Transform your teaching with Perusall

Workshop
November 5, 2020

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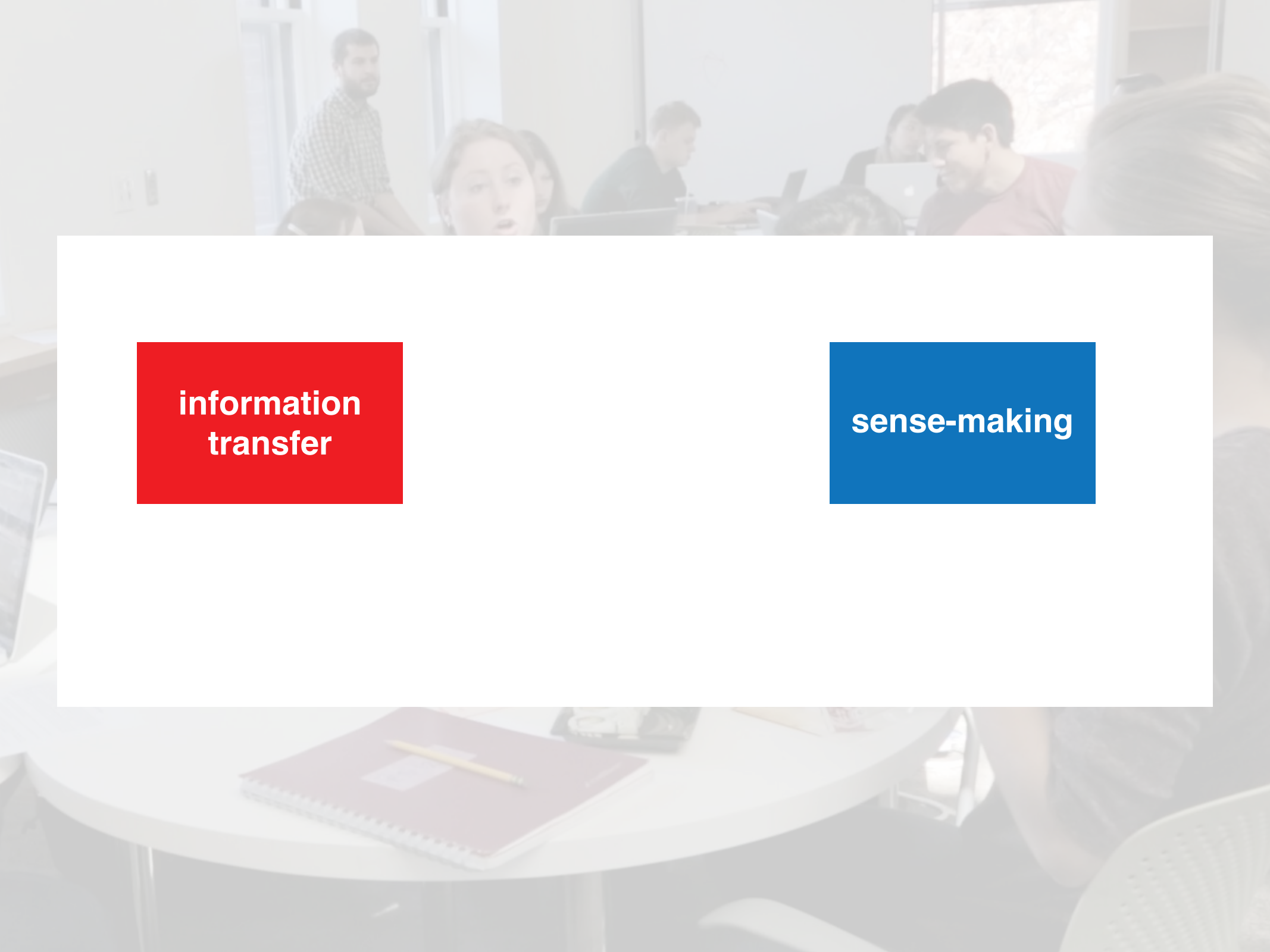
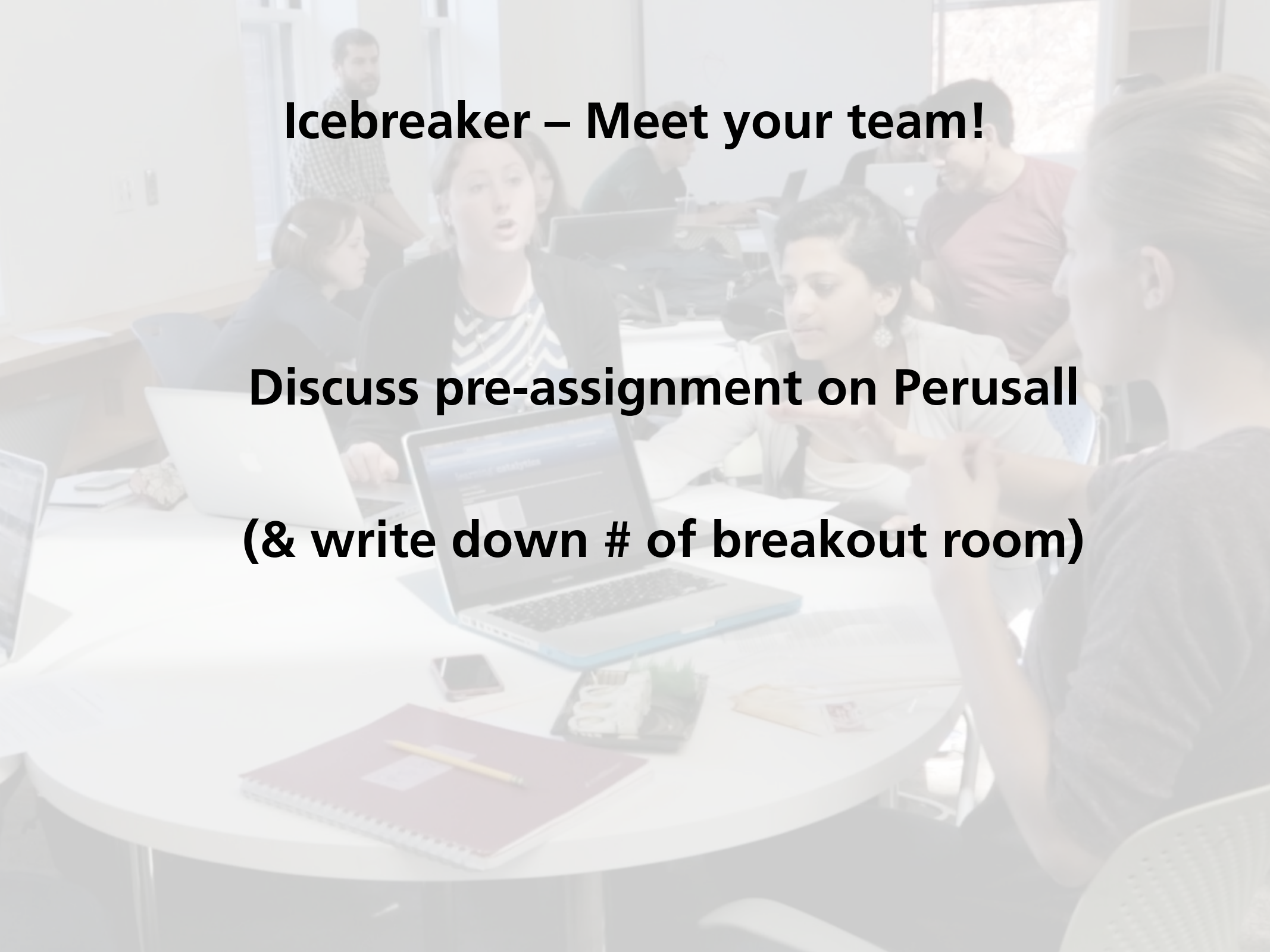
Goal of this session

