

20 April 2023 | UoA Learning Design Community of Interest @ Ranga Auaha Ako



Enhancing Student Reading Engagement

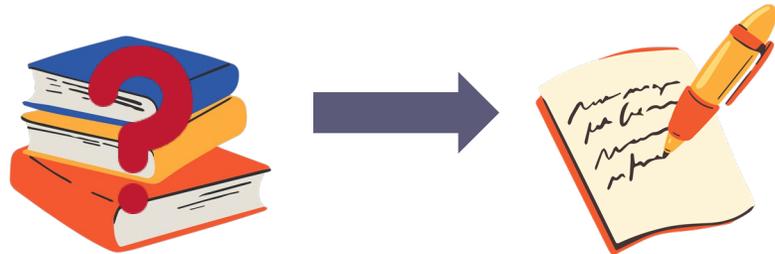
Fostering collaborative learning through social annotation with Perusall

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1 Previous approach: Its Benefits and Drawbacks

- **Challenge:** Students' low level of engagement with the required reading material
- **Strategy:** Assigned weekly short essays based on the reading



Benefits

- Incentivized students to read the assigned materials before lectures.
- Earning marks each week enabled students to track their progress throughout the semester.

“

Students' feedback (from ASIAN 204/302, 2021 S1)

“Tutorials and group discussions as well as course weekly quizzes were really helpful in **keeping me accountable and engaged with the course content.**”

“The online readings/quizzes were also helpful for **digesting the learning.**”

“The weekly quizzes too, they **encouraged me to keep up with my readings and were really useful to understanding the week's lecture**”

“Online assignments were **helpful for understanding the content of the course.**”

“relevant readings **perked up my understanding of each course material.**”

“ I really appreciated the way in which the reading based quizzes **prepared us for the lecture topics each week.**”

“ The reading quizzes – **this ensured that I stayed up to date with the readings and actually engaged with them.**”

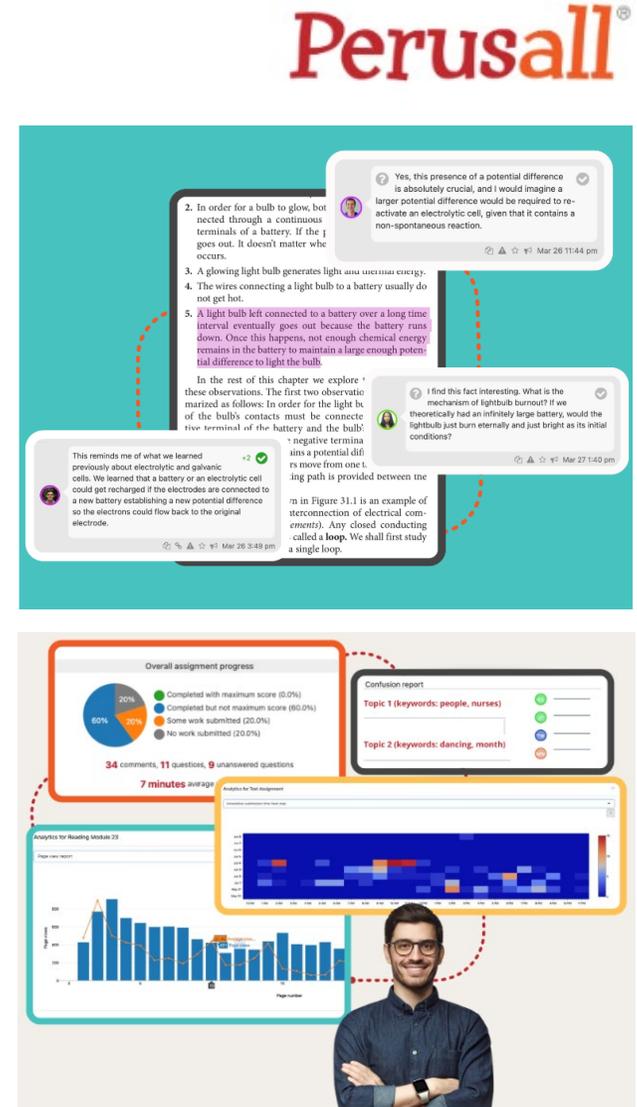
”

Drawbacks

- Some students only read relevant sections of the texts.
- Difficulty in crafting comprehensive questions that required extensive reading.
- Time-consuming marking process

2 Perusall Trial: Its Features

- **A social annotation platform:** Designed to deliver all readings in one place
- **Small groups read and annotate 'together,' asynchronously:** Students read and annotate on their own time, at their own pace, from anywhere with a web connection
- **Designed to prepare and reward students:** Intrinsically (through peer-to-peer engagement and collaboration) and extrinsically (through grading) motivating students to read before coming to lecture. If done correctly most students will get full marks
- **Providing actionable data for instructors:** Automated marking, Student confusion report, Student activity report
- **Sync seamlessly with Canvas:** offering single sign-on and grad sync



2 Perusal Trial: How does it work? (1)

Assigned small groups read and annotate 'together,' asynchronously

The screenshot displays the Perusal platform interface. On the left is a navigation sidebar with sections: My Courses, Course home, Settings, Gradebook, Export data, Student view, Notifications, Notes, Add to my calendar, Content, Library, Assignments, Chats, Groups (Announcements, General discussion), One-on-One, and Hashtags (#grades, #lecture, #logistics, #section). The main content area shows a document titled 'ASIAN 209/309: Transnational Asia: Korea and its Neighbours > Assignments > [Pre-Lecture Activity] W2-L1: Yasukuni Sh'. The text is annotated with yellow highlights and a red border. The first paragraph describes the Meiji Emperor's establishment of the Tōkyō Shōkonsha in 1869, its renaming to Yasukuni Jinja in 1879, and its role in promoting devotion and sacrifice. The second paragraph discusses the shrine's role during the expanding war in the 1930s and 1940s, where enshrined souls were considered deities and national heroes. The third paragraph notes that although no actual remains exist, names of enshrined individuals are recorded in the 'Repository for the Register of Deities', including 1,068 war criminals. The fourth paragraph details the 'Shinto Directive' after World War II, which separated religion and state, leading to the shrine's reorganization as a private corporation. The fifth paragraph mentions that information about Class A war criminals was sent to the shrine in 1966, with some secretly enshrined in 1978.

