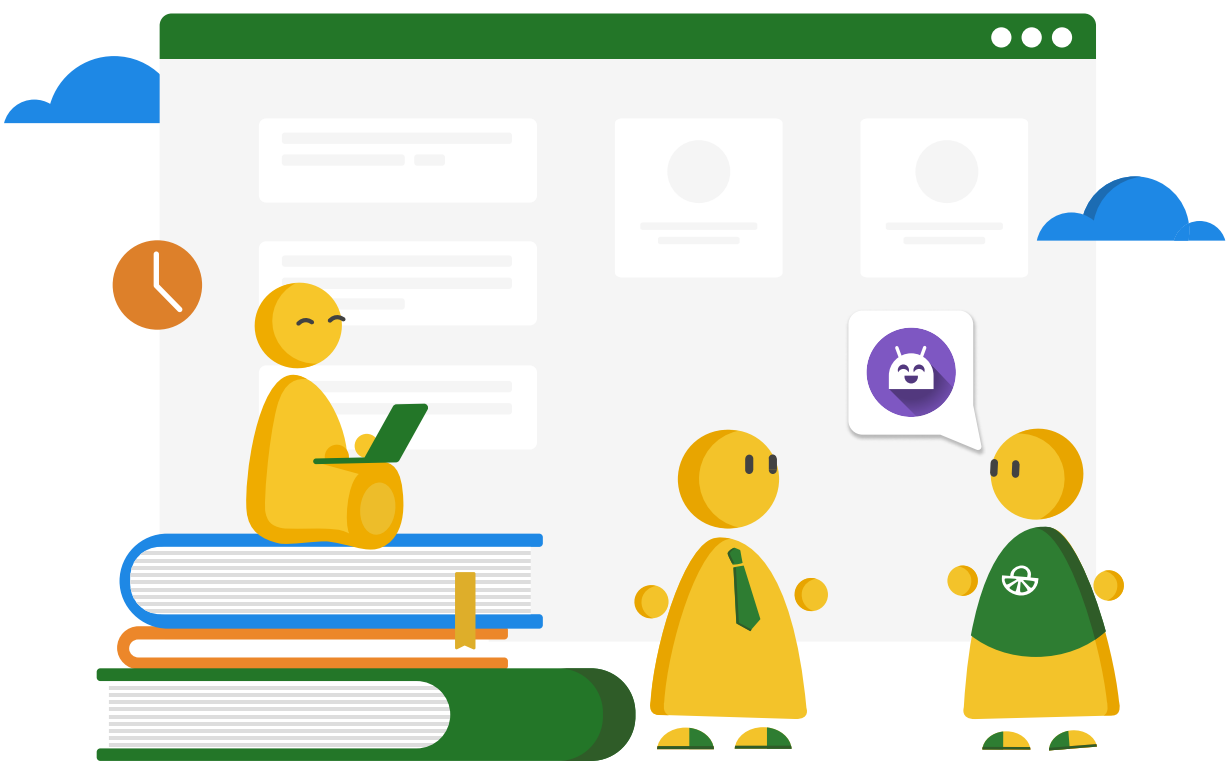
FeedbackFruits

Enriching teaching and learning in Brightspace: Success stories

How 5 institutions implemented active learning for pedagogical innovation with FeedbackFruits



Introduction

In recent years, the higher education sector has experienced an unprecedented concentration of disruptions. The world of higher education has irrevocably changed and none of the new developments – be it **the digitalization of education, HyFlex modalities, or the use of AI in the classroom** – are going away. It becomes crucial for to be both equipped with effective long-term strategies and always ready to adapt to the unexpected.

