

Transform your teaching with Perusall



Webinar
April 21, 2021



A group of people are gathered in a meeting room, seated around a white circular table. Several laptops are open on the table, and a notebook with a pencil is visible in the foreground. The background shows other people working at desks with laptops. The scene is brightly lit, suggesting a modern office or classroom environment.

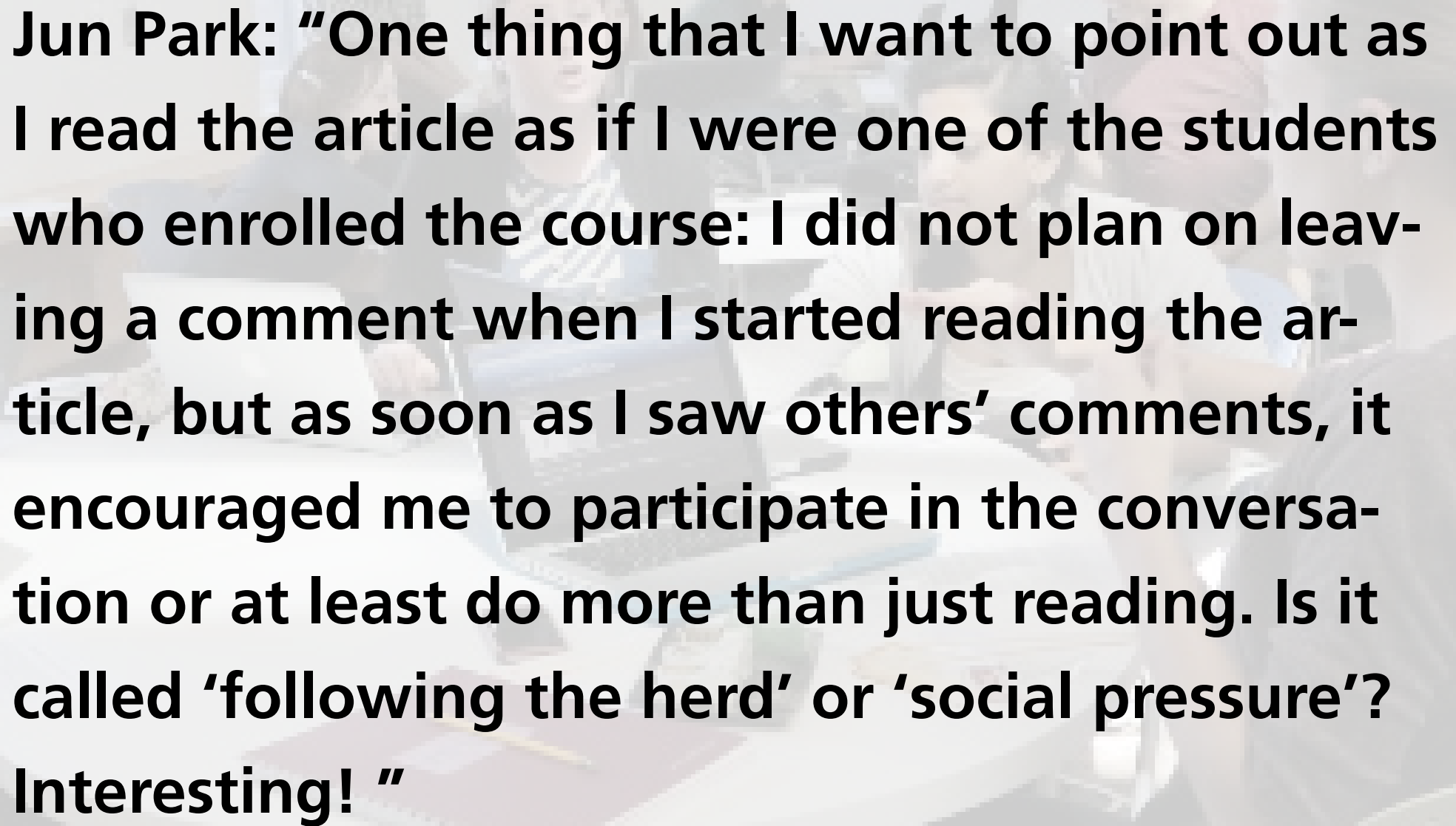
Goal of this session

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



**information
transfer**

sense-making



Jun Park: "One thing that I want to point out as I read the article as if I were one of the students who enrolled the course: I did not plan on leaving a comment when I started reading the article, but as soon as I saw others' comments, it encouraged me to participate in the conversation or at least do more than just reading. Is it called 'following the herd' or 'social pressure'? Interesting! "



David Die: "This looks quite a powerful tool. It is quite a different experience to the passive video watching experience that most of us are used to."

Perusal Feedback — Pedagogy

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

Motivating students

Paola Cancro: "This has been my question from the beginning. How do we get our students to do this prework? As I read the article and learn in these sessions, I am looking forward to looking at the idea of incorporating "groups" before/during the prework as opposed to afterwards only."

Motivating students

Patricia Halpin: “What percentage participate?”

María Teresa Lozano Soto: “How do you encourage your students to do so? This is one of my problems in flipped classes, to get the to read before class.”

- Announcements
- Syllabus
- Modules
- Assignments
- Slack
- Grades
- People
- Perusall
- 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 #perusall-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.

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http://bit.ly/perusall_instructions

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http://bit.ly/erics_course

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Instructor involvement

Pavel Reyes- Mercado highlighted: “[if you use Perusall] where can I find [...] more interactive activities [for use in class]?”

Instructor involvement

How I prepared myself



A group of students in a classroom setting, with laptops and notebooks on a table. The image is semi-transparent, serving as a background for text.

Instructor involvement

How I prepared myself

Perusal Feedback — Technology

- **grouping**
- **scoring**
- **content**

Grouping

Christopher Heard: "Can instructors predefine groups and give each group a unique reading assignment? This is a strategy I use frequently (but have not used it in conjunction with a social annotation tool)."

Scoring

Mahir Mulasmajic: “Do you set a certain amount of comments each student has to make by a certain time and what is your cut-off time in order to be able to check what students have answered or are struggling with?”

Pável Reyes-Mercado: “How does the AI work?”

Scoring

Robert Rubio: "Is there a way to modify how much each criteria weighs? This could be helpful, especially if some students start to know the algorithm and take byways for the assignments."

Tracy Schultz: "What does it report on students interactions?"

Content

Roberto Rubio: "If a book is accessible through library subscription, how should it be used with Perusall? Are we allowed to just upload the pdf?"

Lisa Goes: "I'm guessing there is a fee to get the electronic version your textbook. Who pays it and does the money go to the publisher or to Perusall? Also, is there a fee for the instructor and students to use this platform?"

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

Perusall



Dear Eric,

Perusall adoptions have grown quickly across disciplines worldwide. Instructors have shared many creative pedagogical strategies with us so we thought it was time to provide a forum for our community to share best practices and creative solutions for engaging students in online learning. We are pleased to announce:

Perusall Exchange 2021

An event for innovators in teaching
May 17-28, 2021

The Perusall Exchange 2021 will be held within the Perusall platform to permit asynchronous discussion with and between participants. The event will also include virtual, synchronous exchanges of ideas between presenters and participants.

We are now accepting proposals at exchange@perusall.com. Our theme is Transform Teaching and Learning with Perusall. Proposals should be no more than 400 words or two minutes in length if submitted in video form. Submissions should emphasize the connection between pedagogy and Perusall: e.g., how to implement. The deadline for proposals is May 26, 2021.

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