On the right, a 'Current conversation' chat window is open, showing three messages from a user with a question mark icon. Each message is followed by a green checkmark and '+1', and a green bar indicating 'Upvoted by instructor'. The first message discusses the shrine's role in promoting nationalism. The second message, from user 'ZC', agrees and adds that spiritual support was vital for the war. The third message states that visiting the shrine is an expression of respect for war heroes and a religious device to mobilize the nation.

2 Perusal Trial: How does it work? (2 -1)

Actionable Data: Instructors can easily review overall assignment progress, individual students' activity (including comments they made), and all comments quickly!

The screenshot displays a course management interface with a sidebar on the left and a main content area on the right. The sidebar includes navigation options like 'Course home', 'Settings', 'Gradebook', 'Export data', 'Student view', 'Notifications', 'Notes', 'Add to my calendar', 'Content', 'Library', 'Assignments', 'Chats', 'Groups', 'Announcements', 'General discussion', 'One-on-One', and 'Hashtags'. The main content area shows a list of assignments with their due dates and titles. A red box highlights the 'Analytics' button in the top toolbar. Below the toolbar, a red box highlights the 'Overall assignment progress' section, which contains a pie chart and summary statistics. The pie chart shows the following data:

Category	Percentage
Completed with maximum score	77.3%
Completed but not maximum score	2.3%
Some work submitted	4.5%
No work submitted	15.9%

Summary statistics: 130 comments, 22 questions, 6 unanswered questions, 1 hour, 32 minutes average time. The interface also shows a 'Most upvoted annotations' section with student comments.

2 Perusal Trial: How does it work? (2 -2)

Confusion report: Analyses students' reading behaviours to identify areas where they are struggling with a text and provides instructors with insights on how to better support them.

Confusion report for [Pre-Lecture Activity] W2-L1: Yasukuni Shrine, Nationalism, and Conflict in Asia

convicted as Class A war criminals by the International Military Tribunal for the Far East (IMTFE, usually referred to as the Tokyo Trials), meaning the leaders deemed guilty of crimes against peace and orchestrating Japan's Asian rampage between 1931 and 1945. In addition, the souls of ethnic Koreans and Taiwanese, who were subjects of the empire at that time, were enshrined there during and after World War II. Many of these non-Japanese and some Japanese

Topic 2 (keywords: shrine, war)

In 1985, Nakasone Yasuhiro (b. 1918) became the second premier to visit the shrine on 15 August, but he and his twentieth-century successors refrained from visiting thereafter due to the harsh backlash in China and South Korea (Akazawa 2005; 2015). Prime Minister Hashimoto Ryūtarō (1937–2006) interrupted this unofficial moratorium when he visited on his birthday in 1996. Nakasone's visit sparked numerous lawsuits around Japan challenging the constitutionality of such visits because they appeared to blur the line between state and religion enshrined in the Constitution. In 1992, the Osaka High Court issued a curious ruling, stating that it suspected that prime minister visits are unconstitutional. In 2004, the Fukuoka High Court ruled that prime ministerial visits were unconstitutional, and in 2005 the Osaka High Court concurred. Nevertheless, Prime Minister Koizumi Jun'ichirō visited Yasukuni every year during his 2001 to 2006 tenure, and Abe Shinzō visited in 2013, after letting it be known that one of his greatest regrets was not having visited during his first term as premier in 2006–07.

Identity politics and Yasukuni

In the twenty-first century, Yasukuni Shrine serves as an awkward talisman for national identity in Japan because it is the epicentre for an unrepentant view about Japan's shared history with Asia in the twentieth century (Kingston 2007). The adjacent Yūshūkan Museum features a valorizing and exonerating narrative of Japan's imperial aggression 1895–1945. Ironically, the Imperial Household revered by Japan's reactionaries continues to boycott Yasukuni, a poignant renunciation by its erstwhile head priest.

In *Yasukuni Shrine: History, Memory and Japan's Unending Postwar*, Akiko Takenaka complicates the Yasukuni problem, arguing that 'to some it portrays an inexcusably distorted view of the past; for others, its representation of military death helped them through the difficult postwar years' (Takenaka 2015: 191). She reminds us that the shrine has had varying and often shifting meanings to the Japanese over the years and that the shifts reflect larger trends in society. It serves as

Japan trying to justify their actions?

Why is Yasukuni Shrine a symbolic centre for neo-nationalism in contemporary Japan? I think a big part of the reason is due to the history and origin of the shrine where it was originally started to commemorate soldiers, which then further lead to soldiers enshrined as eirei (heroic souls). Thus, throughout history, Yasukuni shrine kind of served as a reminder of all the sacrifices and loss Japan had experienced. However, as this part states, there is also much debate around this idea in recent days as many do not agree with commemorating war criminals as heroes.

I agree that it is a very contradicting issue, and both perspectives must be considered. After reading this article personally, I feel like something needs to be done about the Shrine if, at the very least, removing the war criminals from the Shrine. What perspective do you take on the issue of the Yasukuni Shrine?

