

# Fostering Student Engagement With Reading Materials:

Using a Social Annotation Platform

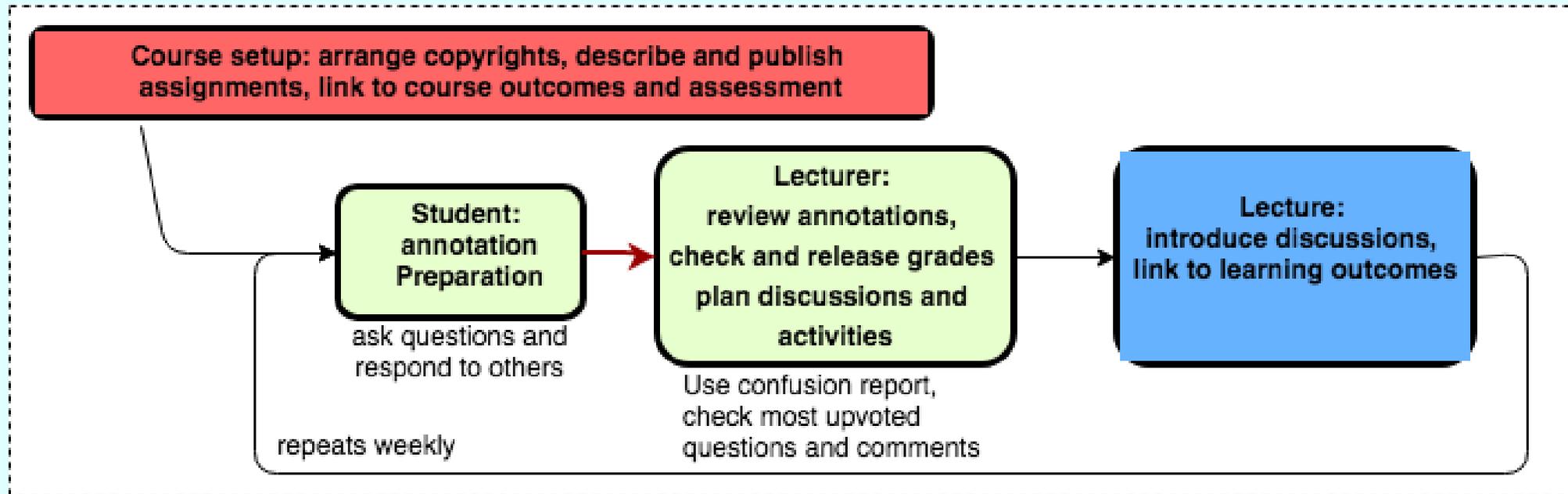
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# Join my course on *Perusall*.com

1. Register for an account on Perusall.com
2. Enroll in my course with this code: MELLEY-CDE4D
3. Watch the intro video and explore!
4. Tag me (@AlisonMelley) in your questions and I'll be notified.

# Instructor Workflow: pre-reading assignments



<https://www.rug.nl/e-learning/innovation-projects/faculty-projects-2017/active-learning-and-developing/perusall-active-learning-template>

Re: From Perusall assignm... | @documentation and pre... | Feedback on Perusall assi... | THB1-TCM.2016-2017.1A

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the unanxious, toilless life exemplified by birds and lilies; he ignored even the requirements of ordinary distributive justice when he said, "Man, who has made me a judge or divider over you?" Hence, Klausner concludes, "Jesus ignored everything concerned with material civilization: in this sense he does not belong to civilization."<sup>3</sup> Therefore his people rejected him; and

<sup>2</sup> *Ibid.*, p. 390.  
<sup>3</sup> *Ibid.*, pp. 373-375.

↓

**Topic 3 (Page 62)**

Jesus Christ to whom men are related in such different ways is a definite character and person whose teachings, actions, and sufferings are of one piece. The fact remains that the Christ who exercises authority over Christians or whom Christians accept as authority is the Jesus Christ of the New Testament; and that this is a person with definite teachings, a definite character, and a definite fate. Important as are the once debated question whether Jesus ever "really" lived, and the still moot

requirements of the national life, wouldn't it?

JW I wonder if this, the fact that Jesus was not concerned with material civilization, was the actual reason for the people of His time to reject Him. Isn't it more likely that the people rejected Him because of the things He said that went against the usual things of His time? For instance, the fact that He called Himself the Son of God, or the fact that He, in Matthew 23, talks in an almost derogatory way about the rabbis and their way of life. So, couldn't it be that His people rejected Him because of the words He spoke, rather than the fact that he was not concerned with material civilization?

