

# Using Perusall

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# Learning Objectives

## Participants will be able to...

- Describe what Perusall can do
- Experience Perusall as a student
- Create a new assignment
- Review the grading setup
- Describe strengths and limitations of Perusall



# WHAT IS PERUSALL



# Perusall is...

- Annotation tool
- Conversation Space

The image shows a screenshot of a research paper with several annotations and a conversation space overlay. The paper content includes sections on 'Problem formation', 'Literature to include/exclude', and 'Sampling (study selection) and data collection'. A table titled 'Table 1. Inclusion and exclusion criteria' is visible, listing various sources and criteria. A conversation space overlay on the right shows messages from users JW, RR, and LB, discussing the paper's content and the tool's functionality. An arrow points from the conversation space to a specific annotation on the paper.

**Problem formation**

The literature review stems from a project funded by the National Forum for the Enhancement of Teaching and Learning in Ireland. The aim of the project is to develop evidence based professional development for part-time online educators. There are two broad areas of literature review. The first is to identify the roles and associated competences required of online educators and the second is to establish what types of professional development have proved effective for this group. An initial set of 16 research questions were devised which after consultation with the team were narrowed to the three questions outlined previously.

1. What is the role of the online educator?
2. What competences characterize effective online teaching?
3. What is the most effective way of delivering professional development to part-time online educators?

In order to devise a research strategy that would enable the identification of the literature in this area, a number of the project team met with a DCU librarian, whose advice informed the next two stages of this literature review.

**Sampling (study selection) and data collection**

These two steps were conducted as the study selection and data collection was an iterative process, see Figure 1 below for the process flow.

**Table 1. Inclusion and exclusion criteria**

| Literature to include                    | Literature to exclude | Databases to include  | Journals to include   |
|--|-----------------------|---|---|
| 2010 onwards                             | Reports               | Education Research Complete, British Education Index, ERIC and Academic Search Complete (all available via EBSCO), Web of Science, Scopus | ERIC, A.J.E.T, Open Praxis, OJJournal, Open Learn, Distance Education |
| Peer reviewed                            | Grey literature       |   |   |
| Higher education                         | Non higher education  |   |   |
| Published in English                     |                       |   |   |
| Full text available in library or online |                       |   |   |

The field of online education is a relatively new discipline, and definitions relating to the field of online education are fragmented and frequently unclear. It is difficult to search the literature for the best well defined terms used in this discipline. For example, one may not be able to search for 'MEds required for a tutor' as the term 'a-tutor' is not well defined, it may have other meanings (e.g. online tutor), and there is no consensus as to what particular role this term is describing. The process therefore involved a number of broad searches to begin with to see what online and more relevant articles were available. By scanning the abstracts, the search terms or keywords were established. ERIC was used initially as it is well established and uses extensive indexing and search features of keywords. These search terms were used to search off the relevant databases and journals and all search hits were saved. A sample of the research terms used, along with the databases and journals searched and the number of articles initially found is shown in 2 below.

Figure 1. Literature search methodology

The image shows a screenshot of a mobile chat interface for Perusall. The chat is titled 'Current conversation' and shows messages from users LB, JW, and RR. The messages are:

- LB: This is interesting! (Aug 20 9:20 pm)
- JW: I agree! (Aug 21 2:14 am)
- RR: I am testing this on an iPad in Safari and it is working just fine. (Aug 21 8:53 am)

The interface includes a text input field at the bottom with the placeholder text: 'Enter your comment or question and press Enter. Mention a friend by typing @. Add hashtags by typing #.' The chat also features various icons for actions like copy, share, delete, and search.



# Use Cases for Annotation

- Course Readings
  - Uploaded Documents
  - Digital Textbooks (Caution: Access)
- Course Documents
- Peer Review
- Images and Diagrams
- Video and Audio Files
- Webpages



# Menu Options

**Perusall Test Co...** ✕

- ← My Courses
- 🏠 Course home
- ⚙️ Settings
- 📅 Gradebook**
- 👁️ Student view
- 📧 Notifications
- 📝 Notes
- 📅 Add to my calendar

**Readings**

**Library**

Teaching-online-is-differe...

- Getting\_Started\_with\_C...
- Getting\_Started\_with\_G...
- QM-Higher-Ed-Sixth-E...

