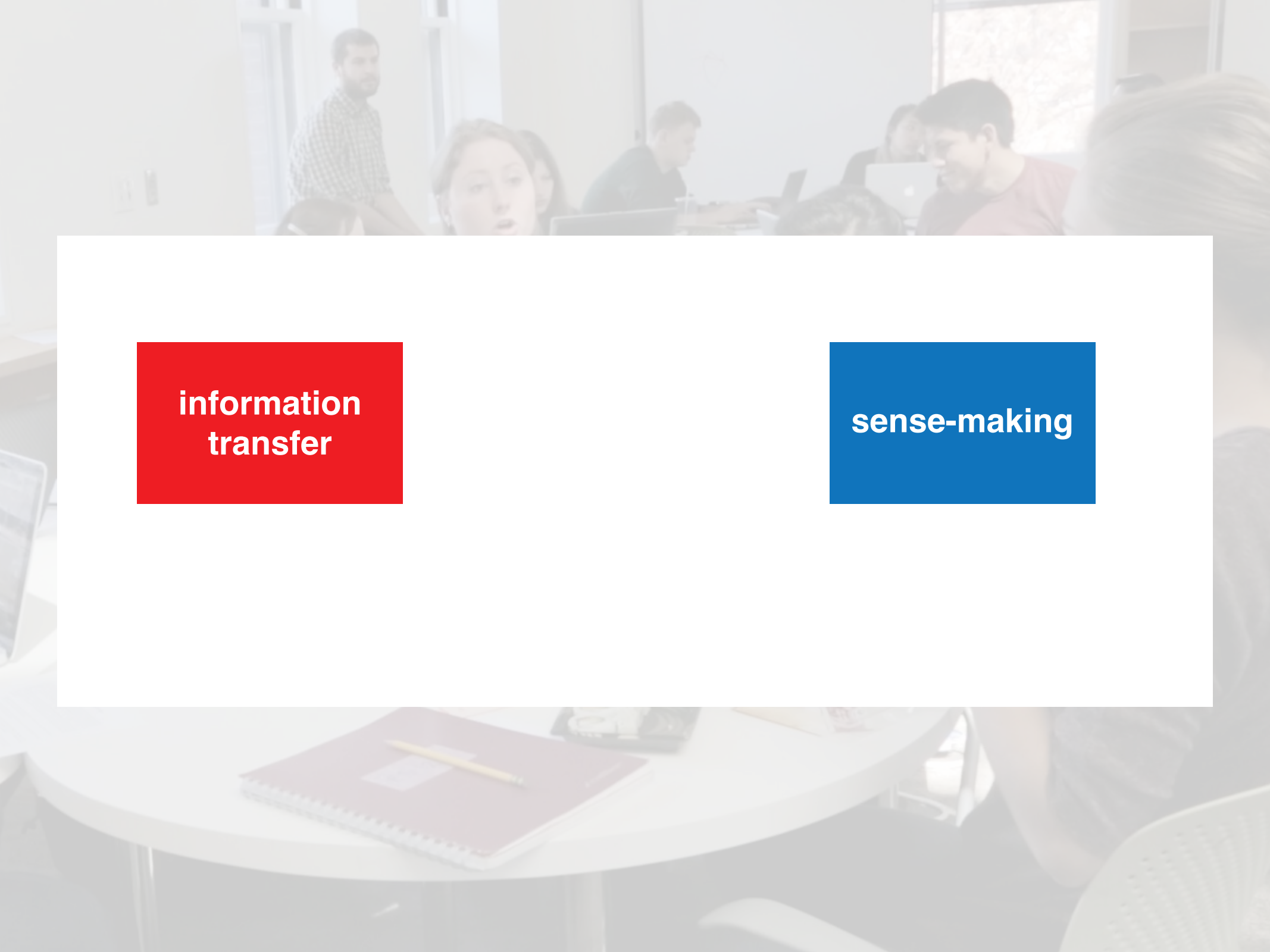
# Student-centered learning with Perusall

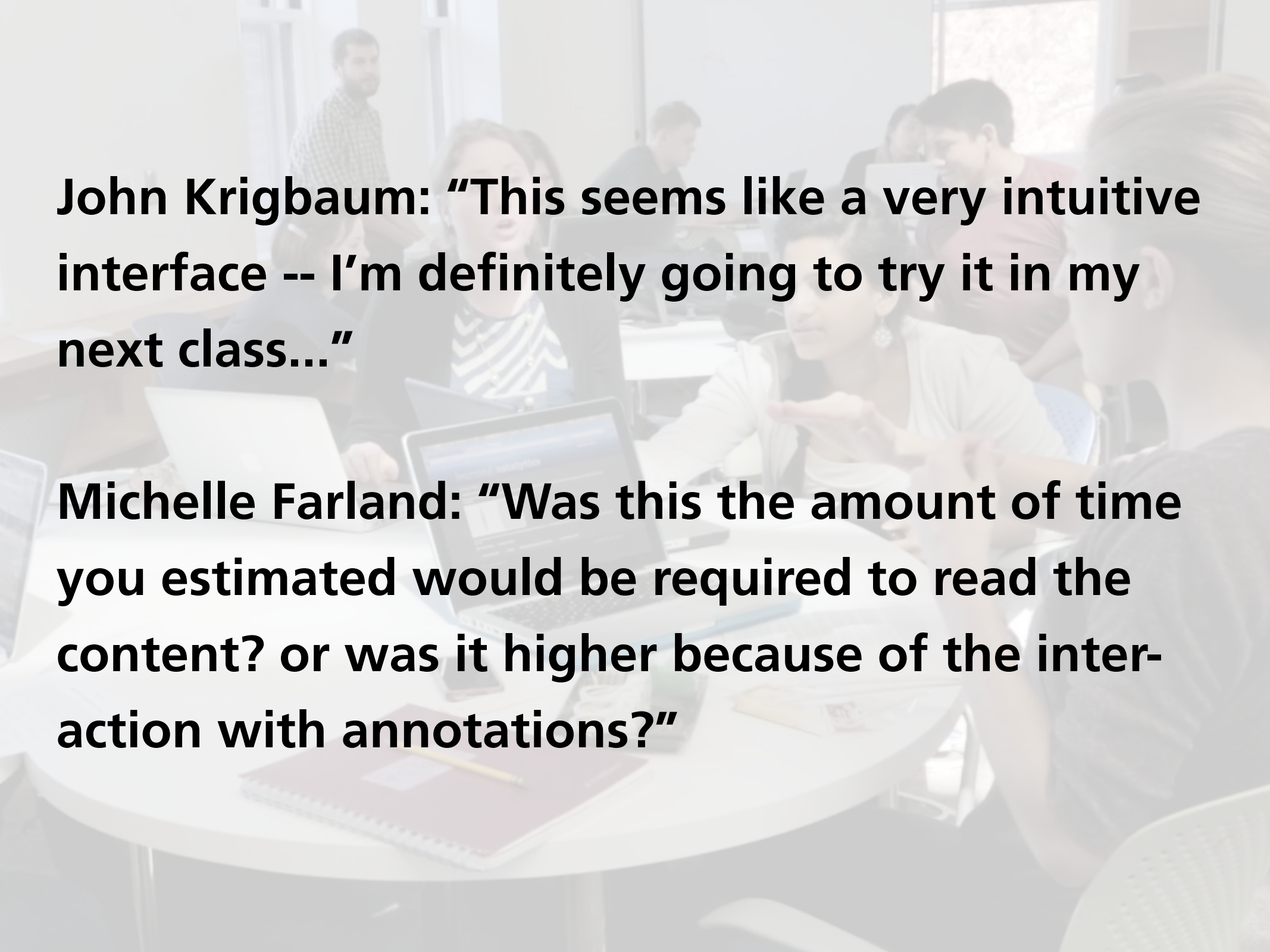
Webinar
University of Florida
10 November 2021