demonstrate how to integrate Perusall in your teaching approach


information transfer
sense-making



Icebreaker – Meet your team!

Discuss pre-assignment on Perusall

(& write down # of breakout room)

Icebreaker – Meet your team!

http://bit.ly/RTicebreaker

Joining Learning Catalytics

learningcatalytics.com/demo

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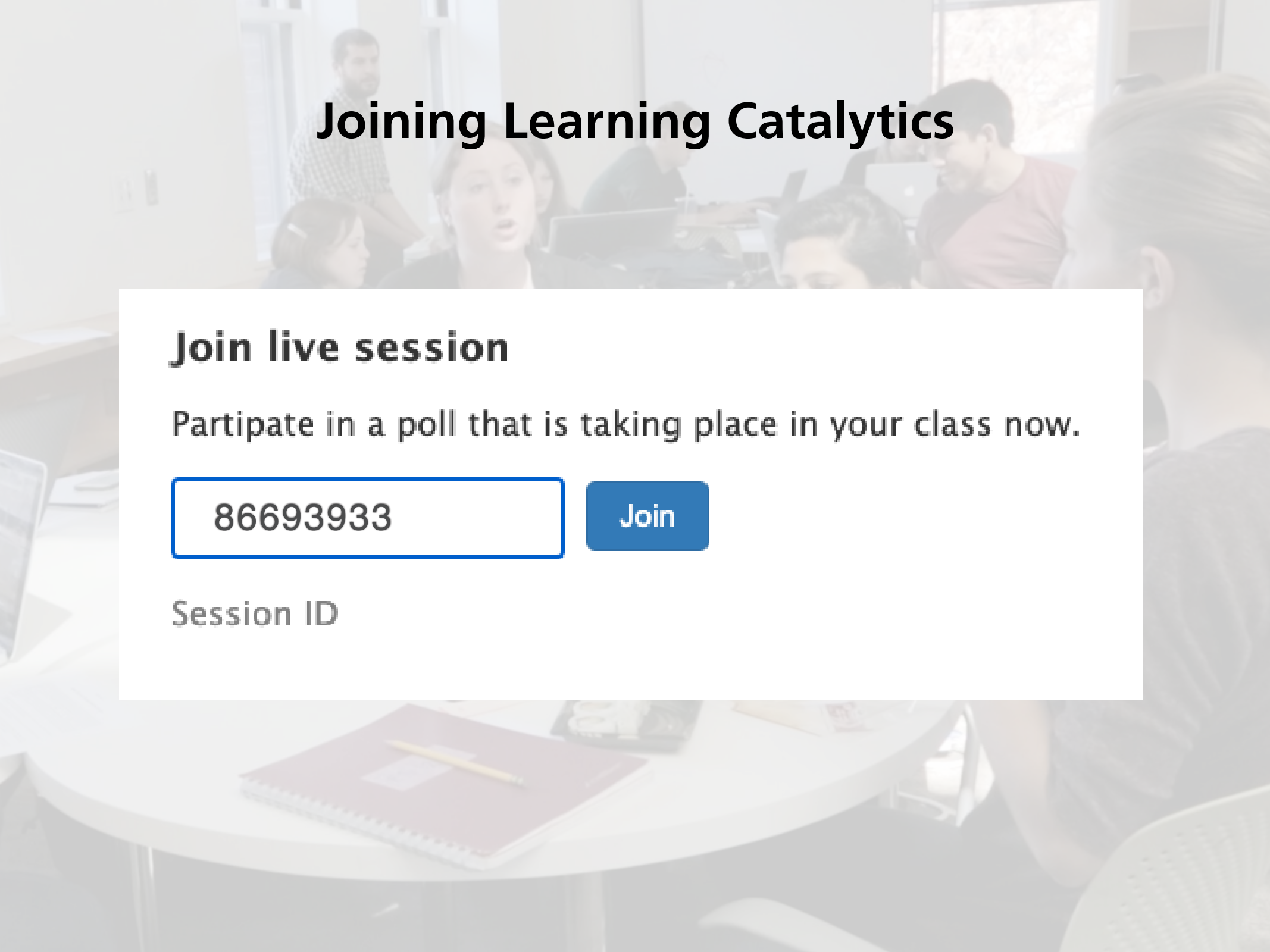