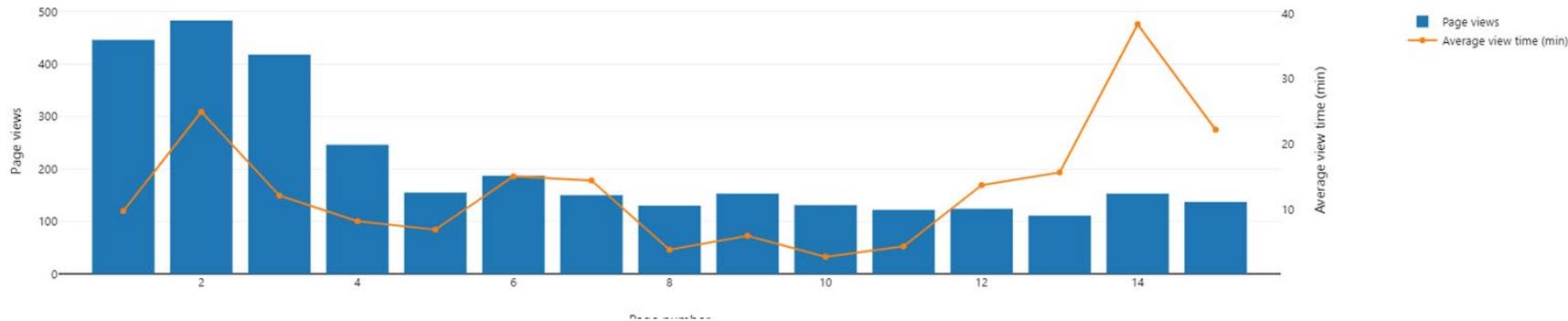
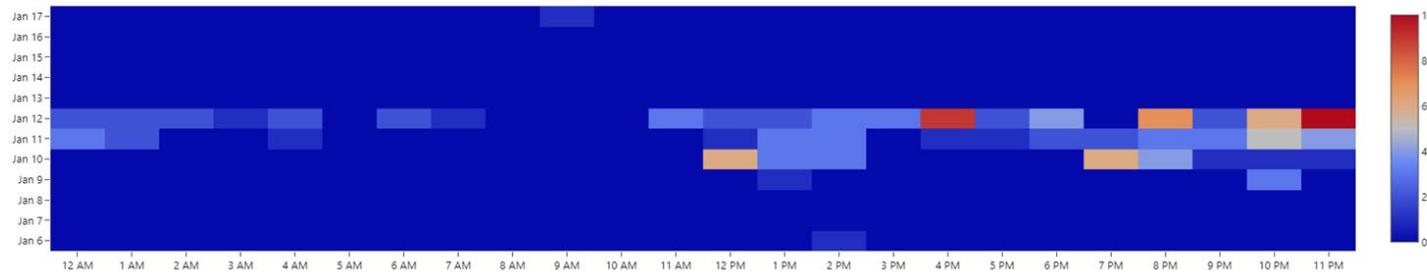
I think that this is a good point showcasing how the shrine is symbolic of the brave soldiers who fought fiercely in the Boshin war. However, I was curious whether there was any way the lives of civilians killed or impacted by the war were commemorated? And also, what was the death toll of the civilian population? After further research, I couldn't find any immediate source about the civilians who suffered during the Boshin war, which I personally feel reflects this bottom-up approach and class structure in Japanese culture during such times. The lives of samurai/soldiers or warriors were seen as more significant than civilians.

I find this statement interesting as it highlights how difficult it is to find a solution to the moral issue behind the shrine. Many feel that the shrine is a positive monument for its dedication to soldiers and cultural significance. Still, others feel as though it should be destroyed or disposed of because of its relation to war criminals and divisiveness among China, Japan and South Korea. But would that be such a wise course of action, considering that it plays a huge role in Asian history and the fact that it has been imprinted in the minds of many? Perhaps a better solution would be to have a well-structured public discussion around such an issue. Nonetheless, I am very much interested in the future of the shrine and how the Japanese government or perhaps other international governments will respond.

This reflects the attitude of some Japanese political officials towards the Yasukuni Shrine and the war. They do not seem to reflect on the harm that the Yasukuni Shrine and the war have brought about in the past and the continuing impact on the future. Why do they still insist on visiting the Yasukuni Shrine despite solid condemnation from China, South Korea, and even the world? Although Kingston stated in the opening part of this article, the Yasukuni Shrine provided the ideological and spiritual basis for the war. It was a symbol of unswerving commitment to the empire. But if this is still persuasive in contemporary times?

2 Perusal Trial: How does it work? (2 -3)

Analytics on reading activities: Quick review on annotation submission time, page views and average time spent for each page, and individual student activity



Last name	First name	Viewing time	Active engagement time	# annotations posted	# responses posted	# comment upvotes student gave	# question upvotes student gave	# comment upvotes student received	# question upvotes student received	Total word count	Average words per annotation
NA		3 days, 15 hours, 7 minutes	1 hour, 55 minutes (2%)	5	1	0	0	2	1	174	34.80

Japan's wartime past. What are the key elements of his analysis and why does this shed light on Japan's problematic relationships with its neighbours in Asia?

1 library item assigned:

- W2-L1-R1 Yasukuni Shrine, Nationalism, and Conflict in Asia

Open Edit Duplicate Extended deadlines Copy full title for LMS Delete

Analytics Grade assignment Confusion report All comments

Overall assignment progress

77.3%

- Completed with maximum score (77.3%)
- Completed but not maximum score (2.3%)
- Some work submitted (4.5%)
- No work submitted (15.9%)

130 comments 22 questions 6 unanswered questions

1 hour, 32 minutes average time

Last updated a few seconds ago

2 Perusal Trial: How does it work? (3 -1)

Automated marking: Student's reading activity is graded automatically based on pre-set components

Grade [Pre-Lecture Activity] W2-L1: Yasukuni Shrine, Nationalism, and Conflict in Asia, due January 12, 2023 11:59 pm NZDT

Assignment score (0-5): 5

Optionally provide a comment on this student's work (this will be visible to the student)