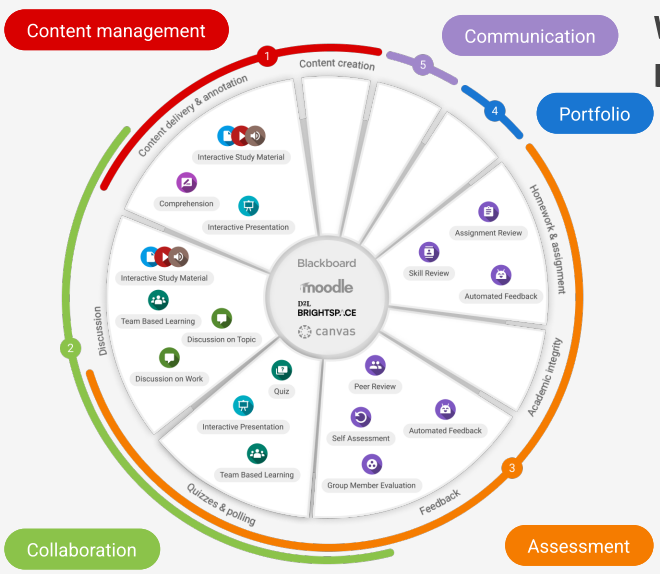
There is no easy solution to this challenge, but one thing is a given: **a robust, harmonized, and flexible digital learning ecosystem** that helps track key objectives, offers timely support to students and staff, and stays at the forefront of educational innovation without repleting all available time and resources. Learning Management Systems (LMSs) such as Brightspace allow institutions to **keep their campuses connected, manage their courses,** and **practice continuous improvement with data and analytics**.

Afterward, it is crucial to **add a pedagogical layer** – with LMS-integrated solutions such as FeedbackFruits, educators and learning designers can easily cultivate world-class pedagogies for any course size and modality, thus **promoting inclusive teaching, skills development, and an engaging learning community**.

However, in practice, taking advantage of educational technology can prove challenging. There is a clear need for tested strategies and experiences of successful implementation. We created this brochure to meet this need and showcase several **stories of institutions that effectively leveraged their Brightspace environments along with pedagogical tools** to address the most pressing challenges in the higher education sector and drive more innovative, equitable, and engaging learning.

What is FeedbackFruits?

An all-in-one, Brightspace-integrated tool suite that supports a wide range of learning activities, such as social annotation, peer feedback, or team-based learning.



With seamless LTI 1.3 and API Brightspace integration:

- No extra login needed
- Automatic Brightspace groups and gradebook synchronization
- Create FeedbackFruits activities in Brightspace with one click

We collaborate with 100+ higher education institutions to drive pedagogical innovation in Brightspace. This brochure highlights how 5 of these institutions implemented active and collaborative learning with FeedbackFruits.

Challenge 1

Ensuring consistently high quality and engagement in all modalities

Hybrid learning and online education demand careful thought to ensure accessible and engaging course design. It is said that the 'guide-on-the-side' is replacing the 'sage-on-the-stage', and this also holds true for long-format Zoom lectures and passive discussion activities. Designing an engaging course requires creating space for students to interact with course material.

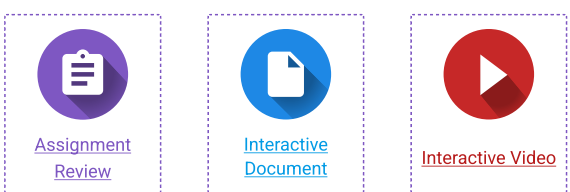
This can result in a higher level of engagement, developing critical thinking, argumentation, and analytical abilities - in other words, essential 21st-century skills.

FeedbackFruits aims to facilitate the implementation of diverse pedagogies in Brightspace and optimize them for any learning modality – online, in-person, and hybrid, synchronous and asynchronous.

Promoting engagement in hybrid courses at Central State University

After Central State University decided to expand its hybrid and online course offerings, many instructors experienced difficulties with maintaining student engagement and participation, as well as the ability to provide rich, detailed feedback to all students, especially across timezones. To overcome these challenges and create opportunities for meaningful interaction, the instructors sought out solutions that would streamline assessment and facilitate social annotation in Brightspace.

With FeedbackFruits' Interactive Document, Interactive Video, and Assignment Review, the instructors could achieve these goals.



