

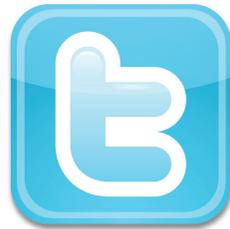
Transform Your Classroom with Perusall



Workshop
December 2, 2020



Transform Your Classroom with Perusall



@eric_mazur

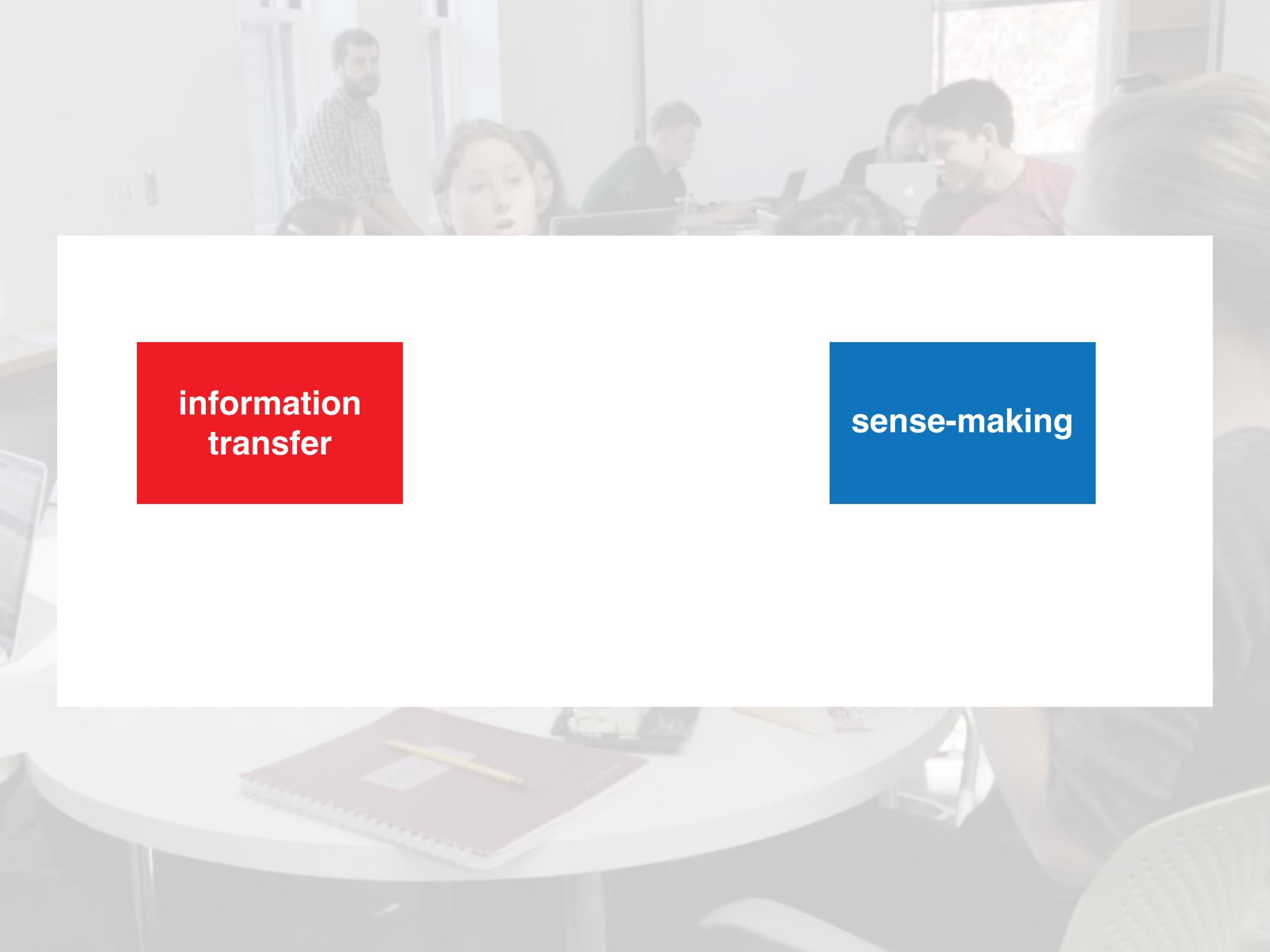
Workshop
December 2, 2020



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**

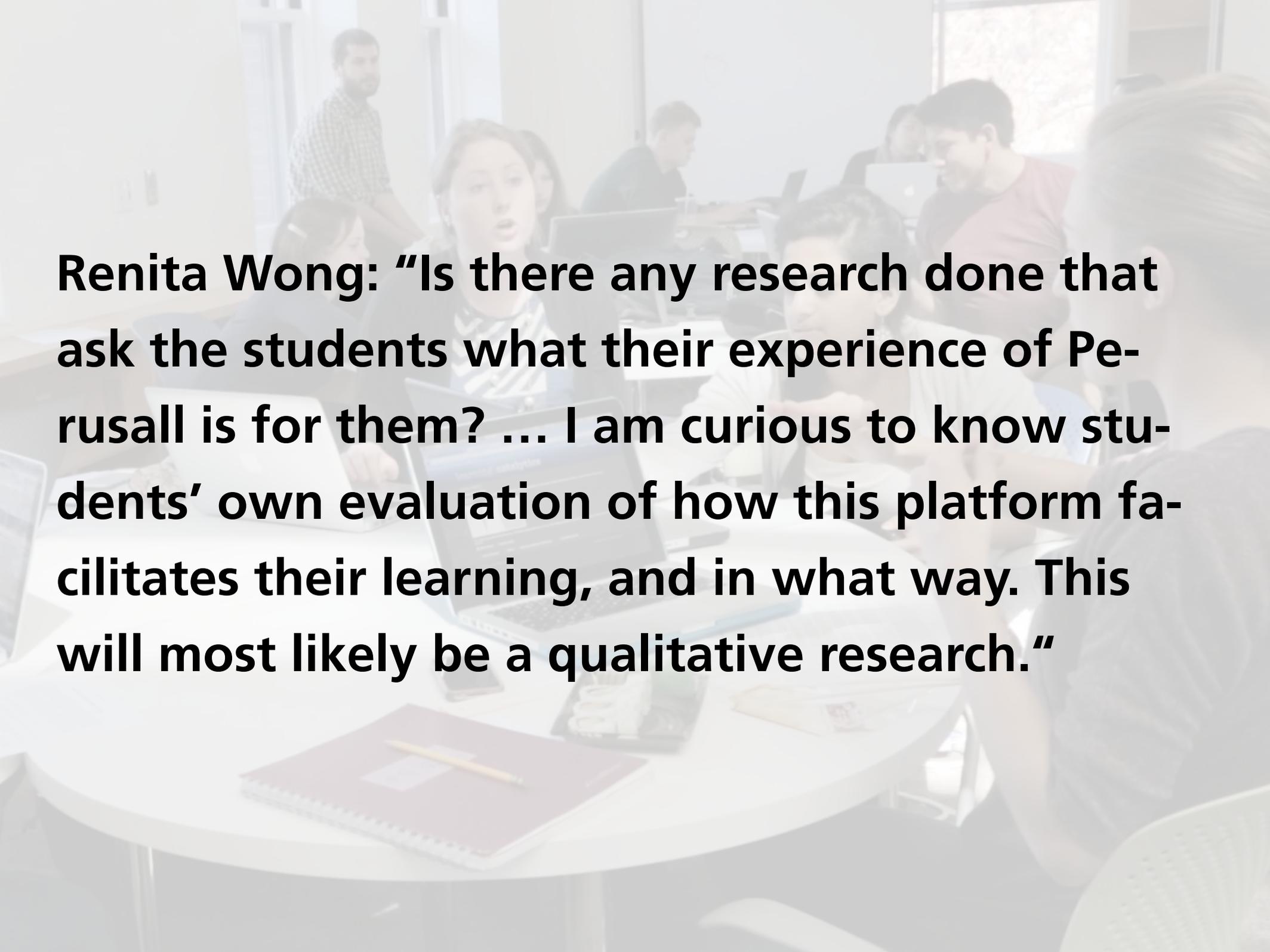


**information
transfer**

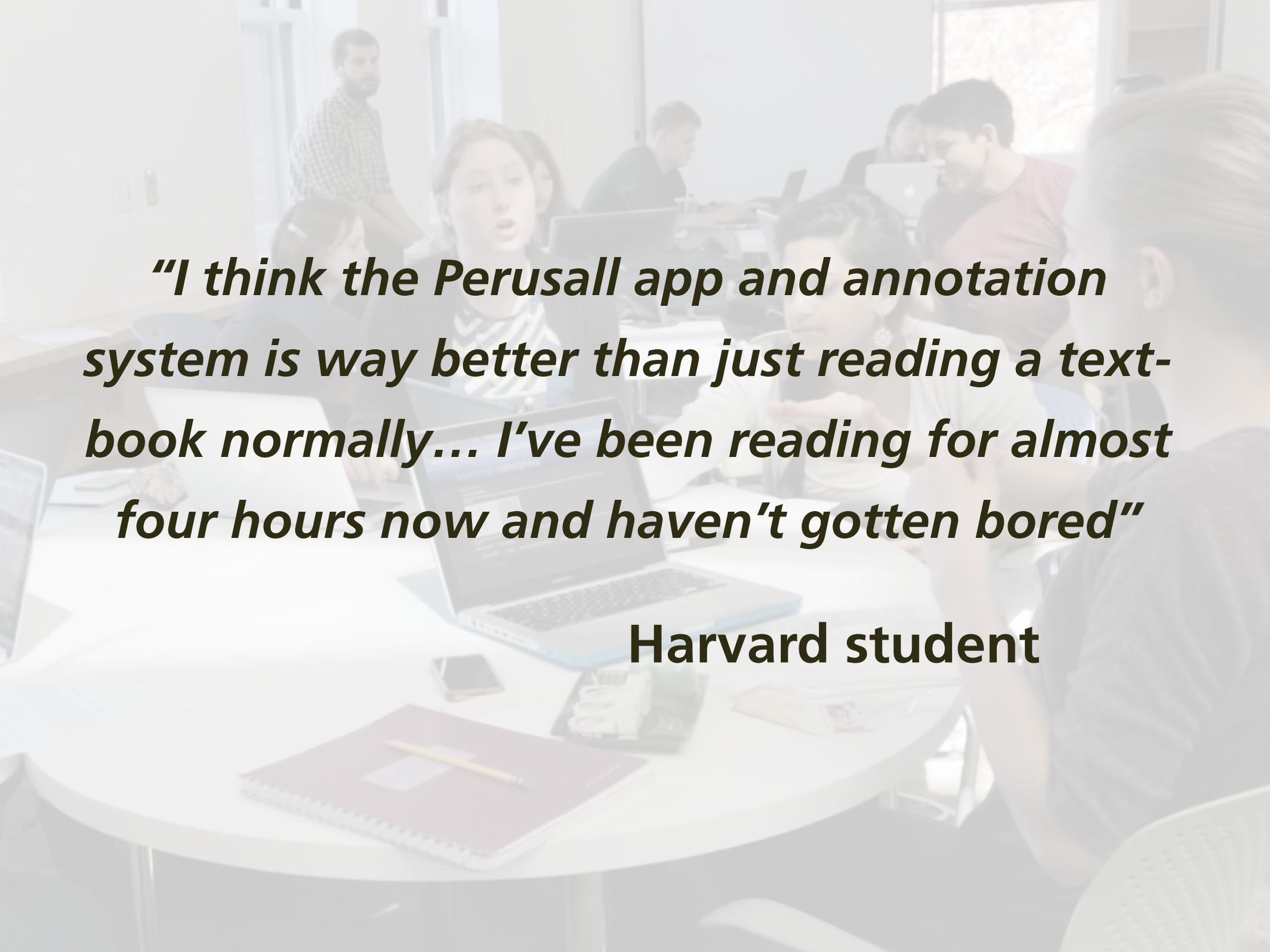
sense-making

Icebreaker

Discuss pre-assignment on Perusall

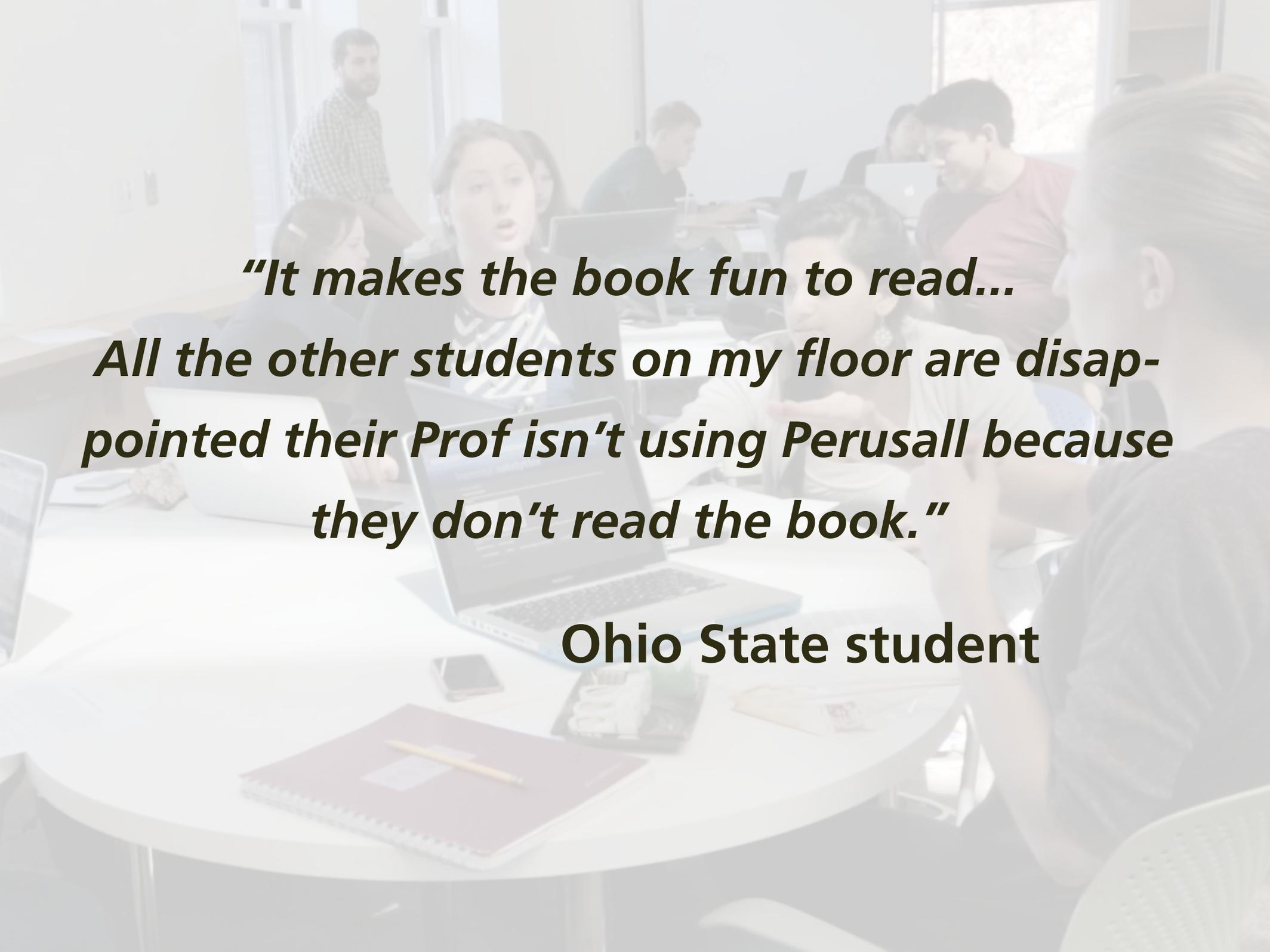


Renita Wong: "Is there any research done that ask the students what their experience of Perusall is for them? ... I am curious to know students' own evaluation of how this platform facilitates their learning, and in what way. This will most likely be a qualitative research."



