


Seasoned Peer Instruction or Perusall user?

If so, add * and/or - *in front of* your name

- *John Silbey: experienced Perusall user
- Sarah Miles: experienced PI user
- *Abby Cox: experienced in both

To do so:

1. Hover cursor over your video picture
2. Click the  button
3. Select "Rename"

Social Learning in Times of Social Isolation



July 31, 2020



Social Learning in Times of Social Isolation



 **@eric_mazur**

July 31, 2020



A group of people in a meeting room, some sitting at a table with laptops, others standing in the background. The scene is dimly lit, suggesting an indoor setting with large windows. The people are engaged in conversation and looking at laptops.

Goal of this session

**adapt pedagogy to remote teaching
(not technology)**



**information
transfer**

sense-making

A group of people are sitting around a white circular table in a meeting room. They are looking at laptops and talking. The room has large windows in the background. The image is semi-transparent.

Icebreaker – Meet your team!

<http://bit.ly/remoteicebreaker>

Readiness Assurance

learningcatalytics.com/demo

Readiness Assurance

Join live session

Partipate in a poll that is taking place in your class now.

50621028

Join

Session ID

Readiness Assurance

Enter the name of your team. Make sure that everyone

Team name:

✓ [OK](#)

Readiness Assurance

Session **50621028**

Warning: Grades will not be recorded when you log in with this demo account. Please log out and log in again with your Learning Catalytics account username and password.

You have joined the session; your team currently consists of:

23
Lukoff, Brian
Miller, Kelly

Please wait for your instructor to start the individual round.

Current team: 23  [Change team](#)

 [Send a message to the instructor](#)

 [Join another session](#)

Readiness Assurance

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This is the individual round; work on these questions on your own.



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4

5



many choice question

Teaching by questioning, as described in the Science article you read has the following advantage(s) over the traditional lecture method (check all that apply)

A.

Students engage in meaningful thinking during class time

B.

Students become emotionally invested in the learning process

C.

It provides an opportunity for the instructor to integrate technology (such as clickers) into the classroom

D.

Students help each other resolve misunderstandings more effectively

E.

Promotes memorization of factual questions

You may select zero, one, or many answers.

Submit response

Current team: 23  [Change team](#)

 [Send a message to the instructor](#)

 [Join another session](#)

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This is the team round. If you respond to a question, it will count for your entire team (you and Kelly Miller). Only one member of your team should respond to each question (otherwise it will count as multiple attempts).

Jump to ▼ 1 2 3 4 5

+ [Show my team's responses](#)

multiple choice question

For an assessment like this to work in an online setting which of the following must be true? (check all that apply)

A.

The questions must have a correct answer.

B.

The questions must not be so difficult that the best students can't score 100% individually

C.

Each of the questions must permit at least 3 choices

D.

The instructor must make sure that the answers to the questions are not available on the internet.

E.

The questions must involve thinking skills on Bloom's taxonomy higher than memorization (understanding or higher).

F.

The assessment must be low-stakes and frequent

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+ [Show my team's responses](#)

C, D, E, and F
Brian Lukoff

A, C, D, E, and F
Kelly Miller

many choice question

For an assessment like this to work in an online setting which of the following must be true? (check all that apply)

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Readiness Assurance

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Jump to ▾

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+ [Show my team's responses](#)

C, D, E, and F
Brian Lukoff

A, C, D, E, and F
Kelly Miller

many choice question

1st attempt: 4 pts

For an assessment like this to work in an online setting which of the following must be true? (check all that apply)

A.

2nd attempt: 2 pts

The questions must have a correct answer.

3rd attempt: 1 pt

B.

The questions must not be available on the internet so students can't score on them.

4th attempt: solution revealed

C.

Each of the questions must permit at least 3 choices

D.

The instructor must make sure that the answers to the questions are not available on the internet.

E.

The questions must involve thinking skills on Bloom's taxonomy higher than memorization (understanding or higher).

F.

Readiness Assurance

You have completed all of the questions.

5/5 questions attempted, 13.0/20 possible points in team round [Q Score details](#)

Question	Individual Result	Points	Team Result	Points	Total Points
1	Correct	4.0	Correct (on attempt 1)	4.0	4.0
2	Correct	4.0	Correct (on attempt 2)	2.0	3.0
3	Incorrect	0.0	Correct (on attempt 1)	4.0	2.0
4	Correct	4.0	Correct (on attempt 2)	2.0	3.0
5	Incorrect	0.0	Correct (on attempt 3)	1.0	0.5
Total		12.0		13.0	12.5

<http://bit.ly/remoterAA>

Readiness Assurance

- teambasedlearning.org
- need to make questions difficult
- need to “de-Google” questions

Readiness Assurance

Felicia Steele: 'I think that this question of "information transfer" vs "sense-making" is going to be really important as we deal with assessment in the fall (or for as long as the pandemic changes the way that we're teaching).'

Perusall Feedback

- **technology**
- **video: useful or not?**
- **student motivation**
- **synchronous vs asynchronous**

Video

Comfort Ateh: 'Just wondering if the video lecturing is not similar to traditional lecturing.'

Student Motivation

Carlos Gabuardi: 'Having students preparing the materials before the class is also one of the big issues in which the answer was not always easy to find.'

Synchronous vs. Asynchronous

Theoron Desrosier: How might Perusall be used synchronously?

Jacob Fortman: A colleague and I have used Perusall synchronously to annotate a syllabus. It gave students an opportunity to learn about Perusall while also familiarizing them with the syllabus. As they annotated, we would monitor the discussions and answer frequent questions in-person.

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

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@eric_mazur