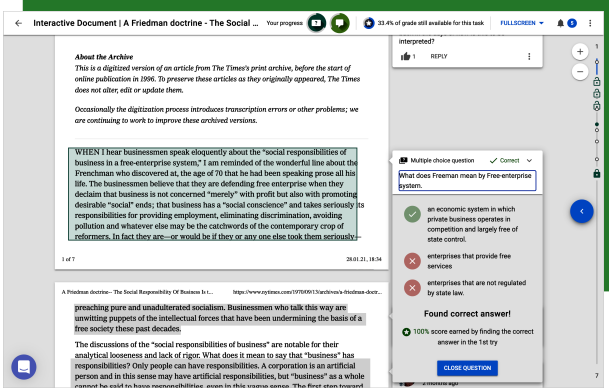
> It helps me give more feedback to students as I can see how they've encountered it. Learning analytics are useful to see what they understand, also to get direct comments from students to see what they understand. It redirects the way you approach the next week.

DR. ELIZABETH JOHNSON
Professor at Central State University

Furthermore, the tools automated the grading process and provided detailed insights into the students' progress and completion of the assignments. As a result, the instructors saved plenty of time on student oversight and grading and the students' engagement and critical thinking skills increased.

Learn more about Central State University's story here

Instructors uploaded reading materials into Interactive Document, allowing students to highlight interesting passages, raise queries over particular sections, and collaboratively address issues in the text



Instructors access students' learning analytics within FeedbackFruits, directly from Brightspace

Questions	Answering score	Skip rate	Answers
All questions	40%	1%	
Is text about new technologies?	75%	13%	Most picked option: **A** (100%), 'Yes'
Predictive research vs design-based ...	75%	0%	Most picked option: **A** (86%), 'first'
What is the correct answer?	38%	0%	Most picked option: **A** (50%), 'A'
Which of the following options relate...	49%	0%	Most picked option: **A** (33%), 'Analysis
This is the question	25%	0%	2 written answers (25% self-score
MC question	0%	0%	
what is the correct answer?	44%	0%	5 written answers (44% self-score
How would you explain a best practic...	31%	0%	8 written answers (31% self-score

Challenge 2

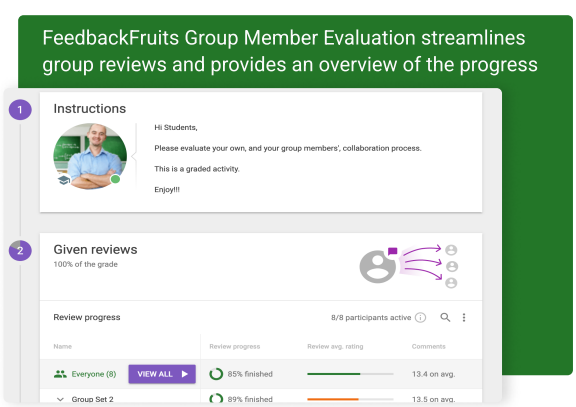
Scaling effective peer feedback and assessment

There has been a major shift in the role of assessment in higher education, characterized as a move away from assessment “of” learning to assessment “for” learning. To generate and process information, assessment for learning relies on not only summative, but formative assessment approaches such as peer feedback, self-reflection, or group evaluation.

As courses are moving towards the online/hybrid format, it can be challenging to implement formative assessment. Lack of physical contact might result in uneven participation, as well as lower motivation and accountability, not to mention the time sink associated with setting up formative activities. This is not the case with FeedbackFruits tools, as our solutions can be mastered in no time thanks to the user-friendly interface.

Scaling asynchronous collaboration at Queen’s University

An effective transition to online learning at Queen’s University required a robust solution for large-scale peer feedback and group evaluation that would seamlessly integrate into Brightspace and offer a user-friendly, consistent experience.
FeedbackFruits’ Peer Review and Group Member Evaluation tools met these requirements and allowed the Queen’s instructors to scale their feedback and assessment.



Peer Review

Group Member Evaluation

> I just want to give a huge kudos to the FeedbackFruits team because they have been incredible with their support in every situation.