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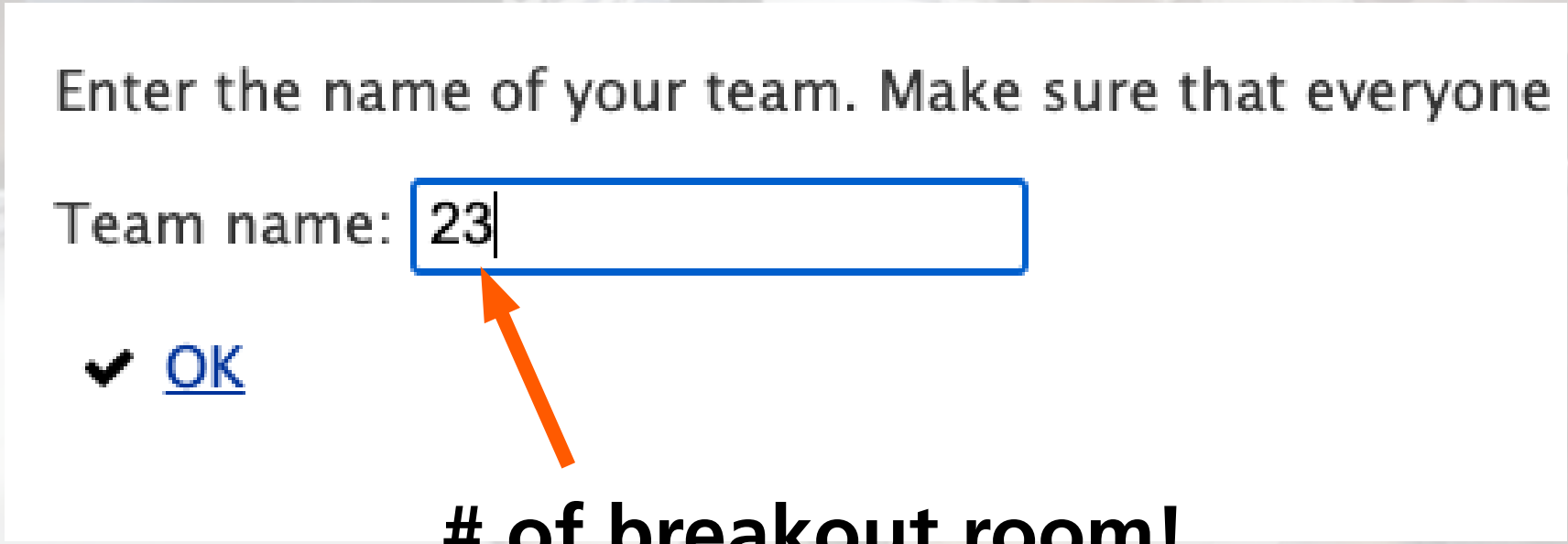
once you are in breakout room:



