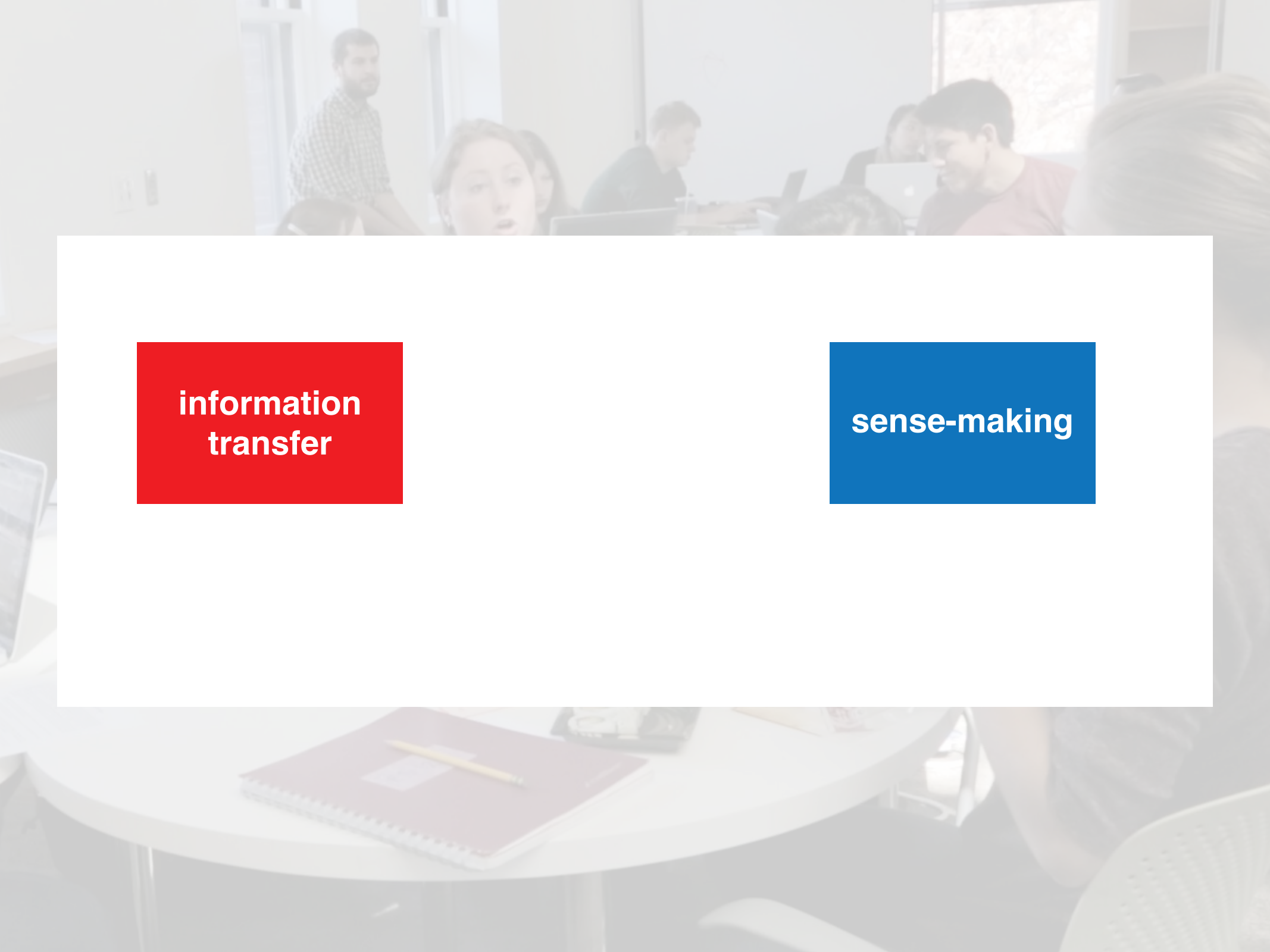
Transform your teaching with Perusall

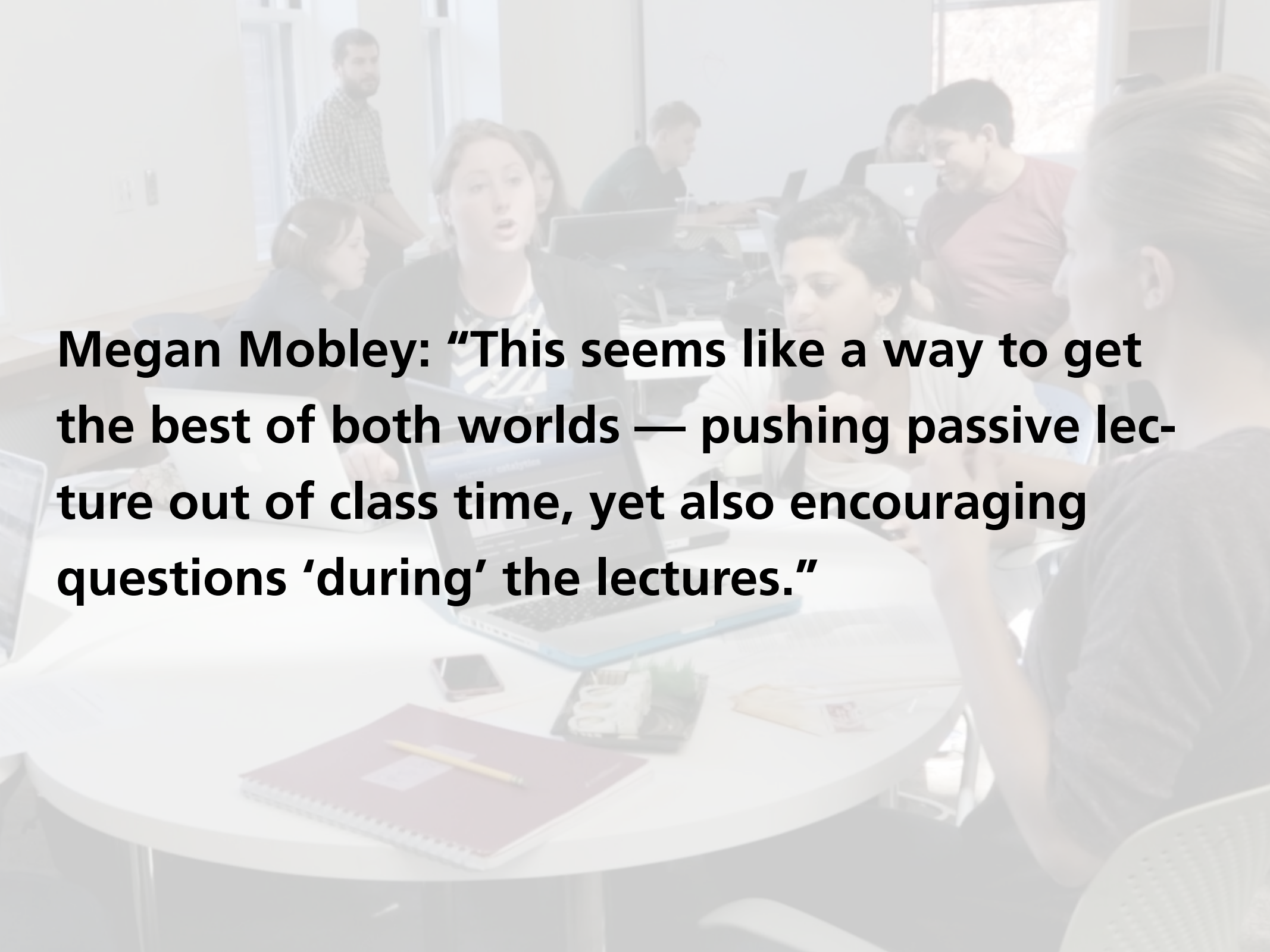
Webinar
March 24, 2021

Transform your teaching with Perusall

