

Transform your teaching with Perusall



Workshop
November 12, 2020



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A group of people are gathered around a white circular table in a meeting room. Several laptops are open on the table, and a notebook with a pencil is visible in the foreground. The background shows other people working at desks with laptops. The scene is brightly lit, likely from large windows.

Goal of this session

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



**information
transfer**

sense-making

A group of people are gathered around a white circular table in a meeting room. Several laptops are open on the table, and a notebook with a pencil is visible in the foreground. The people are engaged in conversation, with some looking at the laptops. The background shows more people working at desks near a window.

Icebreaker – Meet your team!

Discuss pre-assignment on Perusall

Perusal 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?"

A group of students in a classroom setting, some using laptops, with text overlays. The scene is a bright, modern classroom with large windows in the background. Several students are seated at round tables, some with laptops open. One student in the foreground is looking at a laptop screen, while others are engaged in conversation. The overall atmosphere is collaborative and focused.

Instructor involvement

How I prepared myself

Perusal Feedback — Technology

- **confusion report**
- **highlights**
- **content**
- **grouping**
- **scoring**
- **LMS integration**

Confusion report

Elussa Weisberg: "A confusion report - does this mean an area where the majority of students did not understand the text and or vocabualry/or theory/argument ? This is very important becasse 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."

Content

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

A group of people in a meeting room, some sitting at a table with laptops and notebooks, others standing in the background.

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

Reflection

- **asynchronous preparation**
- **synchronous time for discussion**