# of breakout room!

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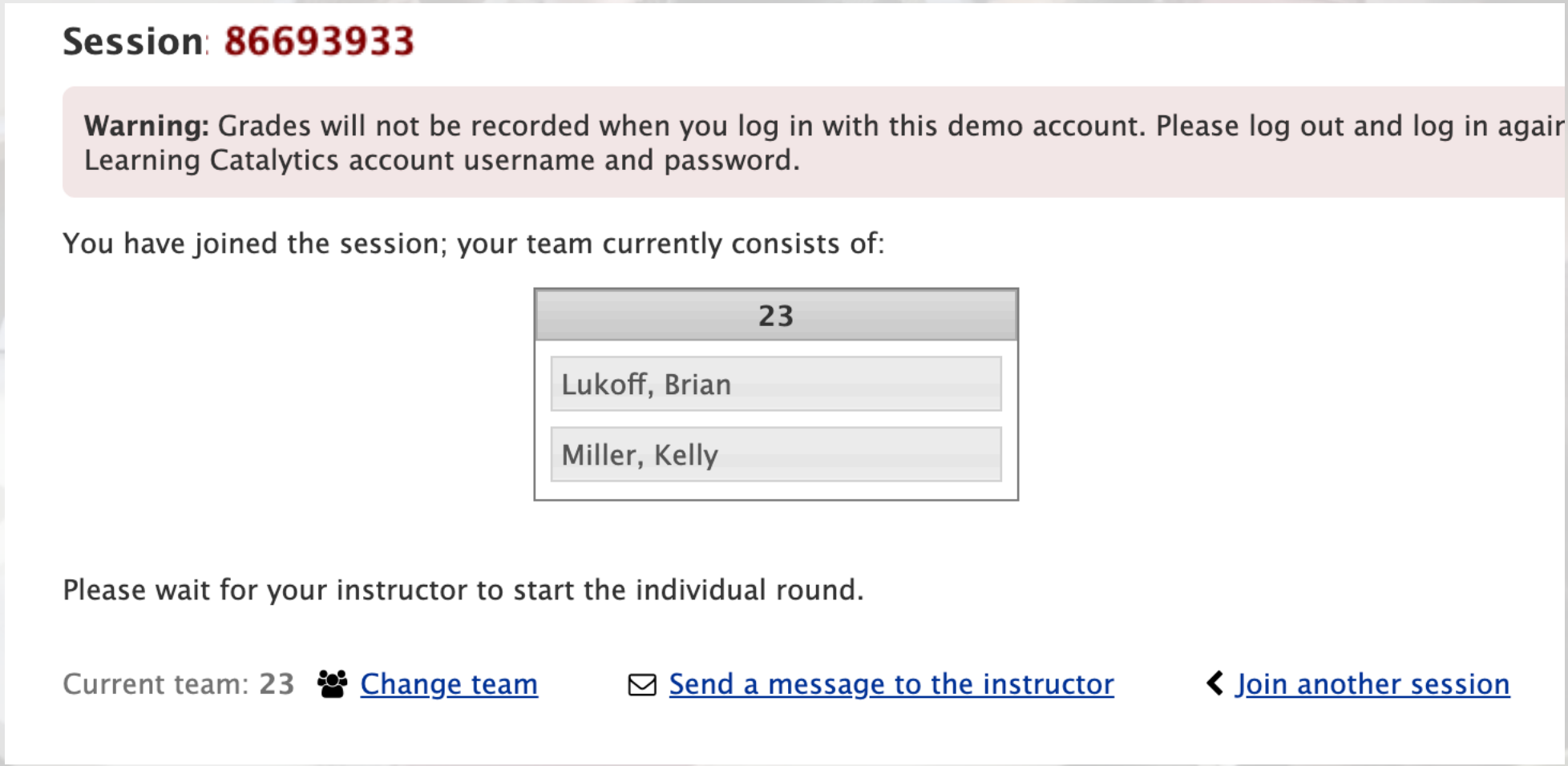