**Assignments**

Aug 24: Teaching-online-i...

**Chats** ?

**Groups** +

- 📣 Announcements
- General discussion

**One-on-One** +

**Hashtags** + ?

- #grades
- #lecture
- #logistics
- #section

## Recommended Reading

<https://support.perusall.com/hc/en-us/categories/360002157414-Instructors>

<https://support.perusall.com/hc/en-us/sections/360005183594-Scoring-and-grades>



# Build a Library

🏠 Get started **📖 Library** 📅 Assignments 👤 Students + Add ▾

## + Add content

- ☰  Teaching-online-is-different
- ☰  Getting\_Started\_with\_Course\_Content
- ☰  Getting\_Started\_with\_Groups
- ☰  QM-Higher-Ed-Sixth-Edition-Specific-Review-Standards-Accessible

-  **Book from the Perusall catalog**  
Select a book from 400,000 titles in our catalog. Students simply purchase the book through Perusall, usually at the normal digital price.
-  **Web page**  
Take a snapshot of a web page to add to your content library.
-  **Documents from Dropbox**  
Select a PDF, EPUB, or Word document from your Dropbox to add to your content library.
-  **Documents from my computer**  
Upload a PDF, EPUB, or Word document directly from your computer to your content library.
-  **Materials from another course**  
Copy course materials from another course into this one.
-  **Video** New  
Add a video from YouTube, Vimeo, Dropbox, Google Drive, or a direct link to a video file.
-  **Podcast** New  
Add an episode of a podcast.
-  **iClicker** New  
Allow students to purchase iClicker Reef at a discount. (Purchasing iClicker through Perusall is only available for students in the US and Canada.)
-  **Folder**  
Add folders to your course to organize content in the library. Folders can be individually hidden from student view if you do not want students to see them, or want certain content only accessible through an assignment.



# Build an Assignment

Get started Library **Assignments** Students

+ Add assignment Edit deadlines Download

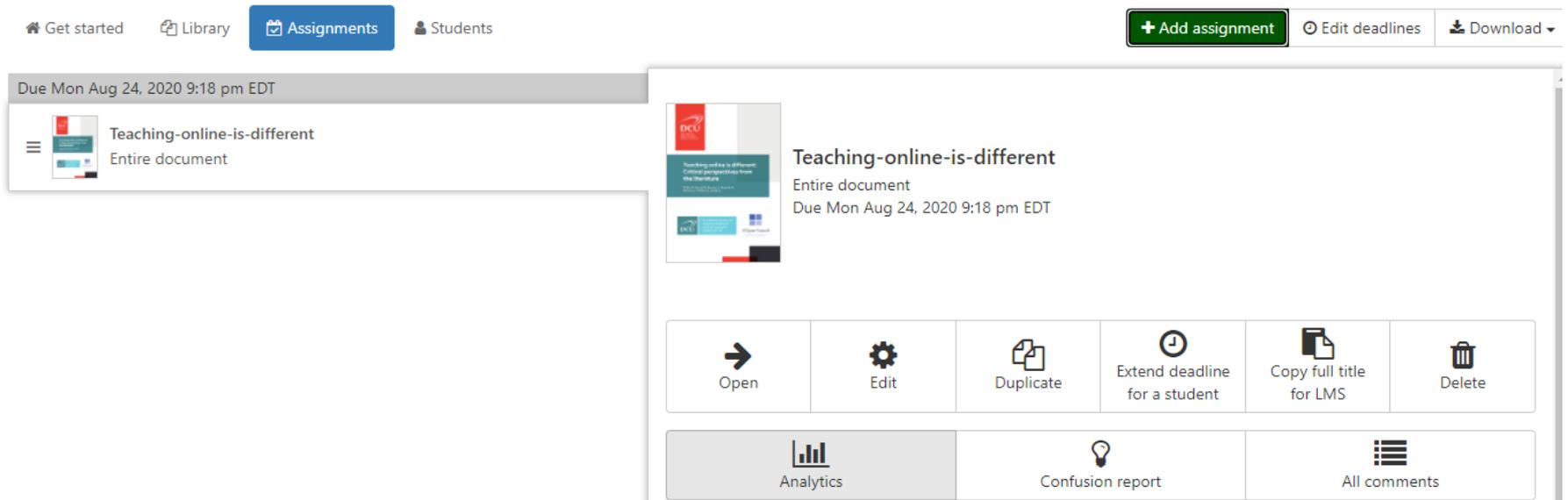
Due Mon Aug 24, 2020 9:18 pm EDT

Teaching-online-is-different  
Entire document

Teaching-online-is-different  
Entire document  
Due Mon Aug 24, 2020 9:18 pm EDT

