

# Transform your teaching with Perusall



Workshop  
November 12, 2020



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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**

A group of people in a modern office setting, sitting around a round table with laptops and notebooks, engaged in a meeting. The image is faded to serve as a background for the text.

**Icebreaker – Meet your team!**

**Discuss pre-assignment on Perusall**

# **Perusall Feedback — Pedagogy**

- **motivating students**
- **assignment practices**
- **instructor involvement**



## **Motivating students**

**Michael Klug: "Getting students to pre-read before attending lectures is definitely a challenge across the curriculum. "**

**Jedd Walker: "How do you motivate students to engage in learning. Does there always have to be a carrot?"**

**Michael Vieth: "If this is not for a grade, why would students use the program?"**

## **Assignment practices**

**Jose Aleman: "How close to class do you make your deadlines for assignments? I set a deadline of 9 pm the night before to give myself time to read all the annotations."**

**Nima Yolmo: "In your experience, have you found that some particular length of text/video assigned through Perusall as being more effective or manageable for student interactions than others?"**

A background image of a classroom or meeting room. Several people are seated around a large, light-colored circular table. In the foreground, a woman with dark hair is looking at a laptop screen. To her left, another woman is looking towards the camera. In the background, other people are working on laptops. The room has large windows on the right side, letting in natural light. The overall atmosphere is professional and collaborative.

**Instructor involvement**

**How I prepared myself**

# **Perusall Feedback — Technology**

- **confusion report**
- **highlights**
- **content**
- **grouping**
- **scoring**
- **LMS integration**

## **Confusion report**

**Elussa Weisberg: "A confusion report - does this mean an area where the majority of students did not understand the text and or vocabualry/or theory/argument ? This is very important becasse what is obvious to the teacher is often not so for the students and we sometimes miss that ."**



## Highlights

**Jeremy Robinson: "On a page like this with several highlighted sections, I'm finding that my reading is really affected by previous comments."**

**Matthew Perkins: "I've used Perusall as a professor for three years now; never as a student myself. I have to admit that I am finding it hard to read the paper because I am distracted by all the comments."**

A blurred background image of a modern office environment. Several people are visible, some standing and some sitting at desks with laptops. The scene is brightly lit, suggesting a large window or open-plan office space.

## **Content**

**Alan Graves: “So far I’ve only had a few students that prefer hard copy, and did not enjoy the online readings, but they are a distinct minority, anyone else had that experience?”**

**Veronique Sikora: “I love the fact that we can do videos. So how do you produce your videos? What platform? And then, where do you store them?”**

## **Grouping**

**Beth DeStasio: “What’s the limit for class size and utility of one Perusall assignment? Or can I make several ‘groups’ within the class?”**

**Veronic Bezaire: “What is ‘too large’? I have broken up a class of 20 students in 4 groups of 5. When I read all comments, I am amazed by how rich the conversations are, but I wonder if students see that richness if they are only reading conversations from their own group.”**



## Scoring

**Sarah Church: “How much of the completed reading stats have to do with the reading being graded?”**

**William Beasley: “I would like to know more about exactly what behaviors are being used as the template here — partially because sharing them with the students could make a good connection with study skills and time management.”**



## **LMS Integration**

**Michael Vieth: “Does this system connect to the LMS used (Canvas, Blackboard, etc)?”**

# 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](http://bit.ly/fliponline)**

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