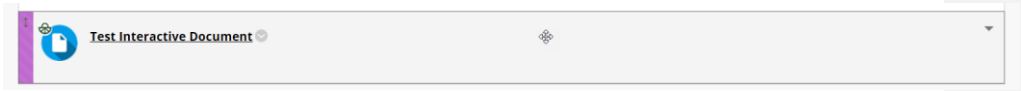
Commented [R(1]: Dit wordt binnenkort bij 'build content', maar ik weet niet precies wanneer!



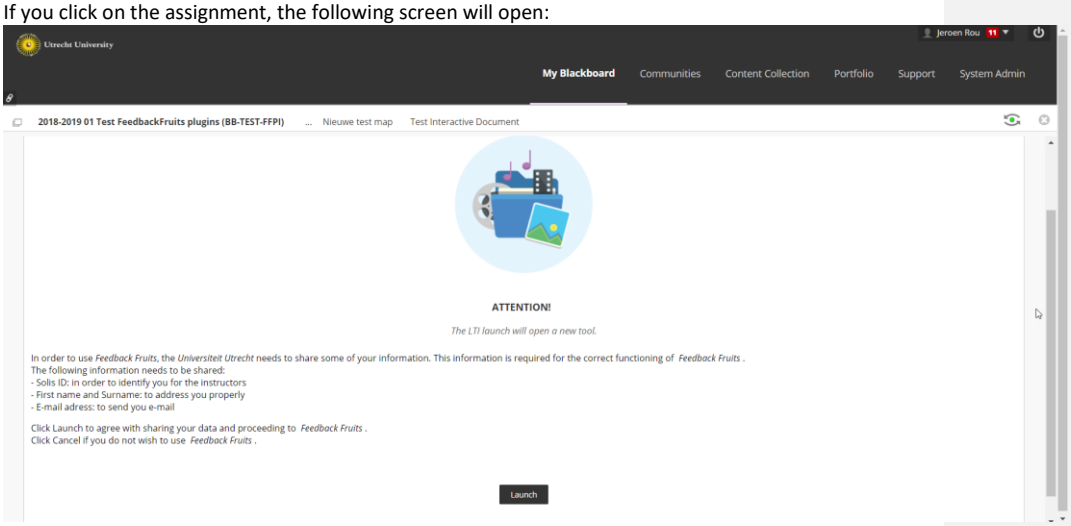
Next, you can choose a name and description for the Interactive Document. You can also choose to enable grading. If you enable this, you can also decide on the number of points students can receive for the assignment. In the screenshot below there are 20 points. With the option 'Permit users to view this content', you can decide whether to make the assignment visible to students.



If you then click on 'Submit'. The assignment will be created. It becomes visible in your overview:



If you click on the assignment, the following screen will open:

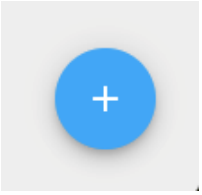


If you click 'Launch', the assignment will open.

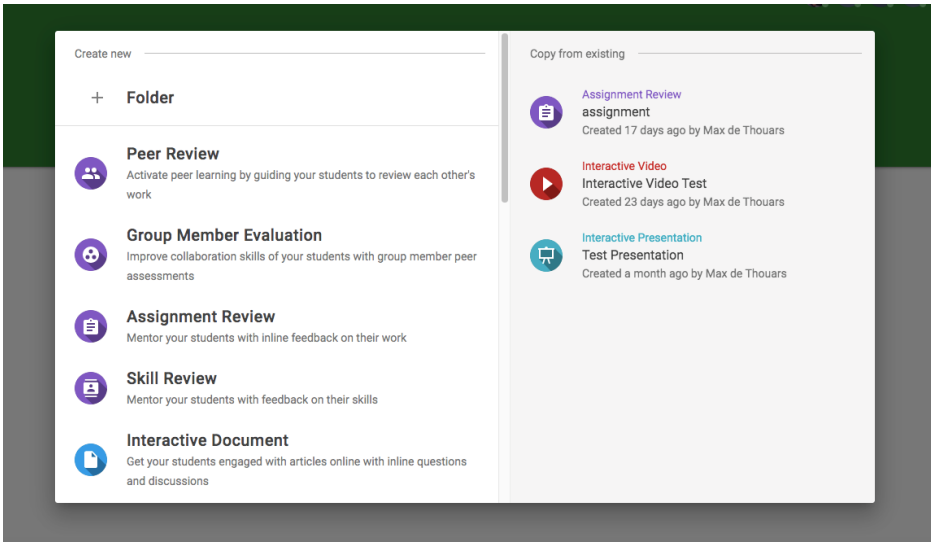
Within the FBF-platform:

If you would like to use de web-based version, you should contact FeedbackFruits. They can give you the right permissions to use the tool as a teacher. However, we do not recommend this, because it makes it harder for us to deliver the right support to you.