# Student-centered learning with Perusall

# Goal of this session

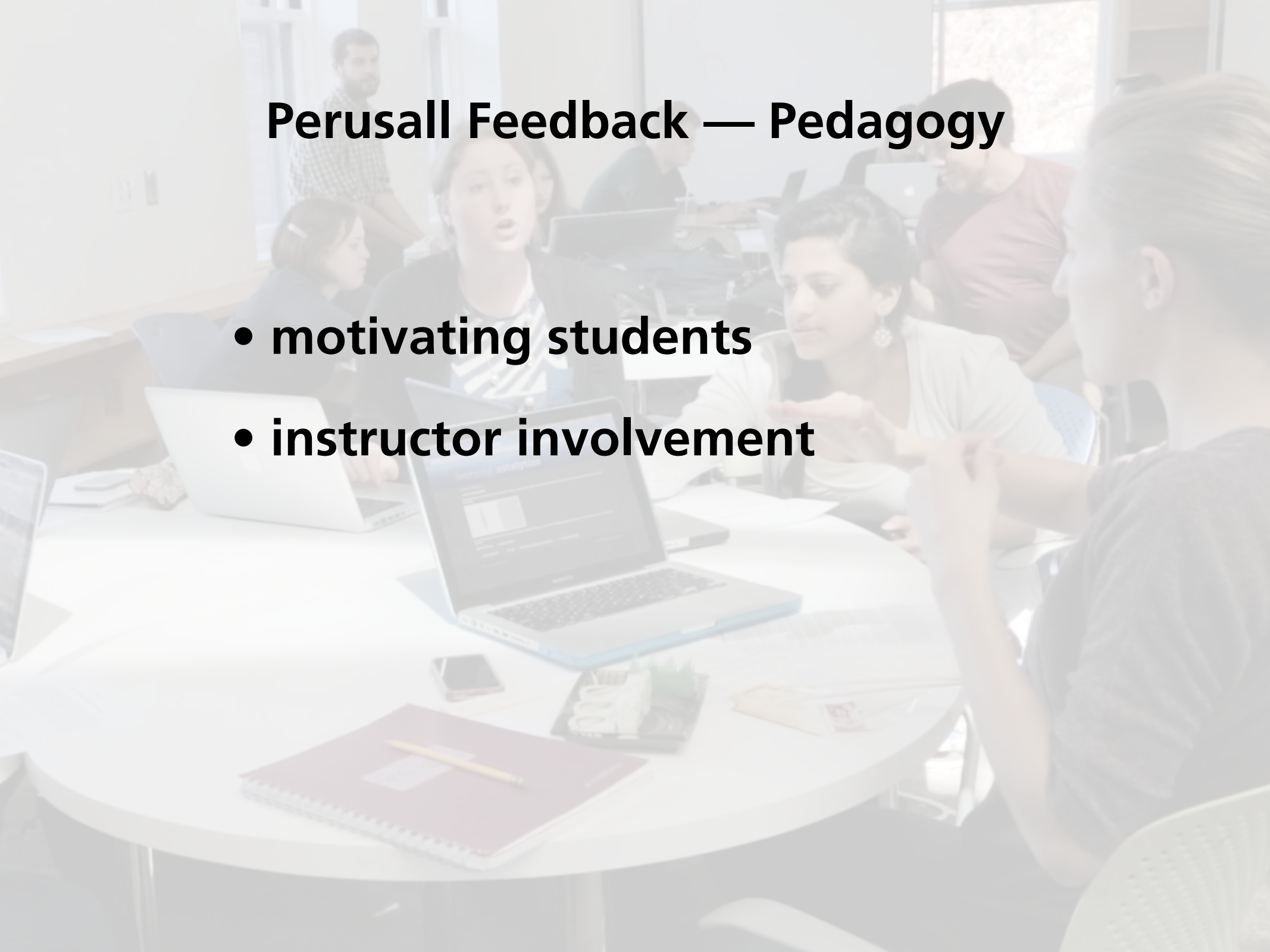
## demonstrate how to integrate Perusall in your teaching approach


