

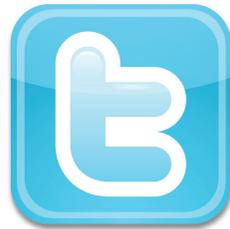
# Transform your teaching with Perusall



Webinar  
April 21, 2021



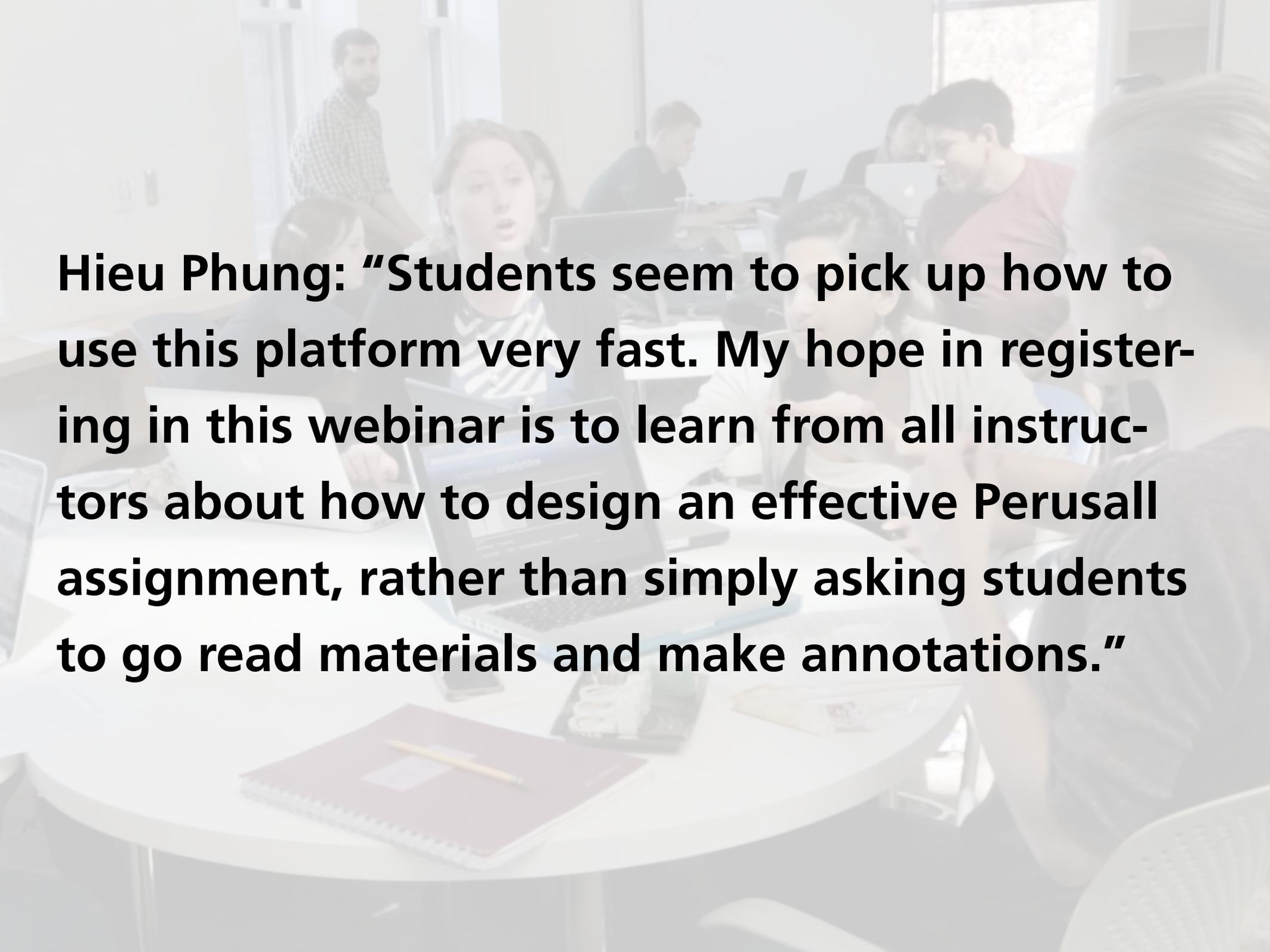
# Transform your teaching with Perusall



**@eric\_mazur**

Webinar  
April 21, 2021





**Hieu Phung: “Students seem to pick up how to use this platform very fast. My hope in registering in this webinar is to learn from all instructors about how to design an effective Perusall assignment, rather than simply asking students to go read materials and make annotations.”**

A group of people are gathered in a meeting room, sitting around a white table. Several laptops are open on the table, and a notebook with a pencil is visible in the foreground. The background shows more people working at desks. The text is overlaid on the image.

