

For Students: How *Perusall* Works

Perusall helps you master readings faster, understand the material better, and get more out of your classes. To achieve this goal, you will be collaboratively annotating the textbook with others in your class. The help you'll get and provide your classmates (even if you don't know anyone personally) will get you past confusions quickly and will make the process more fun. While you read, you'll receive rapid answers to your questions, help others resolve their questions (which also helps you learn), and advise the instructor how to make class time most productive. You can start a new annotation thread in *Perusall* by highlighting text, asking a question, or posting a comment; you can also add a reply or comment to an existing thread. Each thread is like a chat with one or more members of your class, and it happens in real time. Your **goals** in annotating each reading assignment are *to stimulate discussion by posting good questions or comments and to help others by answering their questions.*

Research shows that by annotating thoughtfully, you'll learn more and get better grades, so here's what "annotating thoughtfully" means: Effective annotations *deeply engage points in the readings, stimulate discussion, offer informative questions or comments, and help others by addressing their questions or confusions.* To help you connect with classmates, you can "mention" a classmate in a comment or question to have them notified by email (they'll also see a notification immediately if online), and you'll also be notified when your classmates respond to your questions.

For each assignment we will evaluate the annotations you submit on time (see below). Based on the overall body of your annotations, you will receive a score for each assignment as follows

3 = demonstrates exceptionally thoughtful and thorough reading of the entire assignment

2 = demonstrates thoughtful and thorough reading of the entire assignment

1 = demonstrates superficial reading of the entire assignment OR thoughtful reading of only part of the assignment

0 = demonstrates superficial reading of only part of the assignment

How many annotations do I need to enter?

When we look at your annotations we want them to reflect the effort you put in your study of the text. It is unlikely that that effort will be reflected by one or two simple statements per assignment.

Thoughtful comments or questions that stimulate discussion or thoughtful and helpful answers


to other students' questions will earn you a higher score for the assignment. Your instructor has chosen 3 comments and one question to be posed. Note, also, that to lay the foundation for understanding the in-class activities, you must familiarize yourself with the reading *in its entirety*. Failing to annotate the entire assignment will result in a lower score. In other words don't just have all your remarks on one section of material.

What does "on time" mean?

The work done in class depends on you having done the reading in advance, so it is necessary to complete the reading and post your annotations before the deadline to receive credit.

To encourage discourse, your instructor may provide a reply window after each deadline during which you can continue to reply, for full credit, to questions posted by others. However, the number of additional points you can earn during the post-deadline reply window is capped at the credit you receive for annotations made on that assignment before the deadline.

Below is an example.

	ANNOTATION	EVALUATION
<p>Figure 4.2 Low-friction track and carts used in the experiments described in this chapter.</p> 	<p>Alan: I remember, in high school, being amazed at how quickly carts could travel on these tracks - air would blow up through these tiny holes evenly distributed along the length of the track and the cart would essentially float on the air and consequently - the cart would move very quickly with the slightest push.</p>	<p>No substance. Does not demonstrate any thoughtful interpretation of the text.</p> <p style="text-align: right; font-size: 2em;">0</p>
<p>You may wonder whether it is possible to make surfaces that have no friction at all, such that an object, once given a shove, continues to glide forever. There is no totally frictionless surface over which objects slide forever, but there are ways to minimize friction. You can, for instance, float an object on a cushion of air. This is most easily accomplished with a low-friction track—a track whose surface is dotted with little holes through which pressurized air blows. The air serves as a cushion on which a conveniently shaped object can float, with friction between the object and the track all but eliminated. Alternatively, one can use wheeled carts with low-friction bearings on an ordinary track. Figure 4.2 shows low-friction carts you may have encountered in your</p>	<p>Bob: Although there is no way to create frictionless surfaces, I find it interesting that we consider experiments "in the absence of friction." In a way, this relates back to Chapter 1.5 where we talked about the importance of having too little or too much information in our representations. In some cases, the friction is so insignificant that we ignore it (simplifying our representation).</p>	<p>Annotation interprets the text and demonstrates understanding of concepts through analogy and synthesis of multiple concepts.</p> <p style="text-align: right; font-size: 2em;">2</p>
	<p>Claire: Does this only apply to solid surfaces? I feel as if a substance that floats on water either has negligible or very little friction.</p>	<p>Possibly insightful question but does not elaborate on thought process, nor demonstrate thoughtful reading of the text.</p> <p style="text-align: right; font-size: 2em;">1</p>
	<p>Alan: Why is this? I don't get it.</p> <p>David: believe this applies to almost every surface, although I'm not sure if water would count more as resistance than friction. Anyways, the best example I could think of would be a surf board. If people who were paddling in the same direction as the waves experienced no resistance, they would continually speed up, and eventually reach very high speeds. However, in reality if they were two stop paddling they'd slow down and only the waves would slowly push them to shore.</p>	<p>Question does not explicitly identify point of confusion nor demonstrates thoughtful reading or interpretation of the text.</p> <p style="text-align: right; font-size: 2em;">0</p> <p>Response demonstrates a thoughtful explanation with a claim substantiated with a concrete example</p> <p style="text-align: right; font-size: 2em;">2</p>

