

# Get your students to read: Transform learning with Perusall



Workshop  
University System of Georgia  
November 18, 2020



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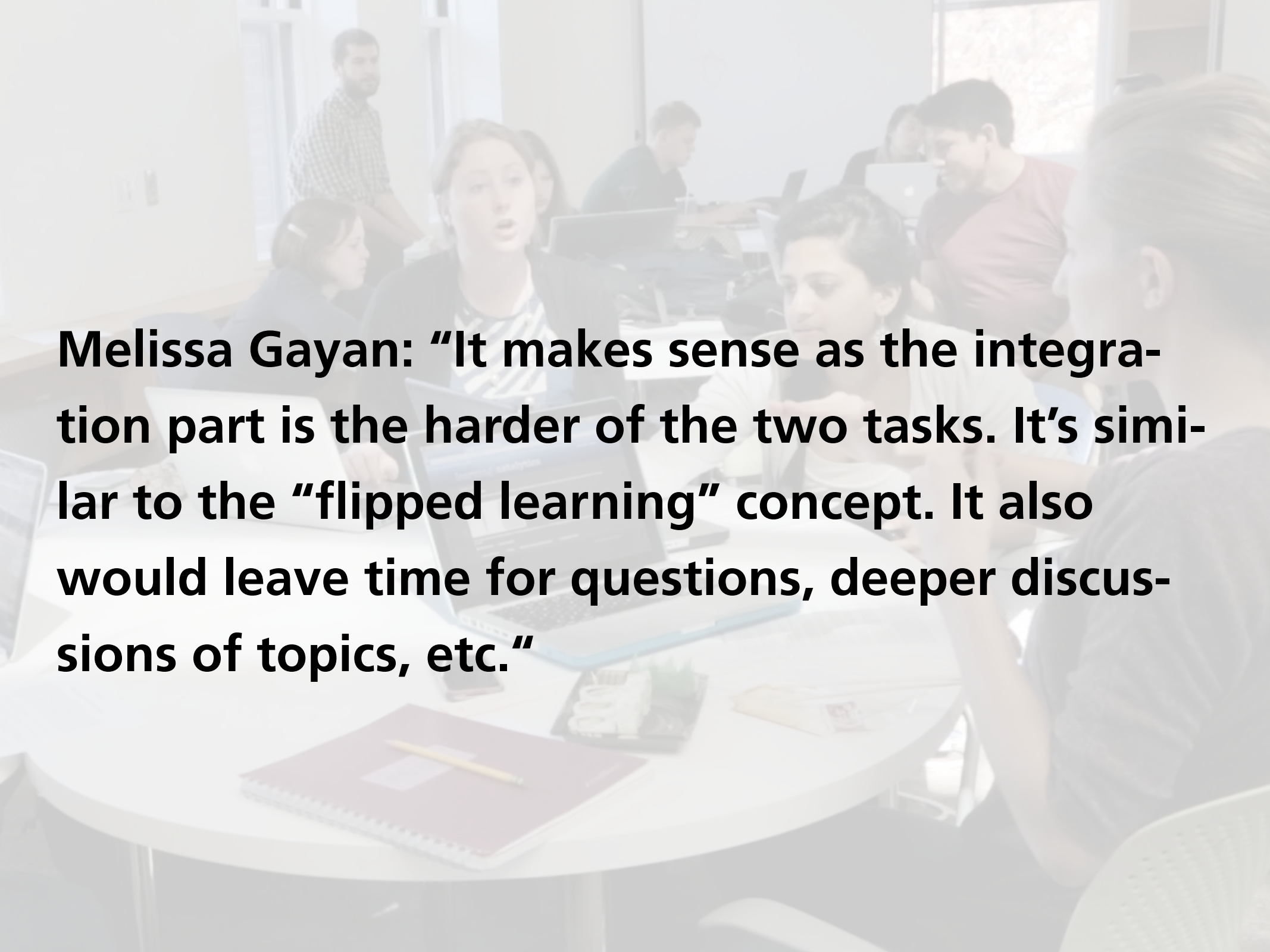
**Goal of this session**