Metric	Details	Score for this metric
Engagement metrics	Comments submitted	
Annotation content	3 comments submitted (3 before deadline, 388 words, average 129.33 words per comment) 95.8% of max possible credit for annotation content 4% distribution penalty applied	$95.8\% \times 60\%$ = 57.5% out of 60%
Opening assignment	Opened assignment 14 times 1/3 of max possible score each time assignment is opened before the final deadline	$14 \times \frac{1}{3} \times 20\%$ = 20.0% out of 20%
Reading to the end	Read 93% of content before the final deadline	$93\% \times 20\%$ = 18.7% out of 20%
Active engagement time	85.75 minutes of active time 1/60 of max possible score for each minute of active time spent before the final deadline	$85.75 \times \frac{1}{60} \times 20\%$ = 20.0% out of 20%
Getting responses	2 comments that elicited a response 1/10 of max possible score for each comment before the final deadline that elicits a response	$2 \times \frac{1}{10} \times 20\%$ = 4.0% out of 20%
Upvoting	3 comments that were upvoted 0 upvotes made on others' comments 1/10 of max possible score for each upvote received before the final deadline ; 1/20 of max possible score for each upvote given before the final deadline	$(3 \times \frac{1}{10} + 0 \times \frac{1}{20}) \times 20\%$ = 6.0% out of 20%
Quizzes	0 questions answered correctly	
Total		126.1%

2 Perusall Trial: How does it work? (3 -2)

Automated marking: Student's reading activity is graded automatically based on pre-set components

Automatic scoring criteria

Perusall measures student engagement with seven metrics, each of which has a weight from 0% to 100%. A metric's weight is the maximum credit that a student can earn from it. You can customize each weight (set to 0% to ignore that metric when computing student scores) and how much engagement is needed to earn credit. Weights can add up to more than 100% to provide students with multiple ways to earn full credit. [Learn more about scoring in Perusall](#)

Your scoring weights add up to more than 100%, so students have multiple ways to earn full credit.

Reset scoring settings to a preset:

Or adjust scoring manually (click on any metric to view customization options):

Annotation content The content of the comments students post, automatically scored by Perusall's quality algorithm. 60 % Options	Opening assignment Breaking up work on the assignment into multiple sittings. 20 % Options	Reading to the end Reading the entire document. 20 % Options	Active engagement time Time spent actively engaging with the assignment. 20 % Options	Getting responses Writing comments that elicit responses from other students. 20 % Options	Upvoting Writing comments that are upvoted by other students, and upvoting other students' comments. 20 % Options	Quizzes Responding to quiz questions that are part of an assignment. 0 % Options
--	--	--	---	--	---	--

Full credit

Additional points!!

2 Perusal Trial: How does it work? (3 -3)

Automated marking: Student's reading activity is graded automatically based on pre-set components

Grade [Pre-Lecture Activity] W2-L1: Yasukuni Shrine, Nationalism, and Conflict in Asia, due January 12, 2023 11:59 pm NZDT

Assignment score (0-5): 5

Optionally provide a comment on this student's work (this will be visible to the student)

Engagement metrics **Comments submitted**

Part: 1

Showing 1-3 of 3 total

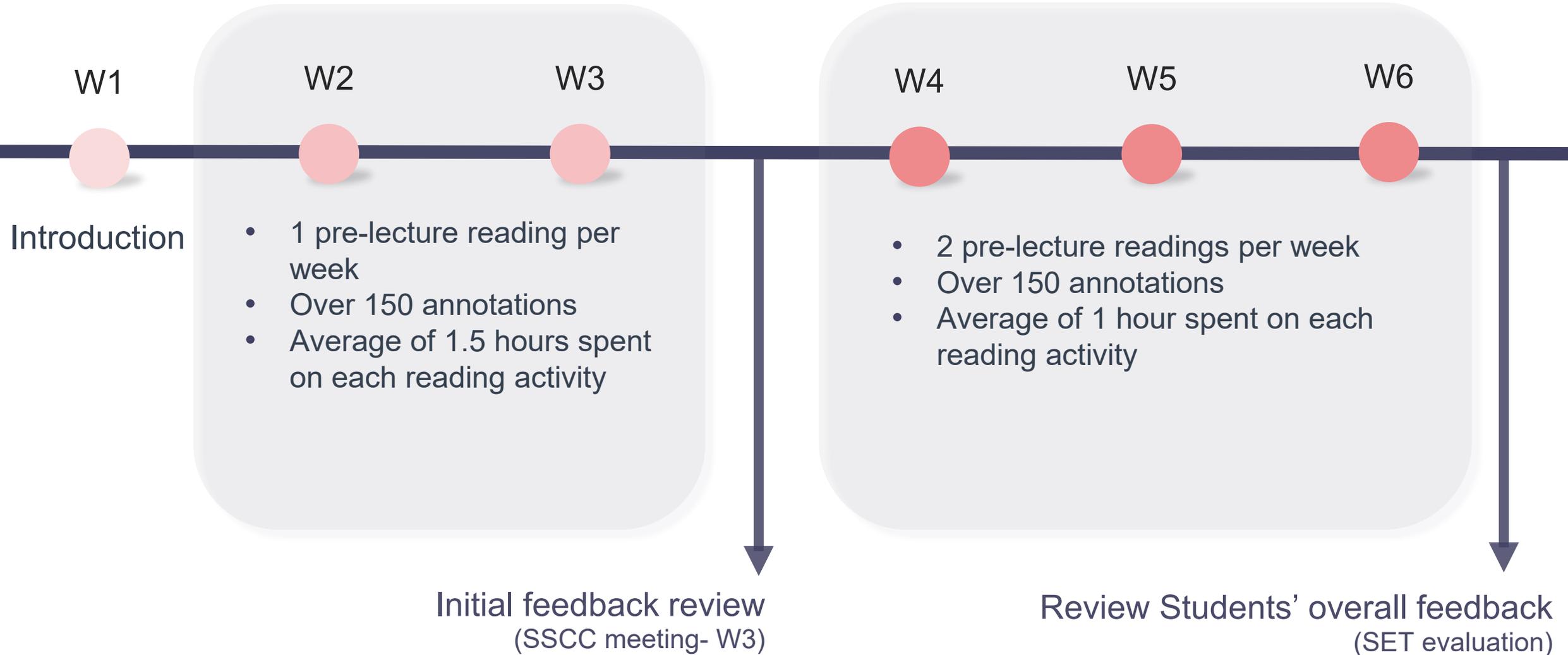
Sort by: Position in content Lowest to highest < Previous > Next