Within the FBF-platform, you will simply click on the blue plus-icon, pictured down below. You can create the interactive document as a standalone activity from the homepage or as part of a course. To do the latter, navigate to the course and click on the plus-icon from there.



Several options will appear for what type of assignment you want to create. Pick the 'Interactive document'.



By clicking on 'interactive document', you create the assigment.

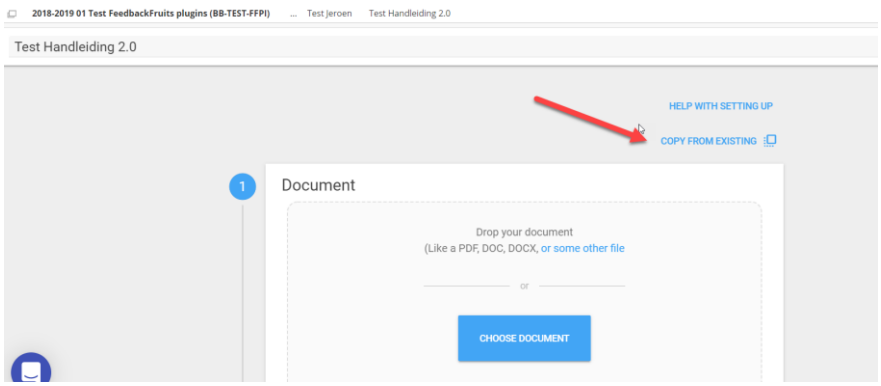
3. Getting started

If you click on the assignment, you reach the screen where you can edit the assignment. From here, the workflows for Blackboard and the FBF-environment are virtually the same.

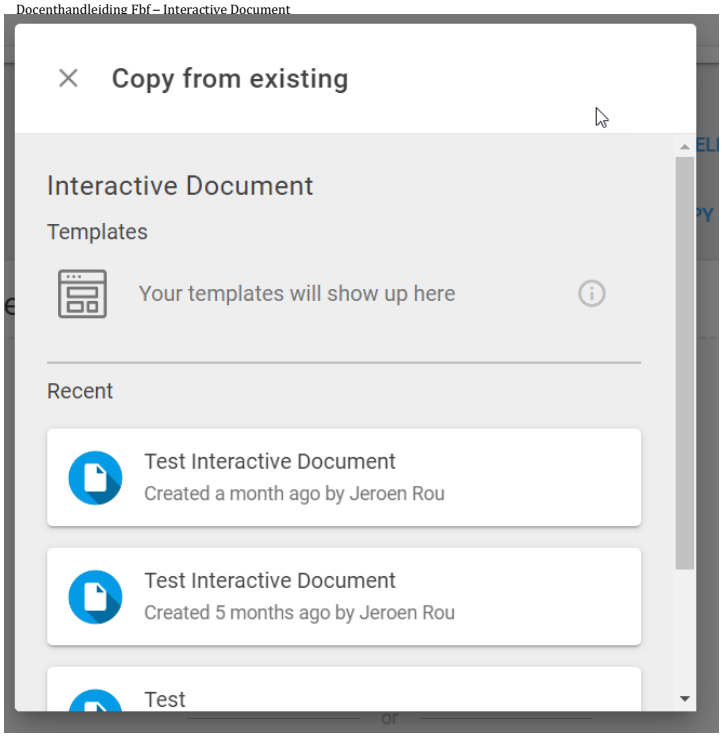
3.1 Adding a document and settings

You start by picking the document that you would like to use for your Interactive Document.

If you would like to reuse a document, you can click 'Copy from existing' at the top of the page:



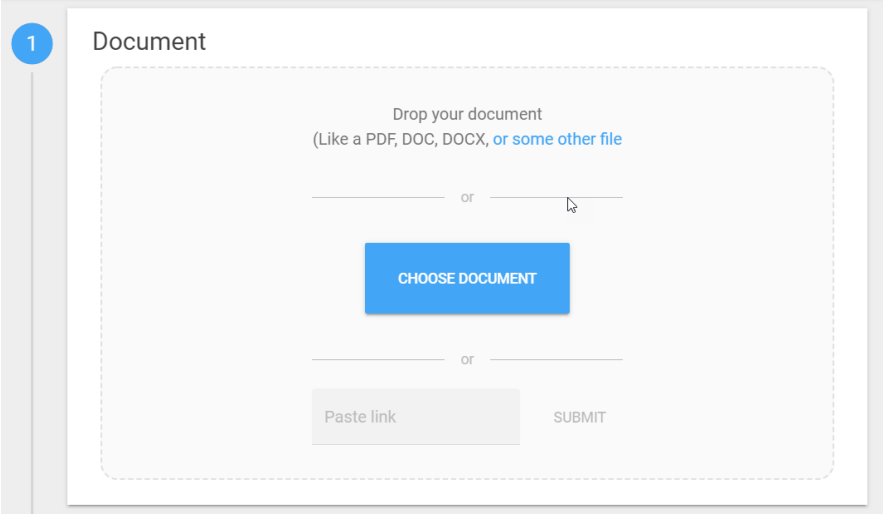
Here you will find previously added assigments within Interactive Document (both your own, as well as those of other teachers who have worked with Interactive Document).