Open Edit Duplicate Extend deadline for a student Copy full title for LMS Delete

Analytics Confusion report All comments

The image shows a screenshot of a learning management system (LMS) interface. At the top, there are navigation tabs: 'Get started', 'Library', 'Assignments' (which is highlighted in blue), and 'Students'. To the right of these tabs are three buttons: '+ Add assignment' (green), 'Edit deadlines' (grey), and 'Download' (grey with a dropdown arrow). Below the navigation is a header bar for the current assignment, showing the due date 'Due Mon Aug 24, 2020 9:18 pm EDT'. A sidebar on the left shows a list of assignments, with 'Teaching-online-is-different' selected. The main content area displays the details for this assignment: a document icon, the title 'Teaching-online-is-different', the subtitle 'Entire document', and the due date. Below this is a row of six action buttons: 'Open' (arrow icon), 'Edit' (gear icon), 'Duplicate' (two document icons), 'Extend deadline for a student' (clock icon), 'Copy full title for LMS' (document icon with a plus sign), and 'Delete' (trash can icon). At the bottom, there is a row of three buttons: 'Analytics' (bar chart icon), 'Confusion report' (lightbulb icon), and 'All comments' (list icon).

# Experience

- Login to Blackboard
- Under Continuous Courses find
  - Perusall Workshop – April 2021
- Click to Enter

- Perusall Test Course
- Perusall Workshop - April 2021
- PHS.template

Test.Perusall

TRAIN.Perusall.April2021

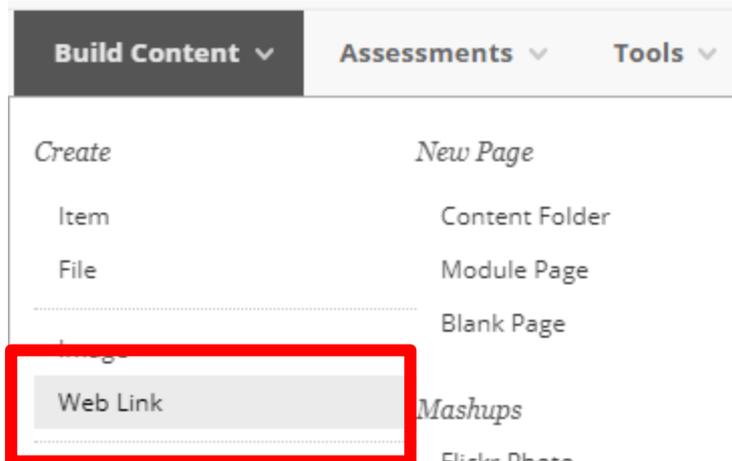
phs.template



# SETTING UP YOUR PERUSALL “COURSE”



# Build Content – Web Link



# Provide Link Name and URL

## WEB LINK INFORMATION

\* Name

Perusall Course Home (Instructor Access)

\* URL

https://app.perusall.com/lti/launch

*For example, http://www.myschool.edu/*

This link is to a Tool Provider. [What's a Tool Provider?](#)

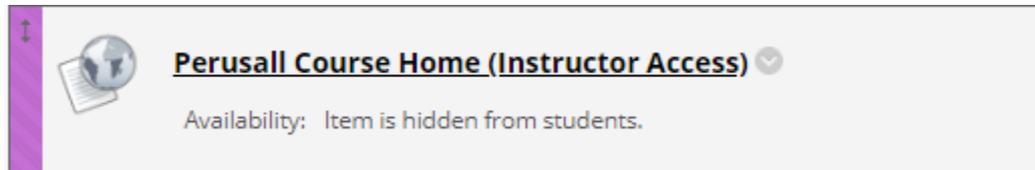
Enable Evaluation  Yes  No

## STANDARD OPTIONS

Permit Users to View this Content  Yes  No



# Initialize Course with Perusall



Click the link created  
Will create your account  
Will create course space



# CREATE A NEW ASSIGNMENT



# Upload / Add Content

The screenshot displays a navigation bar with the following items: 'Get started', 'Library' (highlighted in blue), 'Assignments', and 'Students'. A green '+ Add' button is located in the top right corner. Below the navigation bar, the 'Add content' dropdown menu is open, showing the following options:

- Book from the Perusall catalog
- Web page
- Documents from Dropbox
- Documents from my computer
- Materials from another course
- Video **New**
- Podcast **New**
- iClicker **New**
- Folder



# Create an Assignment and Select Content

Get started Library **Assignments** Students **+ Add assignment** Edit deadlines

Due Mon Aug 24, 2020 9:18 pm EDT

**Add assignment** ×

1. **Select content to assign** 2. Set name and deadline 3. Set optional advanced options

Content to assign

← Previous step Next step > **Save changes** Cancel



# Set Assignment Name and Due Date

Add assignment ✕

1. Select content to assign

2. Set name and deadline

3. Set optional advanced options

**Submission deadline**

Monday August 24, 2020, 9:18 PM

Students can annotate for full credit until this deadline. Your course settings will determine whether there is a reply window for adding responses or partial credit for late work.

**Assignment name**

Optional. If you give the assignment a name, ensure each assignment has a unique name unless the identically-named assignments will be assigned to different students. [Learn more](#)

**Instructions for students**

**B** *I* A   $x^2$  😊 `</>`   

Optional. Add instructions for students: what they should focus on, tips for reading, etc.

[◀ Previous step](#)

[Next step ▶](#)

[Save changes](#)

[Cancel](#)



# Set Assignment Options

Add assignment ×

1. Select content to assign    2. Set name and deadline    **3. Set optional advanced options**

**Annotations to grade**

Use course setting (2)

This overrides your course default; the course default can be changed in your course settings.

**Assignment is visible to students starting on**

Do not show the assignment to students on the course home page until this time. This overrides your course assignment availability settings set under Settings > General.

**Assign to specific students**

Select an option

Select one or more students to assign this to; leave blank to assign to all students in the course. [Learn more](#)

Assignment is fully anonymous

If checked, students will appear as anonymous when working on the assignment, and all comments will be posted anonymously. As always, nothing is anonymous to the instructor. [Learn more](#)

Assignment is optional

If checked, the assignment will display as optional for students, and scores will not be calculated or displayed in the gradebook.

← Previous step

Next step >

Save changes

Cancel



# SETTINGS FOR GRADING



# Grading Considerations

- Many, many setting options
  - Pro: extremely flexible
  - Con: instructor learning curve
- Defaults unlikely to work well
- Significant digital divide penalties for certain settings
- Grade passback to Blackboard once set up
- Manual overrides possible, including for past settings



# Course Settings

General

Access

Grouping

Scoring

Advanced

**Course name**

Perusall Test Course

Your unique course URL is based on this name. If you change the name, the URL will change.

**Institution**

University of Rochester (Rochester, NY, US)

Type to search for your institution, and [contact Perusall support](#) if your institution is not listed.

**Course start date**

Thursday August 20, 2020

**Course end date**

**Availability period of assignments**

allow students to see each assignment as soon as it has been created

When should students see each assignment? Before this time, students will not see the assignment listed in the assignments list on their course home page.

**Annotation language**

English

Perusall's automatic grading system will grade student comments under the assumption they are written in this language. Changing this setting will not retroactively regrade comments that have already been graded.

**Release scores to students**

only after instructor manually releases them in the Gradebook

When should students be able to see their Perusall assignment scores? This setting also controls when scores are sent back to your LMS gradebook, if you have integrated Perusall with your LMS.