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



**information  
transfer**

**sense-making**



**Melissa Gayan: “It makes sense as the integration part is the harder of the two tasks. It’s similar to the “flipped learning” concept. It also would leave time for questions, deeper discussions of topics, etc.”**





**Icebreaker – Meet your team!**

**Discuss pre-assignment on Perusall**

# **Perusall Feedback — Pedagogy**

- **motivating students**
- **instructor involvement**
- **learning outcomes**



## **Motivating students**

**Denise Domizi: “I feel like this trend is what puts us in these vicious cycles. Students won’t read, so instructors feel like they have to lecture; but then students know they will get the information in a lecture, so they don’t read. In the end, why should the students read if they don’t have to in order to be successful?”**



## **Motivating students**

**Swayamprabha Behera: “How to encourage the students to do the pre-assignment before coming to class? Should we give few credits in order to do so?”**



## **Instructor involvement**

**Paula Tiliman: “What are your thoughts on the instructor posting questions for students to answer within the text or is it most effective to have them ask and answer peer questions?”**

**Sherry Serdikoff: “Has there been any research to examine whether instructor involvement in the Perusall discussions has an impact?”**

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 towards the camera, while others are looking at laptops or talking. The room has large windows in the background, letting in natural light. The overall atmosphere is professional and collaborative.