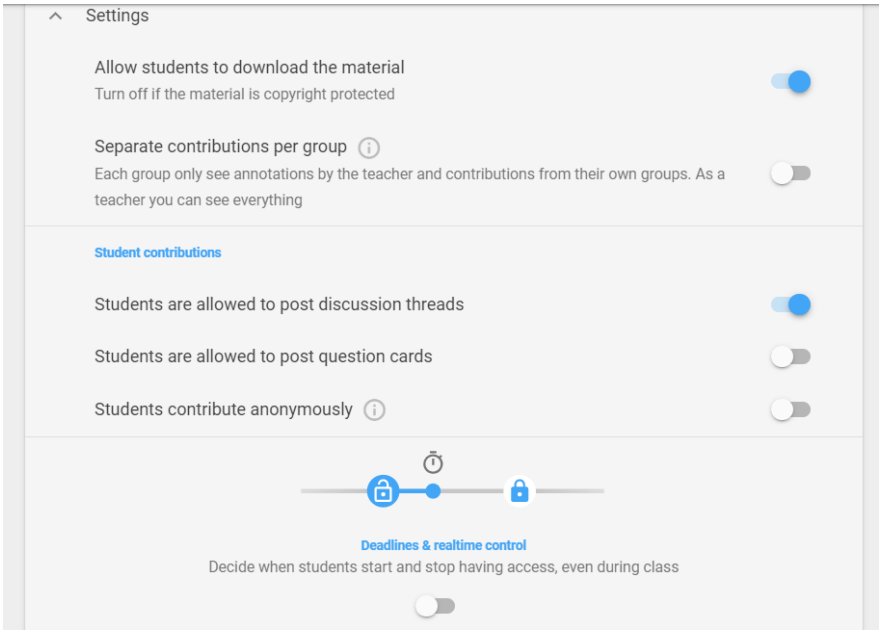
If you want to create a new assignment, it works as follows:

Click on 'Choose document' and browse to the file on your PC. Alternatively, you can place a link to the pdf-document in the 'Paste link' field.

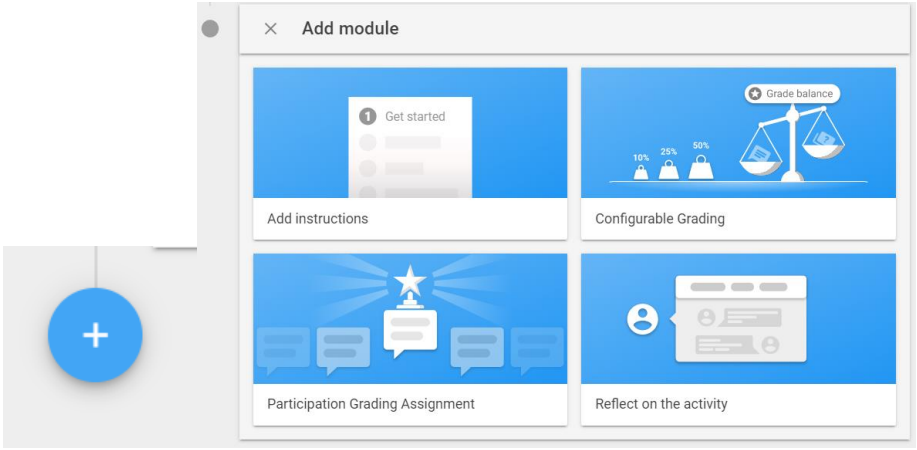
Please note that in this case it must be publicly available, otherwise FBF cannot load it.



You will then see a preview of your document. You can change the settings via the 'Settings' button. Here you can set when the document is visible, whether students can download the document, whether the annotations of students are visible per group or for the entire course, whether students can (anonymously) post comments and whether they can post practice questions. Click on the information icon to get more info on certain settings.



