

Transform your teaching with Perusall



Webinar
April 5, 2021



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@eric_mazur

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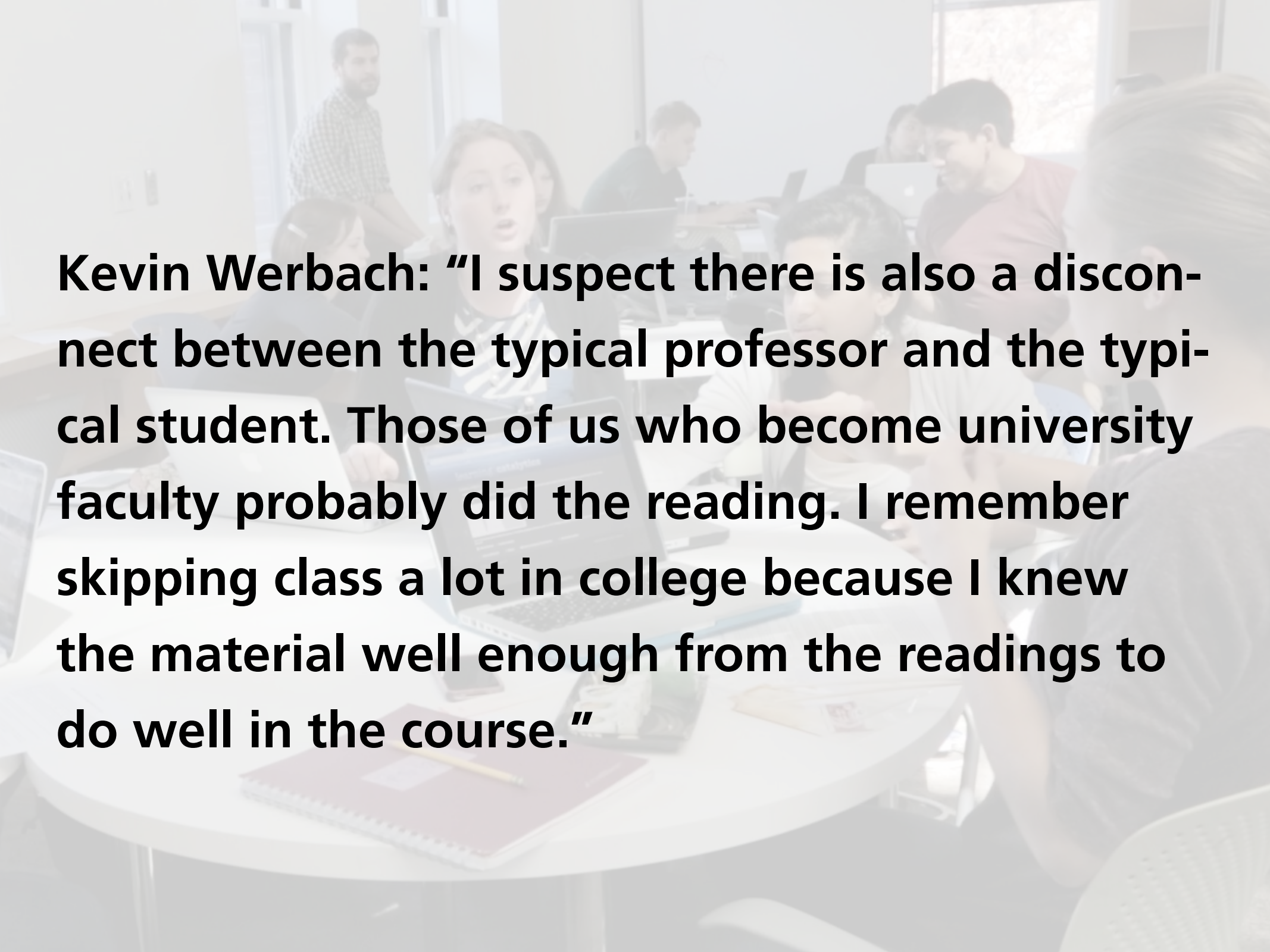
Goal of this session

