Transform your teaching with Perusall

Workshop
November 12, 2020
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
Perusall Feedback — Pedagogy

- motivating students
- assignment practices
- instructor involvement
Motivating students

Michael Klug: “Getting students to pre-read before attending lectures is definitely a challenge across the curriculum. “

Jedd Walker: “How do you motivate students to engage in learning. Does there always have to be a carrot?”

Michael Vieth: “If this is not for a grade, why would students use the program?”
Assignment practices

Jose Aleman: “How close to class do you make your deadlines for assignments? I set a deadline of 9 pm the night before to give myself time to read all the annotations.”

Nima Yolmo: “In your experience, have you found that some particular length of text/video assigned through Perusall as being more effective or manageable for student interactions than others?”
Instructor involvement

How I prepared myself
Perusall Feedback — Technology

• confusion report
• highlights
• content
• grouping
• scoring
• LMS integration
Elussa Weisberg: “A confusion report - does this mean an area where the majority of students did not understand the text and or vocabualrly/or theory/argument? This is very important becase what is obvious to the teacher is often not so for the students and we sometimes miss that.”
Highlights

Jeremy Robinson: “On a page like this with several highlighted sections, I’m finding that my reading is really affected by previous comments.”

Matthew Perkins: “I’ve used Perusall as a professor for three years now; never as a student myself. I have to admit that I am finding it hard to read the paper because I am distracted by all the comments.”
Alan Graves: “So far I’ve only had a few students that prefer hard copy, and did not enjoy the online readings, but they are a distinct minority, anyone else had that experience?”

Veronique Sikora: “I love the fact that we can do videos. So how do you produce your videos? What platform? And then, where do you store them?”
Grouping

Beth DeStasio: “What’s the limit for class size and utility of one Perusall assignment? Or can I make several ‘groups’ within the class?”

Veronic Bezaire: “What is ‘too large’? I have broken up a class of 20 students in 4 groups of 5. When I read all comments, I am amazed by how rich the conversations are, but I wonder if students see that richness if they are only reading conversations from their own group.”
Scoring

Sarah Church: “How much of the completed reading stats have to do with the reading being graded?”

William Beasley: “I would like to know more about exactly what behaviors are being used as the template here — partially because sharing them with the students could make a good connection with study skills and time management.”
LMS Integration

Michael Vieth: “Does this system connect to the LMS used (Canvas, Blackboard, etc)?”
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

Follow me! @eric_mazur