## **Goal of this session**

**demonstrate how to integrate Perusall  
in your teaching approach**

# Perusall Exchange 2021

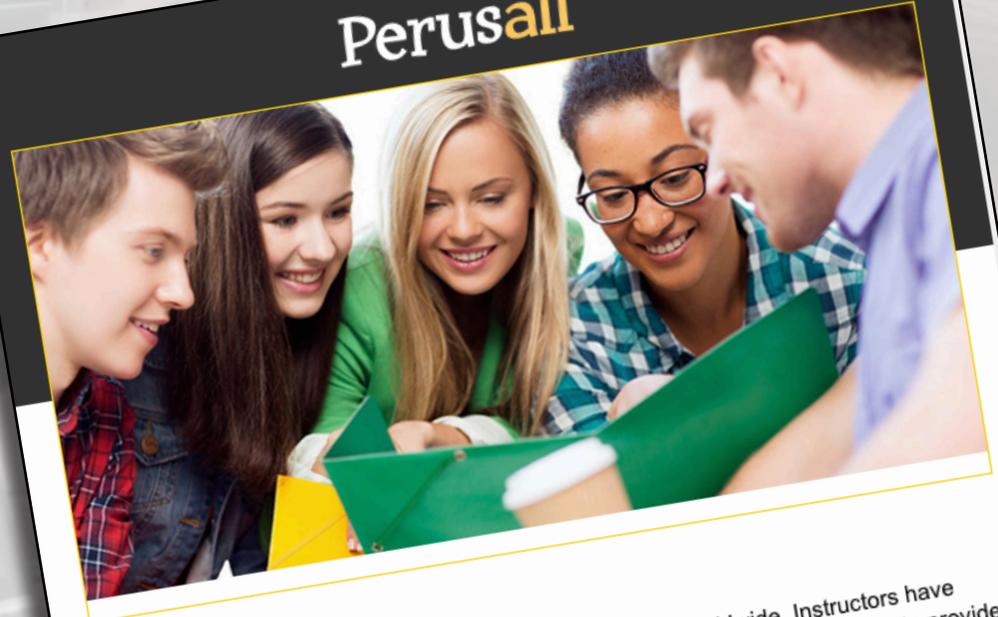
An event for innovators in teaching

May 17-28, 2021

May 17-28

[perusall.com/exchange](https://perusall.com/exchange)

