**Perusall: Frequently Asked Questions**

Based on conversations with pilot grant faculty, fall 2022

Responses provided by support representatives from Perusall

**Restrict Student View of Other Students’ Comments**

**Q:** Is there a way to restrict students from viewing other students' comments in an assignment until they post first?

**R:** Yes, you can determine a point in a text at which you’d like students to annotate. You would then leave a comment and click the puzzle piece button. Important to note is that the puzzle icon only appears for the first comment in that thread, so please include all relevant information in this initial comment and then once you have posted it, you can click the puzzle icon.

**Gradebook**

**Q:** Regarding the gradebook, I understand that at least 15 students are required to participate in the course to allow the instructor to view the students in the gradebook. Is this still required if the course is setup with the LMS integration? Would Perusall gradebook work for a smaller seminar course with only 11 students?

**R:** The gradebook automatically enables once 15 students have submitted work. However, we (Perusall Support) are always happy to enable it manually, no matter the course size! Whenever faculty are ready, please reach out to us (Perusall support) with the Perusall course URL and we'll enable it.
Notifications

Q: How do notifications present to the students to inform them that they received comments on their posts other than by entering the assignment? Is there a dashboard view? Can the students setup email or text notifications?

R: Students can manage their notifications in the notification bar on the left side of the page:

Student Annotation with Reference to Faculty Instructions

Q: When students annotate the text based on guiding questions provided by the faculty, the questions disappear when the students are annotating and they cannot refer to them/see them anymore. Is there a way to keep the question document open while annotating the text?

R: Students should use the filters at the top of the page to limit comments to "instructor comments only". This will help them navigate more clearly through the document. However, the purpose for instructor comments within annotations is to direct a student to a very specific part of the document. To make it easy for students to locate and refer back to the instructions, I recommend including this information in the assignment description when creating the assignment.
Clicking the "all conversations box" will also help the students navigate back to an instructor comment (with the filter on) if they've accidentally lost track of the original comment. They can then very easily jump around the document to the specific moment at which an instructor left a comment.
Video Annotation

**Q:** When students read their peers’ annotations of a video and/or comment on a peer’s annotation; they lose track of where they were in viewing the video. How can this be avoided?

**R:** Students should keep close track of where they are in a video and refrain from clicking on comments that are in different time-segments of the video. For example, if a student is watching a video and views the "all comments section" and clicks to read a comment in minute 7, but is currently in minute 2, the video will jump ahead (similar to how comments function in readings). The comments essentially act like time-stamps in the video. If a student is at a point in a video and wants to read a comment, the student should pause the video, take note of the minute/second mark they are at, and then click on/read the comment. This will ensure that they are able to easily get back to their original point in the video. This is especially helpful in longer videos.
Highlighting Text

**Q:** Students reported that the text highlighting feature was clumsy: Sometimes it highlights all the text, or it highlights more of the text than selected.

**R:** Sometimes texts can be a bit difficult, especially if they are a PDF or a photo or something of that nature! For documents like this, you can use the annotate figure feature, which gives more specific/exact annotation capabilities. It’s the little feature that looks like a mountain with the sun in the background.

![Image of text highlighting feature](image)

Scoring

**Q:** In the course settings, for the Scoring section, if an instructor isn’t planning to use Quizzes, I understand the percentage weight can be set to zero in which case Perusall will recalculate the Grades to distribute them evenly. Can you please provide more specific details regarding how the unused points will be distributed to the other areas?

**R:** Perusall doesn’t award extra credit but can allow for multiple avenues of reaching full credit. Under Settings > Scoring, you’ll find a live bar graph displaying the weight distribution of each of our 7-scoring metrics that changes as you adjust the percentages (see Video of changes with each preset option).

Below the colorful graph, you'll see a line that says, "Full Credit." If you see any metrics past the full credit line, this means that the weights of your metrics add up to more than 100%, so essentially, a student could still get Full credit on an assignment even if they didn't score full
credit for each metric. For instance, see the display for holistic scoring:

<table>
<thead>
<tr>
<th>Metric</th>
<th>Percentage</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annotation content</td>
<td>60%</td>
<td>Yes</td>
</tr>
<tr>
<td>Opening assignment</td>
<td>20%</td>
<td>Yes</td>
</tr>
<tr>
<td>Reading to the end</td>
<td>20%</td>
<td>Yes</td>
</tr>
<tr>
<td>Active engagement time</td>
<td>10%</td>
<td>Yes</td>
</tr>
<tr>
<td>Getting responses</td>
<td>20%</td>
<td>Yes</td>
</tr>
<tr>
<td>Upvoting</td>
<td>20%</td>
<td>Yes</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
<td>Yes</td>
</tr>
</tbody>
</table>

If a student only garnered 20% from their annotation content, got all 20% from both opening assignment & reading to the end - totaling 60%, they still might be able to reach full credit on the assignment by upvoting other students’ comments, getting response, being active on the assignment, etc.

**Copying Courses**

**Q:** If the source course was created for access directly through Perusall.com, can it be copied into a new course which was created with the LMS integration setting?

**R:** After the course has been created in your LMS, launch Perusall from the new course and it will be connected to a blank Perusall course.

From there, go to the Perusall library > click Add content > Materials from Another course

- In that dropdown you will see an option to use one of your own courses OR insert COPY COURSE CODE from another instructor’s course, and you can transfer over all assignments and material from that course. Do not put anything in the course before copying over all the material.
- Then, you will select if you want to change deadlines and transfer over teacher annotations and original course settings.

*Note, after this process is complete, you'll want to go to your Assignments tab and click "Edit" on each Assignment to make sure that all information is how you'd like it (for instance, making sure the assignment visibility is not set for May when student assignments are due in March).

**LMS Integration**

**Q:** How do I invite students to the course before the LMS integration is setup?

**R:** The course code under Setting > Access can be given to students so they can enroll in the course. (If you are integrating with your LMS then students do not need a course code, instead, they click the links in your LMS course, and they will automatically be enrolled in the course.)

**Q:** If a course is initially created “for student to access directly at perusall.com”, can the course be migrated later to the LMS integration?

**R:** Until the LMS integration is completed, set up the course as a standalone (not integrated into Villanova’s LMS). Then when LMS integration is approved, you would enable the integration > launch the Perusall link > and it will create a brand-new course associated with the LMS course. Then, you would go into the Perusall course library > and select to copy over materials from the
original course into this LMS integrated one and all materials/ settings/ instructor comments will copy over. But if a course has started, and students are actively working in the stand-alone course, I would recommend keeping the course as is and use the LMS integration for a future course because the students’ grades, and annotation will not copy over.

**Podcast**

**Q:** How do I add a podcast to Perusall?

**R:** When adding a podcast to your Perusall Library, if the option to use the RSS feed or the URL/MP3 doesn’t produce the desired result use the option to search for the Podcast. Enter the title of the podcast then search for it. Select the desired episode. You may then add it to assignment.