HP Does the author suggest that their three ways of seeing Jesus? When he does, I don't agree with him. I think Jesus can be e.g. a teacher and the living presence of the revelation of God. Moreover, I think many Christians see Christ as both the three ways the author works out: Teacher, Saviour and Church

MB Is it important to think that Jesus really lived, because The Gospel is full of moral lessons? And then we have to re-define what is believing. Believe in moral lessons or a believe in the ressurected Christ?

AT On what grounds?

RL Am I right to think that Niebuhr here means that Christ is wholly God and wholly man?

Copy to clipboard

Print

?

# Using Perusall for Discussion Boards

The screenshot displays the Perusall interface for a course. The top navigation bar includes the Perusall logo, course information (202040.40202 PSYC-211-A01 (Summer 2020) > Discussion 2), and user information (Alison Melley). The main content area is titled "Discussion #2" and contains the following text:

This is based on chapters 4-6 of I Was Their American Dream - as well as Achieve Unit 2 (Parts II and IV, early and middle childhood).

Choose the topics you want to talk about from below – or add your own here - just go ahead and start the discussion!

The discussion topics listed are:

- What are you?
- High school
- Cognitive development
- ADHD
- Going away to college (or not)
- Differing abilities
- Families
- “Switching”
- Microaggressions
- Add your own
- Add your own

The left sidebar contains navigation options: My Courses, Course home, Settings, Gradebook, Student view, Notifications, Notes, Add to my calendar, Readings, Library (Discussion 1, Discussion 2, Discussion 3, Discussion 4, Summer 2020 PSYC 21...), Assignments, Chats, Groups, and One-on-One.

The right sidebar shows a list of "All conversations" with the following items:

- Learning differing abilities or be able to com... 9
- I honestly can say I have really enjoyed reading... 4
- I feel like in my early childhood I was a shy ki... 5
- In the context of "I was their American Drea... 37
- While there may be a few of us in the class t... 35
- From Achieve Unit 2, i find that Vygotsky's p... 2
- I have never been diagnosed with ADHD nor... 21
- I've had an "unconventional" college experience... 40
- I don't live with my parents since I was 10-y... 25
- I want to add on to the What are you but also t... 13
- I connect with Malaka's experience with microa... 17
- Social Groupings in School In ch4, Malaka is ... 19
- I know this may fall into the category of mic... 11

# Using Perusall for Group Work

The screenshot displays the Perusall interface for a course titled "DL2 PSYC 100...". The left sidebar contains navigation options: My Courses, Course home, Settings, Gradebook, Student view, Notifications, Notes, and Add to my calendar. Below this are sections for Readings, Library (Intro, Group Work, Top Ten Course Revi...), Assignments (Sep 8: Group Work 1..., Sep 15: Group Work ..., Sep 22: Group Work ..., Sep 29: Group Work ..., Oct 13: Group Work ...), and Chats.

The main content area features two example studies. **Example Study 2** describes a doctor's study on the effects of an intensive one-to-one teaching course on individuals with brain damage. The text is highlighted in yellow. Below it are three questions: 1. What are your thoughts about the answers to the questions in the PSYC 100 Identifying Research Design Handout (At end of this document)? 2. Based on those answers, what type of research design do you think the study uses? 3. If you think the design is experimental, also state what you think the independent and dependent variables are.

**Example Study 3** describes a researcher splitting 72 pre-school children into three conditions (no intervention, extended play intervention, and a school training intervention), by picking names out of a hat for each group. The text is highlighted in yellow.

On the right, a chat window titled "Current conversation" shows a discussion. A user with initials HN says: "Okay, so since the researcher split the children into the three groups in a completely random fashion, the study is experimental. The variable which was toggled around with, was the type of intervention the children of the three groups received, as the study hypothesizes that there is a relationship between the type of intervention the child completes and the child's cognitive test performance. This means the independent variable was the type of intervention, while the dependent variable was cognitive performance." This message has a "+2" and a green checkmark. A user with initials EP responds: "Addition to what you said, the existence of a control follows with 'no intervention' being present." A third user with initials HN replies: "I agree! The independent variables were the groups with the types of intervention. The research manipulated these variables to change for each group to determine the dependent variable which, like you said, were the scores on the cognitive tests. The".

# Summary

## Use Perusall for:

- Pre-reading assignments with social annotation for online (synchronous or asynchronous) or face-to-face courses.
- Discussion Boards
- Group work/problem solving
- Videos and commenting

## How to:

- Free account at [Perusall.com](https://Perusall.com)– instructor or student
- Join my course to learn and discuss: MELLEY-CDE4D
- Upload PDFs or videos, or purchase a textbook through Perusall
- Can be embedded into LMS (Blackboard)

# Thank you for “attending.”

Please join my course in Perusall to discuss, or individual questions to [amelley@gmu.edu](mailto:amelley@gmu.edu).

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