Submission	Words	Page	Quality	Upvoters	Replies	Created	Last edited
<p>That's an excellent point and supports the notion that Yasukuni was an ideological foundation for war more than anything else. Ultimately, it did not and does not function as a way to bring peace for those affected by Japan's war atrocities, and instead is a way for Japan to spread their narrative and propaganda, as you said.</p>	57	2	high	2	0	Jan 10 2:26 pm	Jan 10 2:31 pm
<p>This comment solidifies the belief that the shrine is used as a form of propaganda and a way for Japan to portray their ideologies while holding no weight for the victims of Japan's war atrocities. The amount of backlash, and the hesitancy of emperors to visit the shrine because of the controversy shows that Japan does not have the best interest of the victims at heart. There is no change in how things have been done, even with requests from the victims' families, which are entirely ignored. Japan is steadfast in doing nothing about the controversy surrounding the shrine because it is essentially not in their interest to do so. As the comment said, it is a talisman for Japan's national identity as opposed to a way of remembering the victims of WWI.</p>	133	3	high	1	1	Jan 11 8:26 pm	Jan 11 8:26 pm
<p>It is very interesting to see the different perspectives of people about the Yasukuni shrine. It brings up the questions of to what extent is the shrine dishonouring the truth of the past and to what extent is it a form of comfort to those who lived through the war? I am well aware that the politics and the morality behind the existence of the Yasukuni shrine is something that I will never truly understand as a New Zealander. But, I believe it is essential to know that an embodiment of a period in history, especially one so personal for many people, such as WWII, can bring up very different perspectives and beliefs. As we discussed in class, as humans, we tend to remember traumatic events, and I think certain embodiments of that trauma can be very personal to an individual. For some people, that means that the Yasukuni shrine is dishonouring the victims and a way for Japan to ignore their war atrocities. On the other hand, even if Japan does not care about the victims, some people may still view it as a way of remembering their loved ones or those who fought in the war.</p>	198	3	high	0	1	Jan 11 8:45 pm	Jan 12 12:18 pm

Showing 1-3 of 3 total

Sort by: Position in content Lowest to highest < Previous > Next

2 Perusal Trial: 2023 Summer Course, Asian 209/309



3 Reflection on Perusall Trial: From Students (1)

Perusall®

Interactive and Collaborative Learning

- "Fully anonymous" feature in Perusall
- Safe and non-threatening environment for discussions
- Perusall's safeguards against inappropriate behaviours:
 - 1) Instructor monitoring
 - 2) Ability for students to flag inappropriate comments.

“

*"I like how the teaching team has made it possible for us to **interact with other people** in our class and **share our ideas/thoughts/feelings** without making the student uncomfortable doing so. The Pre-Lecture Activity (Perusall) was **enjoyable**, and I was **delighted to read my classmates' comments!** I like how we can also keep our **anonymity** while participating in the activity;. This allows for **more discussion** because everyone may be **less shy to voice their opinion.."***

”

3-1 Reflection on Perusall Trial: From Students (2)

Perusall®

Engaging with Course Materials

- Clear explanation of Perusall's purpose.
- Guidelines for pre-lecture reading activity on Perusall.
- Requirement of three value-adding posts for meaningful discussions, including
 - 1) Detailed response to peer's annotation.
 - 2) Sharing personal experiences.
 - 3) Connecting examples to course concepts.
 - 4) Utilizing other course materials.

“

*"The tutorials and the perusall readings were a very **powerful way to engage with the material.**"*

*"found the Perusall activities incredibly helpful as they allowed me to **gain background knowledge of the topic before the lecture.** It also allowed me to connect with my peers in a more comfortable anonymous environment. Continually, the wide variety of guest speakers was incredibly engaging and definitely widened my point of view on numerous issues in East Asia."*

”



3-1 Reflection on Perusall Trial: From Students (3)

Perusall®

Promoting Peer-to-Peer Interaction

- Smaller groups of up to five students in Perusall: Optimal for meaningful interactions among students.
- Opportunities to connect with peers and read their perspectives.
- Enriched learning experience through peer-to-peer interactive learning.

“

*"The Perusall reading assignments is a very good way to keep us on top of our reading, and it is also a **good way to read other students perspectives** on the chosen reading."*

*"The Perusall (readings of the week) new setting for this course is an interesting one... There will also **be other students who agree with and supplement my ideas**. This allows us to **communicate effectively in this space**, which is very interesting."*

”

3-1 Reflection on Perusall Trial: From Instructor

Benefits

- Great way to encourage reading before class and reward it
- Ensured in-depth reading
- Higher quality discussion with more students' contributions (especially for quieter students)
- Deeper understanding of students' reading engagement through actionable data provided in Perusall
- Automated assessment

Drawbacks

- Initial set-up required at least one day (or more..)
- Still require monitoring to review students' activity and finalise grades before syncing back to Canvas

ASIAN 209/309:... X

← My Courses
🏠 Course home
⚙️ Settings
📅 Gradebook
📄 Export data
👁️ Student view
🔔 Notifications
📝 Notes
📅 Add to my calendar

Content

Library >

Assignments >

Chats ?

