

היחידה לקידום
איכות ההוראה והלמידה
אוניברסיטת בן-גוריון בנגב



לומדים מחוץ לכיתה –
קפיאת מאמרים שיתופית

What is Perusall

כלי שיתופי המיועד לקריאת מאמרים וספרים, תוך כתיבת הערות, שאלות וניהול דיון מרובה משתתפים.

הכלי הופך את הקריאה, פעולה שבדרך כלל נעשית לבד, לפעילות שיתופית

פותח באוניברסיטת הרווארד:



Gary King is the Weatherhead University Professor, Harvard's most distinguished faculty position, and Director of the Institute for Quantitative Social Science.



Brian Lukoff is an educator, entrepreneur, and engineer. A Lecturer in the McCombs School of Business, University of Texas at Austin, he has a Ph.D. in Education from Stanford.



Eric Mazur is Balkanski Professor of Physics and Applied Physics and Dean of Applied Physics at Harvard. He is also inventor of Peer Instruction, and pioneer of the flipped classroom.



Kelly Miller is Lecturer at the Paulson School of Engineering and Applied Sciences at Harvard. Her research is in Peer Instruction. She has a Ph.D. in Applied Physics from Harvard.

What types of files can be uploaded to **Perusall**

- PDF files
- EPUB book files
- Word documents
- Excel documents
- Source code files (in most popular languages)

Perusall – עקרונות

הפיכת הקריאה להתנסות שיתופית מגבירה את המוטיבציה הפנימית, ומשפרת את חווית הלמידה.

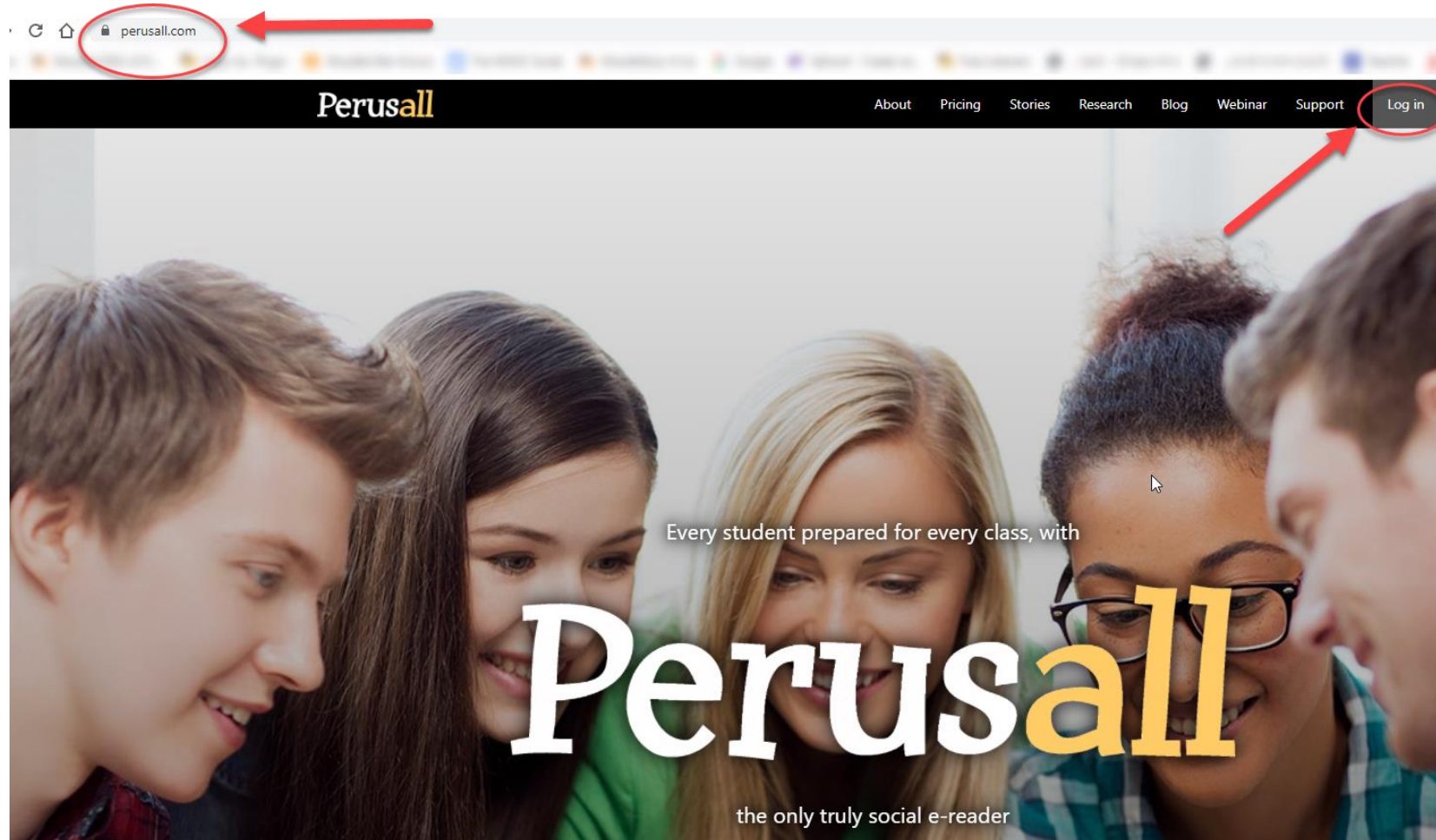
יתרונות:

