Transform your teaching with Perusall

Workshop
November 5, 2020
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Goal of this session

demonstrate how to integrate Perusall in your teaching approach
information transfer

sense-making
Icebreaker – Meet your team!

Discuss pre-assignment on Perusall

(& write down # of breakout room)
Icebreaker – Meet your team!

Joining Learning Catalytics

learningcatalytics.com/demo
Joining Learning Catalytics

Join live session

Participate in a poll that is taking place in your class now.

86693933

Join

Session ID
Joining Learning Catalytics

once you are in breakout room:

Enter the name of your team. Make sure that everyone

Team name: 23

✓ OK

# of breakout room!
Joining Learning Catalytics

Session: 86693933

Warning: Grades will not be recorded when you log in with this demo account. Please log out and log in again with your Learning Catalytics account username and password.

You have joined the session; your team currently consists of:

<table>
<thead>
<tr>
<th>23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lukoff, Brian</td>
</tr>
<tr>
<td>Miller, Kelly</td>
</tr>
</tbody>
</table>

Please wait for your instructor to start the individual round.

Current team: 23 🐥 Change team 📧 Send a message to the instructor 🔄 Join another session
Joining Learning Catalytics

**Session: 86693933**

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This is the individual round; work on these questions on your own.

many choice question

Teaching by questioning, as described in the Science article you read has the following advantage(s) over the traditional lecture method (check all that apply)

A. Students engage in meaningful thinking during class time

B. Students become emotionally invested in the learning process

C. It provides an opportunity for the instructor to integrate technology (such as clickers) into the classroom

D. Students help each other resolve misunderstandings more effectively

E. Promotes memorization of factual questions

You may select zero, one, or many answers.

Submit response
Warning: Grades will not be recorded when you log in with this demo account. Please log out and log in again using your valid Learning Catalytics account username and password.

This is the team round. If you respond to a question, it will count for your entire team (you and Kelly Miller). Only one member of your team should respond to each question (otherwise it will count as multiple attempts).

For an assessment like this to work in an online setting which of the following must be true? (check all that apply)

A. The questions must have a correct answer.

B. The questions must not be so difficult that the best students can’t score 100% individually

C. Each of the questions must permit at least 3 choices

D. The instructor must make sure that the answers to the questions are not available on the internet.

E. The questions must involve thinking skills on Bloom’s taxonomy higher than memorization (understanding or higher).

F. The assessment must be low-stakes and frequent
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Show my team's responses

C, D, E, and F
Brian Lukoff
A, C, D, E, and F
Kelly Miller

many choice question

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Readiness Assurance

This is the team round. If you respond to a question, it will count for your entire team (you and Kelly Miller). Only one member of your team should respond to each question (otherwise it will count as multiple attempts).

Show my team's responses

1st attempt: 4 pts
2nd attempt: 2 pts
3rd attempt: 1 pt
4th attempt: solution revealed

many choice question

For an assessment like this to work in an online setting which of the following must be true? (check all that apply)

A. The questions must have a correct answer.
B. The questions must not be searchable. If we can’t score it, we can’t learn.
C. Each of the questions must permit at least 3 choices
D. The instructor must make sure that the answers to the questions are not available on the internet.
E. The questions must involve thinking skills on Bloom’s taxonomy higher than memorization (understanding or higher).
You have completed all of the questions.

5/5 questions attempted, 13.0/20 possible points in team round  

<table>
<thead>
<tr>
<th>Question</th>
<th>Individual Result</th>
<th>Points</th>
<th>Team Result</th>
<th>Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Correct</td>
<td>4.0</td>
<td>Correct (on attempt 1)</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>2</td>
<td>Correct</td>
<td>4.0</td>
<td>Correct (on attempt 2)</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>3</td>
<td>Incorrect</td>
<td>0.0</td>
<td>Correct (on attempt 1)</td>
<td>4.0</td>
<td>2.0</td>
</tr>
<tr>
<td>4</td>
<td>Correct</td>
<td>4.0</td>
<td>Correct (on attempt 2)</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>5</td>
<td>Incorrect</td>
<td>0.0</td>
<td>Correct (on attempt 3)</td>
<td>1.0</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>12.0</strong></td>
<td></td>
<td></td>
<td><strong>13.0</strong></td>
</tr>
</tbody>
</table>

**12.5**
Perusall Feedback

- instructor involvement
- motivating students
- copyright issues
Instructor involvement

Eva Herzig: “How much do you as an instructor get involved in the discussions? Do you let them run all by themselves?”
Instructor involvement

Steven Travelbee: “How can we ensure students responses, especially if they’re upvoted, are actually correct and leading to better understanding vs. just propagating misinformation? I doubt any professor could monitor the discussion 24/7.”
Instructor involvement

Steven Travelbee: “How can we ensure students responses, especially if they’re upvoted, are actually correct and leading to better understanding vs. just propagating misinformation? I doubt any professor could monitor the discussion 24/7. The “just like social media” aspect worries me — we’ve all seen how social media has worked to improve most people’s knowledge (I’m kidding of course).”
Student motivation
LUCIA WALSH: “This tool seems great for student interaction outside of the classroom. Do they need to be incentivised with any marks for contribution or do they normally engage by themselves?”

RICHARD LEIBY: “It seems to me that the key to success with this platform is the ability to motivate students to do the information pieces FIRST, before coming to class”
Student motivation

Shana Crosson: “I’m intrigued to know more about how Perusall uses AI to measure engagement, including mine!”

Mahalia Christina B. Marci: “Could you talk a little bit about the AI behind Perusall? How does it “score” comment quality?

Steven Travelbee: “Can these [grading] criteria be changed by the instructor?”
Student motivation

Dan Ehlke: “Have there been any instances of students ‘gaming’ the algorithm?”
Copyright issues

Cristina Inés Heras: “How do we manage copyright conflict? In case we want to share a textbook or article are we expected to ask for permission to publish here?”

Janet Rosenbaum: “Is copyright an issue? We’re supposed to be giving links to our library’s copies of published papers, rather than posting them. In practice, we often do post them, but officially it’s supposed to be links only.”
Reflection

• asynchronous preparation
• synchronous time for discussion
Reflection

• asynchronous preparation
• synchronous time for discussion
• dig deeper post-session
for a copy of this presentation:

mazur.harvard.edu

additional resources in Perusall course

also see  bit.ly/fliponline

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