information transfer
sense-making



**John Krigbaum: “This seems like a very intuitive interface -- I’m definitely going to try it in my next class...”**

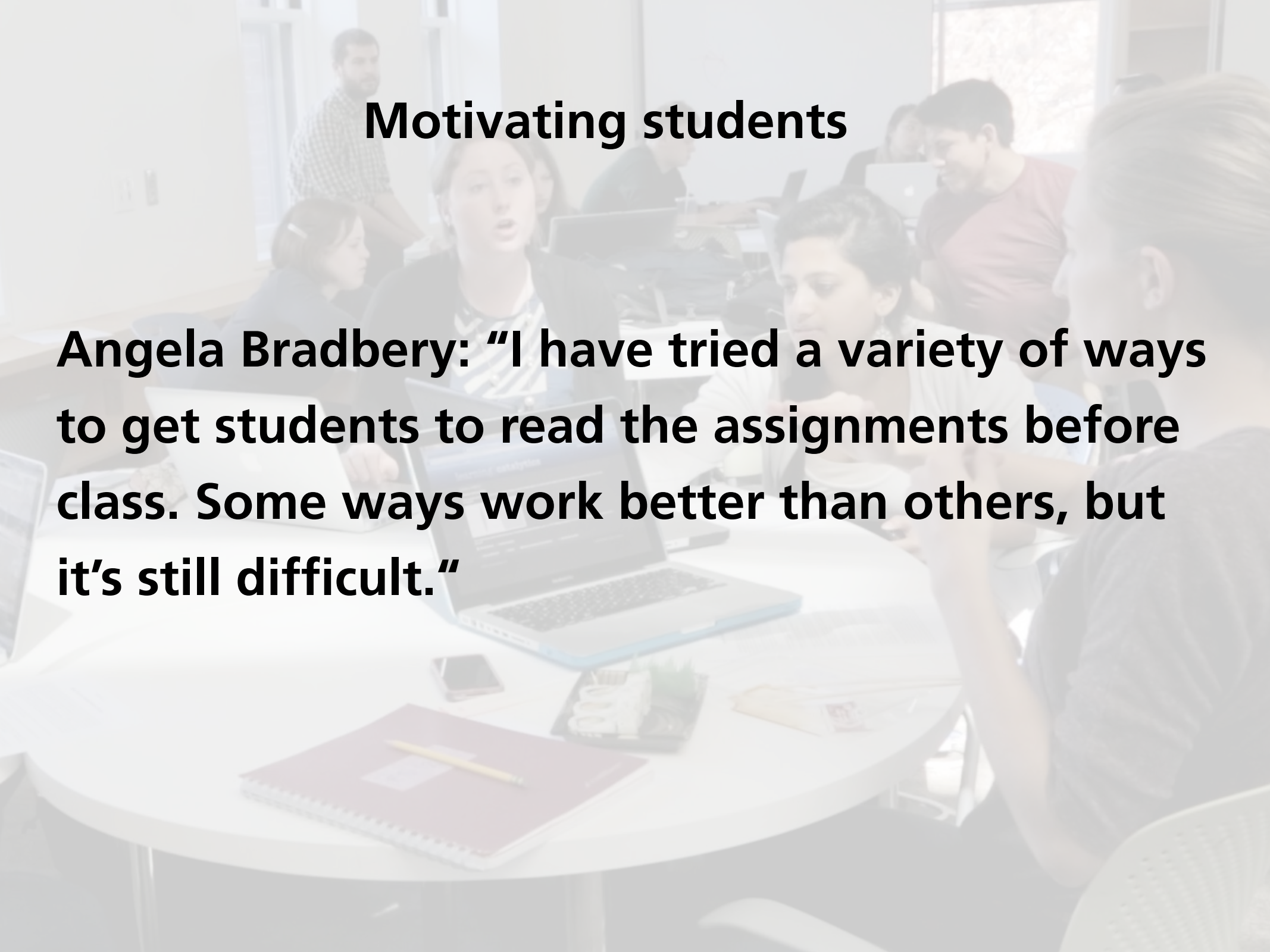
**Michelle Farland: “Was this the amount of time you estimated would be required to read the content? or was it higher because of the interaction with annotations?”**



# Perusall Feedback — Pedagogy

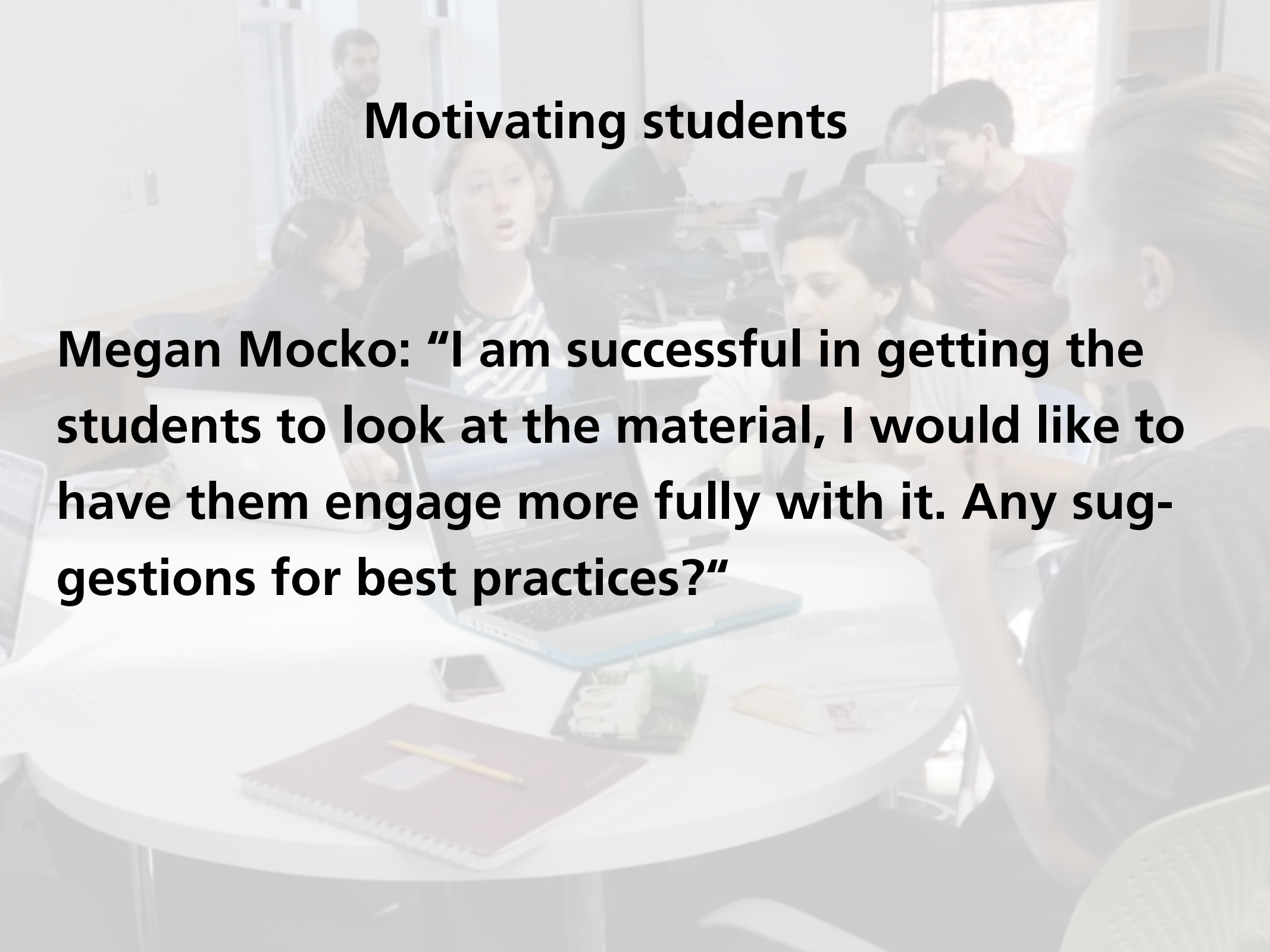
- motivating students
- instructor involvement

# Motivating students



**Angela Bradbery: “I have tried a variety of ways to get students to read the assignments before class. Some ways work better than others, but it’s still difficult.“**

# Motivating students



**Megan Mocko: “I am successful in getting the students to look at the material, I would like to have them engage more fully with it. Any suggestions for best practices?“**

Announcements
Syllabus
Modules
Assignments
Slack
Grades
People
Perusall
Manage Course
Library Reserves
Academic Integrity Policy
Support Resources
Panopto
Collaborations
Outcomes
Rubrics
Files
Pages
Discussions
Quizzes
Settings

# Reading Assignment Overview

Because there are no lectures in AP50, you will be using *Perusall* to familiarize yourself interactively with the basic content of the course. You will do so by reading one chapter per week from a textbook that evolved from a set of lecture notes for an introductory physics course. The textbook, *Principles and Practice of Physics* (Eric Mazur, Pearson 2015) is available at no cost in Perusall. If you want a printed copy, you can purchase the book via one of the many online textbook vendors, but this is neither required nor necessary.