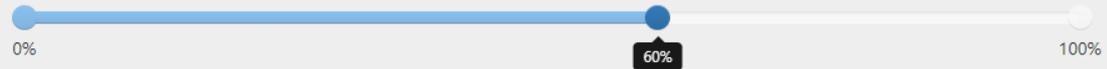


Perusall scoring is based on up to six components, each of which has a target value from 0 to 100. The target represents the maximum amount that a student can earn from that component; a combined score of 100 results in full credit, which is scaled to your assignment score range as specified under the **Advanced** tab. For each component you can customize the overall target (set the target to 0 to disregard that component when computing student scores) and how students earn credit towards the target. Although final student scores are capped at the upper range you set under the **Advanced** tab, your scoring targets may add up to more than 100, which allows students to earn the maximum assignment score in multiple ways. Any changes you make here will apply to all assignments in this course. **Learn more about scoring in Perusall**

Reset scoring settings to a preset:

### Annotation content component

Annotation content score target



Based on Perusall's annotation quality algorithm. Students can earn up to this percentage of full credit based on comment quality.

Annotations to grade

Students must submit this many high-quality annotations to be eligible for full credit. See our [knowledge base](#) for more information on scoring.

Relative point values for each quality level

The nominal number of points for an annotation at the low end of the high-quality levels, respectively. Adjust these if you want to give relatively more credit for e.g., a high-quality annotation. The best point value must be strictly greater than the other values.

Quality scores are absolute

If checked, the point values above are on an absolute scale, starting at the minimum value relative to each other. For example, given a scale of 3/4/5, a quality score of 4 is counted as 80% of the maximum on an absolute scale, or 50% of the maximum on a relative scale.)

Post-deadline reply window

Allow students to continue to respond to existing comments and questions for full credit for this long after the deadline.

Late annotation period

Allow students to submit comments for partial credit for this long after the deadline. Credit declines linearly; comments earn full credit at the deadline and no credit by the end of this late annotation period.

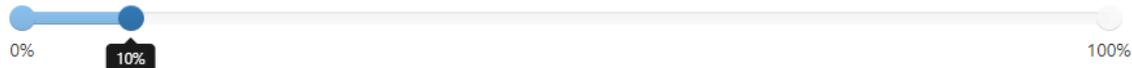
Perusall uses AI grading to rate annotation quality using standards that may not match yours. Particularly bad at rating annotations referring to other course readings.



Students cannot earn more credit (for annotations) after the deadline than they earned before it

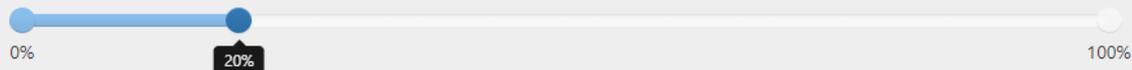
This encourages students to complete most of the assignment before the initial deadline. This has no impact unless your course has a late annotation period or a post-deadline reply window.

Maximum penalty for responses that are not distributed evenly throughout the content



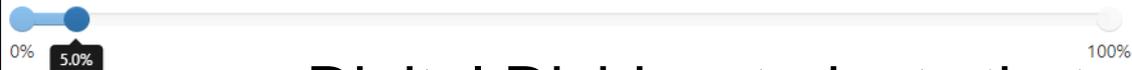
### Opening assignment component

Opening assignment target



Credit for each time the student opens the assignment before the deadline. Students can earn up to this percentage of full credit based on opening the assignment multiple times.

Opening assignment increment



Students earn this percentage of target for each time the student opens the assignment before the deadline.

### Reading component

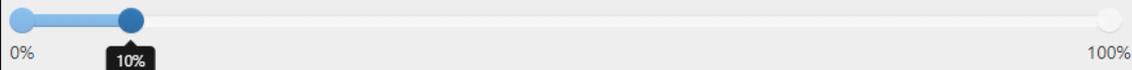
Reading target



Credit for how much of the document the student reads. Students can earn up to this percentage of full credit by reading each page or section of the document. (This will not apply for web pages or videos that are assigned; students receive full credit for this scoring component automatically for materials in those formats.)

### Active reading time component

Active reading target



Credit for each minute the student spends actively engaging with the assignment. Students can earn up to this percentage of full credit by spending time actively reading or engaging with the assignment.

Digital Divide: students that print and read are disadvantaged by these options



# Digital Divide: students that print and read are disadvantaged by this option

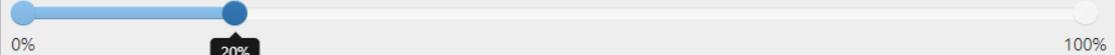
Active reading increment



Students earn this percentage of target for each minute the student spends reading actively before the deadline.