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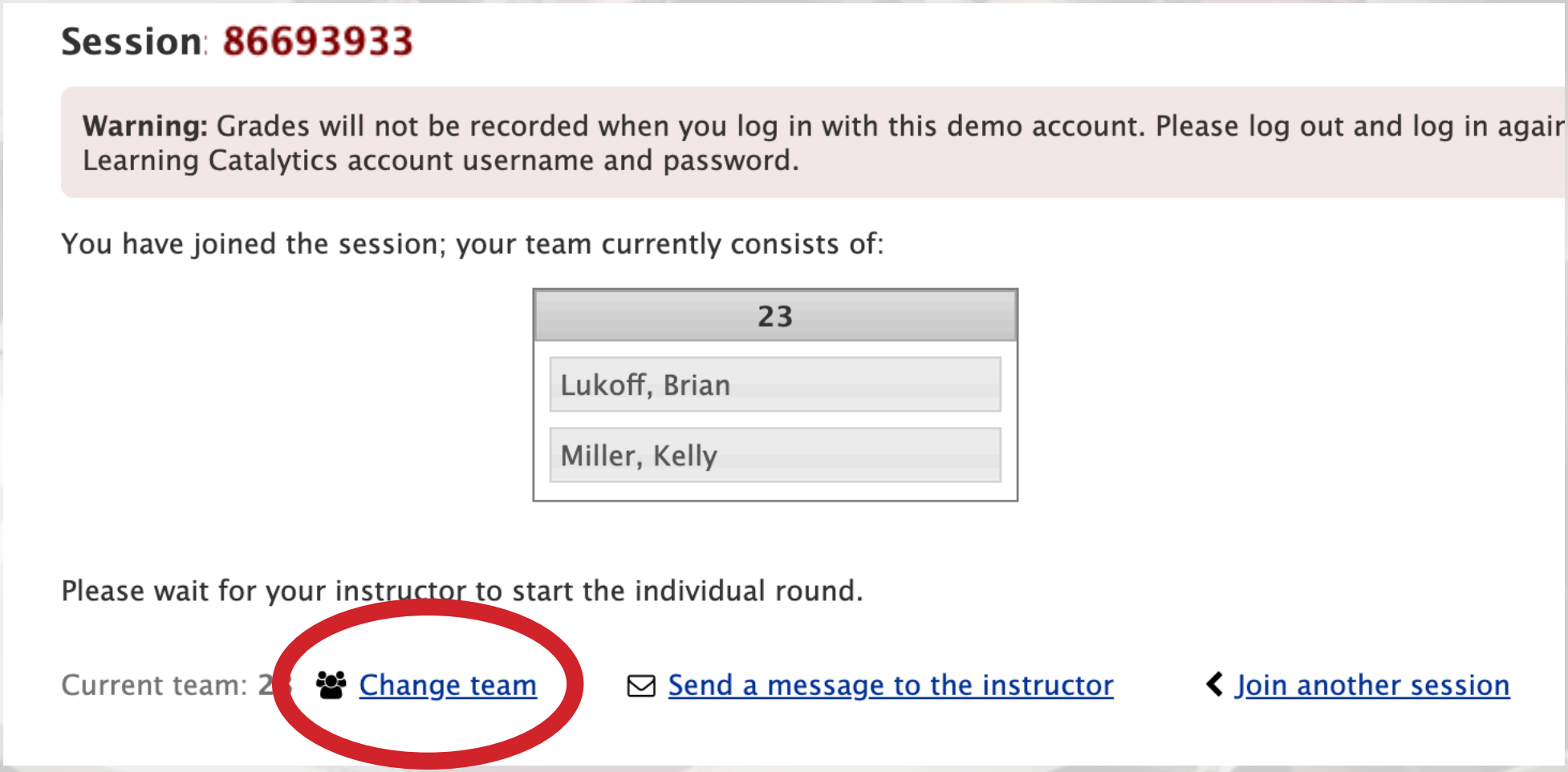

Warning: Grades will not be recorded when you log in with this demo account. Please log out and log in again using your valid Learning Catalytics account username and password.

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

◀ Jump to ▼ 1 2 3 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).

+ 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

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Readiness Assurance

1st attempt: 4 pts

2nd attempt: 2 pts

3rd attempt: 1 pt

4th attempt: solution revealed

Readiness Assurance

You have completed all of the questions.

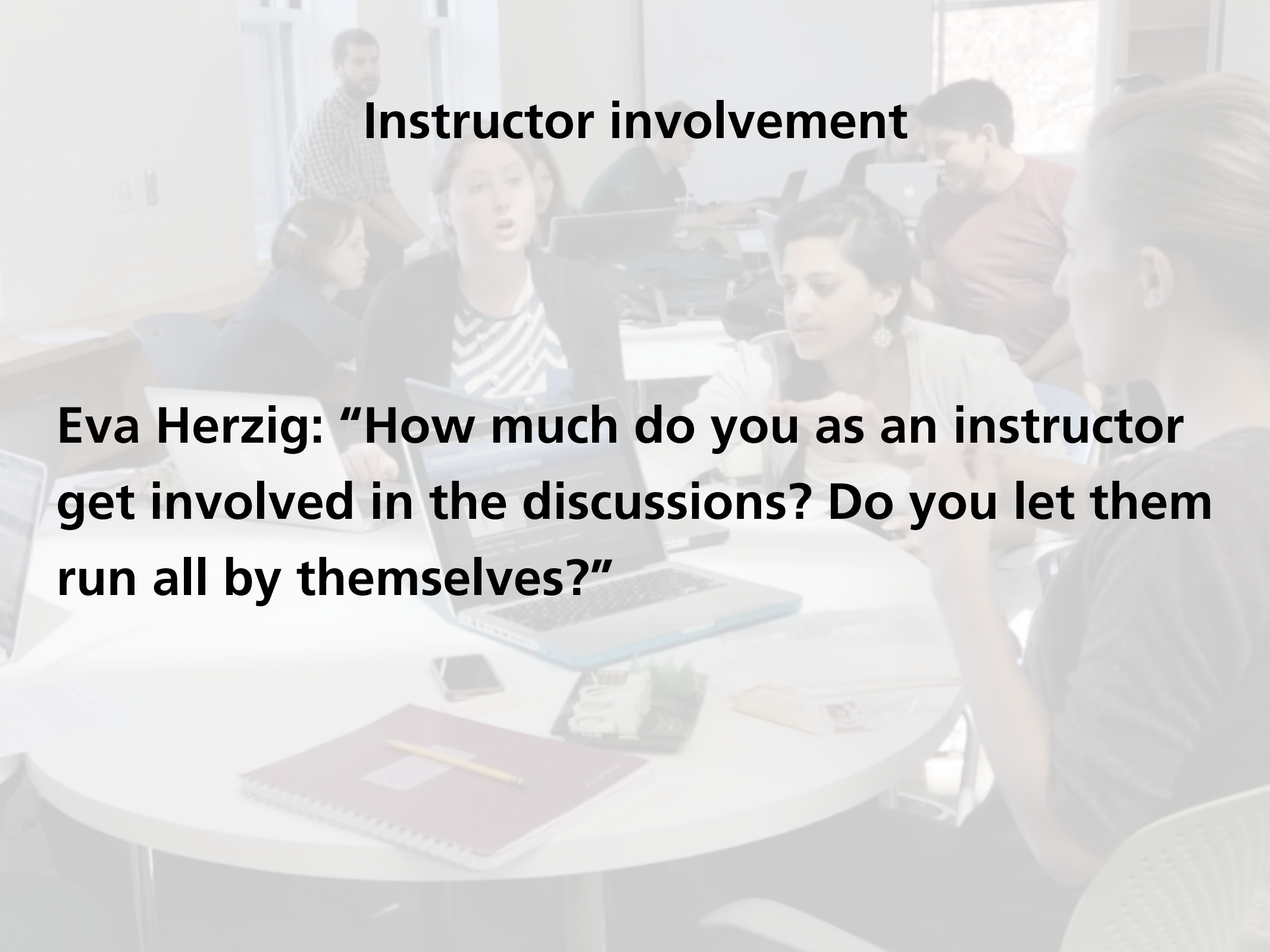
5/5 questions attempted, 13.0/20 possible points in team round Score details