The *Perusall* platform permits you to interact asynchronously with other students in the class and help each other build a deeper understanding by annotating and discussing the material within the context of the text you are reading.

If you haven't yet done so, watch this **short introductory video** about *Perusall* before proceeding.

## Purpose of the reading assignments

The goal of the reading is to gain sufficient knowledge to be able to participate in subsequent activities in a meaningful way — just as a lecture would (but now you can do it at your own convenience and pace, and you can interact with others). The goal is not to master every little detail — the other activities are designed to reinforce your understanding of the important principles before you begin to apply them in the projects. There is no need to memorize any of the information in the text, as you will always have access to it. Therefore you can focus on understanding, rather than memorizing.

## Fostering a community of learners in *Perusall*

Perusall is **your space** and provides a good opportunity to create happenstance encounters and build an online community of learners. The teaching team will **not** participate in the discussions in Perusall, although to help facilitate and bootstrap both the conversation and your critical thinking about the material, we will pre-annotate the chapters in Perusall with a number of questions that students in previous years have asked. The Perusall Curators Program, however, permits some of the most burning lingering questions or points of confusion to be transferred to the #persuall-loose-ends channel on Slack, where everyone, including members of the teaching team, can join in on a conversation.

With this space on Perusall for interacting with others also comes the responsibility of maintaining **professionalism**. It is important to always behave respectfully, even with conflicting view points. While there is no moderation of the annotations on Perusall, **you can anonymously report an annotation** if you deem it to be inappropriate or plagiarized. Click the small 'hazard' triangle underneath the annotation and the annotation will be removed until it is reviewed by the teaching team.

Announcements
Syllabus
Modules
Assignments
Slack
Grades
People
Perusall
Manage Courses
Library Reserves
Academic Integrity Policy
Support Resources
Panopto
Collaborations
Outcomes
Rubrics
Files
Pages
Discussions
Quizzes
Settings

# Reading Assignment Overview

Because there are no lectures in AP50, you will be using *Perusall* to familiarize yourself interactively with the basic content of the course. You will do so by reading one chapter per week from a textbook that evolved from a set of lecture notes for an introductory physics course. The textbook, *Principles and Practice of Physics* (Eric Mazur, Pearson 2015) is available at no cost in Perusall. If you want a printed copy, you can purchase the book via one of the many online textbook vendors, but this is neither required nor necessary.

The *Perusall* platform permits you to interact asynchronously with other students in the class and help each other build a deeper understanding by annotating and discussing the material within the context of the text you are reading.

If you haven't yet done so, watch this short introductory video about *Perusall* before proceeding.

**http://bit.ly/perusall_instructions**

**http://bit.ly/erics_course**

## Purpose of the reading assignments

The goal of the readings is to gain sufficient knowledge to be able to participate in subsequent activities in a meaningful way — just as a lecture would, but now you can do it on your own time and pace. And you can interact with others. The goal is not to master every little detail — the other activities are designed to reinforce your understanding of the important principles before you begin to apply them in the projects. There is no need to memorize any of the information in the text, as you will always have access to it. Therefore you can focus on understanding, rather than memorizing.

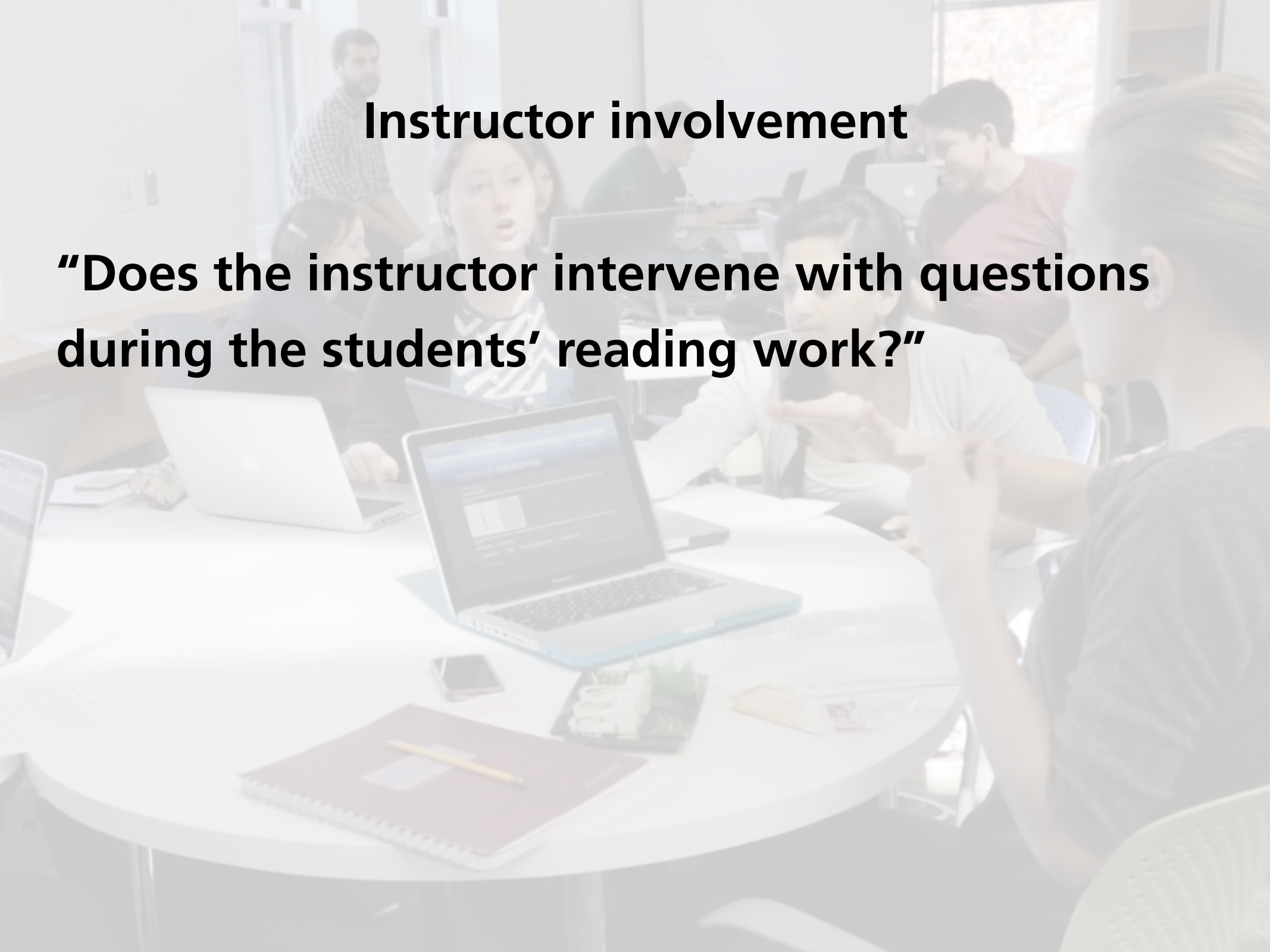
## Fostering a community of learners in *Perusall*

Perusall is **your space** and provides a good opportunity to create happenstance encounters and build an online community of learners. The teaching team will **not** participate in the discussions in Perusall, although to help facilitate and bootstrap both the conversation and your critical thinking about the material, we will pre-annotate the chapters in Perusall with a number of questions that students in previous years have asked. The Perusall Curators Program, however, permits some of the most burning lingering questions or points of confusion to be transferred to the #persuall-loose-ends channel on Slack, where everyone, including members of the teaching team, can join in on a conversation.