Perusall



Dear Eric,

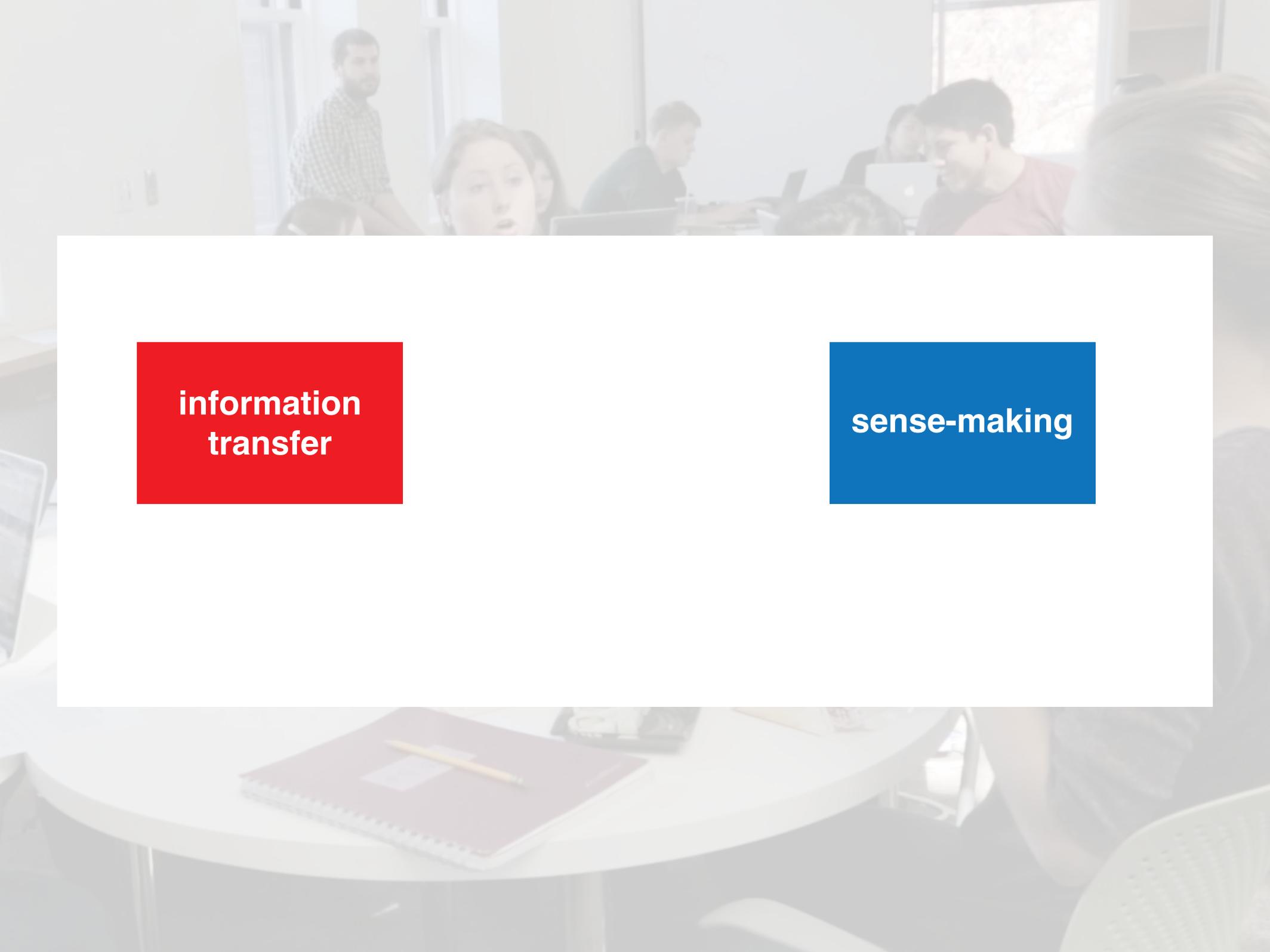
Perusall adoptions have grown quickly across disciplines worldwide. Instructors have shared many creative pedagogical strategies with us so we thought it was time to provide a forum for our community to share best practices and creative solutions for engaging students in online learning. We are pleased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