**Instructor involvement**

**How I prepared myself**

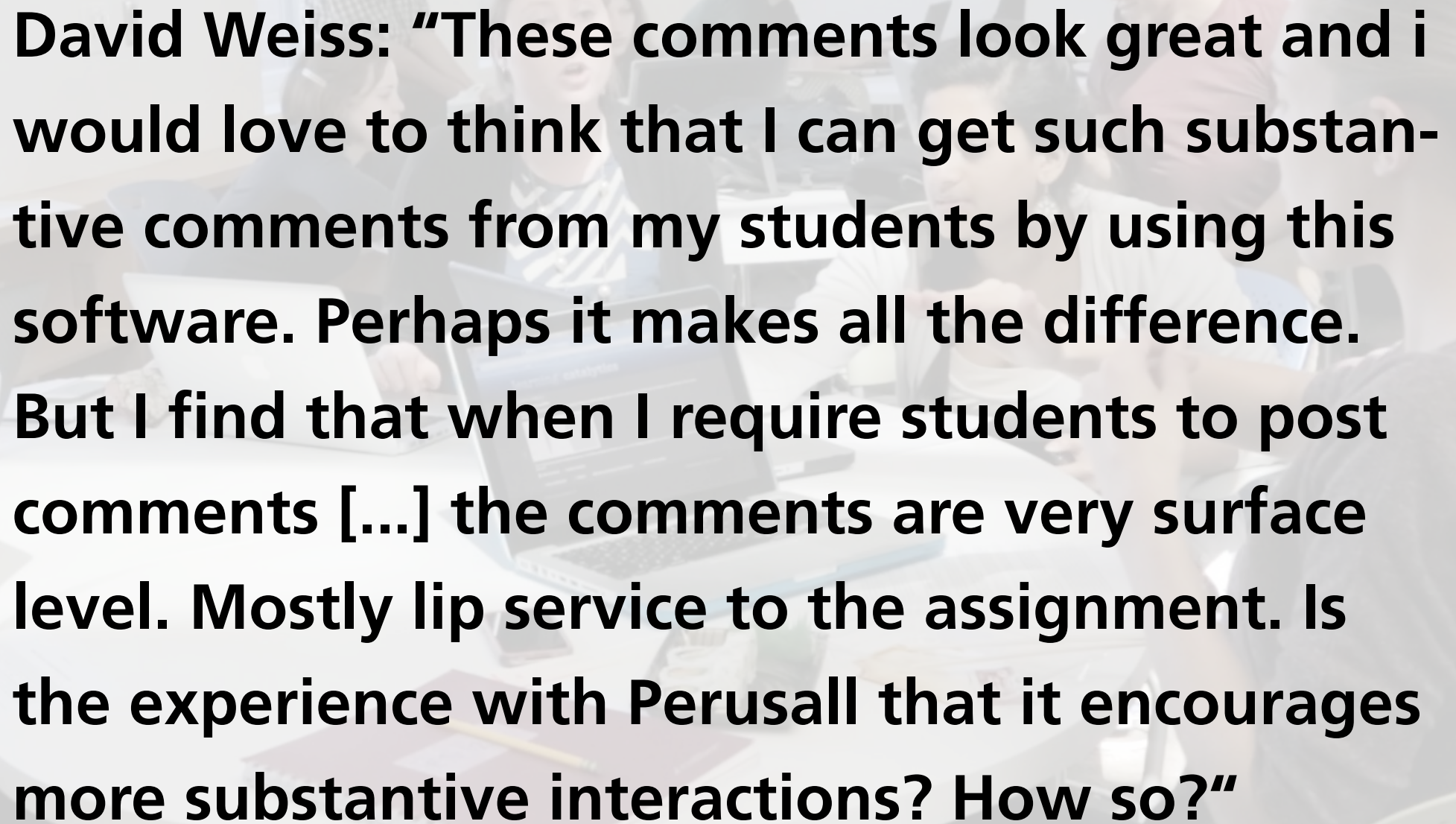




## **Learning outcomes**

**Sherry Serdikoff: "I'm wondering how the metrics in Perusall might be used to document student engagement in fully online courses as well as to increase learning."**

**Mauricio Sanchez: "Is it possible that given these results the social interaction might be an important key to help students succeed with their reading? Or at least that is what seems."**



**David Weiss: "These comments look great and i would love to think that I can get such substantive comments from my students by using this software. Perhaps it makes all the difference. But I find that when I require students to post comments [...] the comments are very surface level. Mostly lip service to the assignment. Is the experience with Perusall that it encourages more substantive interactions? How so?"**

# **Perusall Feedback — Technology**

- **content**
- **grouping**
- **notifications**
- **personal notes**
- **scoring**
- **LMS integration**





## **Content**

**Dana Griggs: “How do you get the course text in Perusall so students can read and annotate outside of class, but in Perusall?”**

**Paula Tiliman: “What is the process for having a textbook added to Perusall?”**

# Documents you can use with Perusall

- **PDF, Word, html, or ePub files (free)**
- **open access material (free)**
- **source code with syntax highlighting (free)**
- **books (purchased by students\* or institution)**

**\*via Perusall or through university bookstore ([support@perusall.com](mailto:support@perusall.com))**



## **Grouping**

**Michele McGibony: “How many students is “too large” according to the data?”**

**David Weiss: “Does that effectively mean that each group does only part of the required reading for the class?”**

**Denise Domizi: “Do they stay in the same group the entire semester?”**





## Notifications

**Robert Maxwell: “Is there a way for the system to identify and notify students who have not annotated or commented prior to a deadline?”**

A blurred background image showing a group of people in a meeting or collaborative workspace. Several individuals are seated at a table, with laptops open in front of them. The scene is brightly lit, suggesting an indoor office environment with large windows in the background.

## **Personal notes**

**Lea Padget: "Is there a way to underline text just for myself that doesn't force it to be commented on/part of a conversation?"**

**Katy O'Brien: "Are you able to make highlights just for yourself in the software? There are a few places [...] where I have wanted to mark the text, but didn't have a particular question or comment. Just wanted to be able to quickly find it later."**

## Scoring

**Michele McGibony: “What attributes does a ‘thoughtful annotation’ have? Does Perusall automatically do this for you or does each instructor built this into their course?”**

**Sherry Serdikoff: “[Are] student told that 7 annotations were required?”**

**Amanda Konkle: “Is there a way to associate [the scoring] with a particular discipline?”**



## **LMS Integration**

**Paula Tiliman: “Does the gradebook integrate with the LMS?”**

**Susanna Smith: “If you integrate this into an LMS, how can you tweak the grading to match your gradebook in the LMS? In other words, if I grade on a 100 point scale and Perusall uses a 0-3 grading system, what’s the best way to make them match up?”**

## **LMS Integration**

**David Weiss: “How much time is generally required to train the students in using Perusall? I’m concerned that in an environment where they are being asked to master so many new online tools, adding one more may be daunting.”**

# 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)**

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