

Transform Your Classroom with Perusall



Workshop
PoLS-T Network
November 21, 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

Reflection

- asynchronous preparation
- synchronous time for discussion

Perusall Feedback — Pedagogy

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

A background image showing a group of students in a classroom or study hall. They are sitting at round tables, working on laptops and notebooks. The scene is brightly lit, suggesting a modern educational environment. The text is overlaid on this image.

Motivating students

Celestina Pangan: “I tried doing this to my high school students and maybe only 10% did the assignment before I started the discussion.”



Instructor involvement

Lynne Lieux: “Are you suggesting that the instructor could incorporate small group instruction based upon the feedback from the Confusion Report?”

A background image showing a group of students in a classroom or meeting room. They are seated around a white circular table with several laptops open. One student in the foreground is looking at a laptop screen, while others are engaged in discussion or looking at their devices. The room has large windows in the background, letting in natural light.

Instructor involvement

How I prepared myself

Perusall Feedback — Technology

- content
- grouping
- scoring



Content

Kathleen Willard: "I wonder what textbooks are supported. And cost for use?"

Declan Cathcart: "Just wondering how that is different to what we do in shared Google docs that we collaborate on with our students?"

Shannon Kirby: "How is Perusall different than Google docs?"

Fabien Kunis: "Can you use YouTube videos?"



Grouping

Rory Geoghegan: "It's interesting that the ideal size turns out to be 20 or less. College tutorial groups are usually much less."

Celestina Pangan: "I created a grouping with 5 members and many were frustrated not seeing their groupmates' posts. I had to change the setting into just one big group so students can interact with their classmate"

Scoring

Lynne Lieux: “Does Perusall track who is reading the material and who is not?”

Rory Geoghegan: “Is it necessary to provide the Perusall system with details of how to analyse students interactions?”

Greg Morrison: “This is very neat! Do they explain their algorithm somewhere?”



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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