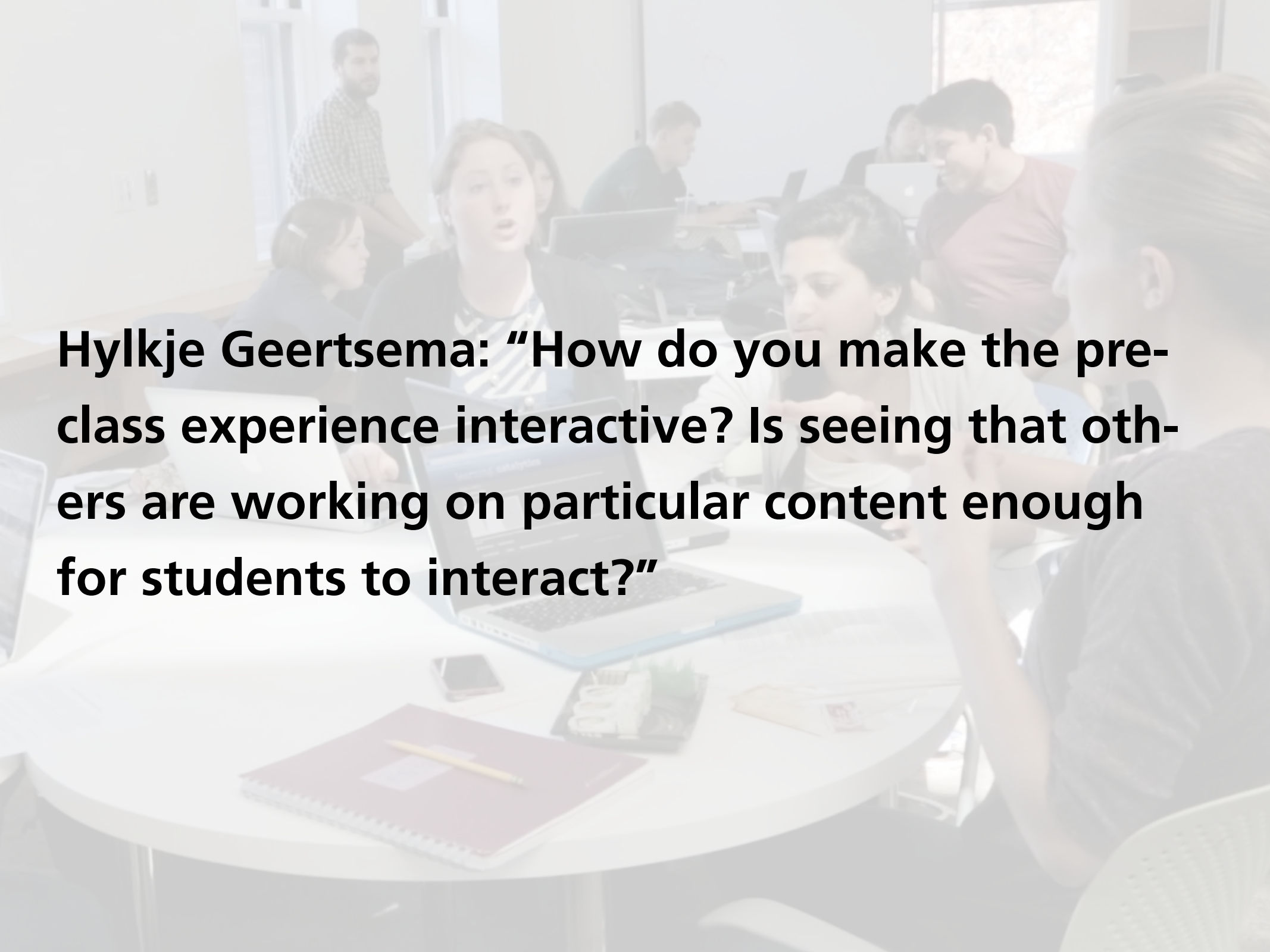
Goal of this session

demonstrate how to integrate Perusall in your teaching approach

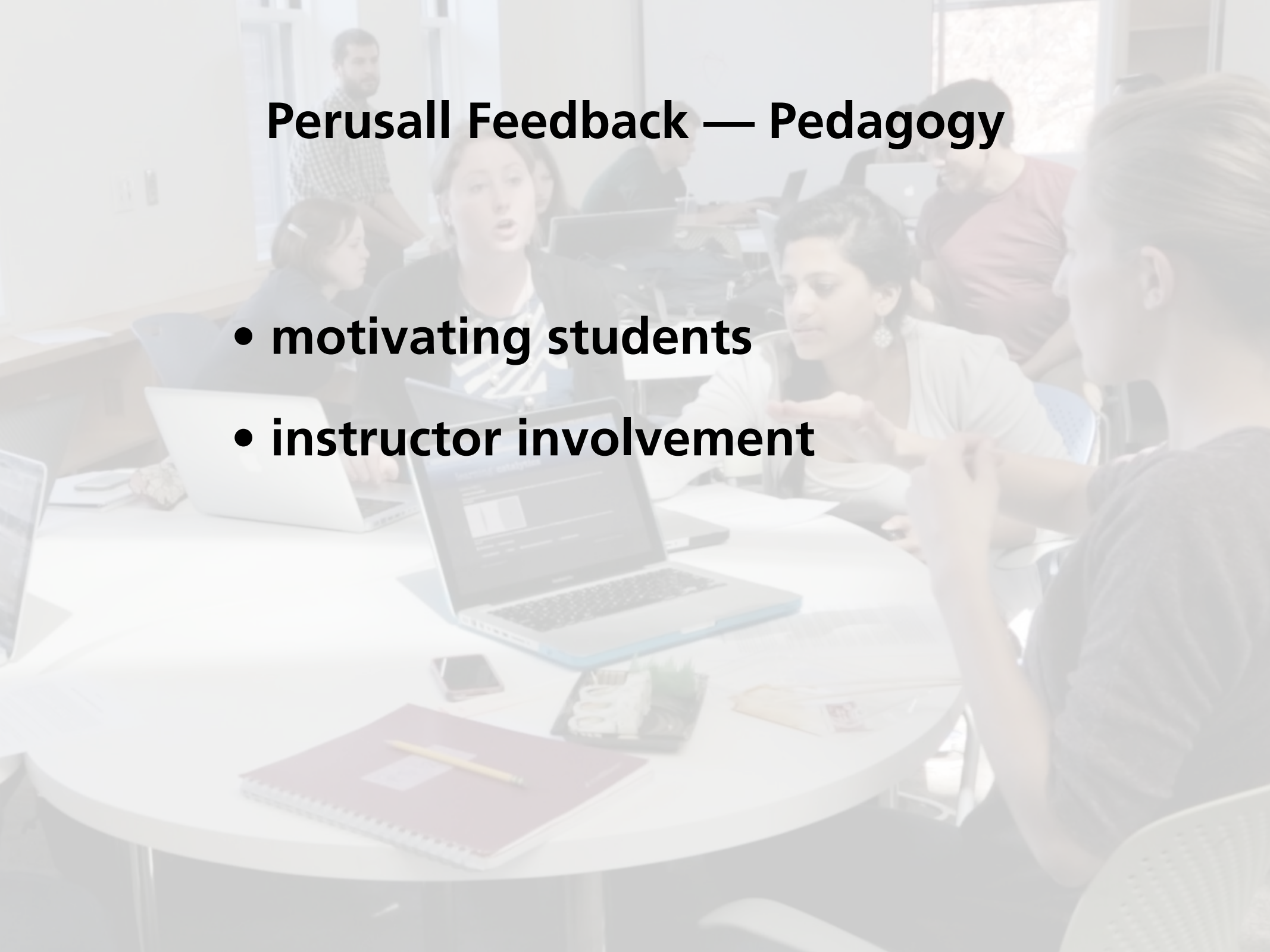

information transfer
sense-making



Megan Mobley: “This seems like a way to get the best of both worlds — pushing passive lecture out of class time, yet also encouraging questions ‘during’ the lectures.”