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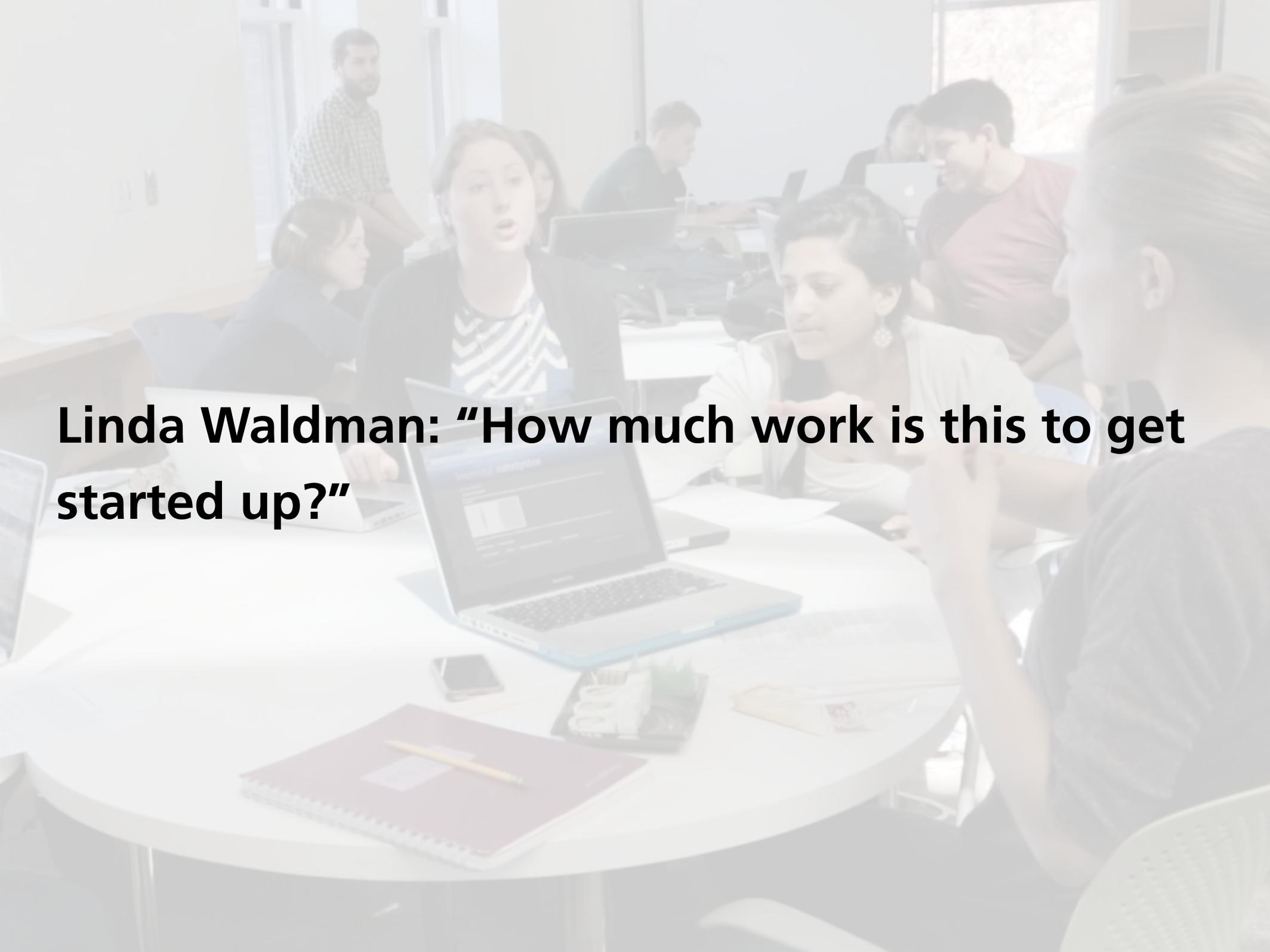
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**information  
transfer**

**sense-making**

A group of people in a modern office setting, sitting around a table with laptops and notebooks, engaged in a discussion. The scene is brightly lit, likely by natural light from a window in the background. Several individuals are visible, some looking at laptops, others in conversation. The overall atmosphere is collaborative and professional.

**Linda Waldman: “How much work is this to get started up?”**

# Perusal Feedback — Pedagogy

- **motivating students**
- **instructor involvement**

## Motivating students

**Holly Martison: “What might be some best practices [...] to ensure that students know what to do and make a habit of adding meaningful (not superficial) comments? I’ve had some students who love this platform but some still struggle to contribute meaningfully. I’m specifically using Perusall for primary literature ahead of synchronous discussions”**

## Motivating students

**Cornelia Paraskevas: "One of my concerns is that my students show uneven engagement with the text. Some provide rich annotations while others minimal. I'm hoping there is a way to 'fix' that"**

## **Motivating students**

**Ronnie Olesker: “I really enjoyed using Perusall this year mostly because it FORCED my students to do the reading and I had evidence of this, but also because I could engage with them outside of class by reading and responding to their comments. However, many times they still don’t engage with each other and only put comments on the text without engaging with the comments of others. How do I get them to engage more with others?”**

[Announcements](#)[Syllabus](#)[Modules](#)[Assignments](#)[Slack](#)[Grades](#)[People](#)[Perusall](#)[Manage Course](#)[Library Reserves](#)[Academic Integrity Policy](#)[Support Resources](#)[Panopto](#)[Collaborations](#)[Outcomes](#)[Rubrics](#)[Files](#)[Pages](#)[Discussions](#)[Quizzes](#)[Settings](#)

# 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.

Announcements

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[http://bit.ly/perusall\\_instructions](http://bit.ly/perusall_instructions)

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## **Instructor involvement**

**Howard Frederick: "I find it difficult to keep up with 35 students each writing at least 10 comments. Is there any way to filter student comments looking for opportunities for me to make an intervention? Keeping up with Perusall is a huge burden for the instructor.""**

## **Instructor involvement**

**Stephanie Adair: "In an asynchronous online class where a new reading is assigned each week, what day would you suggest having the notes in Perusall due? And on which day would you suggest that the instructor swing around and answer questions that have been up-voted in this manner? Or, would it be best to check for questions students up-voted on a daily basis?"**

A group of students in a classroom setting, some using laptops, with text overlays. The scene is a bright, modern classroom with large windows. Several students are seated at round tables, some with laptops open. One student in the foreground is looking at a laptop screen. Another student is looking towards the camera. The text "Instructor involvement" is overlaid in the upper center, and "How I prepared myself" is overlaid in the lower center.

