

# Transform your teaching with Perusall



Workshop  
November 5, 2020



# Transform your teaching with Perusall



**@eric\_mazur**

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**Goal of this session**

**demonstrate how to integrate Perusall  
in your teaching approach**



**information  
transfer**

**sense-making**

A faded background image of a meeting room. Several people are seated around a large white table, working on laptops. In the foreground, a woman is looking at a laptop screen. To her right, another woman is looking down at a notebook. In the background, other people are visible, some standing and some sitting. The room has large windows and a modern, open-plan feel.

**Icebreaker – Meet your team!**

**Discuss pre-assignment on Perusall  
(& write down # of breakout room)**

A group of people are gathered in a meeting room. In the foreground, a woman with dark hair is speaking and gesturing with her hands. To her left, another woman is looking at a laptop. In the background, several other people are seated at tables, some working on laptops. A large whiteboard is visible in the background. The scene is brightly lit, suggesting a modern office environment.

**Icebreaker – Meet your team!**

**<http://bit.ly/RTicebreaker>**



# Joining Learning Catalytics

[learningcatalytics.com/demo](https://learningcatalytics.com/demo)

# Joining Learning Catalytics

## Join live session

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

86693933

Join

Session ID



# Joining Learning Catalytics

once you are in breakout room:

Enter the name of your team. Make sure that everyone

Team name: 23

✓ [OK](#)

# of breakout room!

# Joining Learning Catalytics

**Session:** 86693933

**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](#)

# Joining Learning Catalytics

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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).

 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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Jump to ▼

1

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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

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](#)

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)

**2nd attempt: 2 pts**

**3rd attempt: 1 pt**

**4th attempt: solution revealed**

A.

The questions must have a correct answer.

B.

The questions must not be cumulative. If you can't score on a question, you can't score on the next.

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

# Perusal 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?”**

A background image showing a group of students in a classroom or computer lab. They are seated at round tables with laptops, some looking at screens and others talking. The image is faded to serve as a background for the text.

## **Student motivation**

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



## **Copyright issues**

**Cristina Inés Heras: “How do we manage copyright 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](http://mazur.harvard.edu)**

**additional resources in Perusall course**

**also see [bit.ly/fliponline](http://bit.ly/fliponline)**

**Follow me!**



**@eric\_mazur**