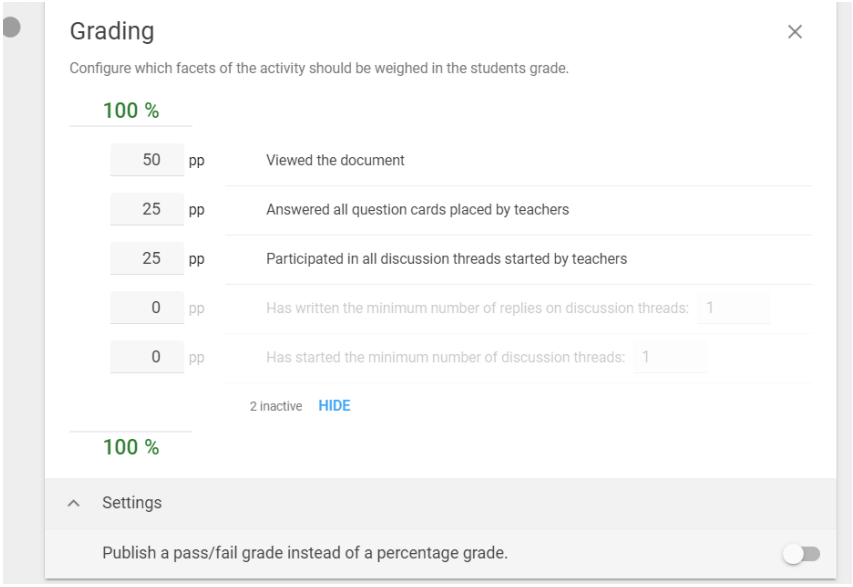
By clicking the blue plus sign, you can add instructions to the assignment and you can specifiy how the grading works for the assignment.



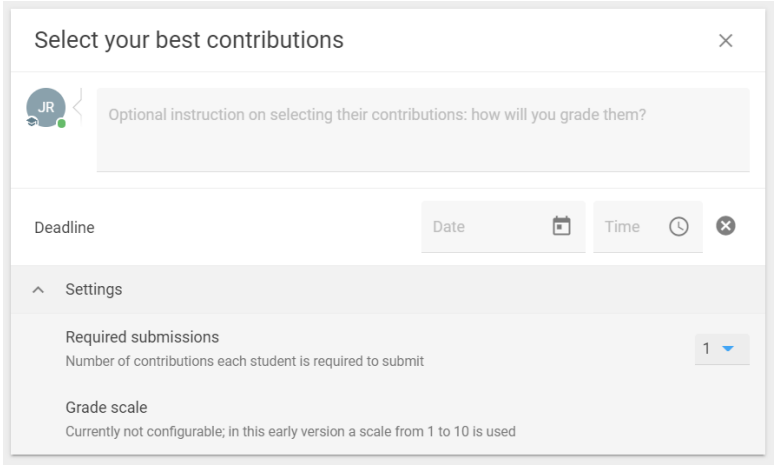
Add instructions

In the instruction, you can communicate what you expect from your students. A text field will appear at the top, where you can write that down.

Configurable Grading
If you click on 'Configurable Grading', you can specify how you want to grade the students. There are six options, to which you can assign different weights, based on percentages. Make sure the weights always add up to a 100%. You can also choose to only assign a pass or fail. In this case, students must achieve a certain number of points to 'pass' the assignment.

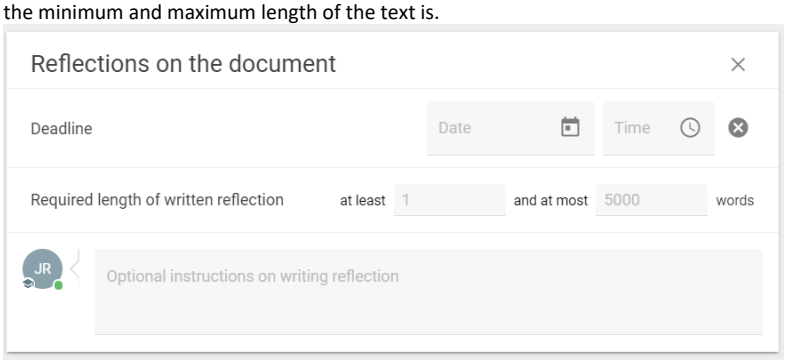


Participation grading assignment
If you pick this option, a new section will apear above "Received Reviews":



Students should indicate here what their best feedback is on the document they read. You can indicate under "Required submissions" how many best documents they should indicate. The option is suitable if you, as an instructor, do not want to read all the comments, but want to get a global overview of the feedback that has been given.

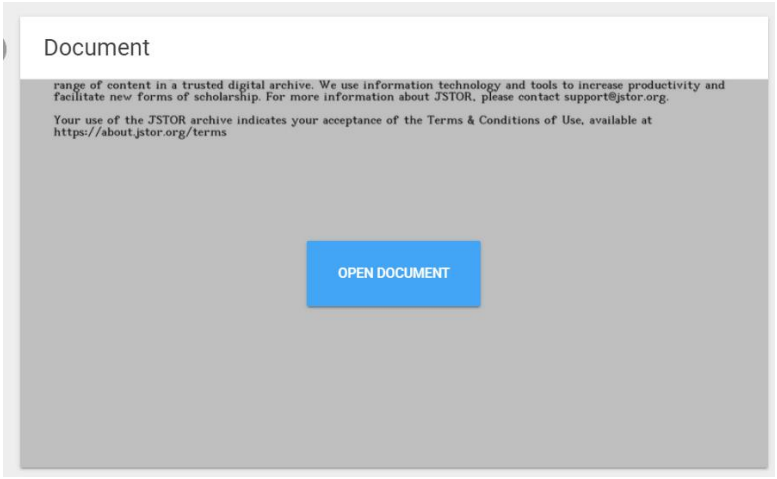
Reflections on the document
In reflections on the document, you can set when the student should have added a reflection, and what the minimum and maximum length of the text is.