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

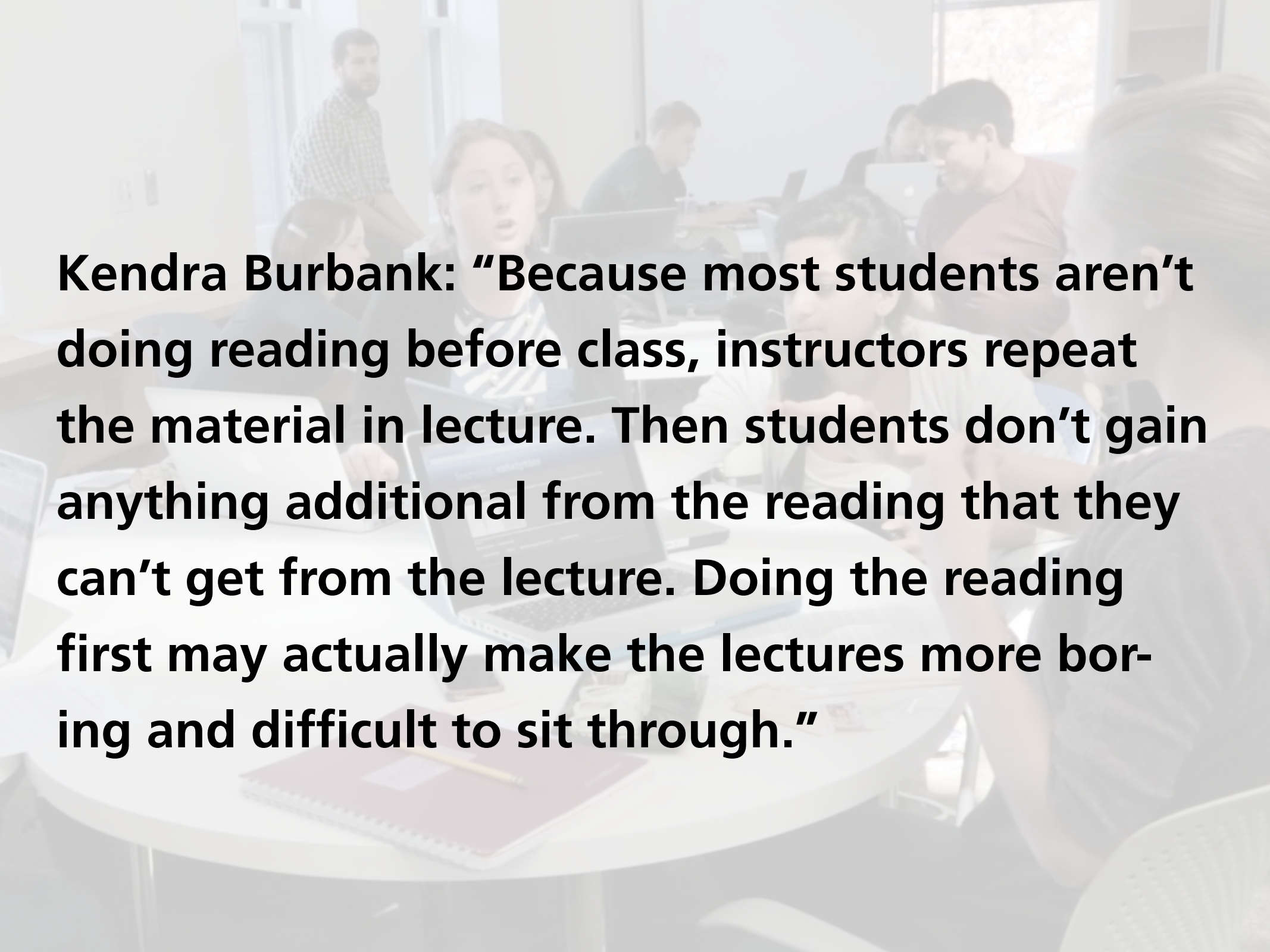


**information
transfer**

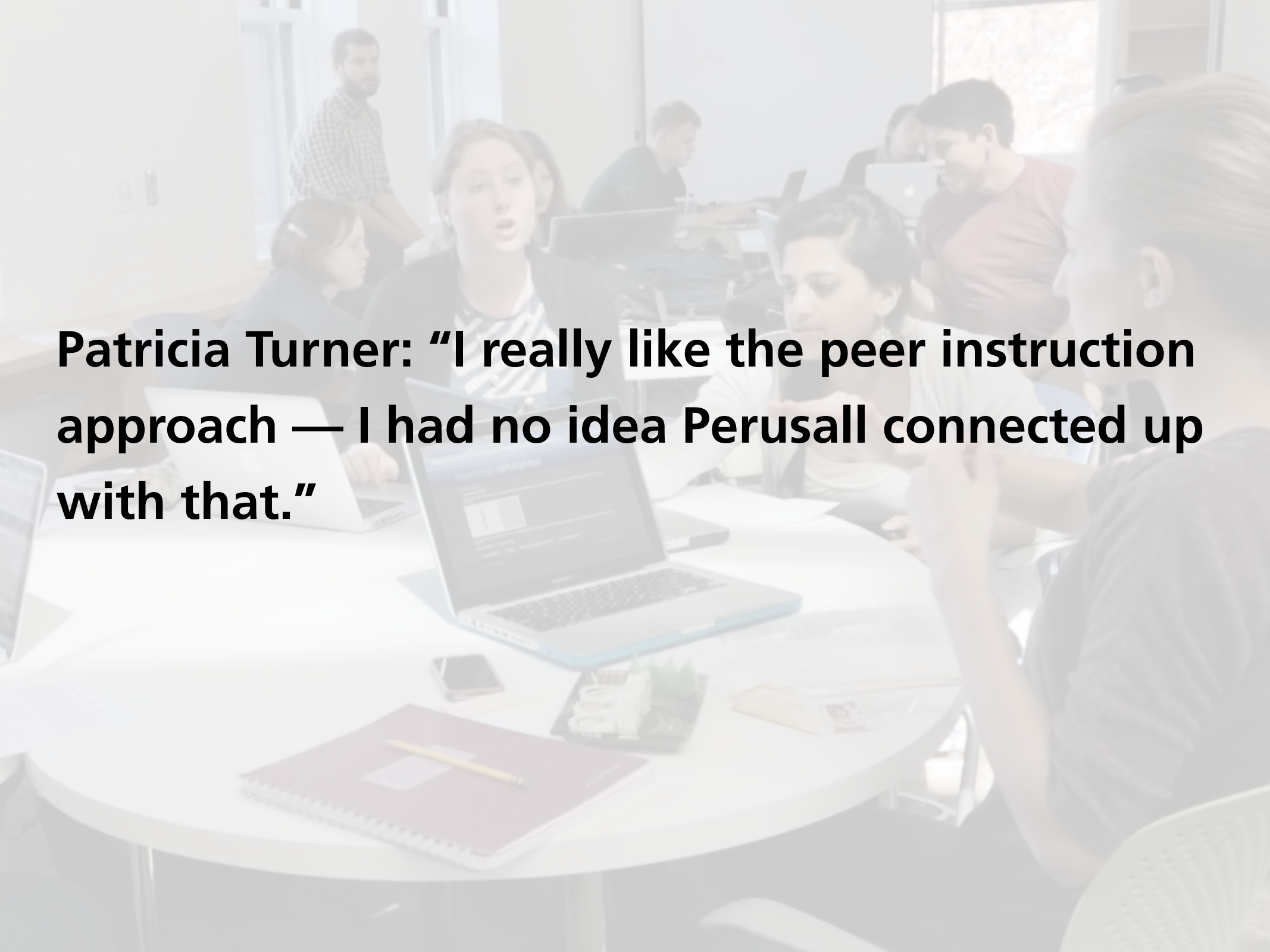
sense-making



Kevin Werbach: "I suspect there is also a disconnect between the typical professor and the typical student. Those of us who become university faculty probably did the reading. I remember skipping class a lot in college because I knew the material well enough from the readings to do well in the course."