Groups +

• 📢 Announcements

• General discussion

One-on-One +

Hashtags + +

#grades

#lecture

#logistics

#section

National traumas play an important role in shaping national identity. Shared catastrophes and collective suffering constitute a powerful anvil on which to hammer out a useful national identity for those in power. Yet some traumas are chosen for this task of nation-building and promoting national unity while others are ignored or marginalized. In some respects, ignored traumas reveal more about a nation than the chosen traumas, representing a subversive and hidden narrative that is sidelined for various reasons. The chosen traumas are selectively drawn and presented in ways that favor those in power and tend to glide over aspects or experiences that don't conveniently fit the consolidating narrative of shared ordeal. Traumas are especially useful because they are the basis for compelling narratives of victimization and thus forge emotional bonds while advancing political agendas and eliding inconvenient problems. Those in power constantly pick at the scabs of past trauma because they are far more useful when festering and not meant to be healed. Repetition of the story, focusing on vivid and horrific details, helps keep the pain alive and passes it down to the next generation. Precisely because traumas are prepared for public consumption, they necessarily involve a certain degree of simplification, and an artful reimagining. There is good and evil, heroes and villains, perpetrators and victims, and a certain level of coherence implausibly attached to chaotic events where in reality there are gray zones, clarity where there is blurriness, firm conclusions where there is uncertainty. History draws on facts, but how they are connected and interpreted establishes a narrative, a mosaic that conveys a desired message. In contrast to the theme of sports discussed in the preceding chapter,

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Current conversation X

✓ Upvoted by instructor +1 ✓

NA This reminds me of what Dr Melissa Wei-Tsing Inouye said in her lecture about how we tend to focus on the negative relations between nations and that those positive shared histories are often forgotten because they are not as useful a tool for nation building and nationalistic narratives

Jan 17 2:54 pm Quality: high ▾

? I also thought about Dr. Melissa's lecture in regards to this section, as well as her question regarding how long we will remember WW2. I believe this is linked as the gore and brutality of WW2 is at the center of our teaching around it in the education system as well as in our remembrance services. I think today, the number of lives lost in the war, the horrific ways in which people died, and the war crimes committed are at the front of our memories, which, as the reading suggests, keeps the pain alive and as Dr. Melissa suggested, increases the likelihood that it will remain in our memories for a long time to come.

Jan 19 1:58 pm Quality: high ▾

B I A

Enter your comment or question and press Enter. Mention a friend by typing @. Add hashtags by typing #.

Perusall Trial: How to start? (1)

Step 1: Explore how-to guides on TeachWell Perusall page first



Home — Support — Learning technologies to support teaching — Perusall

Events calendar

Teaching at UoA

Signature pedagogical practices

Perusall

Perusall supports these learning types ([see definitions](#)):

[Acquisition](#) [Collaboration](#) [Discussion](#) [Inquiry](#)

Enter keywords

Perusall

How-to guides

[Perusall guide for teachers](#)

(a one page guide from the University of Auckland)

[Perusall guides](#)

(from the Perusall team)

[A case study in using Perusall](#)

(video presentation – Ann Gaskett, School of Biological Sciences)

(Note: this was recorded before Perusall integration with Canvas)

[Perusall Lightning Round](#)

(video presentation from 17 November 2022 Learning Design Community of Interest)

Teachers from Faculty of Arts, Science, Business and Economics, and Law shared their experiences with Perusall.

[Using Canvas Groups with Perusall](#)

(from the University of Melbourne)

[Social presence for engagement](#)

(a case study from Science, the University of Auckland)

[How to assess students' ability to analyse and discuss critical readings?](#)

(article from the University of Melbourne)



QR code for the
TeachWell Perusall page

Perusall Trial: How to start? (2)

Step 2: Add Perusall to Canvas Assignments

The screenshot shows the Canvas LMS interface for adding an external tool. The 'Submission type' dropdown is set to 'External tool' (1). The 'External Tool Options' section includes a URL field with 'https://app.perusall.com/lbi/launch' (2) and a 'Find' button. A checkbox 'Load this tool in a new tab' is checked (4). A 'Configure external tool' dialog box is open, showing a list of tools. 'Perusall' is selected (3) and circled in red. The dialog also shows 'New Analytics', 'Piazza', and 'QuestionMark OMR Results Upload'.

Pre-Lecture Acctivity (Perusall) (Due: every lecture day's midnight)		20% of total	+	:
Pre-Lecture Activity (Perusall): Discussion based on weekly readings (Guidelines)			✓	:
[Pre-Lecture Activity] W2-L1: Yasukuni Shrine, Nationalism, and Conflict in Asia	WEEK 2 Module Closed Due 12 Jan at 23:59 5 Pts		✓	:
[Pre-Lecture Activity] W3-L1: Nationalism and Nation Building in China, Japan and Korea: Barriers to Reconciliation	WEEK 3 Module Closed Due 19 Jan at 23:59 5 Pts		✓	:
[Pre-Lecture Activity] W4-L1: Memory, Narratives and Victimhood in Northeast Asia	WEEK 4 Module Closed Due 26 Jan at 23:59 5 Pts		✓	:
[Pre-Lecture Activity] W4-L2: Security Issues in Northeast Asia	WEEK 4 Module Closed Due 27 Jan at 23:59 5 Pts		✓	:
[Pre-Lecture Activity] W5-L1: South Korean Popular Culture and Reconciliation & Integration with North Korea	WEEK 5 Module Closed Due 2 Feb at 23:59 5 Pts		✓	:
[Pre-Lecture Activity] W5-L2-1: Milestones in European Pacifist Thought	WEEK 5 Module Closed Due 3 Feb at 23:59 5 Pts		✓	:
[Pre-Lecture Activity] W6-L1: Mediated memories of colonial and war-time atrocities and recent Japan-South Korea relations	WEEK 6 Module Closed Due 9 Feb at 23:59 5 Pts		✓	:
[Pre-Lecture Activity] W6-L2-1: Multiculturalism in Indonesia	WEEK 6 Module Closed Due 10 Feb at 23:59 5 Pts		✓	:

Perusall Trial: How to start? (3)

Step 3: Lunch Perusall assignment from Canvas Assignment

2023 Summer School

Home

Announcements

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Quizzes

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Reading Lists

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Course Roster

SET Evaluations

SET Reports

Learning Essentials

UoA Toolbox

Panopto Video

such visits became problematic. While Yasukuni Shrine was largely a domestic concern until the 1970s, it has increasingly taken on an international dimension as criticisms surrounding shrine visits have appeared in newspapers and media reports throughout East Asia. Highly critical statements have also been issued by the government of China and the Republic of Korea in response to shrine visits by prime ministers. In addition, some Koreans and Taiwanese have launched lawsuits against both Yasukuni and the Japanese government for enshrining one of their family members against their wishes, and have appealed to have the names of their family dead removed from the shrine register. International criticisms are also related to competing war memories and opposition to how Yūshūkan, the shrine's war museum, legitimises Japan's war in the Pacific as one of liberation for the peoples of Asia.