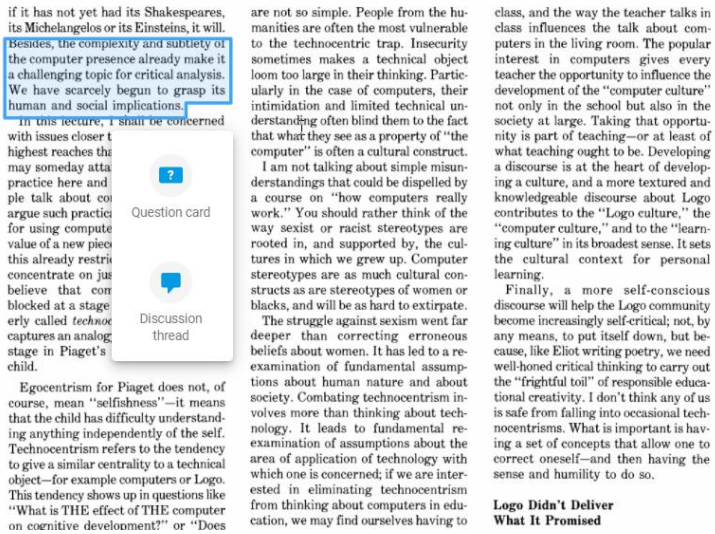
If you have set all the right settings, you can click the 'Save' button in the top right of the screen.

3.2 Adding questions and comments for students

Once you have clicked 'Save', you will see an overview of your document. To add questions and comments, click on 'Open document' next to the document.



You will now enter an environment where you can read the document. Here you can add your questions and comments for the students. You do this at a point in the text that you specify. To specify a point in the tekst, select a sentence, word or piece of text with your mouse. Then the option to add a question ('question card') or comment ('discussion thread') appears.



if it has not yet had its Shakespeares, its Michelangelos or its Einsteins, it will. Besides, the complexity and subtlety of the computer presence already make it a challenging topic for critical analysis. We have scarcely begun to grasp its human and social implications.

In this lecture, I shall be concerned with issues closer t highest reaches tha may someday atta practice here and ple talk about co argue such practic for using compute value of a new piec this already restri concentrate on jus believe that con blocked at a stage erly called *techno* captures an analog stage in Piaget's child.

Egocentrism for Piaget does not, of course, mean "selfishness"—it means that the child has difficulty understanding anything independently of the self. Technocentrism refers to the tendency to give a similar centrality to a technical object—for example computers or Logo. This tendency shows up in questions like "What is THE effect of THE computer on cognitive development?" or "Does

are not so simple. People from the humanities are often the most vulnerable to the technocentric trap. Insecurity sometimes makes a technical object loom too large in their thinking. Particularly in the case of computers, their intimidation and limited technical understanding often blind them to the fact that what they see as a property of "the computer" is often a cultural construct.

I am not talking about simple misunderstandings that could be dispelled by a course on "how computers really work." You should rather think of the way sexist or racist stereotypes are rooted in, and supported by, the cultures in which we grew up. Computer stereotypes are as much cultural constructs as are stereotypes of women or blacks, and will be as hard to extirpate.

The struggle against sexism went far deeper than correcting erroneous beliefs about women. It has led to a reexamination of fundamental assumptions about human nature and about society. Combating technocentrism involves more than thinking about technology. It leads to fundamental reexamination of assumptions about the area of application of technology with which one is concerned; if we are interested in eliminating technocentrism from thinking about computers in education, we may find ourselves having to

class, and the way the teacher talks in class influences the talk about computers in the living room. The popular interest in computers gives every teacher the opportunity to influence the development of the "computer culture" not only in the school but also in the society at large. Taking that opportunity is part of teaching—or at least of what teaching ought to be. Developing a discourse is at the heart of developing a culture, and a more textured and knowledgeable discourse about Logo contributes to the "Logo culture," the "computer culture," and to the "learning culture" in its broadest sense. It sets the cultural context for personal learning.