Kendra Burbank: "Because most students aren't doing reading before class, instructors repeat the material in lecture. Then students don't gain anything additional from the reading that they can't get from the lecture. Doing the reading first may actually make the lectures more boring and difficult to sit through."

A group of students in a modern classroom setting, working on laptops and discussing their work. The students are seated around a large, light-colored circular table. In the foreground, a student is looking at a laptop screen displaying a data visualization. Other students are visible in the background, some working on laptops and others in discussion. The atmosphere is collaborative and focused.

Patricia Turner: “I really like the peer instruction approach — I had no idea Perusall connected up with that.”

Perusall Feedback — Pedagogy

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

Motivating students

Patricia Lynne: “I had some students who really did engage with the text I assigned, leave far more comments and explicitly asking for me to bring up passages in class. But I had more students who left the required number of comments and did not really engage [...] I would love strategies for assignments that encourage this kind of engagement.”

Motivating students

Sara Cohen: “I am curious to hear other’s experiences with student engagement in the flipped classroom. In mine and my colleague’s experience, students who fail to perform the assignments required before class end up getting lost in the material, less motivated and more likely to do the bare minimum to ‘get by’. How do you handle this problem?”

Motivating students

Suzanne Trojanowski: “We also know that students benefit from revisiting material that they have already read and annotated. How can Perusall be used to encourage that behavior as well?”

Announcements

Syllabus

Modules

Assignments

Slack

Grades

People

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.

Maximizing your benefit from these assignments

Research on the use of Perusall shows that students who do the following perform better in the course overall:



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http://bit.ly/perusall_instructions

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Instructor involvement

Anu Shastri: “I do like the peer instruction component but a little hesitant to use it because of the possibility of misinformation been circulated.”

Andrea Baldi: “For ~70 students and 17 chapters, these are ~8000 annotations to be reviewed/evaluated: is this feasible?”

A group of students are gathered around a white circular table in a classroom or meeting room. Several laptops are open on the table, and a notebook with a pencil lies in the foreground. The students are engaged in discussion, with one woman in the center looking towards the camera. The background shows other students and large windows.

Instructor involvement

How I prepared myself

Perusall Feedback — Technology

- **grouping**
- **scoring**
- **LMS integration**
- **content**

Grouping

Kevin Werbach: "I wonder if there is a possible disconnect when students develop a community in the virtual groups but are mixed up in the synchronous full class session."

Laura Jackson: "Is there a way to manually group students?"



Scoring

Beverly Dabney: “Can you go over tips on how to adjust the assessment settings?”

Denise Woodward: “Is there a way to customize the way the assignment is graded?”



LMS Integration

Anu Shastri: “We use Blackboard on our campus and would be interested in finding out the compatibility with Bb.”



Content

Renee Richardson: “Can we use Perusall without integrating with any textbook?”

Suzanne Trojanowski: “Did I miss how we can upload a textbook into perusall?”

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)**

Content

Roberta Niche: “I am determined to find a way to design Perusall into courses, but I am hampered by the way my university handles textbooks. We use Barnes and Noble College and charge students a flat rate of \$49 for etexts. Our textbook coordinator doesn’t see how we can make it work. Thoughts?”

Content

Justin Aakre: “I’m very curious to see how Perusall interacts with our eLibrary resources. Our library has worked very hard to have numerous resources, often behind authentication. Will Perusall work with these resources? Are there any restrictions on the content that Perusall can interact with?”



