Transform Your Classroom with Perusall

Workshop
PoLS-T Network
November 21, 2020

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Goal of this session
demonstrate how to integrate Perusall in your teaching approach
Reflection

- asynchronous preparation
- synchronous time for discussion
Perusall Feedback — Pedagogy

• motivating students
• instructor involvement
Motivating students

Celestina Pangan: “I tried doing this to my high school students and maybe only 10% did the assignment before I started the discussion.”
Instructor involvement

Lynne Lieux: “Are you suggesting that the instructor could incorporate small group instruction based upon the feedback from the Confusion Report?”
Instructor involvement

How I prepared myself
Perusall Feedback — Technology

• content
• grouping
• scoring
Kathleen Willard: “I wonder what textbooks are supported. And cost for use?”

Declan Cathcart: “Just wondering how that is different to what we do in shared Google docs that we collaborate on with our students?”

Shannon Kirby: “How is Perusall different than Google docs?”

Fabien Kunis: “Can you use YouTube videos?”
Rory Geoghegan: “It’s interesting that the ideal size turns out to be 20 or less. College tutorial groups are usually much less.”

Celestina Pangan: “I created a grouping with 5 members and many were frustrated not seeing their groupmates’ posts. I had to change the setting into just one big group so students can interact with their classmate”
Lynne Lieux: “Does Perusall track who is reading the material and who is not?”

Rory Geoghegan: “Is it necessary to provide the Perusall system with details of how to analyse students interactions?”

Greg Morrison: “This is very neat! Do they explain their algorithm somewhere?”
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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