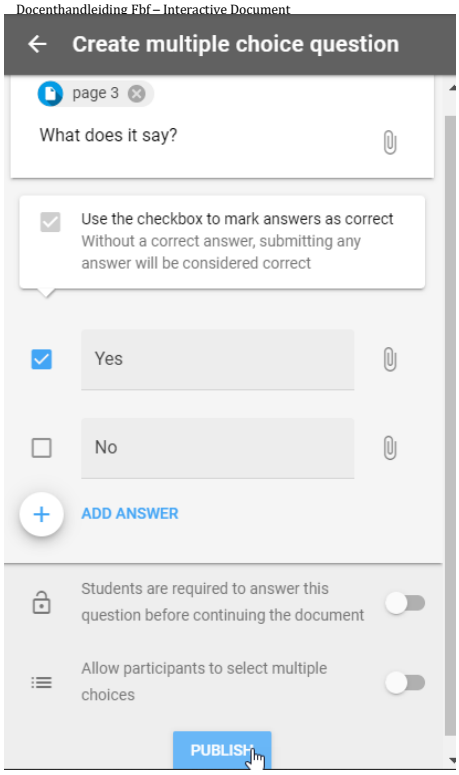
Finally, a more self-conscious discourse will help the Logo community become increasingly self-critical; not, by any means, to put itself down, but because, like Eliot writing poetry, we need well-honed critical thinking to carry out the "frightful toil" of responsible educational creativity. I don't think any of us is safe from falling into occasional technocentrisms. What is important is having a set of concepts that allow one to correct oneself—and then having the sense and humility to do so.

Logo Didn't Deliver What It Promised

If you want to add a question, you can choose between a multiple-choice question or an open-ended question. If you choose a multiple-choice question, the menu below will appear.

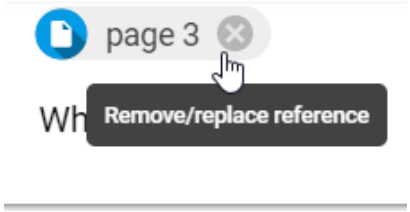
Here you can enter the question and the possible answers. By clicking on the paperclip next to the question and/or the answers, you can add an image. You can also set a number of other things at the bottom of this menu. For example, you can indicate that students must answer the question in order to continue reading or that they can fill in multiple answers. By checking the boxes next to the answers, you can select which answers are correct.

If you then click 'Publish', the question will be saved.

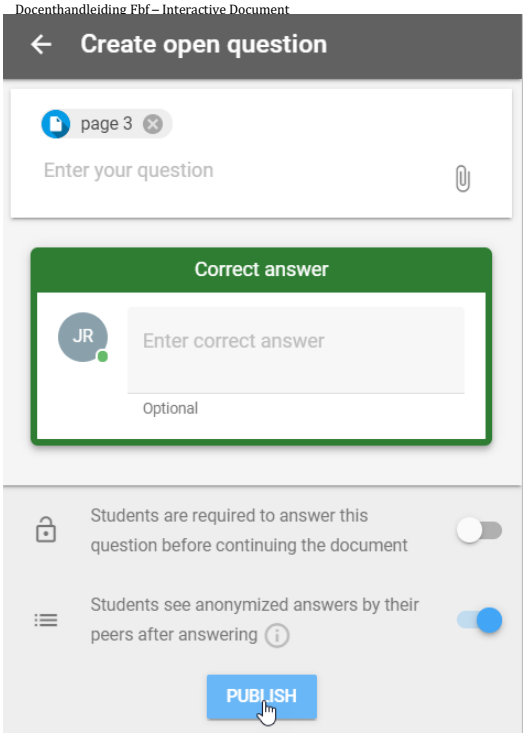


If you still prefer to add the question to another section of text, you can click on the cross near the button below. This allows you to select a new part of the text.

If you then click 'Publish', the question will be saved.



If you choose to create an open-ended question, the menu will look like this:



Here you can specify the question and answer. Students can then judge for themselves whether they had the question 'right', 'almost right', or 'wrong'. You can also choose not to fill in an answer, for example for opinion questions. With the buttons at the bottom of the menu, you can again choose whether the question is mandatory before students are allowed to continue reading. You can also choose to have students see their peers' answers anonymously.

If you don't want your question to be linked to a particular section in the text, press the blue plus sign, at the bottom right of the screen. Then the questions will go across the entire text.

if it has not yet had its Shakespeares, its Michelangelos or its Einsteins, it will. Besides, the complexity and subtlety of the computer presence already make it a challenging topic for critical analysis. We have scarcely begun to grasp its human and social implications.

In this lecture, I shall be concerned with issues closer to earth: not with the highest reaches that computer criticism may someday attain, but with its daily practice here and now; with how people talk about computers when they argue such practical matters as policies for using computers in schools or the value of a new piece of software. Within this already restricted purpose, I shall concentrate on just one proposition; I believe that computer criticism is blocked at a stage that I think is properly called *technocentric*—a term that captures an analogy with the egocentric stage in Piaget's model of the young child.