You are welcome to start adding comments prior to the lecture, and your familiarity would be helpful in aiding discussions in the lecture. **Add three value-adding posts, perhaps starting your own thread, responding to another thread, and responding to a response.**

Some of the questions you can discuss in reading include, but are not limited to:

1. Why is Yasukuni Shrine a symbolic centre for neo-nationalism in contemporary Japan?
2. According to Kingston, international criticism of the Yasukuni Shrine is closely related to the way in which Yūshūkan, the adjoining war museum, treats Japan's wartime past. What are the key elements of his analysis, and why does this shed light on Japan's problematic relationships with its neighbours in Asia?

This tool needs to be loaded in a new browser window

Load [Pre-Lecture Activity] W2-L1: Yasukuni Shrine, Nationalism, and Conflict in Asia in a new window



Perusall® > ASIAN 209/309: Transnational Asia: Korea and its Neighbours > Assignments **Created from Canvas (LTI 1.1)**

ASIAN 209/309:... X

← My Courses

Get started Library **Assignments** Students

Perusall Trial: How to start? (4)

Step 4: Settings – General

The screenshot shows the Perusall course settings page for 'ASIAN 209/309: Transnational Asia: Korea and its Neighbours'. The 'General' tab is selected in the left sidebar. The main content area displays the following settings:

- Course name ***: ASIAN 209/309: Transnational Asia: Korea and its Neighbours (highlighted with a red box). Below the field, it says: "Your unique course URL is based on this name. If you change the name, the URL will change."
- Institution ***: University of Auckland (Auckland, NZ)
- Department**: Asian Studies
- Course start date ***: January 5, 2023
- Course end date**: February 28, 2023
- Analytics ***: A table with four options, where the first option is selected (highlighted with a red box):

<input checked="" type="checkbox"/> Automatic grading and engagement analytics Perusall will provide data about student engagement for your review, and assignments will be graded automatically. You can always override automatically-assigned grades and decide when they are displayed to students.	<input type="checkbox"/> Manual grading and engagement analytics Perusall will provide data about student engagement for your review. Assignments will not be graded automatically, but you can review student engagement data and manually assign scores to students' assignment submissions.	<input type="checkbox"/> Disable grading, but provide engagement analytics Perusall will provide data about student engagement for your review. All assignments will be ungraded and the gradebook will be disabled.	<input type="checkbox"/> Disable all analytics Perusall will not provide data about student engagement. All assignments will be ungraded and the gradebook will be disabled.
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Require students to enter their student ID upon enrollment in this course
Recommended if you plan to use student IDs for gradebook matching purposes.

Perusall Trial: How to start? (5)

Step 5: Course home – Library: Add contents as required for the assignments

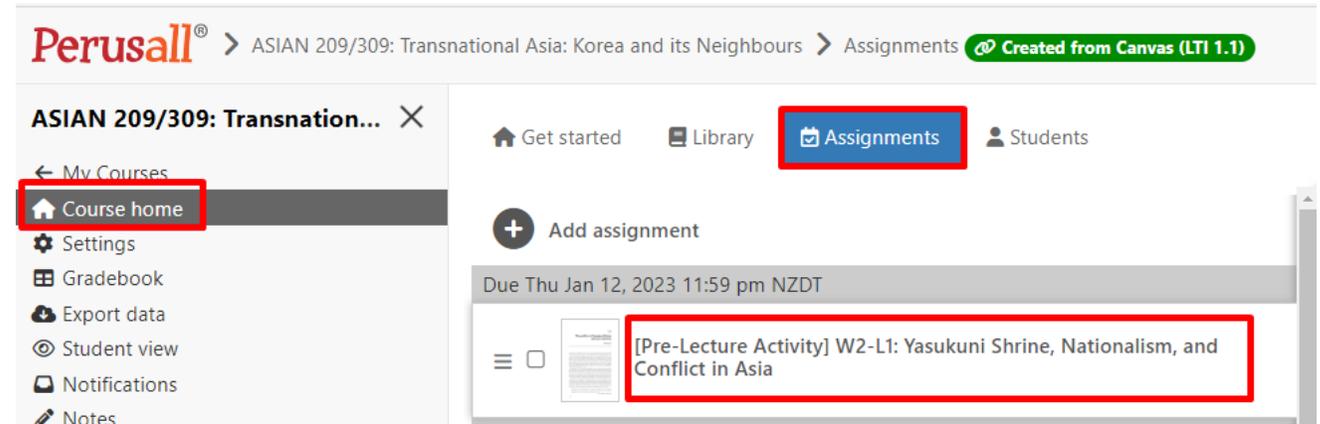
* **Note for copyright issue:** The contents uploaded in Perusall should be listed in Talis to comply with CLL licensing requirements.

The screenshot displays the Perusall interface for the course 'ASIAN 209/309: Transnational Asia: Korea and its Neighbours'. The breadcrumb trail shows 'Perusall > ASIAN 209/309: Transnational Asia: Korea and its Neighbours > Library', with a green badge indicating it was 'Created from Canvas (LTI 1.1)'. On the left, a sidebar menu lists various course options, with 'Course home' highlighted and circled in red. The main navigation bar includes 'Get started', 'Library' (circled in red), 'Assignments', and 'Students'. Below this, there is an 'Add content' button. A folder named 'Essential Reading material (for A209309, 2023 SS)' is visible, containing a document titled 'W2-L1-R1_Yasukuni Shrine, Nationalism, and Conflict in Asia', which is also circled in red.