## Getting responses component

Getting responses target



Credit for writing comments and questions that elicit responses from other students. Students can earn up to this percentage of full credit based on the quantity of responses their comments elicit.

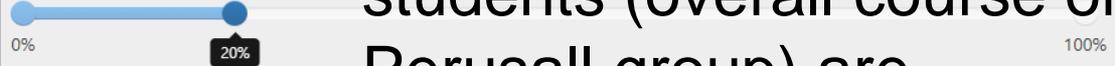
Getting responses increment



Students earn this percentage of target for each time one of the student's comments elicits a response from another student before the deadline.

## Upvoting component

Upvoting target



Credit for writing comments and questions that attract responses from other students and receive upvotes by other students' comments. Students can earn up to this percentage of full credit by upvoting classmates' comments and having classmates upvote their comments.

Receiving upvotes increment



Students earn this percentage of target for each time one of the student's comments is upvoted ("I have the same question" or "This helps my understanding") by another student

Upvoting increment



Students earn this percentage of target for each time the student upvotes a comment ("I have the same question" or "This helps my understanding") that has also been upvoted by someone else

# Consider how many students (overall course or Perusall group) are commenting when setting these



# Advanced Settings

General

Access

Grouping

Scoring

Advanced

Assignment score range

0

3

The lowest and highest possible score a student can earn on an assignment.

Assignment score precision

0

Number of decimal places to round assignment scores.

Threshold score for credit

If you enter a value here, all student scores will be reported as 0 (no credit) or 1 (credit). Credit is given for scores at or higher than this threshold value, on the assignment score scale specified above. Set to 0 to indicate that submitting any work at all should result in credit for the assignment. Leave blank to disable threshold scoring.

Assign a score if a student completes no work

If checked, students that submit no work will receive the lowest possible assignment score after the final deadline for an assignment has passed. If unchecked, students that submit no work will have a blank in the Gradebook instead of a score.

Grades synced to LMS should be a percentage based on the full score range

If checked, the percentage scores synced to your LMS will be calculated as the student's score in Perusall as a percentage of the highest possible assignment score. Otherwise, the percentage will be calculated only based on the range between the lowest and highest possible assignment score. For example, if your score range is 1-4 and the student scores a 3

These govern  
how grades are  
passed back to  
Blackboard

Save changes

Save changes



# Nudging on By Default

## Advanced

Allow students to download all uploaded course materials

If checked, students will be able to download all materials in the course that you have uploaded, even if you have not explicitly marked them as downloadable. This setting does not apply to textbooks that students purchase, which cannot be downloaded.

Enable assignment reminders

If checked, students that have not completed an assignment will be sent reminders before the assignment is due. (Reminders will only be sent out when the Gradebook has been enabled.)

Hide from students the number of comments required for full credit

If checked, students will not be shown the number of comments required for full credit on each assignment

Enable group and one-on-one chats

If checked, your course will have access to group chats where students can discuss course content together or in smaller private groups. Students and instructors can also communicate through one-on-one messages.

Enable real-time student "nudges"

If checked, students will receive periodic in-app "nudges" with intelligent suggestions on how to increase their productivity based on their engagement.

Allow instructor to edit any student comment by clicking on it

Save changes

If you don't want reminders sent, uncheck relevant boxes. This can also be done on individual assignments.



# Make Grading Transparent

## Advanced

Allow students to download all uploaded course materials

If checked, students will be able to download all materials in the course that you have uploaded, even if you have not explicitly marked them as downloadable. This setting does not apply to textbooks that students purchase, which cannot be downloaded.

Enable assignment reminders

If checked, students that have not completed an assignment will be sent reminders before the assignment is due. (Reminders will only be sent out when the Gradebook has been enabled.)

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Enable real-time student "nudges"

If checked, students will receive periodic in-app "nudges" with intelligent suggestions on how to increase their productivity based on their engagement.

Allow instructor to edit any student comment by clicking on it

Save changes

Students typically want to know the criteria. The default is to hide the criteria.