Egocentrism for Piaget does not, of course, mean "selfishness"—it means that the child has difficulty understanding anything independently of the self. Technocentrism refers to the tendency to give a similar centrality to a technical object—for example computers or Logo. This tendency shows up in questions like "What is THE effect of THE computer on cognitive development?" or "Does Logo work?" Of course such questions might be used innocently as shorthand

are not so simple. People from the humanities are often the most vulnerable to the technocentric trap. Insecurity sometimes makes a technical object loom too large in their thinking. Particularly in the case of computers, their intimidation and limited technical understanding often blind them to the fact that what they see as a property of "the computer" is often a cultural construct.

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class, and the way the teacher talks in class influences the talk about computers in the living room. The popular interest in computers gives every teacher the opportunity to influence the development of the "computer culture" not only in the school but also in the society at large. Taking that opportunity is part of teaching—or at least of what teaching ought to be. Developing a discourse is at the heart of developing a culture, and a more textured and knowledgeable discourse about Logo contributes to the "Logo culture," the "computer culture," and to the "learning culture" in its broadest sense. It sets the cultural context for personal learning.

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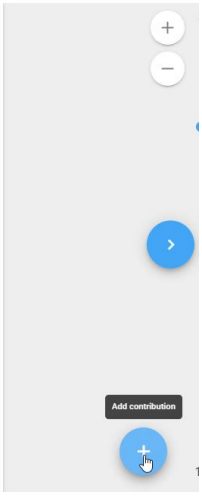
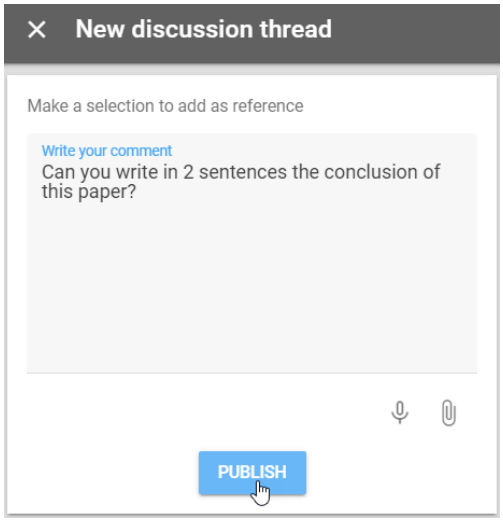
Logo Didn't Deliver What It Promised

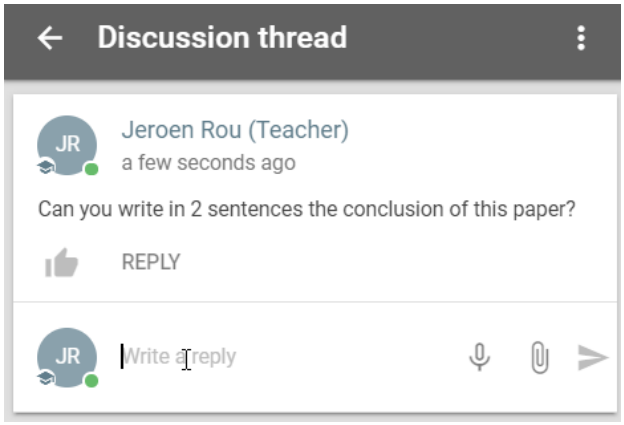
The following discussion of a "poor way" to talk about Logo will sharpen



In the same two ways, you can add comments ('discussion thread'), i.e. by clicking on the blue plus sign or by selecting part of the text. You will then see the following menu:



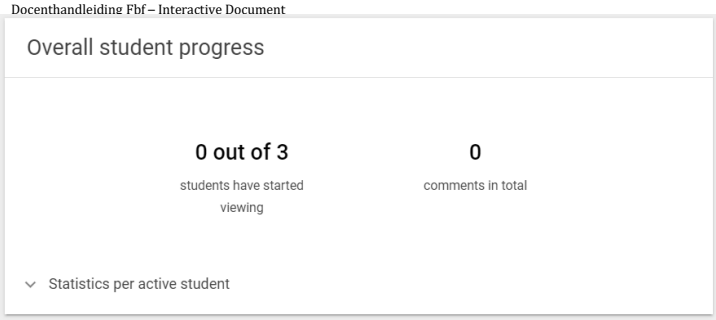
If you have written your comments and click on 'publish', the comment will have been added. Students can then also comment on it and start a discussion thread. It will look like this:



Once you have done all of this according to your own didactic understanding, you can return to the overview by clicking on the arrow at the top left of the screen.