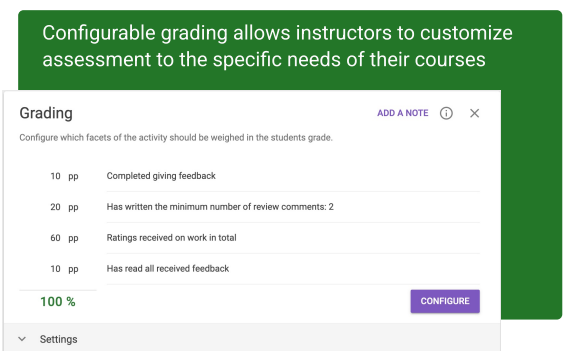
DANIELLE D'SOUZA
Educational Support Specialist, Queen's University

The complete Brightspace integration that supported single sign-on, as well as gradebook and groups synchronization saved plenty of time and the timely 24/7 support lowered the learning curve and assisted the educators with setting up the more complex assignments. As a result, the instructors were able to easily optimize their assessment activities and enjoy a deeper oversight into group dynamics.

Learn more about Queen's University's experience here

Optimizing group assessment at Georgia State University

With group work being an essential element of teaching and learning at Georgia State University, the institution's instructional designers wanted to ensure that students could evaluate their group members' performance for a more satisfying experience. Since Brightspace did not provide a dedicated group assessment tool, the educators decided to use FeedbackFruits' Group Member Evaluation.



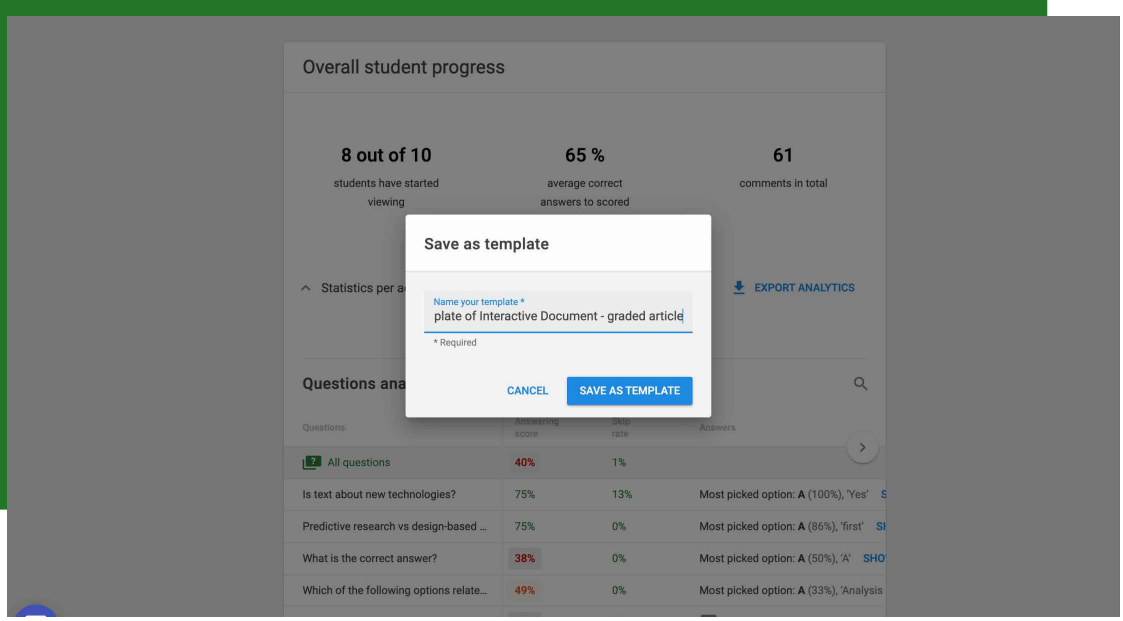
> I really like the flexibility when structuring the feedback. So many options, you get to structure it the way you want. I also like the fact that you're helping the students by telling them what criteria they look for. It's a lot more organized than merely having the students write whatever they want.

MUSTAFA ELSAWY
Instructional Technology Specialist, Georgia State University

With the seamless integration into their Brightspace environment, the instructors could easily implement a group evaluation activity in minutes, using the automatically synchronized groups, gradebooks, and calendar. Furthermore, the highly customizable nature of the tool allowed them to tailor the activity to each course's specific needs with optional features such as anonymity, review reading step, feedback-giving tips, or granular, adjustable grading options. Finally, the configurable feedback rubrics, transferable and shareable activities, and insights into group progress and dynamics contributed helped Georgia State University replicate established successes and optimize group work on a department level.