With this space on Perusall for interacting with others also comes the responsibility of maintaining professionalism. It is important to always behave respectfully, even with conflicting view points. While there is no moderation of the annotations on Perusall, **you can anonymously report an annotation** if you deem it to be inappropriate or plagiarized. Click the small 'hazard' triangle underneath the annotation and the annotation will be removed until it is reviewed by the teaching team.

# Instructor involvement

**“Does the instructor intervene with questions during the students’ reading work?”**

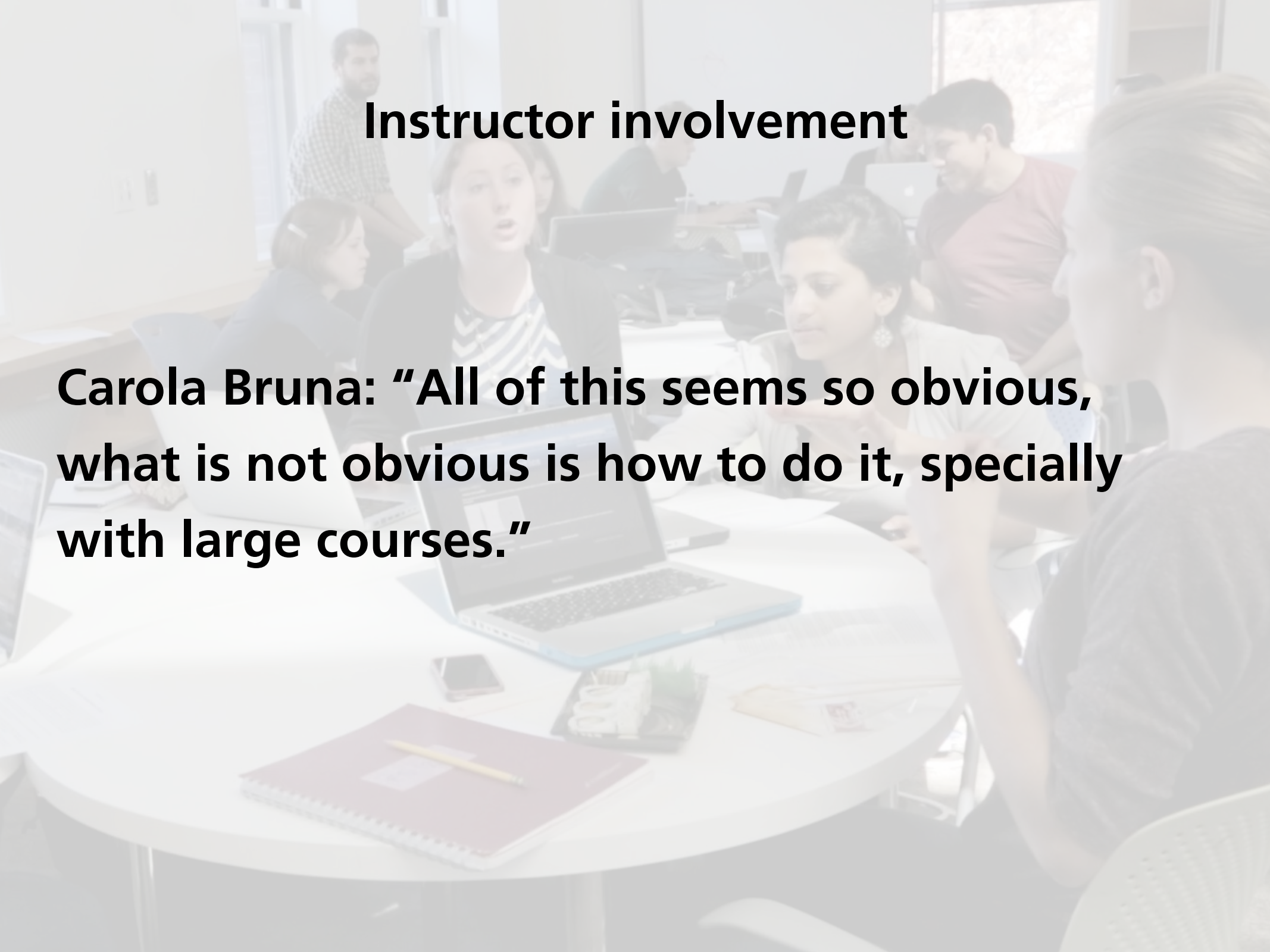


# Instructor involvement

**“Does the instructor intervene with questions during the students’ reading work?”**

**Angela Bradbery: “I wonder if there is any danger of students providing incorrect answers to each other - and those wrong answers sticking in their memories. Has this been researched?”**