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**

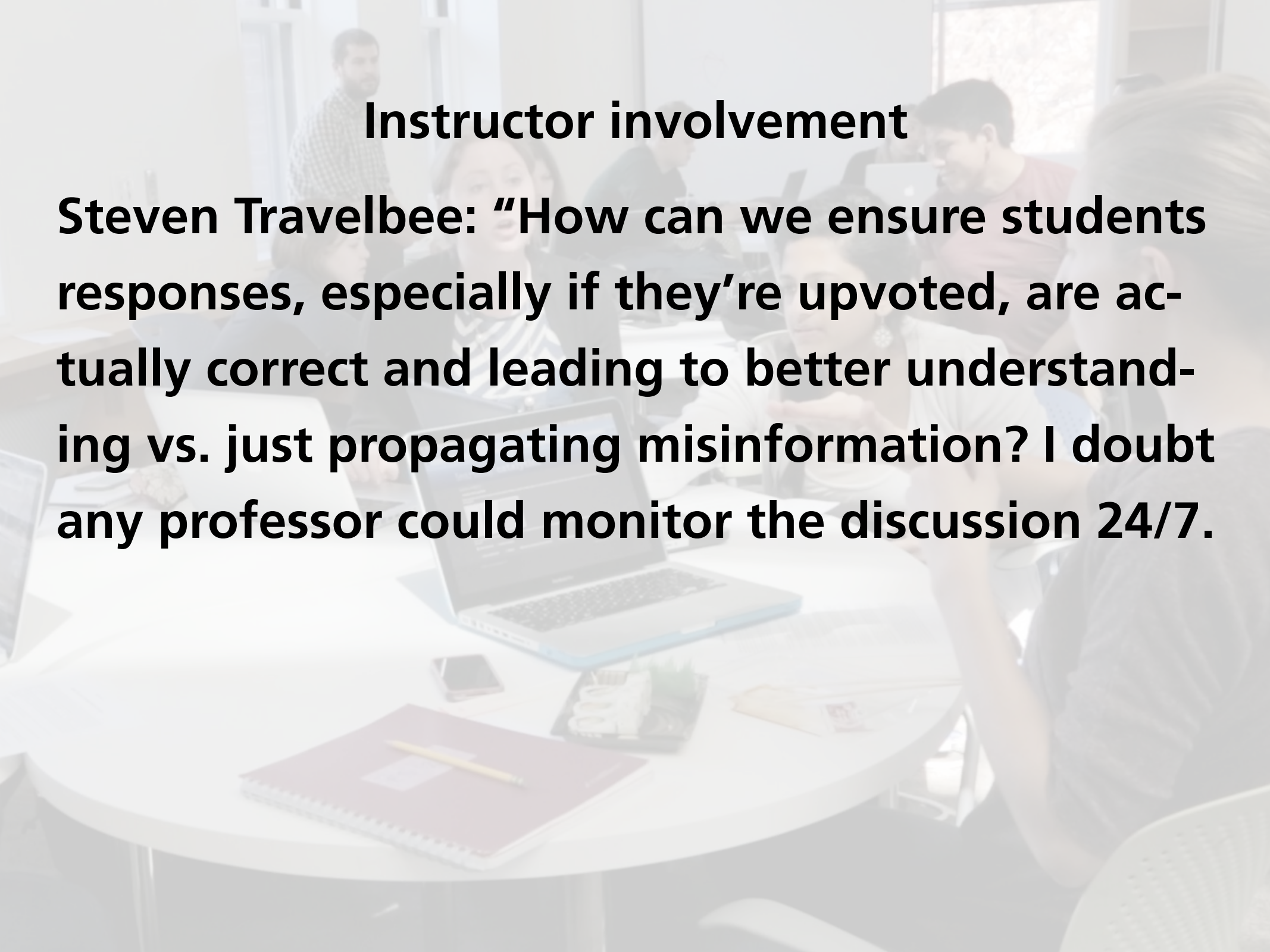
Perusall Feedback

- instructor involvement
- motivating students
- copyright issues

Instructor involvement



Eva Herzig: “How much do you as an instructor get involved in the discussions? Do you let them run all by themselves?”



Instructor involvement

Steven Travelbee: “How can we ensure students responses, especially if they’re upvoted, are actually correct and leading to better understanding vs. just propagating misinformation? I doubt any professor could monitor the discussion 24/7.