Learn more Georgia State University's story here

Shareable activity templates save plenty of time and allow educators to easily replicate successes



Challenge 3

Developing career-readiness skills

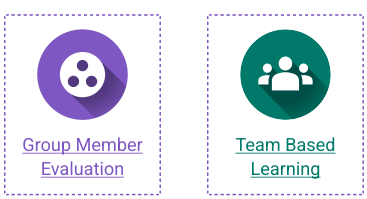
Employability and career readiness have moved to the forefront of course design and learning outcomes, as students increasingly emphasize the importance of employment prospects in selecting educational destinations. Whether it is online/ hybrid or in-person setting, faculties should go beyond transmitting information, and helping students develop their professional identity.

Though institutions are making great effort to accommodate student career preparedness, there are significant gaps left unaddressed, often due to a lack of time and resources. This is where technology-enhanced learning comes into play, by aiding instructors to create an environment that stimulates employability skills and prepares students for their future career.

Scaffolding authentic assessment for skills development at Deakin University

Dr. Tiffany Gunning, Senior Lecturer Curriculum Design and Development, and her team at Deakin University have been implementing a 2-year long, multi-faceted project to prepare students across a STEM-based faculty for the world of work and encourage lifelong learning. Teamwork, communication, and collaboration are recognized among the most essential skills to global employers.

With the goal to help students develop this skill set, the project scaffolded authentic assessment tasks, with a focus on self/peer assessment and team-based learning (TBL) to support student engagement and nurture their teamwork and collaboration skills. To develop this strategy, the Deakin team collaborated with FeedbackFruits and utilized the Team Based Learning and Group Member Evaluation tools.



> Self and peer assessment at our faculty has provided teaching teams with evidence of student engagement, as well as enabling students to hold each other accountable within the task.

DR. TIFFANY GUNNING
Senior Lecturer Curriculum Design and Development, Deakin University

For one course, students worked together on a real-world challenge, while the instructors took the role of manager and client. Using the Group Member Evaluation tool, elements of self, peer, and group assessment were issued to ensure accountability, reduce unequal participation, and stimulate self-regulatory skills. A four-level rubric was also presented to students, which reflected “the way that graduates will be assessed when they get into the world of work.”

For another course, the Deakin team moved from a paper-based model to the online model for the TBL activity, using FeedbackFruits Team Based Learning tool. The activity was designed following the main steps of the team-based learning process.

Learn more about Deakin University’s use case here

Team Based learning digitizes the traditionally pen-and-paper steps and synchronizes the scores with the Brightspace gradebook

Name	Individual Readiness Assessme... for 25 pp	Team Readiness Assessment Tes... for 75 pp	Overall grade
Group 10 ONLINE	20.8 pp	75 pp	
IR	16.7 pp	75 pp	91.7 %
LN	25 pp	75 pp	100 %
AO	25 pp	75 pp	100 %
TJ	20.8 pp	75 pp	95.8 %
SJ	25 pp	75 pp	100 %
SC	12.5 pp	75 pp	87.5 %

Challenge 4

Driving meaningful learning in the AI era

ChatGPT and other AI tools have no doubt taken the higher education sector by storm, with their ability to generate full essays, scripts, discussion prompts, even entire novels. Institutions are going through a period of hardship, as faculties are unprepared regarding both policy and pedagogy to address the impact of AI. Educators express concern over the negative impact of tools such as ChatGPT on learning.

As AI is here to stay, thorough understanding and proper skills to utilize this technology are of great importance. Instead of considering AI as a threat, faculties need to explore its potential and help students navigate it. How can institutions work with AI and integrate it into the learning process? Faculties are in dire need of best strategies and examples of AI implementation.

> If we're worried about tools and technology taking over and defeating us, that's the wrong way to think about it. We need to think about humans and technology working together. So we've got to figure out how to work with AI technology.

JOHN FITZGIBBON
Associate Director for Digital Learning Innovation in CDIL at Boston College

Generating personalized feedback with AI at Avans University of Applied Sciences

As part of an industrial engineering program at Avans University of Applied Sciences, the students were required to write a series of 3 emails to the management board at a company and receive feedback from instructors. However, providing high-quality feedback for each student in a large cohort proved very time-consuming.