# Turning Off Grading

The screenshot shows the 'General' settings tab for a course. The 'General' tab is highlighted with a black box. Below the tabs are the following settings:

- When should students see each assignment?** Before this time, students will not see the assignment listed in the assignments list on their course home page.
- Annotation language:** English (dropdown menu)
- Release scores to students:** only after instructor manually releases them in the Gradebook (dropdown menu with options: after the assignment deadline has passed, immediately, as the student submits work, never (hide the gradebook and disable Perusall's scoring), only after instructor manually releases them in the Gradebook)
- Welcome message for students:** never (hide the gradebook and disable Perusall's scoring) (dropdown menu with options: Collaboration gets you help whenever you need it, makes learning more fun, enables you to help others (which research shows is also a great way for you to learn), and helps the instructor make class better by emphasizing information that you need. If you have a question or information to share about a passage in the readings, highlight the text and type in a comment as an annotation. You can also respond to a classmate's annotation in threads (Facebook style) in real time or upvote questions you find helpful. Good annotations contribute to the class by stimulating discussion, explaining your thought processes, helping others, and drawing attention to good points. If a particular...

At the bottom left is a red 'Delete course' button. At the bottom right is a green 'Save changes' button, which is highlighted with a black box. A large text overlay at the bottom center reads 'Remember to save changes'.

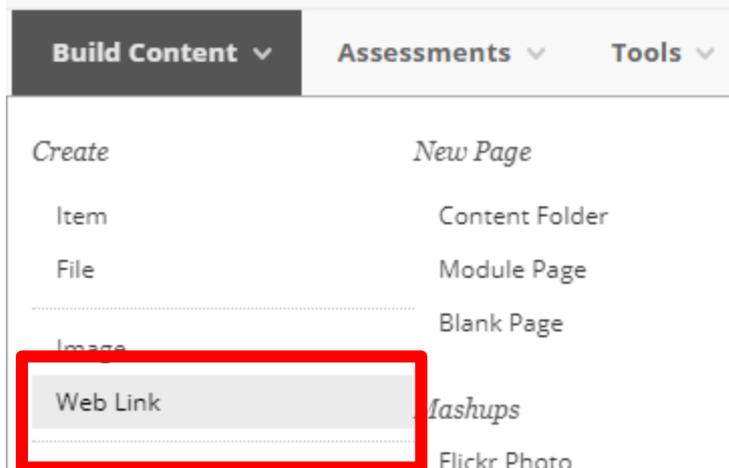


# **ADDING AN ASSIGNMENT TO BLACKBOARD**



# Connecting your Assignment in Blackboard

## Build Content – Web Link



# Note this Menu Option



Teaching-online-is-different  
Entire document  
Due Mon Aug 24, 2020 9:18 pm EDT

|  |   |  |   |   |
|--|---|--|---|---|
| <br>Open        | <br>Edit               | <br>Extend<br>deadline for a<br>student | <br>Copy full title<br>for LMS | <br>Delete |
| <br>Analytics | <br>Confusion report | <br>All comments                    |   |   |



# Provide Copied Link Name and URL

## WEB LINK INFORMATION

\* Name

Teaching-online-is-different

\* URL

https://app.perusall.com/lti/launch

*For example, <http://www.myschool.edu/>*

This link is to a Tool Provider. [What's a Tool Provider?](#)

Enable Evaluation  Yes  No

*To set additional evaluation options, use the Column settings in the Grade Center*

\* Points Possible

10

Visible to Students  Yes  No

Due Date

*Enter dates as mm/dd/yyyy. Time may be entered in any increment.*



# Pass-through authentication for you and your students into Perusall



[Teaching-online-is-different](#) ▼

Click the link created  
Will create accounts when needed  
Passes into specific assignment



# Strengths of Perusall

- Promotes collaboration
- Builds community
- Encourages close reading of text/media
- Accepts variety of media types
- Blackboard integration
- Instructor control
  - Huge number of settings for maximum flexibility
  - Effective manual overrides



# Limitations to Perusall

- Instructor learning curve on grading and settings, especially since defaults are unlikely to be desirable
- Beware OCR documents as text distinction may not be as good
- Digital textbooks access issues for students who rely on library and support office copies



**THANK YOU  
QUESTIONS?**



# More Workshops

<http://rochester.edu/online-learning/index.html>

- **Voicethread Assignment Feature Changes**
  - Dates: *Friday, April 30, 12 noon*



# Video Tutorials

- <http://rochester.edu/online-learning/disruption/index.html>