Hylkje Geertsema: “How do you make the pre-class experience interactive? Is seeing that others are working on particular content enough for students to interact?”



Perusall Feedback — Pedagogy

- motivating students
- instructor involvement

Motivating students

Shelby Frost: “Incentives matter! Students need a reason to read before class. [...] Something meaningful needs to happen in class where reading in advance would benefit students.”

Karen Harrignton: ”I agree often times the emphasis is on grades and not learning. If the questions asked do not need an application for the reading material, students do not have an incentive to do the reading.”

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:

canvas.harvard.edu

Reading Assignment Overview: APPHY 50B: Physics as a Foundation for Science and Engineering, Part II

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 [illegible] 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.

http://bit.ly/perusall_instructions

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:

Instructor involvement

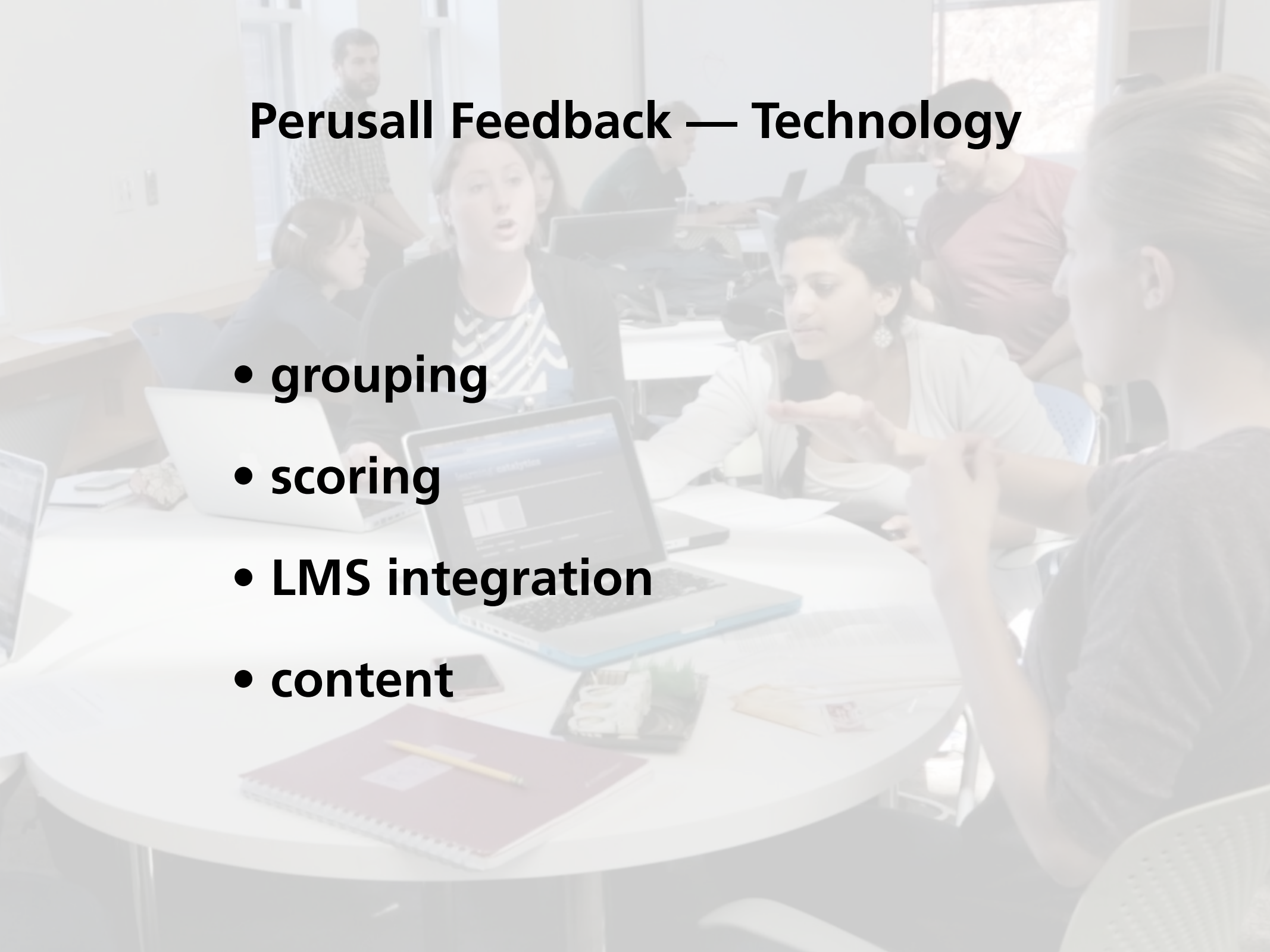
Susan Berry: “This info transfer move is so great. I can also see what students understand about the topic before I arrive, which allows me to tailor the assignment to where they are in their learning.”