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

Perusall



Dear Eric,

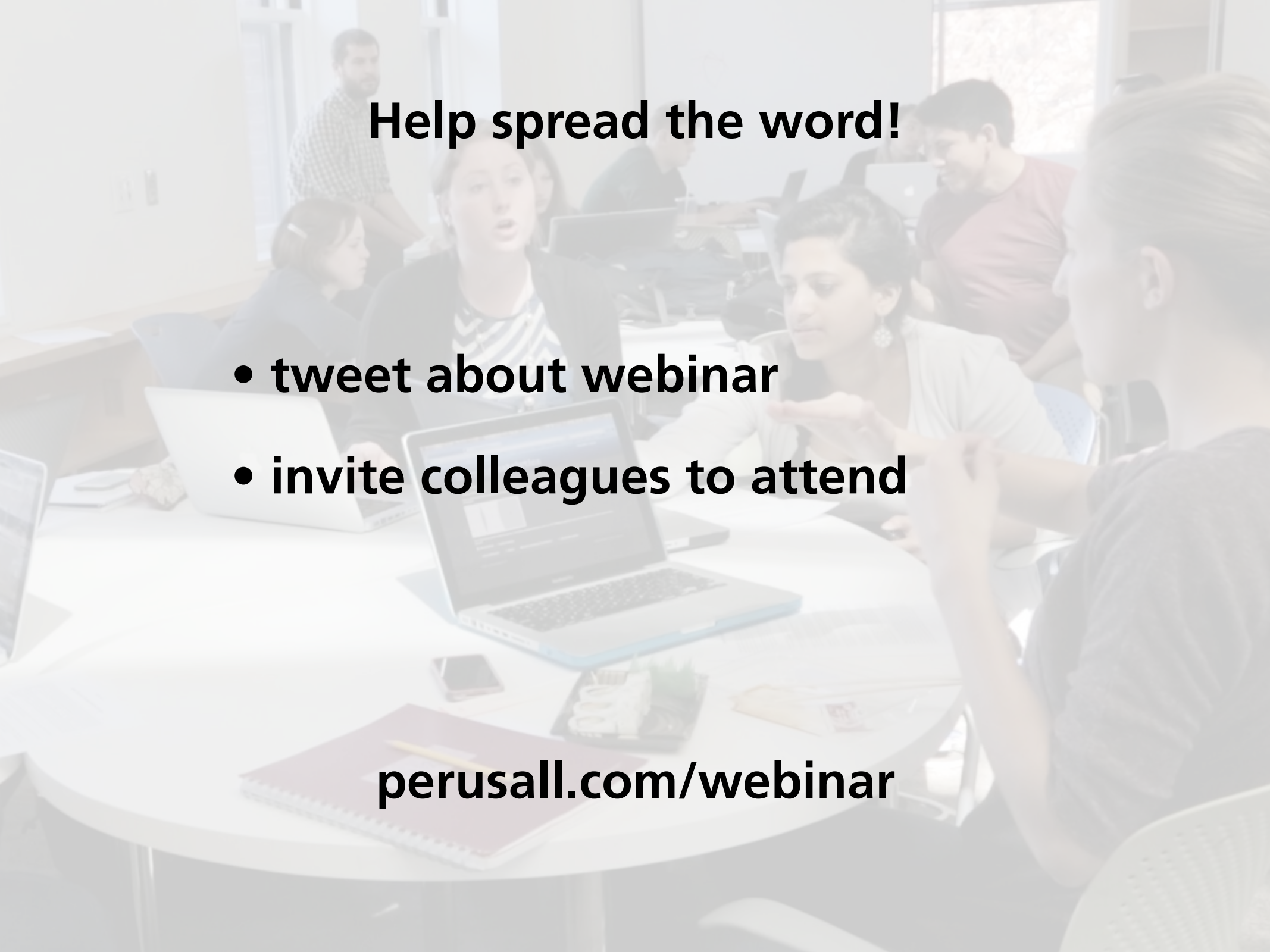
Perusall adoptions have grown quickly across disciplines worldwide. Instructors have shared many creative pedagogical strategies with us so we thought it was time to provide a forum for our community to share best practices and creative solutions for engaging students in online learning. We are pleased to announce:

Perusall Exchange 2021

An event for innovators in teaching
May 17-28, 2021

The Perusall Exchange 2021 will be held within the Perusall platform to permit asynchronous discussion with and between participants. The event will also include virtual, synchronous exchanges of ideas between presenters and participants.

We are now accepting proposals at exchange@perusall.com. Our theme is Transform Teaching and Learning with Perusall. Proposals should be no more than 400 words or two minutes in length if submitted in video form. Submissions should emphasize the connection between pedagogy and Perusall: e.g., how to implement. The deadline for proposals is May 26, 2021.



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!



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