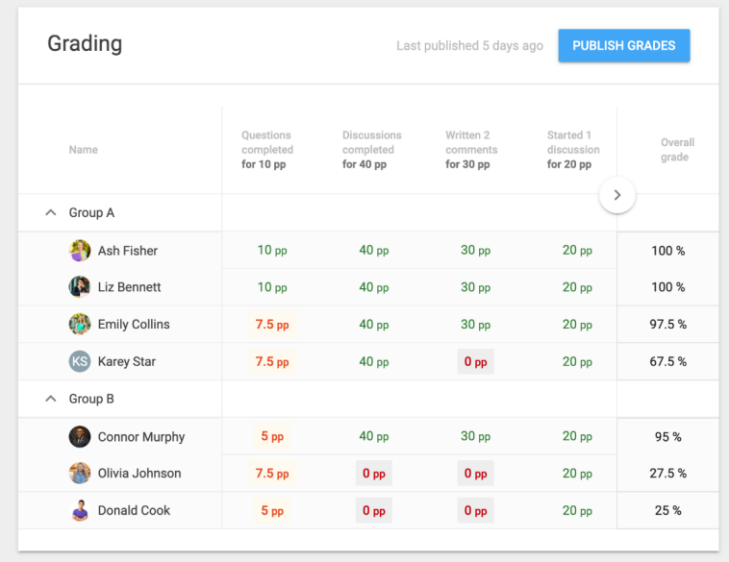
3.3 Reviewing Student's Work

There are several ways to review students' work. To view the questions and comments from students, you have to navigate to the screen from which you can add comments and questions. That is where you will find all of the comments and question from students. At the main screen of the assignment, you can also see some statistics. This looks like this:



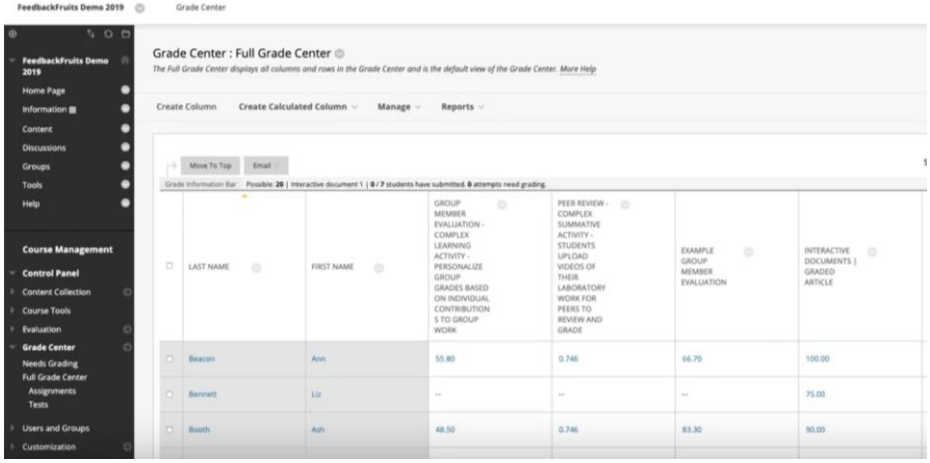
By clicking on 'Statistics per active students', you can access more info about individual students.

If you have grading turned on, you can review the grades at the bottom of the overview screen, after the deadline is passed. This will look as follows:



By clicking 'Publish Grades', the grades will get synchronised with Blackboard.

Then the grades will be visible in 'Grade Center' -> 'Full Grade Center' in Blackboard. Here you will see all the grades together in a table. It will look like this:


FeedbackFruits Demo 2019
Grade Center
FeedbackFruits Demo 2019
Home Page
Information
Content
Discussions
Groups
Tools
Help
Course Management
Control Panel
Content Collection
Course Tools
Evaluation
Grade Center
Needs Grading
Full Grade Center
Assignments
Tests
Users and Groups
Customization
Grade Center : Full Grade Center
The Full Grade Center displays all columns and rows in the Grade Center and is the default view of the Grade Center. More Help
Create Column
Create Calculated Column
Manage
Reports
Move To Top
Email
Grade Information Bar
Possible: 20 | Interactive document 1 | 0 / 7 students have submitted, 0 attempts need grading.
LAST NAME
FIRST NAME
GROUP MEMBER EVALUATION - COMPLEX LEARNING ACTIVITY - PERSONALIZE GROUP GRADES BASED ON INDIVIDUAL CONTRIBUTION S TO GROUP WORK
PEER REVIEW - COMPLEX SUMMATIVE ACTIVITY - STUDENTS UPLOAD VIDEOS OF THEIR LABORATORY WORK FOR PEERS TO REVIEW AND GRADE
EXAMPLE GROUP MEMBER EVALUATION
INTERACTIVE DOCUMENTS | GRADED ARTICLE
Beacon
Ann
55.80
0.746
66.70
100.00
Bennett
Liz
--
--
--
75.00
Booth
Ash
48.50
0.746
83.30
90.00

4. Contact

If you have further questions or need support in using FBF Interactive Document, feel free to reach out to us. If you have any questions or suggestions about this guide, reach out to us as well.

Practical support

Teaching Support Desk
Adress: Universiteitsbibliotheek Uithof, second floor, red desk

Hours: Mo – Fri, 8.30u - 17.00u

Phone: 030 253 2197
E-mail: teachingsupport@uu.nl
Website: https://educate-it-uu.sites.uu.nl