Jayshri Lad: “I think you have to spend quite a lot of time browsing through the comments to give feedback.”

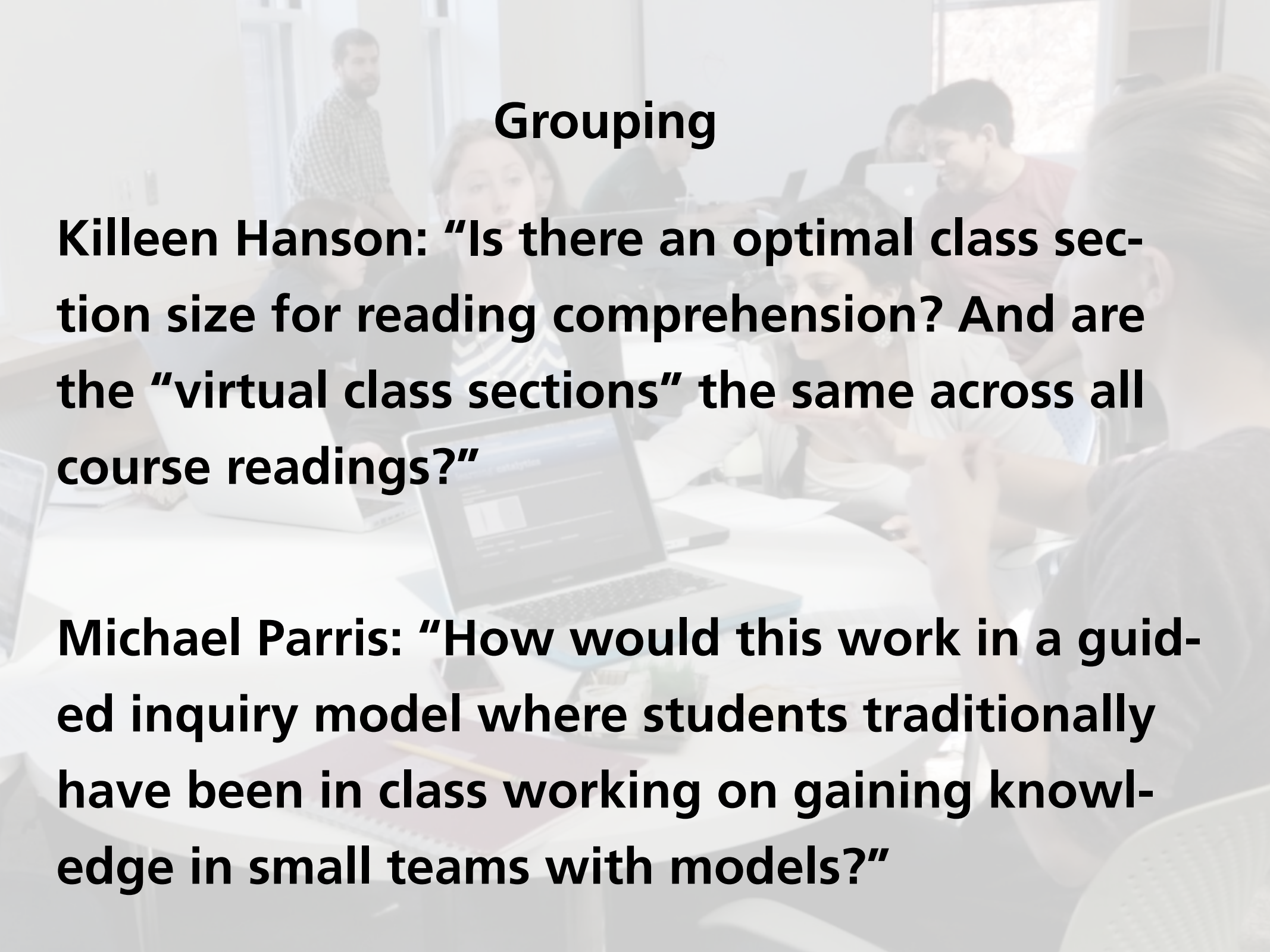
Instructor involvement

How I prepared myself

Perusall Feedback — Technology



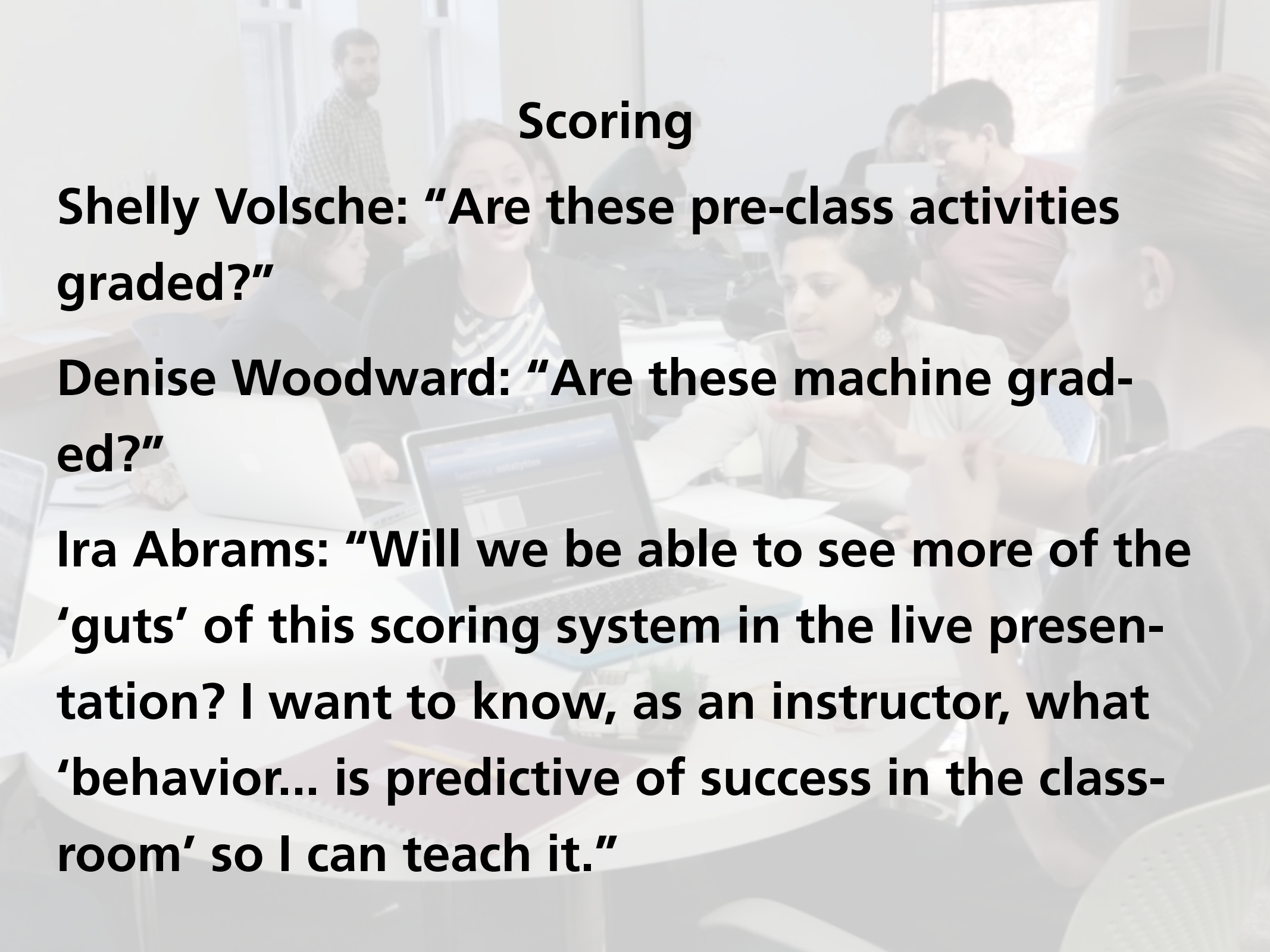
- grouping
- scoring
- LMS integration
- content



Grouping

