

# DXSTORIES

DIGITAL TRANSFORMATION | Teaching & Learning

## 1. WHAT WAS THE PROBLEM?

Low engagement from student to student and from student with content, and minimal class preparation.

## 2. HOW DID THE PROJECT LEADER APPROACH SOLVING THE PROBLEM?

To increase student participation in class discussions and activities prior to class arrival, **Perusall** is a tool which encourages student to student and content engagement and class preparation.

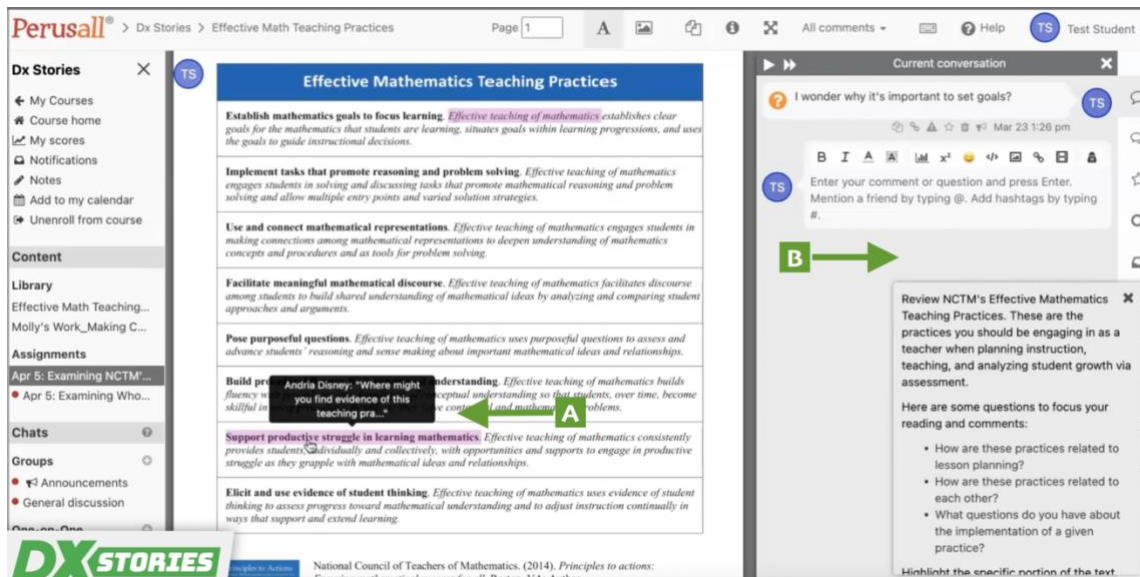


Figure 1: Student View.

(A) Student clicks an assignment to begin, reads the document, and highlights different parts of information that they find interesting. (B) Under “Current conversation”, students read and answer prompts.

Figure 2: Images, videos, or podcasts can be uploaded. (A) This image is an example of how students interact with content which instructors can highlight to make comments or conjecture. (B) To the right of the sample equation a little snapshot displays directions. Instructors add these prompts for students to reference.

The image shows a student named Molly working on a problem titled "Making Cupcakes". The problem asks: "Nana made 72 jumbo cupcakes for the party. If Nana made 6 batches, how many jumbo cupcakes were in each batch?". The student has provided two strategies. Strategy 1 shows a long division problem:  $72 \div 6 = 12$ , with a note "10 x 6" and "6 x 2" circled in green. Strategy 2 shows  $72 \div 6 = 10$  and  $12 \div 6 = 2$ , with a note "I don't know what to do next". A green box labeled 'A' highlights the second strategy. To the right, a comment prompt labeled 'B' asks: "Examine the two ways Molly solved this division problem: What does Molly know about division? What does Molly need support with?". It also includes instructions to highlight specific portions of the student work and a deadline for initial comments by Friday 4/1 (11:59 pm).

The image shows the Teacher View interface in Perusall. The top navigation bar includes "Get started", "Library", "Assignments", and "Students". The main content area displays a list of assignments, including "Examining NCTM's Effective Mathematics Teaching Practices (EMTPs)" and "Examining Whole Number Division: Molly's Work". The "Examining Whole Number Division: Molly's Work" assignment is selected, showing a list of questions: "How are these practices related to lesson planning?", "How are these practices related to each other?", and "What questions do you have about the implementation of a given practice?". Below the questions, there are instructions to highlight specific portions of the text and to make initial comments by Friday 4/1 (11:59 pm). A toolbar with icons for "Open", "Edit", "Duplicate", "Extended deadlines", and "Delete" is visible. Below the toolbar, there are three buttons: "Analytics", "Confusion report", and "All comments", with "Analytics" and "All comments" highlighted in green. At the bottom, there is a section for "Overall assignment progress" with a circular progress indicator showing 100% and a legend for completion status: "Completed with maximum score (0.0%)", "Completed but not maximum score (0.0%)", "Some work submitted (0.0%)", and "No work submitted (100.0%)".

Figure 3: Teacher View.

- **Analytics:** Reports for student and content engagement data.
- **All Comments:** View by groups or by individual. Instructors can respond as needed.

### 3. WHAT WERE THE BENEFITS?

Using Perusall has been a wonderful experience for me as a professor here at UVU engaging in digital transformation. Most importantly, [Perusall has] had such a positive impact and benefit on the learning of students which is, of course, is what our goal and mission here is.

### 4. WHO TO CONTACT FOR MORE INFORMATION?

Assistant Professor Andria Disney, Teacher Education Elementary Education, School of Education, [andria.disney@uvu.edu](mailto:andria.disney@uvu.edu).