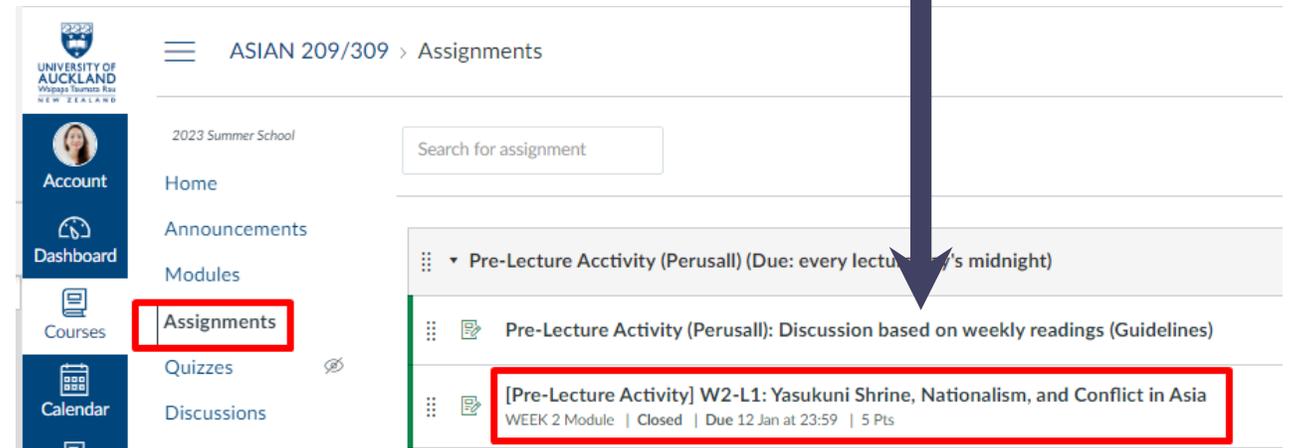
Perusall Trial: How to start? (6)

Step 6: Course home – Assignments : Give the assignment a name.

The **name** should **exactly match** the name in the Canvas Assignment (this is how Perusall knows which Canvas assignment to pass the scores back to)



This screenshot shows the Perusall interface for the course 'ASIAN 209/309: Transnational Asia: Korea and its Neighbours'. The 'Assignments' tab is selected and highlighted with a red box. In the left sidebar, 'Course home' is also highlighted with a red box. The main content area shows a list of assignments, with the first one, '[Pre-Lecture Activity] W2-L1: Yasukuni Shrine, Nationalism, and Conflict in Asia', highlighted with a red box. The interface includes navigation options like 'Get started', 'Library', and 'Students', and a '+ Add assignment' button.



This screenshot shows the Canvas LMS interface for the same course. The 'Assignments' tab is selected and highlighted with a red box in the left sidebar. The main content area displays a list of assignments, with the one '[Pre-Lecture Activity] W2-L1: Yasukuni Shrine, Nationalism, and Conflict in Asia' highlighted with a red box. A large blue double-headed arrow points from this assignment in the Canvas interface up to the Perusall interface above, indicating the mapping between the two systems.

Reflection on Perusall Trial: Key Considerations (1)

1. Offering the carrot - Design to reward for full marks

: Based on the purpose of the assignment, decide on engagement metrics (Annotation content, opening assignment, reading to the end, active engagement time, getting responses, upvoting)

: Relieves student anxiety and focuses on the reading activity itself

Automatic scoring criteria

Perusall measures student engagement with seven metrics, each of which has a weight from 0% to 100%. A metric's weight is the maximum credit that a student can earn from it. You can customize each weight (set to 0% to ignore that metric when computing student scores) and how much engagement is needed to earn credit. Weights can add up to more than 100% to provide students with multiple ways to earn full credit. [Learn more about scoring in Perusall](#)

Your scoring weights add up to more than 100%, so students have multiple ways to earn full credit.

Reset scoring settings to a preset:

Or adjust scoring manually (click on any metric to view customization options):

Annotation content The content of the comments students post, automatically scored by Perusall's quality algorithm. 60 % Options	Opening assignment Breaking up work on the assignment into multiple sittings. 20 % Options	Reading to the end Reading the entire document. 20 % Options	Active engagement time Time spent actively engaging with the assignment. 20 % Options	Getting responses Writing comments that elicit responses from other students. 20 % Options	Upvoting Writing comments that are upvoted by other students, and upvoting other students' comments. 20 % Options	Quizzes Responding to quiz questions that are part of an assignment. 0 % Options
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Full credit

Additional points!!

Reflection on Perusal Trial: Key Considerations (2)

2. Providing activity requirements

- : Target number of annotations (e.g., three-value adding comments)
- : Provide examples of what good annotation looks like and what it's not
- : Encourage students to participate in the activities for reading
- : Communicate assessment criteria by focusing on learning itself rather than providing precise detail

We encourage students to participate in the activities listed below. These activities predict not only better end-of-semester grades but also long-term subject mastery.

- Contributing thoughtful questions and comments to the discussion, spread throughout the entire reading
- Starting the reading early
- Breaking the reading into chunks (instead of trying to do it all at once)
- Reading all the way to the end of the assigned reading
- Posing thoughtful questions and comments that elicit responses from classmates
- Answering questions from others
- Upvoting thoughtful questions and helpful answers



Reflection on Perusall Trial: Key Considerations (3)

- 3. Maximising interaction while minimizing frustration**
 - : Set up the stable and optimal group size for your course
 - : Default number is 25, but decide its optimal size based on course aim and its material
 - : Recommended group size is 4-10

- 4. Allowing students to be anonymous**
 - : Option to post comments anonymous option OR Fully anonymous option (Not for the instructor)

- 5. Motivating students intrinsically**
 - : Explain why using this tool (importance of reading & working with peers)