Killeen Hanson: “Is there an optimal class section size for reading comprehension? And are the “virtual class sections” the same across all course readings?”

Michael Parris: “How would this work in a guided inquiry model where students traditionally have been in class working on gaining knowledge in small teams with models?”



Scoring

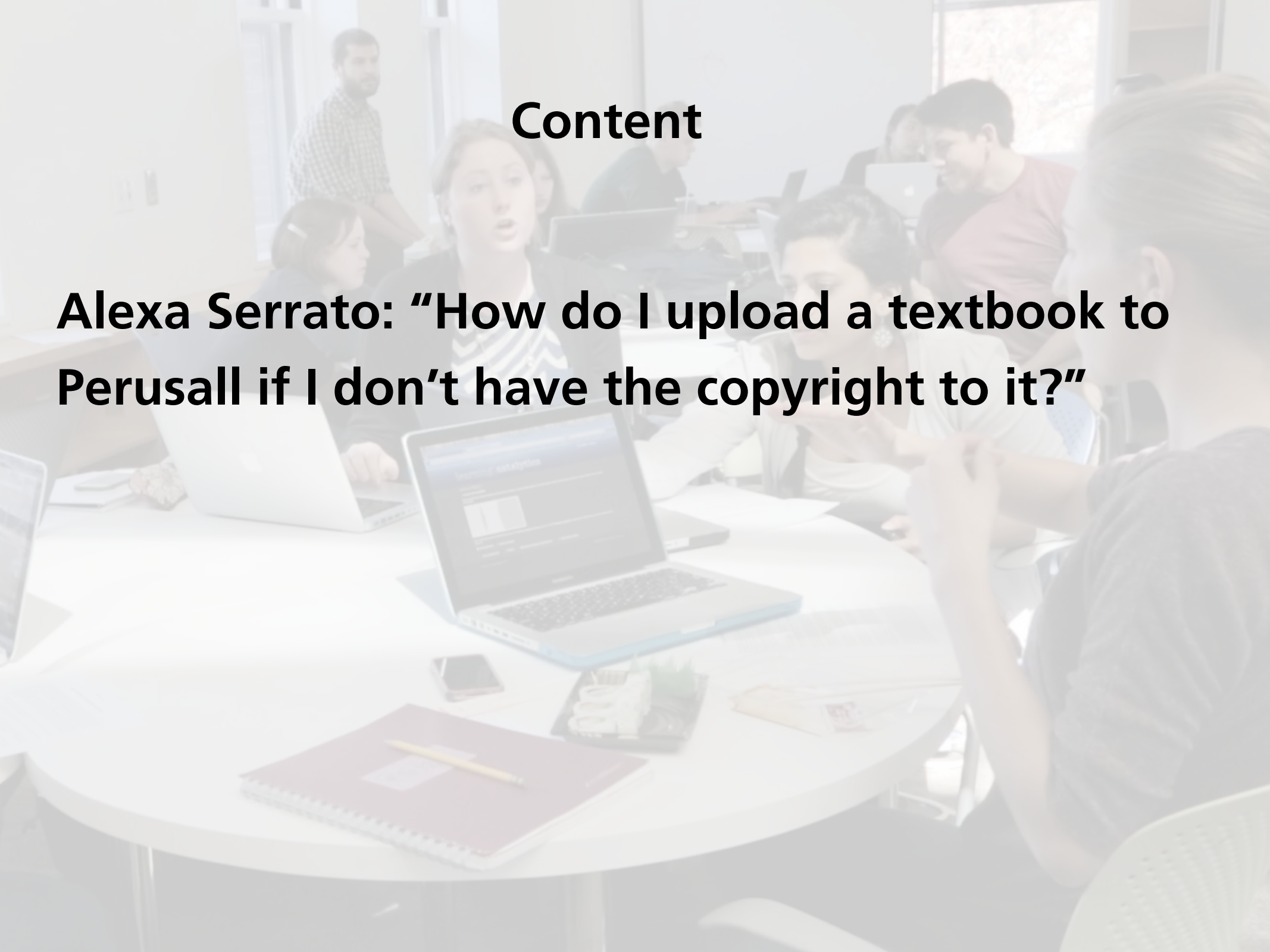
Shelly Volsche: “Are these pre-class activities graded?”

