

Transform Your Classroom with Perusall



Workshop
December 10, 2020



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@eric_mazur

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A group of people are gathered around a white circular table in a meeting room. 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, likely from a window on the right.

Goal of this session

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

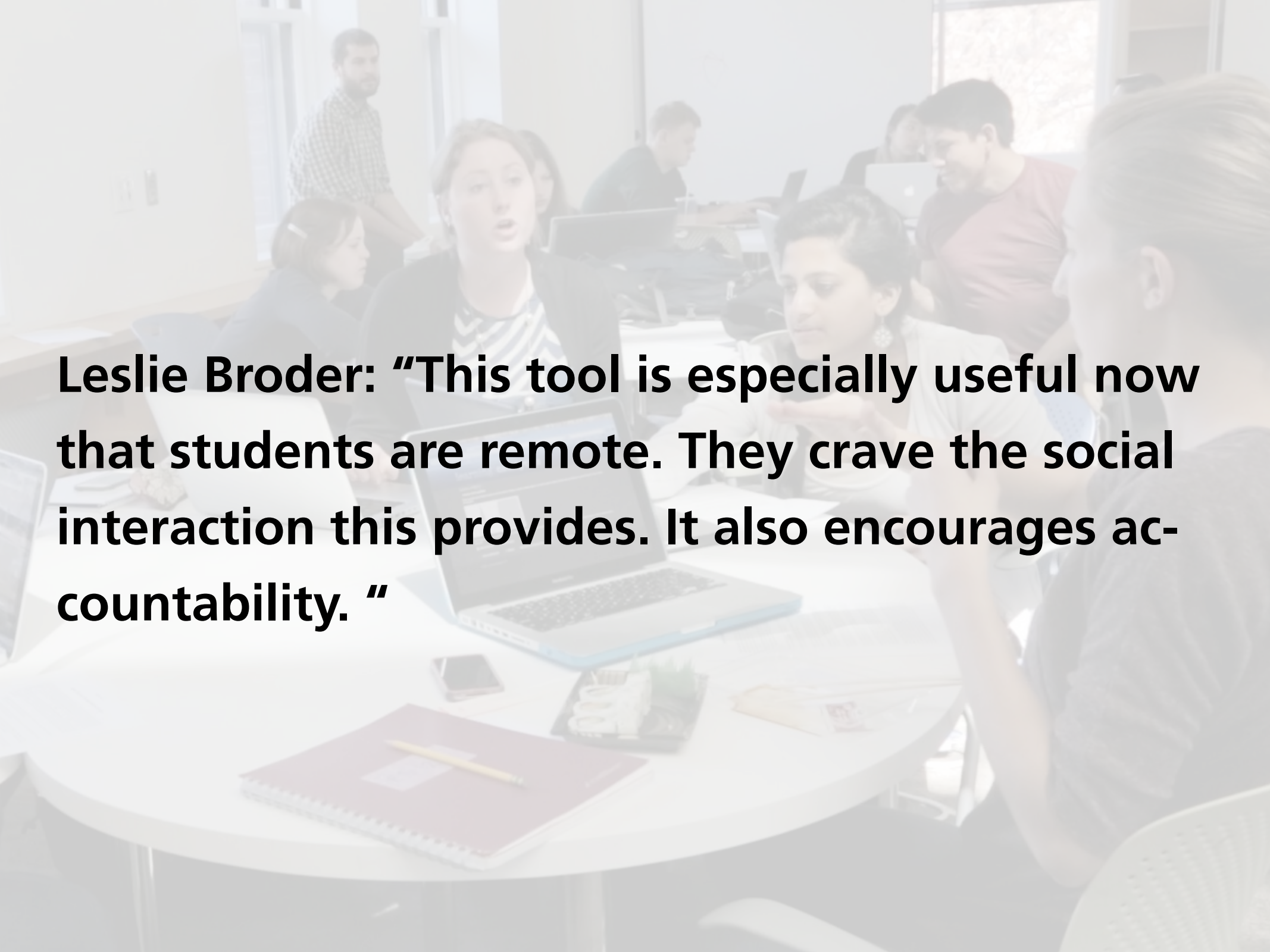


**information
transfer**

sense-making

Icebreaker


Discuss pre-assignment on Perusall



Leslie Broder: “This tool is especially useful now that students are remote. They crave the social interaction this provides. It also encourages accountability.”