# Instructor involvement



**Carola Bruna: “All of this seems so obvious, what is not obvious is how to do it, specially with large courses.”**

## Instructor involvement

## How I prepared myself

# Scoring

**Angela Bradbery: “Tracking engagement via AI sounds a bit big brotherish.“**

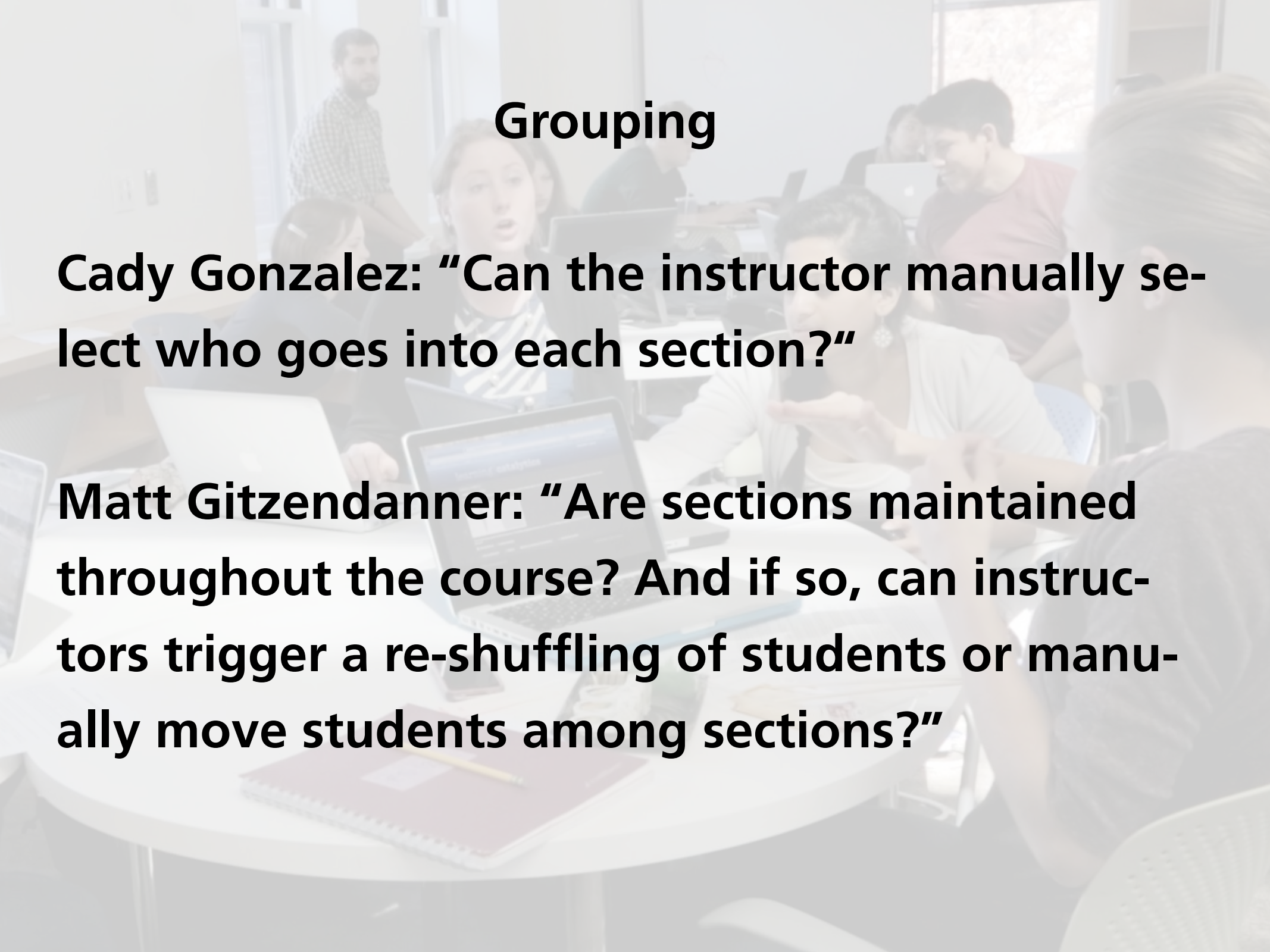
# Scoring

**Megan Mocko: “Understandably students are concerned about how this is graded. What is a good way to demonstrate that how these variables affect the scoring?“**

**“Is [the scoring algorithm] something that you share with your students?”**

# Grouping

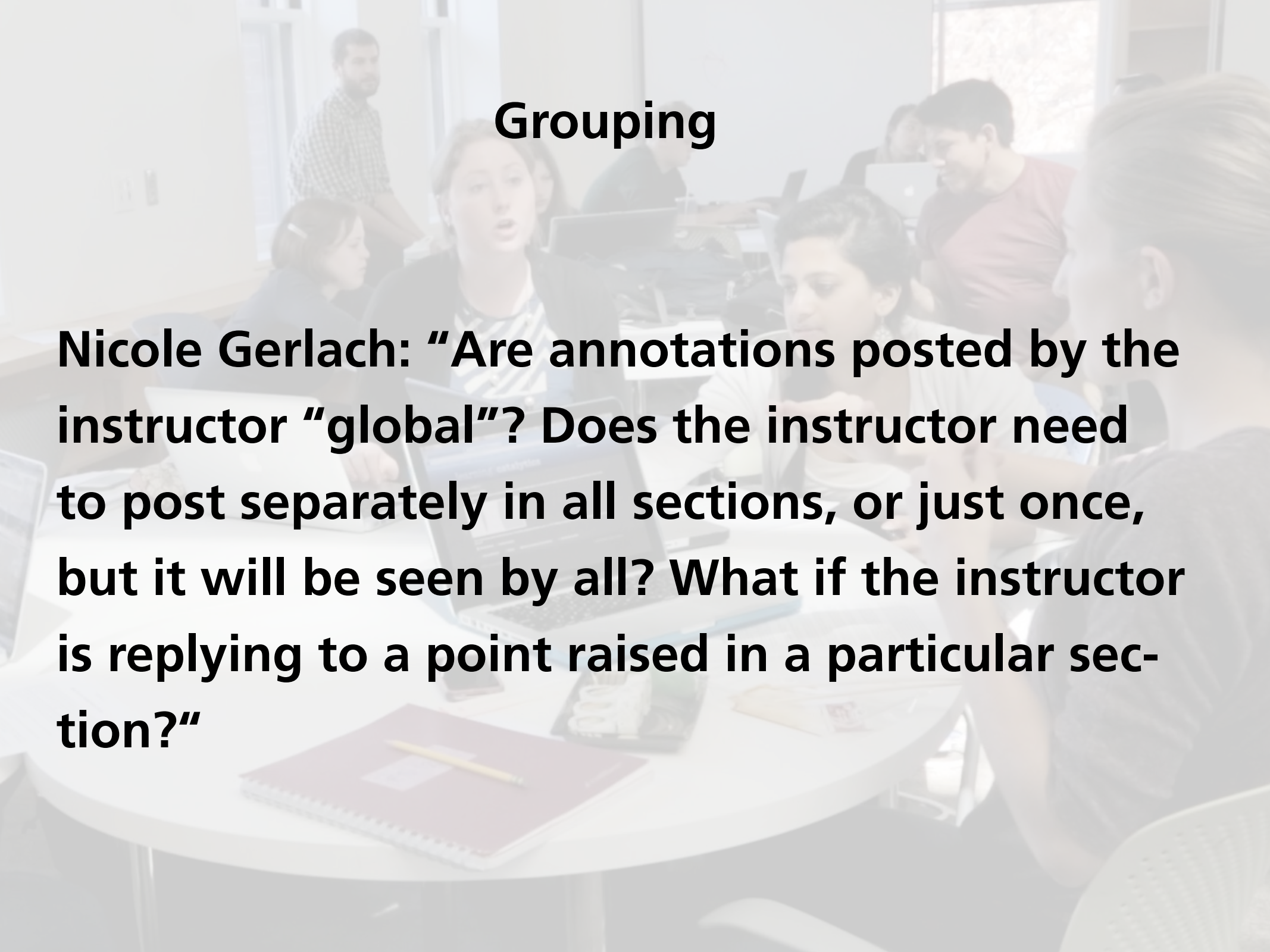
**Michelle Farland: “How large of a class enrollment have you observed this to be beneficial for? Is there a class too large or small?“**