Denise Woodward: “Are these machine graded?”

Ira Abrams: “Will we be able to see more of the ‘guts’ of this scoring system in the live presentation? I want to know, as an instructor, what ‘behavior… is predictive of success in the classroom’ so I can teach it.”

LMS Integration

Alexa Serrato: “Usually I make my videos in Microsoft Stream and then embed them on Canvas. It looks like I could now put the video links into Perusall instead. But does Perusall integrate nicely with Canvas?”



Content

Alexa Serrato: “How do I upload a textbook to Perusall if I don’t have the copyright to it?”

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

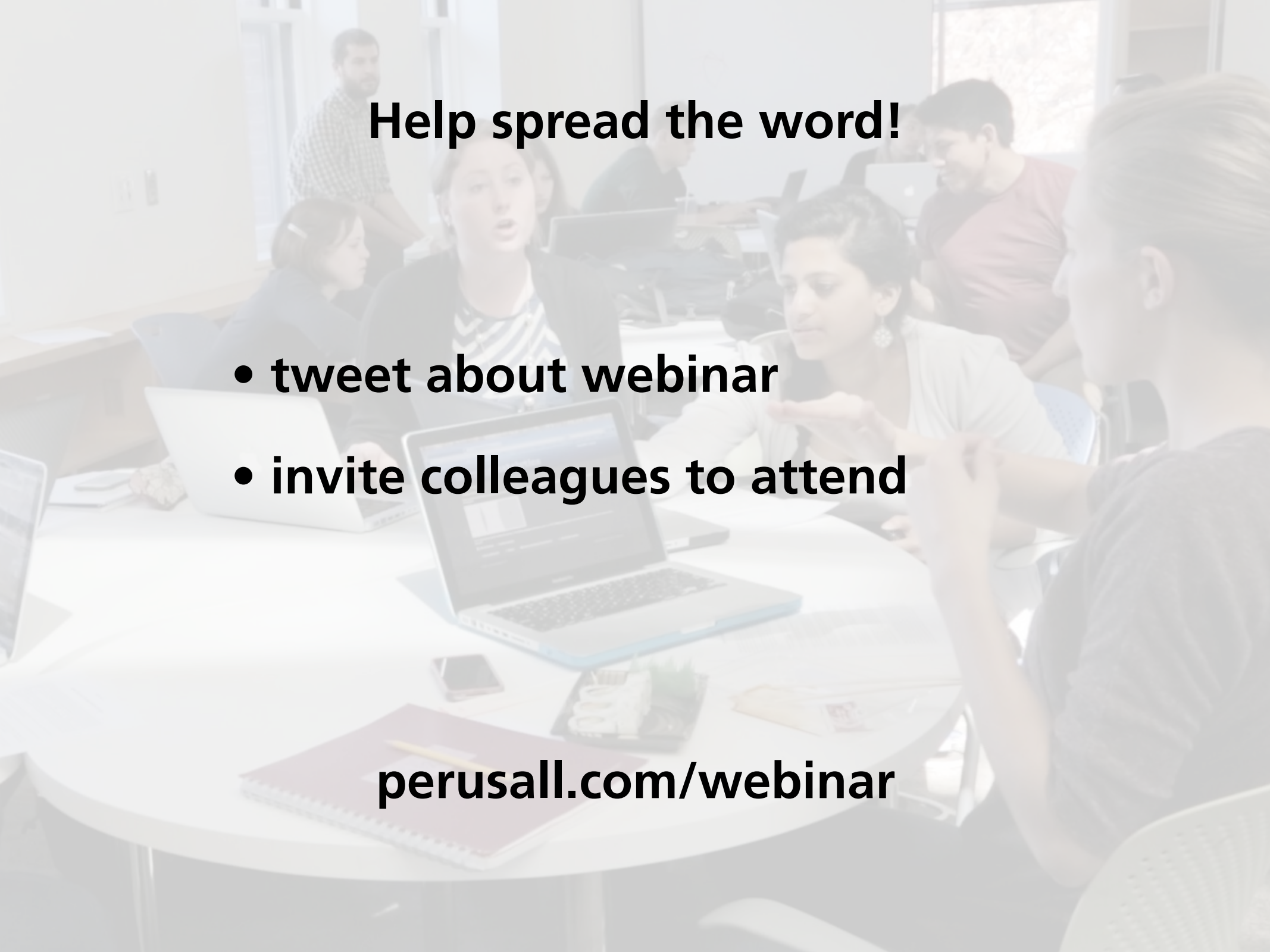
Perusall Exchange 2021

An event for innovators in teaching

May 17-28, 2021

May 17–28

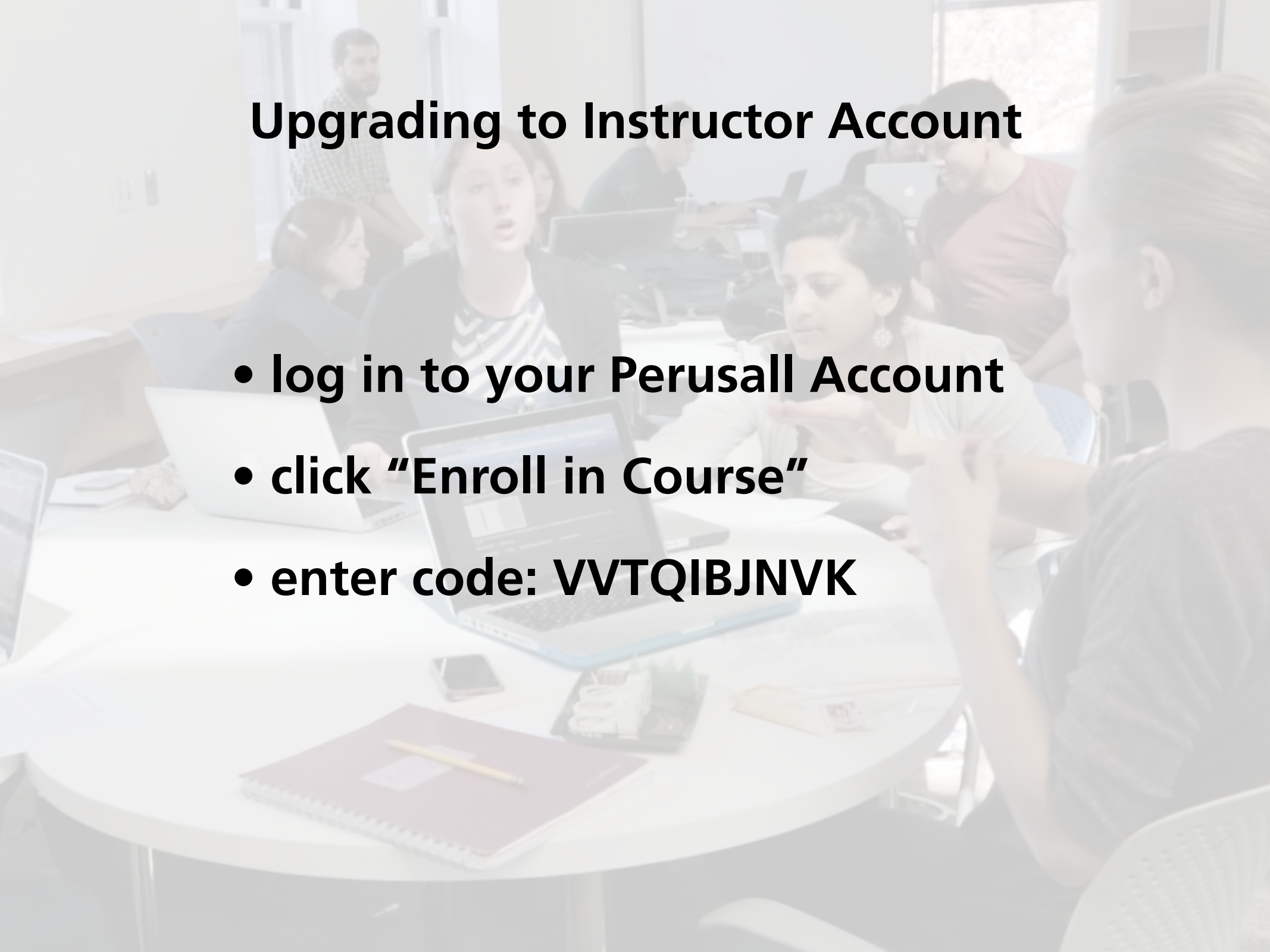
perusall.com/exchange



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