**Instructor involvement**

**How I prepared myself**

# Perusal Feedback — Technology

- **grouping**
- **scoring**
- **LMS integration**
- **content**

## Grouping

**Allison Soult: "Can the instructor sort student into these "virtual sections"? For example, a class has 50 groups of 4 students each. Can I put 5-6 of those small groups in one of the Perusall groups so that there is overlap between the two? Are groups constant throughout the semester?"**

## Grouping

**Donelle Posey: "If a large class is split into smaller sections and students in one section have great questions or explanations, is there a chance for those in other sections to know about them? Or is that a JITT opportunity for the instructor?"**

## Scoring

**Heike Hoffmann: "How does the scoring work? Do the scores only appear after the teacher has approved them?"**

**Sarah Potter: "The AI/grading aspect is the thing I understand least about this platform so far."**

## Scoring

**Angela Collins: "Can you set deadlines? Like after a certain point, students can no longer engage for a grade? Obviously I wouldn't mind if students wanted to go back and review material throughout the semester, but if this system gives a grade for participation, it would be nice to know that a student couldn't expect to review everything at the end of the course and get credit for that."**

## **LMS Integration**

**Darla Wise: "I noticed that Perusall allows for grading. Is the program able to be integrated into an LMS for recording these grades?"**

## **Content**

**Katrina Lasley: “How long does a student have access to the article and annotations through Perusall? Is that set by the instructor? Can the students download the article and the annotations for future reference or just the article?”**