# Grouping

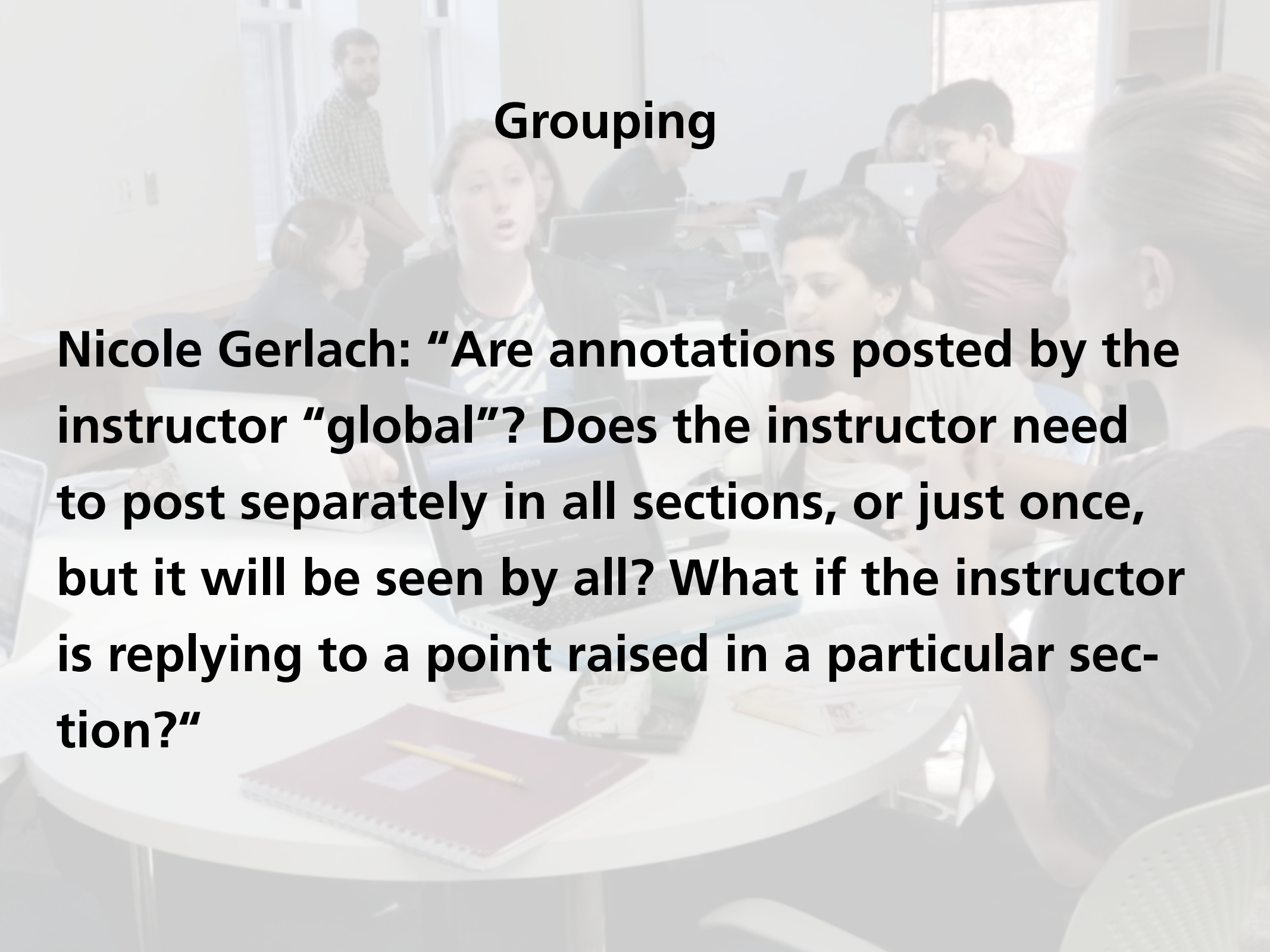
**Cady Gonzalez: “Can the instructor manually select who goes into each section?“**

**Matt Gitzendanner: “Are sections maintained throughout the course? And if so, can instructors trigger a re-shuffling of students or manually move students among sections?”**



# Grouping

Nicole Gerlach: “Are annotations posted by the instructor “global”? Does the instructor need to post separately in all sections, or just once, but it will be seen by all? What if the instructor is replying to a point raised in a particular section?“



# Grouping

Nicole Gerlach: “Are annotations posted by the instructor “global”? Does the instructor need to post separately in all sections, or just once, but it will be seen by all? What if the instructor is replying to a point raised in a particular section?“

# Confusion Report

**Megan Mocko: “How does the confusion report work? What are primary indicators that Perusall uses to show that students are confused?”**

**Michelle Farland: “When there are multiple sections in the class, is 1 confusion report generated for the entire cohort, or do instructors receive 1 report per section?”**

# LMS

**Angela Bradbery: “Can [Perusall] be integrated into Canvas?”**

# Content

John Krigbaum: “I’m curious about a book purchased for a class without a digital interface -- would students need to get the ebook/kindle version, or is it acceptable -- once book is purchased, to digitize portions for shared comment prior to class? Obviously this is a bigger issue …”

# Documents you can use with Perusall

- PDF, Word, html, or ePub files (free)
- video—YouTube, Vimeo, Google Drive, Dropbox (free)
- open access material (free)
- source code with syntax highlighting (free)
- books (purchased by students or institution)