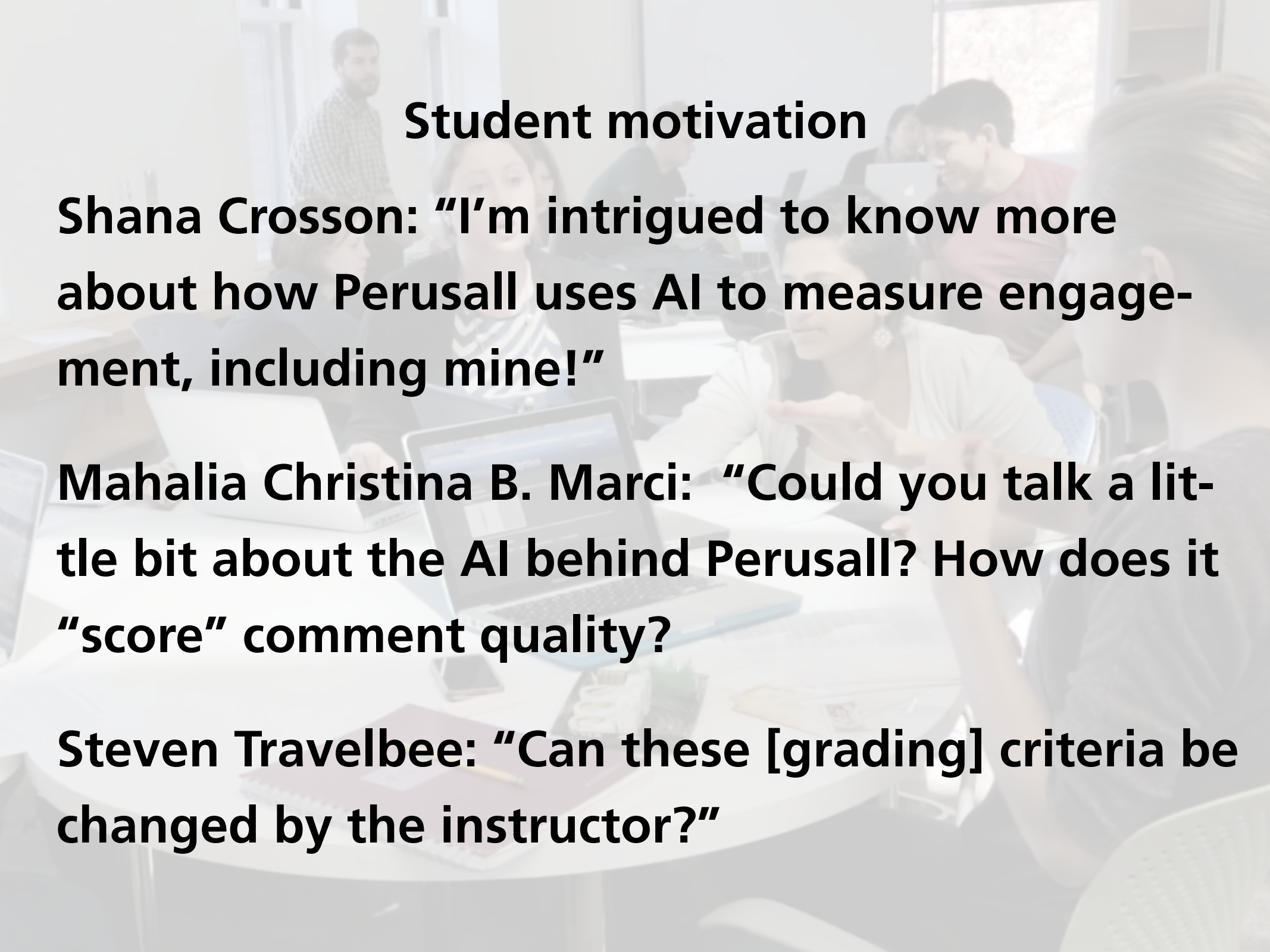
Instructor involvement

Steven Travelbee: “How can we ensure students responses, especially if they’re upvoted, are actually correct and leading to better understanding vs. just propagating misinformation? I doubt any professor could monitor the discussion 24/7. The “just like social media” aspect worries me — we’ve all seen how social media has worked to improve most people’s knowledge (I’m kidding of course).”