## **Content**

**Tricia Nolfi: “Do most instructors use this with OER or purchased texts?”**

**Linda Waldman: “Can we use open source books?”**

# 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**

# Perusall Exchange 2021

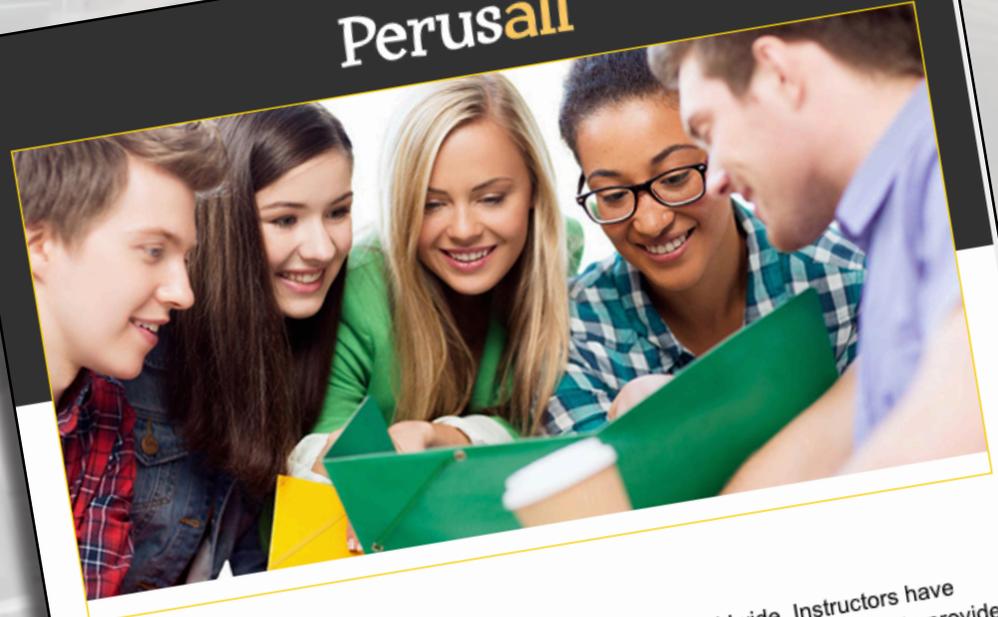
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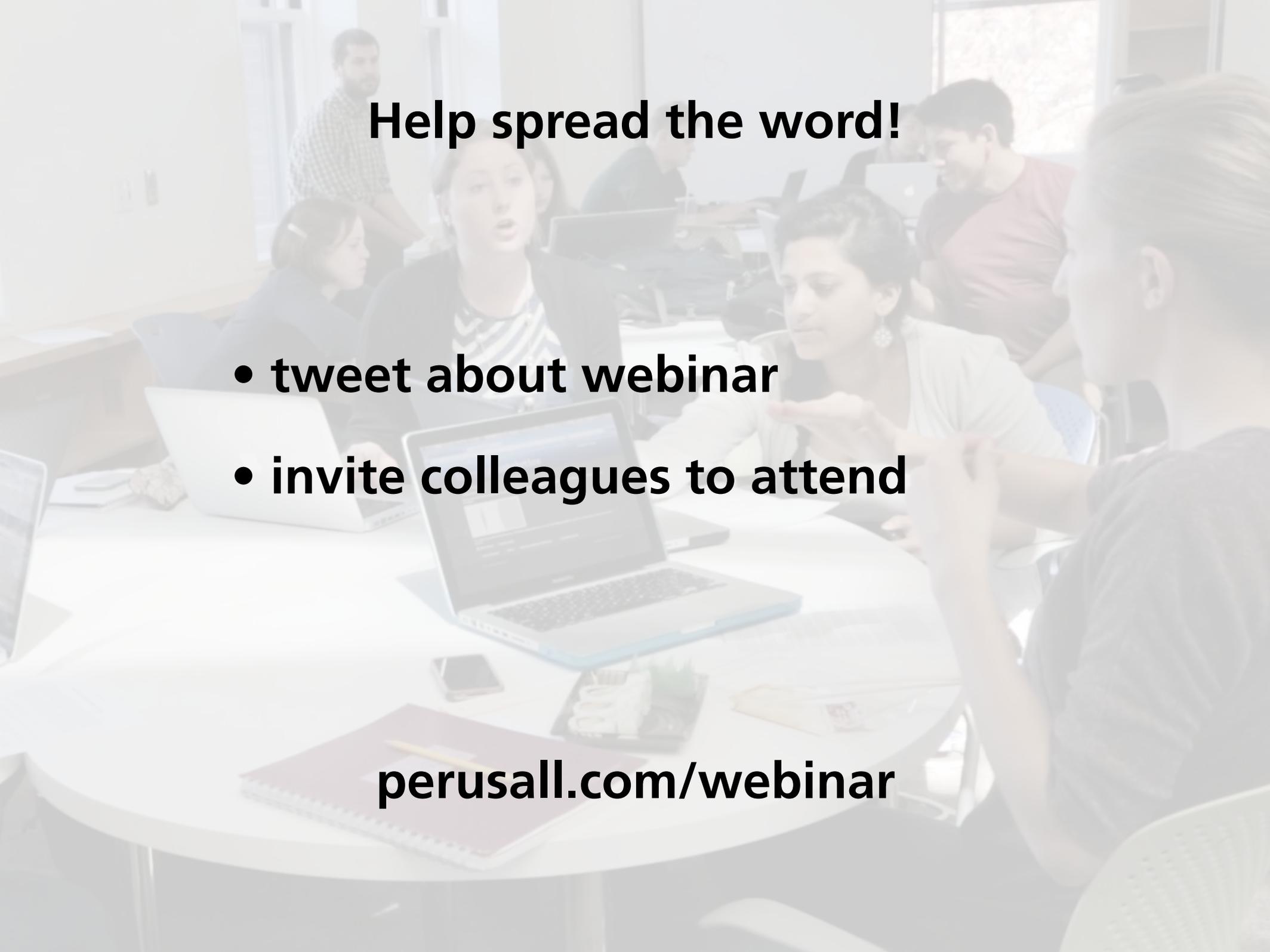
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**Help spread the word!**

- **tweet about webinar**
- **invite colleagues to attend**

**[perusall.com/webinar](https://perusall.com/webinar)**

# 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](http://mazur.harvard.edu)**

**additional resources in Perusall course**

**also see [bit.ly/fliponline](http://bit.ly/fliponline)**

**Follow me!**



**@eric\_mazur**