Getting every student ready for every class

PAEE/ALE 2021 — International Conference on Active Learning in Engineering Education
July 7, 2021
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Natasha van Hattum-Janssen: “As a teacher, I also noticed that many students are very slow readers. Because of lack of practice in their childhood, poor education [...] students hardly practice their reading skills and take much longer than students did 20 years ago to read the same text. Becoming a more experienced reader and in that way a much faster reader would make their lives much easier...”
Goal of this session

demonstrate how to integrate Perusall in your teaching approach
information transfer

sense-making
Perusall Feedback — Pedagogy

- motivating students
- instructor involvement
Motivating students

Helena Alburquerque: “How to make students read the documents before the class? They don’t do that”

Julia Thomazoni: “I think it’s really difficult to start this... because some students don’t do what it’s requested at home.”
Motivating students

Pedro Ferreira: “I think this is an important aspect of the process. Connecting the strategy used in class with the assignment. I wonder if a poor connection between these two would lead to the same results?”

Miguel Roma Romero: “A well designed assessment (or evaluation) is always relevant ([..]If I want you to read, I will assess your reading...). “
class test results

percent of students

number of chapters missed before class

0 1 2 3 4 5 6

80 60 40 20 0
class test results

close to 95%!
Motivating students

Miguel Roma Romero: “I would like to share an idea: maybe students are not reading (as much as we would like) because they do not feel they have to. Working under some frameworks (project based learning, for instance, with properly designed projects...), will make readings a must for project development. If reading becomes a necessity to move forward in the task, then this will not be an issue anymore.”
Reading Assignment Overview

Because there are no lectures in AP50, you will be using Perusall to familiarize yourself interactively with the basic content of the course. You will do so by reading one chapter per week from a textbook that evolved from a set of lecture notes for an introductory physics course. The textbook, *Principles and Practice of Physics* (Eric Mazur, Pearson 2015) is available at no cost in Perusall. If you want a printed copy, you can purchase the book via one of the many online textbook vendors, but this is neither required nor necessary.

The Perusall platform permits you to interact asynchronously with other students in the class and help each other build a deeper understanding by annotating and discussing the material within the context of the text you are reading.

If you haven’t yet done so, watch this [short introductory video](#) about Perusall before proceeding.

Purpose of the reading assignments

The goal of the reading is to gain sufficient knowledge to be able to participate in subsequent activities in a meaningful way — just as a lecture would (but now you can do it at your own convenience and pace, and you can interact with others). The goal is not to master every little detail — the other activities are designed to reinforce your understanding of the important principles before you begin to apply them in the projects. There is no need to memorize any of the information in the text, as you will always have access to it. Therefore you can focus on understanding, rather than memorizing.

Fostering a community of learners in Perusall

Perusall is your space and provides a good opportunity to create happenstance encounters and build an online community of learners. The teaching team will not participate in the discussions in Perusall, although to help facilitate and bootstrap both the conversation and your critical thinking about the material, we will pre-annotate the chapters in Perusall with a number of questions that students in previous years have asked. The Perusall Curators Program, however, permits some of the most burning lingering questions or points of confusion to be transferred to the #perusall-loose-ends channel on Slack, where everyone, including members of the teaching team, can join in on a conversation.

With this space on Perusall for interacting with others also comes the responsibility of maintaining professionalism. It is important to always behave respectfully, even with conflicting view points. While there is no moderation of the annotations on Perusall, you can anonymously report an annotation if you deem it to be inappropriate or plagiarized. Click the small ‘hazard’ triangle underneath the annotation and the annotation will be removed until it is reviewed by the teaching team.
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Purpose of the reading assignments

The text of the reading is meant to be sufficient knowledge to be able to participate in subsequent activities in a meaningful way — just as a lecture would be. It is also intended to help you check your understanding. Overall, the aim is not to master every little detail — the other activities are designed to reinforce your understanding of the important principles before you begin to apply them in the projects. There is no need to memorize any of the information in the text, as you will always have access to it. Therefore you can focus on understanding, rather than memorizing.

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Instructor involvement

Cristina Gimenez Elorriaga: “Flipped class required much more effort from the teacher, right?”

Marco Antonio Garcia de Carvalho: “This requires a big change in course planning.”
Instructor involvement

How I prepared myself
Perusall Feedback — Technology

- scoring
- grouping
- content
Scoring

Rui M. Lima: “Is the instructor that evaluates if the annotations are thoughtful?”

Walter Aoiama Nagai: “Which engagement characteristics are analyzed?”

Jesús Armengol: “The grading algorithm could be adapted?”
Jesús Armengol: “Technical question: Teachers have the possibility of organizing groups?”
Sonia Carvalho: “We may use books from other languages besides English?”

Walter Aoiama Nagai: “Are only English textbooks permitted?”
Valquiria Villas-Boas: “My institution has access to a Virtual Library that is provided by a group of Publishing companies. Is that possible to use the e-books in Perusall? Or Persuall has its own Virtual Library?”

Paula Morais: “Yes this seems a very interesting platform. A more practical question — is it free?”
Documents you can use with Perusall

• PDF, Word, html, or ePub files (free)
• video—YouTube, Vimeo, Google Drive, Dropbox (free)
• open access material (free)
• source code with syntax highlighting (free)
• books (purchased by students or institution)
Reflection

• asynchronous preparation
• synchronous time for discussion
Reflection

• asynchronous preparation
• synchronous time for discussion
• dig deeper post-session
Dear Eric,

Perusall adoptions have grown quickly across disciplines worldwide. Instructors have shared many creative pedagogical strategies with us so we thought it was time to provide a forum for our community to share best practices and creative solutions for engaging students in online learning. We are pleased to announce Perusall Exchange 2021.

Perusall Exchange 2021
An event for innovators in teaching
May 17-28, 2021

The Perusall Exchange 2021 will be held within the Perusall platform to permit asynchronous discussion with and between participants. The event will also include virtual, synchronous exchanges of ideas between presenters and participants.

We are now accepting proposals at exchange@perusall.com. Our theme is Transforming Teaching and Learning with Perusall. Proposals should be no more than 400 words or two minutes in length if submitted in video form. Submissions should emphasize the intersection between pedagogy and Perusall e.g., how to implement. The deadline for proposals is May 10, 2021.

Perusall
Upgrading to Instructor Account

• log in to your Perusall Account
• click “Enroll in Course”
• enter code: VVTQIBJNVK
for a copy of this presentation:

mazur.harvard.edu

additional resources in Perusall course

also see bit.ly/fliponline

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