Student motivation

Lucia Walsh: "This tool seems great for student interaction outside of the classroom. Do they need to be incentivised with any marks for contribution or do they normally engage by themselves?"

Richard Leiby: "It seems to me that the key to success with this platform is the ability to motivate students to do the information pieces FIRST, before coming to class"



Student motivation

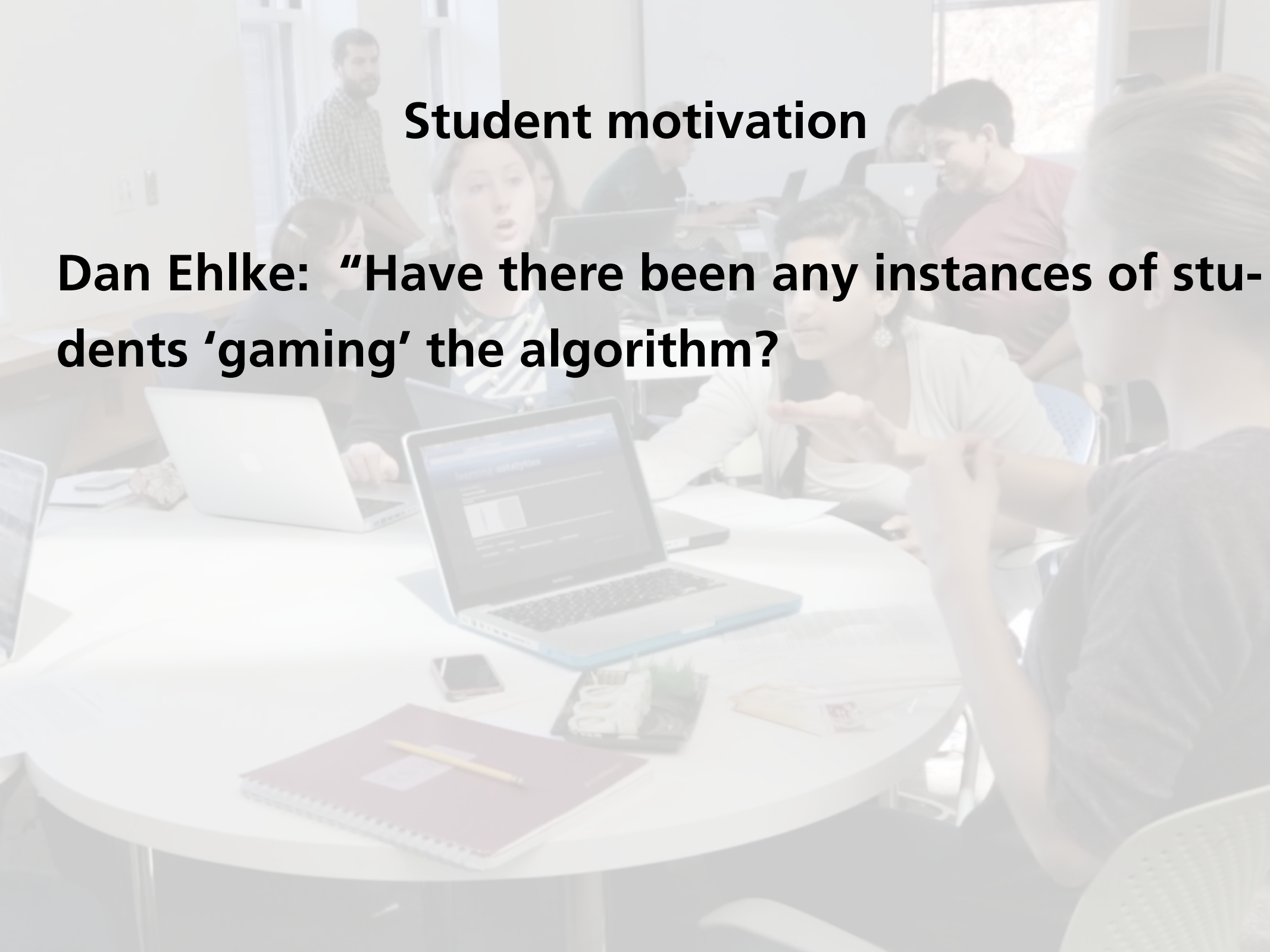
Shana Crosson: “I’m intrigued to know more about how Perusall uses AI to measure engagement, including mine!”

Mahalia Christina B. Marci: “Could you talk a little bit about the AI behind Perusall? How does it “score” comment quality?

Steven Travelbee: “Can these [grading] criteria be changed by the instructor?”

Student motivation

Dan Ehlke: “Have there been any instances of students ‘gaming’ the algorithm?



Copyright issues

Cristina Inés Heras: “How do we manage copy-right conflict? In case we want to share a textbook or article are we expected to ask for permission to publish here?”

Janet Rosenbaum: “Is copyright an issue? We’re supposed to be giving links to our library’s copies of published papers, rather than posting them. In practice, we often do post them, but officially it’s supposed to be links only.”

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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