That's why Avans decided to use FeedbackFruits Automated Feedback.

Automated Feedback

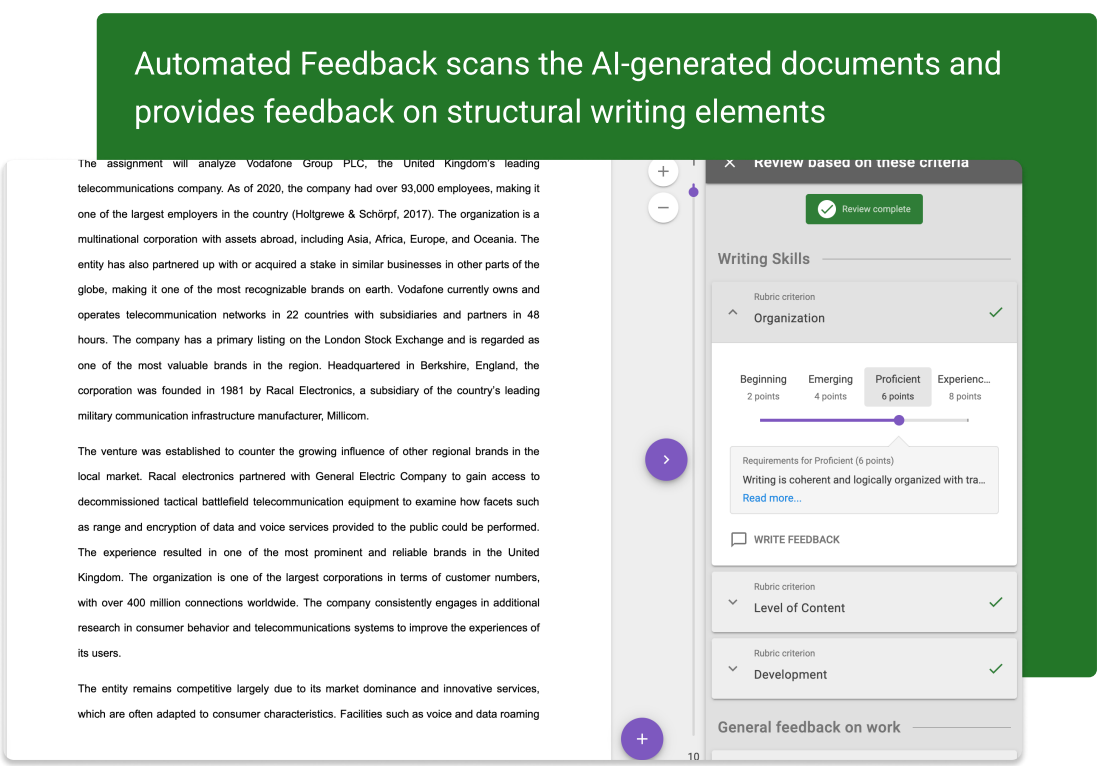
> The tool helps us to see students, to see where they're at and who we might need to contact to offer more help.

ROSALIND VAN AALEN
Avans University of Applied Sciences

Powered by AI, this tool generated instantaneous, personalized feedback on writing skills based on a set of criteria, which could then be used by students to improve their end product. For each of the email-writing activities in the first three weeks, students were able to use Automated Feedback to gain instantaneous feedback suggestions on criteria such as sentence length, punctuation, wording, and word count, among others – all in their Brightspace environment.

The Avans educators appreciated the tool's accessibility, consistency of grading, and visibility of students' progress. Furthermore, instant, formative feedback generated by the tool encouraged students to take responsibility for their own learning process, while saving instructors time from several manual tasks.

Automated Feedback scans the AI-generated documents and provides feedback on structural writing elements



Let's drive educational transformation **together**!

Building harmonized, future-proof digital learning ecosystems is no easy task. FeedbackFruits wishes to be the institutions' sidekick, and to equip our heroes with the best educational equipment to face any challenge and drive continuous improvement.

Do you want to enrich your Brightspace environment with our pedagogical solutions?

Our specialists can help you find the right strategy and tools to support your use case.

GET IN TOUCH WITH US >