Transform your teaching with Perusall

Workshop
November 17, 2020
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Goal of this session
demonstrate how to integrate Perusall in your teaching approach
information transfer

sense-making
Helen Chavez: “How is this similar/different to flipped-classroom?”
Icebreaker – Meet your team!

Discuss pre-assignment on Perusall
Perusall Feedback — Pedagogy

- motivating students
- instructor involvement
Perusall Feedback — Technology

- confusion report
- content
- grouping
- scoring
- LMS integration
Motivating students

Patricia Ramirez de la Vina: “One of the issues I see with flipped classrooms is that students don’t come fully prepared to class. Do you have any metrics showing an increase in student’s preparation before class?”
Instructor involvement

Lauren Leo: “What would be the best way to handle it if a student responded with incorrect information?”
Instructor involvement

How I prepared myself
Confusion report

Helen Chavez: “How confusion is identified from the questions?”
Patricia Ramirez de la Vina: “What type of text is allowed to added in Perusall? Are there any copyright issues when adding the eBook for the class?”

“How does the video work with Canvas? I have all my lecture videos already in Canvas.”
Grouping

Lauren Leo: “In the future, is it on your roadmap to allow groups to be formed manually? For example, for our Poetry in America class, we would like to group learners by their high schools. Will this be an option in the future rather than randomized grouping?”

Patricia Ramirez de la Vina: “How big are these groups? does it make a difference the size of the class?”
Scoring

Jose Benito Rosales Chavez: “Is [the scoring] like a tally of their participation?

Helen Chavez: “It would be interesting to learn how engagement [and quality/thoughtfulness] is measured / computed.”
Lauren Leo: “We would like to use this in Open edX for the Poetry in America course. Is an integration being worked on for Open edX? We did some testing and couldn’t get the grade pass back to work on Open edX, but we would love to try to use this in the future.”
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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