“I think the Perusall app and annotation system is way better than just reading a textbook normally... I’ve been reading for almost four hours now and haven’t gotten bored”

Harvard student



***“It makes the book fun to read...
All the other students on my floor are disappointed their Prof isn’t using Perusall because they don’t read the book.”***

Ohio State student

see Evansville U student video in Perusall!



Perusal Feedback — Pedagogy

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

Motivating students

Lyudmila Shved: “The tricky part is to ensure that students get that work done prior to coming to class. What are some ideas that can help me achieve this result? ”

Vani Vasuvedan: “The real challenge lies in making the students do pre assignment (information transfer) at home .”

Motivating students

Genevieve White: “Do you find that the AI engagement score encourages students’ desire to participate, or a desire to simply earn a better score? In other words, do students just participate for points, or do they become truly engaged with the material?”

Instructor involvement

Karen Myhr: “Do you have to read all the comments for the students to learn effectively? If you have to read some how many? The early comments? Sample right before class? Just look at the confusion report?”

Ellen Brooks: “Do you model use of Perusall in the classroom first?”

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, while others are engaged in conversation. The text "Instructor involvement" is overlaid at the top, and "How I prepared myself" is overlaid in the middle.

Instructor involvement

How I prepared myself

Perusal Feedback — Technology

- content
- grouping
- scoring
- analytics

Content

Kristin Stapelton: “Does Perusall negotiate good textbook prices with publishers? Could our library pay a single fee to allow all students to have access to the electronic text in Perusall?”

Carole Lung: “This past semester I used a google doc for the same interaction with the text and it worked so well. Why should i use perusall when I can use a google doc? ”

Grouping

Martha Cammarata: "For this session, there are SOOO many comments, that it is overwhelming to look through."

Terry Spencer: "What is the ideal group size for students using Perusall as an assignment? I can see how busy a short paper could get with highlights and conversations if the group is too large. It might be distracting?"

Grouping

Constance Buki: "How can you program Perusall to generate the same groups every week?"

Scoring

Beth Severy-Hoven: "I would appreciate hearing more about how to adjust these settings. For example, if I know I have several students who will be reading a printed text offline, I would like to be able to de-emphasize 'time on task' in the automatic grading."

Scoring

Michael Manson: "I've been using Perusall since the beginning of the year in a literature class. Students are commenting on poems and stories rather than textbooks. Distribution is less an issue for me. So too is the number of comments. I usually ask for only four. How can I adjust the algorithm to fit my needs? "

