

Transform your teaching with Perusall



Workshop
November 17, 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



Helen Chavez: “How is this similar/different to flipped-classroom?”

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**
- **instructor involvement**

Perusall Feedback — Technology

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

Motivating students

Patricia Ramirez de la Vina: “One of the issues I see with flipped classrooms is that students don’t come fully prepared to class. Do you have any metrics showing an increase in student’s preparation before class?”

Instructor involvement

Lauren Leo: “What would be the best way to handle it if a student responded with incorrect information?”

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 purple spiral notebook with a yellow 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 working at desks near a large window.

Instructor involvement

How I prepared myself



Confusion report

Helen Chavez: “How confusion is identified from the questions?”

Content

Patricia Ramirez de la Vina: “What type of text is allowed to added in Perusall? Are there any copyright issues when adding the eBook for the class?”

“How does the video work with Canvas? I have all my lecture videos already in Canvas.”

Grouping

Lauren Leo: "In the future, is it on your roadmap to allow groups to be formed manually? For example, for our Poetry in America class, we would like to group learners by their high schools. Will this be an option in the future rather than randomized grouping?"

Patricia Ramirez de la Vina: "How big are these groups? does it make a difference the size of the class?"



Scoring

Jose Benito Rosales Chavez: “Is [the scoring] like a tally of their participation?”

Helen Chavez: “It would be interesting to learn how engagement [and quality/thoughtfulness] is measured / computed.”

LMS Integration

Lauren Leo: “We would like to use this in Open edX for the Poetry in America course. Is an integration being worked on for Open edX? We did some testing and couldn’t get the grade pass back to work on Open edX, but we would love to try to use this in the future.”

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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