For Instructors: Introduction to [Perusall](mailto:creminsj@middlesex.mass.edu). creminsj@middlesex.mass.edu

Much of this obvious, so don't freak out at the length 😊

1. Go to <http://perusall.com/>
2. Scroll down and click on "Join a live demo course"
 - a. After agreeing to terms, click "I am not a robot"
 - b. This tour will give you a feel for the role of the instructor, options available.
The frustrating part of this tour is that the pop up directions can cover clickable features.
 - c. You will be instructed to check out the "Confusion report" for Assignment 1.
(There are six assignments total). You might have to scroll down in some views to see this list.
If you click on the "confusion report" box, you will get a blocking symbol. In order for you to access any of the headings you *first have to click on the assignment*. Because the pop up box is often covering this assignment, click on any visible part of the assignment (to the side of the pop up box.) Then click on the heading "Confusion report". If you check out the other assignments, you will see that a confusion report is not available because not enough students were confused.
3. Continue to click through the tour's message boxes (Next).
4. When you get to "Your students have completed Assignment 1....."
Click on the assignment, then the "Open" option in the heading above.
Play around with the various icons on the right. As well as the ones at the top, especially the one with the drop down menu so you can see all the options-like a specific student's comments.

End the tour and sign up for your own course.

As the instructor, use your MCC email. Make up a password

You will be given a student access code (your last name- 4 digits) to give students
or an option to integrate into Bb.

Sanford Arbogast (arbogasts@middlesex.mass.edu) created these how to videos!

How to Set-Up Perusall for Use in a Blackboard course <https://www.youtube.com/watch?v=bTv8z9ojmLI>

How to Create a Perusall Assignment <https://www.youtube.com/watch?v=XCFx3VyaOxI>

Steps can be done in different orders also.

1. Click Create course tab.

- Type in a name for the Course
 - Use pull down menu to select our Institution (Middlesex Bedford)
 - Enrollment estimate: total # in your class
 - Target group size: use the total # in your class or break up into smaller groups Note: if groups are smaller than 15, you have to contact Perusall to give you each student's average grade on the annotations. You would still see the individual scores on each annotation.
2. Click on settings on the upper (top of page) right side. This is where you'll get info to integrate into Bb "LTI information for LMS integration".
- Copy this URL (highlight, ctrl c)
 - Go to Content area of Bb, Click on Build content, select Create a web link
 - Type in a name for your assignment
 - Paste the URL
 - Click "this is a Tool Provider"
 - Then this is where the MCC key and secret would be entered.
KEY: middlesex-community-college-1
SECRET: [1MHRW49DcrH5cgjIbtcaGiqEQ-C4DGFsoQz5ZCOCglp](#)

Sanford Arbogast will email these to you if you lose them.

You should be able to access your Perusall course via this Bb link. (sign in with your email & the password you chose before)

In the Description area box, on this Bb view of Create a weblink), I post 3 documents for the students to read before they begin:

- I. my student instructions
- II. the Perusall example of annotations
- III. the Perusall rubric (this includes a description for the students of how Perusall works). The last 2 are found on the Perusall website.

Now you can add your Document for the students to annotate

1. On left side, (Documents) click on add and choose what you want to add. Upload document.
 - a. Click on the uploaded document, then click on "Assign".
 - b. You can choose whether to assign certain pages or the entire document.
For entire document, scroll down choose the
 - I. Due date. (If you want caveats, you do that under "settings" at the top of the page to the right, later. Same place you found the LMS integration info).
 - II. Assignment name

- III. # of annotations you want the students to make
- IV. Click save. The document should appear on the right side now, under Assignments. (you may have to click the + sign to get it to appear.)

2. Clicking on the reading and click the “open “ icon (after you click on the reading itself) will show you what the students see after they click open. Play with the icons at the top and on the right as you did with the Demo Course, but there won’t be any annotations, student names yet. (they join the course with Facebook, twitter or Gmail accounts)

3. Click on settings icon below the word **Assignments and** you should see what you chose previously. If not re-enter them. (for example, if you are not assigning the entire document as one assignment, I think you have to re-enter them for each separate assignment)

4. Click on Settings up at the top of page. Here you should see your enrollment size and target group size.

The gradebook at the top will show the average for each student.
In the actual assignment you can see the grades for each annotation.

Professional Development Office Hours in the TLRCs.

Bedford

Monday 9:30-11:30 am/Wed 12-2 Pm/Thursday 3-5pm

Lowell

Monday 2-4 pm/Wed 12-2pm/Thursday 9-11am

Contact Peter Shea for any more information.