Analytics

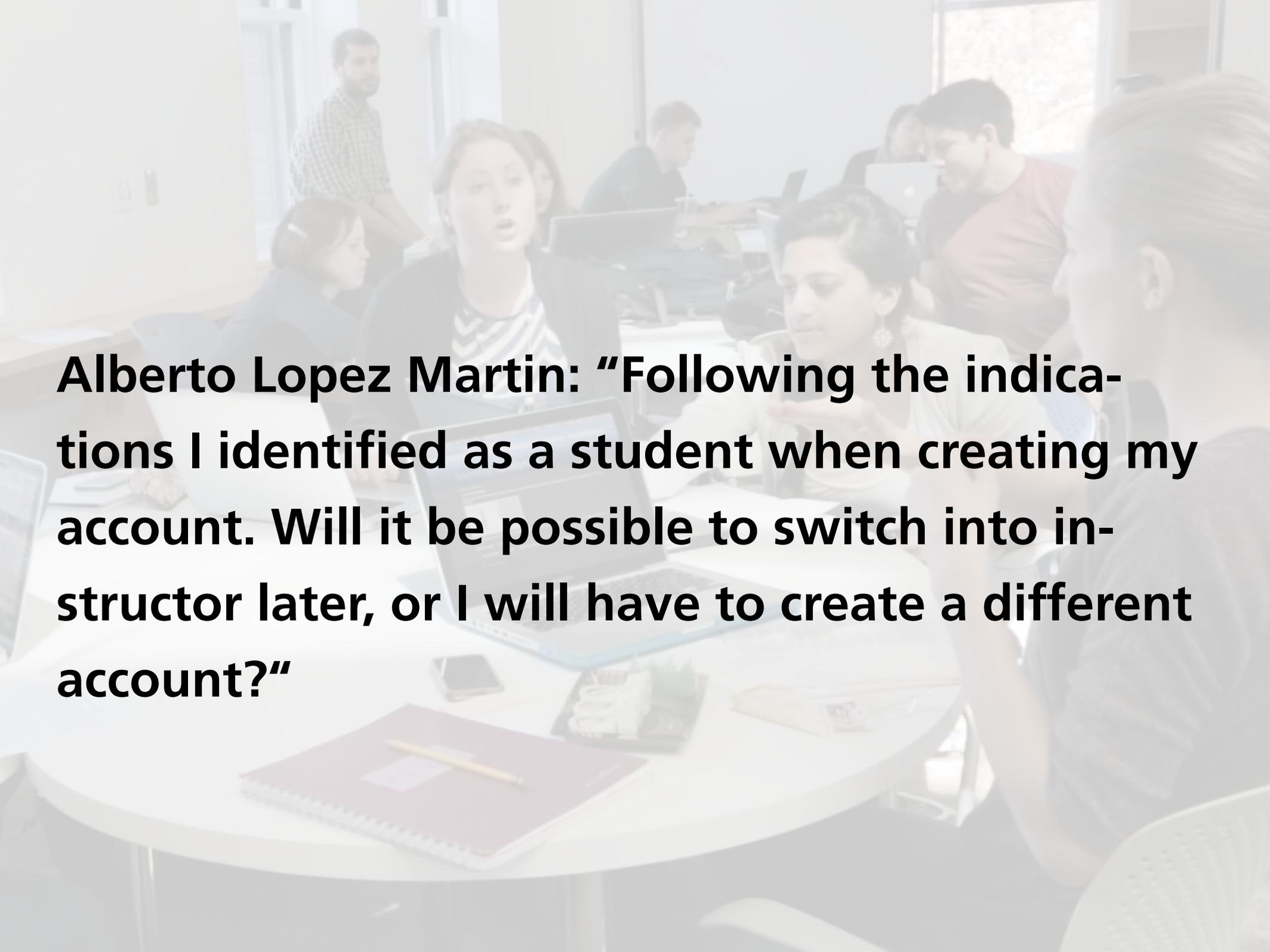
Hubert Muchalski: “I would be interested to see the distribution of comments over time, i.e., how many students complete the assignment hours before the deadline. Furthermore, I’d love to see if there is a correlation between the annotation quality and time before the deadline they were submitted.”

Reflection

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

Reflection

- **asynchronous preparation**
- **synchronous time for discussion**
- **dig deeper post-session**



Alberto Lopez Martin: “Following the indications I identified as a student when creating my account. Will it be possible to switch into instructor later, or I will have to create a different account?”

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

additional resources in Perusall course

also see bit.ly/fliponline

Follow me!



@eric_mazur