Paula Gutierrez: "Brilliant! I used Perusall for the first time this semester in my Advanced Spanish classes and my students and I loved it. It was amazing to see the conversations students started here! The range of topics, the quality of the comments, and the engagement! 😍"

I am here now to learn more about all the features I haven't used yet, because I will be using Perusall always in the future! Online or in person."



Monica Anke Hahn: "Now that the semester is at an end, I asked my students for feedback on Perusall, since it was my first time using it, and the response was nearly unanimously very enthusiastic!"

Perusal Feedback — Pedagogy

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

Motivating students

Wade James: “What if student do not read the material before attending live class? What is the system of pos/neg reinforcement used to motivate students to pre-engage with material?”

Vani Vasuvedan: “What happens if there is very little participation or confusion? How to tell is the students are simply going through the reading motions vs everything really being clear?”



Motivating students

Chimène Gecewicz: "Any suggestions on the best way to explain the grading to the students?"

Brennon Andersen: "I'd like to learn how to inspire students to really engage with the material, especially first year students that don't really know how to engage with college level text."

Instructor involvement

Carolyn Plump: “Do you recommend instructors “hold off” commenting immediately to allow students to engage in a dialogue? I have found that in other platforms (discussion boards, etc.) if I jump in too quickly students may simply wait for my response. On the other hand, I want students to know I am present and reading their comments. What do you recommend?”

Instructor involvement

Martina Schmidt: “I wonder if managing a Peerusall assignment in a class with high enrollment (100 students or more) would be difficult. Can it be completely automated? Would students expect instructor feedback?”

A group of students in a classroom setting, some using laptops, with text overlays. The scene is a bright, modern classroom with large windows in the background. Several students are seated at round tables, some with laptops open. One student in the foreground is looking at a laptop screen, while others are engaged in conversation. The overall atmosphere is collaborative and focused.

Instructor involvement

How I prepared myself

Perusal Feedback — Technology

- content
- grouping
- scoring
- analytics

Content

David Ladle: “Does anyone have experience with requesting to add a textbook to the adopted list? Does it take days/weeks/months for the approval process? Can publishers decline? Is there a charge for students?”

Content

Melinda Yang: "Can students upload their own PDFs and create groups? I can see group assignments benefiting from this, where each group has own paper and need to collaborate with each other (and help each other understand paper) - often they find it difficult to voice to others in group what they don't understand and just be silent. I wonder if this would help those students 'speak up'"

Content

Peggy Cain: “Does anyone have suggestions for the types of videos that work best with this tool? I’ll be teaching a spring course in a subject that has lots of documentaries and wonder if some of you have experience with this who could provide suggestions?”

Grouping

Monique Tschofen: “What exactly is the ideal virtual class section? Is it possible to view who is in what section so that the same students might be put together in a synchronous session?”

Patricia Gonzalez-Flores: “I am intrigued how the grouping works. If I am expecting a big group but don’t know yet the number of students that will show up, how can I configure the course?”

Grouping

Kazuko Hiramatsu: “Do you have any thoughts on a ideal group size so that engaging with the comments doesn’t become overwhelming? This is a comment I hear often from students for asynchronous online discussion and wondered if something similar happened in Perusall.”

Mark Wellborn: “Can the instructor establish the groups?”

Scoring

Nicole Tavares: "I'd be very keen on finding out more about the grading function too."

Spencer Bagley: "For those of us who are skeptical of algorithms and machine learning, are there ways to coerce the system to only provide completion percentages?"

Scoring

Aranzazu Borrachero: "On the one hand, it's a great idea for large classes like mine, in which individual grading would be encumbered by the sheer number of posts. On the other, the algorithms seem to yield inaccurate evaluations quite often and I end up having to do a lot of manual grading."

Scoring

Amanda Eller: “Question about the grading algorithm: Can different algorithms be established for varying types of assignments?”

Chimène Gecewicz: “I had several students who seemed to be looking for a way to game the system. They kept asking for specific information about the scoring. Any suggestions on what we can do in this situation? ”

LMS Integration

A group of people in a meeting room, some sitting at a table with laptops, others standing in the background. The scene is dimly lit, suggesting an indoor setting with large windows. The people are engaged in a discussion, with some looking at laptops and others looking towards the center of the group.