# Reflection

- asynchronous preparation
- synchronous time for discussion

# Reflection

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

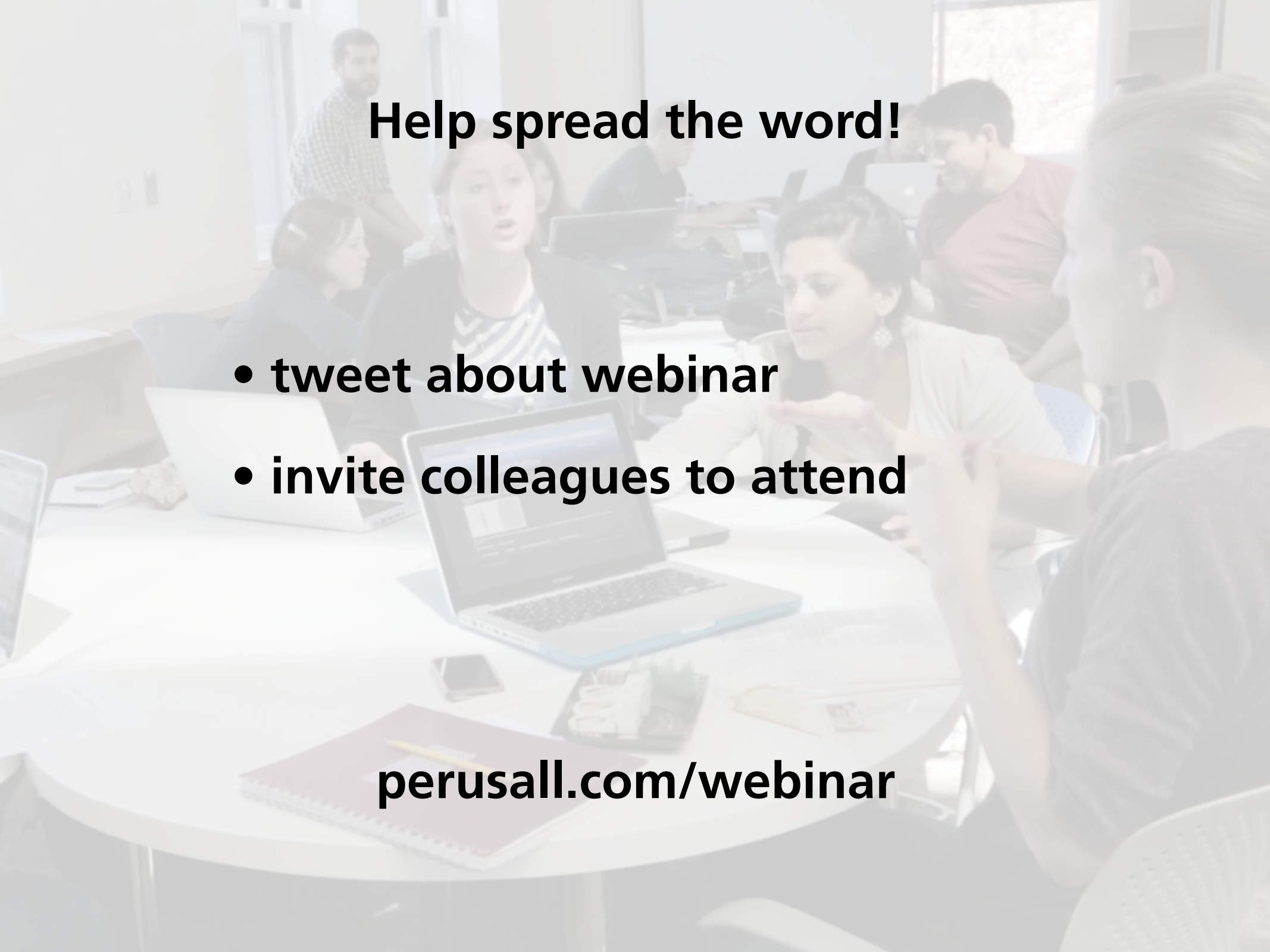
# Perusall Exchange 2021

## An event for innovators in teaching

**May 17-28, 2021**

**May 17–28**

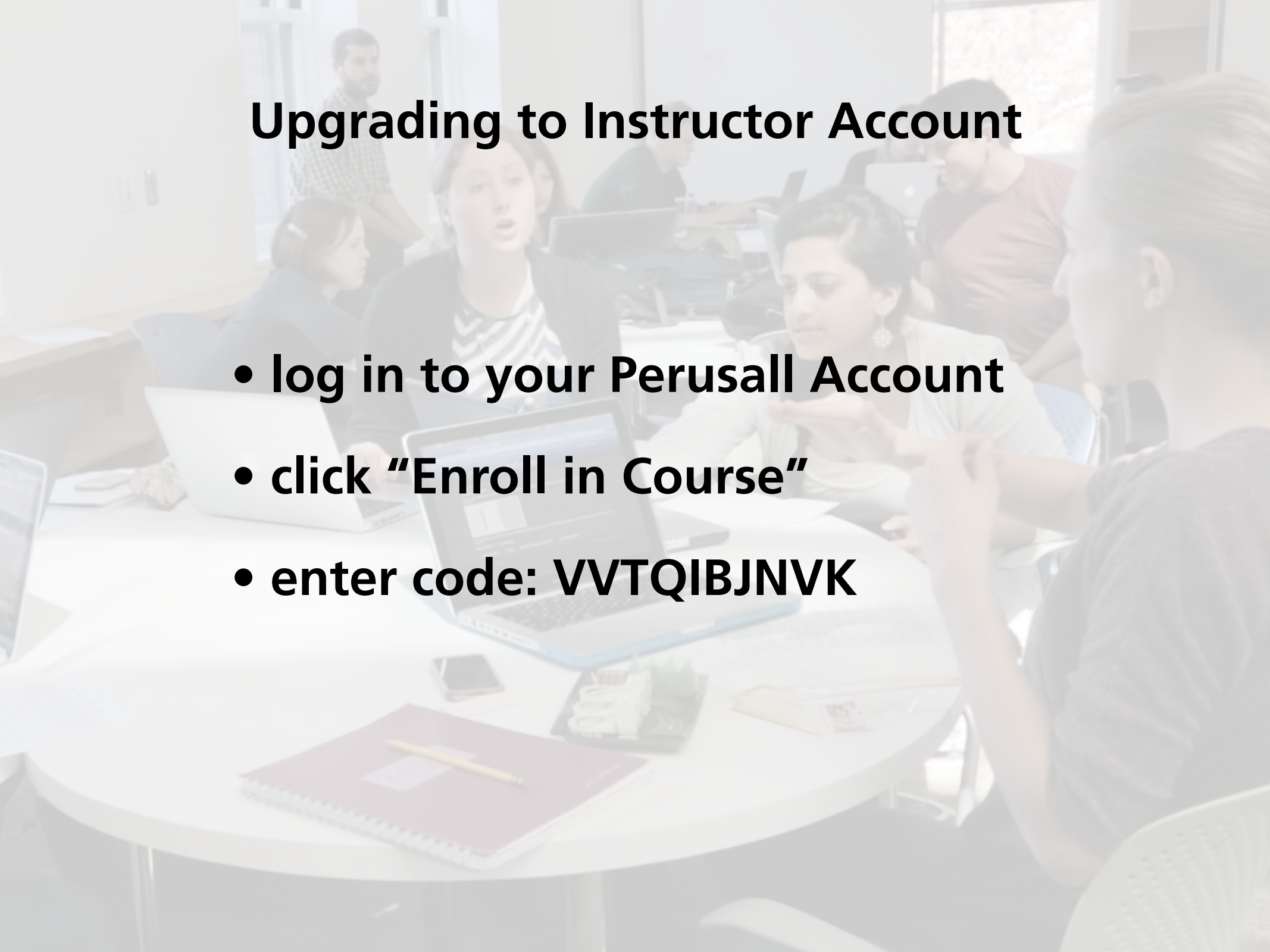
**perusall.com/exchange**



## Help spread the word!

- tweet about webinar
- invite colleagues to attend

perusall.com/webinar



# 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