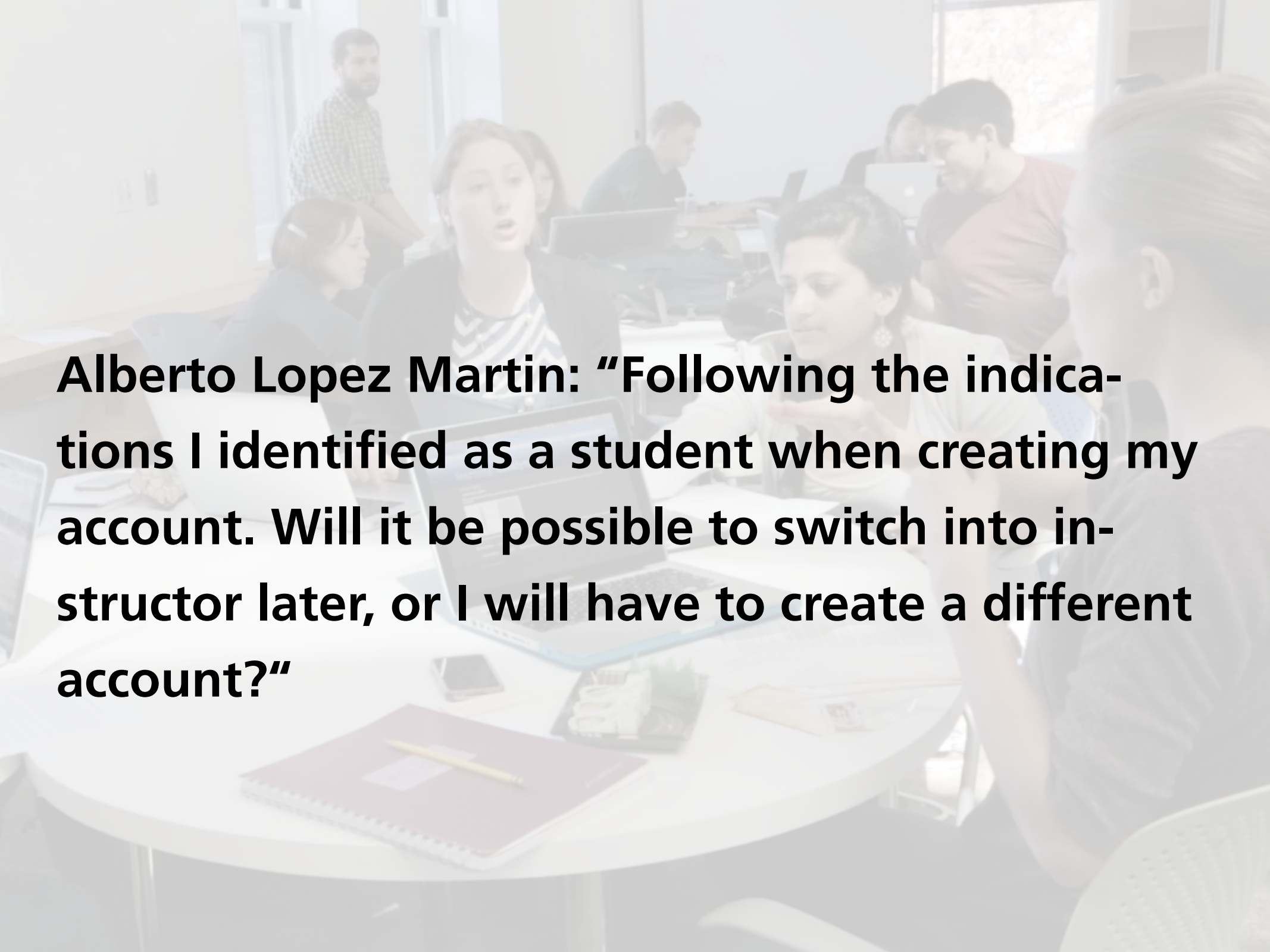
Sara O'Brien: "Can Perusall be integrated with the course LMS?"

Reflection

- **asynchronous preparation**
- **synchronous time for discussion**

Reflection

- **asynchronous preparation**
- **synchronous time for discussion**
- **dig deeper post-session**



Alberto Lopez Martin: “Following the indications I identified as a student when creating my account. Will it be possible to switch into instructor later, or I will have to create a different account?”

Upgrading to Instructor Account

- log in to your Perusall Account
- click “Enroll in Course”
- enter code: VVTQIBJNVK

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