- מעודד קריאת מאמרים, ספר קורס וכדומה
- קריאה מודרכת
- קצב הלמידה נקבע ע"י הלומד.ת
- מעורבות בתהליך הקריאה
- משפר את הלמידה במפגש הפרונטלי
- מתממשק למודל
- (כמעט) בלי תוספת עבודה למרצה

Perusall פתחאל'ק

- המרצה מעלה קובץ
- המרצה מקצה משימות קריאה
- המרצה מעלה נקודות למחשבה ודיון, משימות להעמקת הקריאה, הנחיות
- הסטודנטים/יות קוראים/ות ומשתפים/ות שאלות, מחשבות, מסקנות, ידע חיצוני וכו'. ניתן לכתוב הערות לטקסט, תמונות, נוסחאות
- המערכת מחלקת את הסטודנטים/יות לקבוצות (20)
- מבצעת בדיקת איכות ופיזור ההערות ונותנת ציונים.
- המרצה מקבלת תמונת מצב לגבי הלמידה – קושי, עניין, שגיאות בהבנה.

Perusall - @ / / a e n j n ' n @



יצירת פעילות - מופל

הכל פעילויות משאבים מומלץ

Mentio	Leganto	Kaltura Video Resource	Kaltura Video Presentation	HSP	AnnotoDashboard
אגרון מונחים	Zoom@BGU	Zoom	Virtual programming lab	Unicko Online Meeting	Perusall
הערכת-עמיתים	דף תוכן מעוצב	בסיס-נתונים	בלוג (יומן-רשת)	בוחר בהובלת מורה	בוחר
לוח-מפגשים	כלי/תוכן חיצוני (LTI)	יומן	חבילת תוכן IMS CP	חבילת לומדה - SCORM	ויקי
משחק - סודקו	משחק - מי רוצה להיות מיליונר	משחק - חשיפת התמונה החבויה	משחק - הצילו את האיש התלוי	מפגש למידה סינכרוני BBB	מטלה
ספר	סטודנטים יוצרים שאלות לבוחן	נוכחות תלמידים	משחק - תשבץ	משחק - תפוזרת מילים	משחק - סולמות ונחשים
רבי-שיח	קישור פעילויות	קישור לאתר אינטרנט	קובץ	פורום	פסקה מעוצבת
תוכן אינטראקטיבי HSP	תבניות סקרים מובנות	שיעור מסתעף בשאלות	שאלת בחירה	שאלון-מותנה	שאלון

הוספת כלי/תוכן חיצוני (LTI) ל- בוחר ?

הגדרות כלליות

שם פעילות

בוחרת תוכן

הגדרות נוספות...

פרטיות

ציונים

הגדרות רכיב כלליות

הגבלת גישה

תנאים להשלמת פעילות

תגים

מיומנויות

ביטול שמירת שינויים וחזרה לקורס שמירת השינויים והצגתם

יצירת משנה - פורום

Please agree to our Terms of Service and Privacy Policy.

Terms of Service

Print

Frequently Asked Questions

What are my rights over content I post to Perusall?

You retain complete control over your content. If instructors request that their courses be completely deleted, we do not retain any information, including posts, from them. Instructors have complete control over the content displayed and can remove the content of any post at any time.

Are my class' annotations accessible via a search engine?

Privacy Policy

Print

- How We Use Information Collected
- How We Protect Your Information
- Our Legal Bases for Use of Your Information
- Online Analytics
- How We Share Information
- How Long We Keep Information
- Your Choices
- Notice to E.U. and Other Non-U.S. Residents
- Cookies Notice
- Children's Privacy

OK



Perusall – וצ'יפת מ'שנה

Perusall

Perusall > Get started

Created from Moodle

Help

Yael Lin

Get started

Library

Assignments

Students

My Courses

Course home

Settings

Gradebook

Student view

Notifications

Notes

Add to my calendar

Chats

Groups

Announcements

General discussion

One-on-One

Hashtags

#grades

#lecture

#logistics

#section

1

Create links in your LMS for students to access Perusall; students will be enrolled automatically when they click the Perusall link in your Learning Management System. You can track which students have used Perusall by clicking **Students**.

→

2

Set a course start and end date, and tell Perusall about your estimated enrollment and grouping preferences in **Settings**.

→

3

Choose course materials by clicking **Library**. Select a textbook from our catalog, upload a file from your computer, take a snapshot of a web page, or add a video.

→

4

Create assignments by clicking **Assignments**. Perusall engagement

→

Welcome to Perusall!! This brief tour will show you how to set up and navigate your course.

Next

End tour

Welcome to Perusall!! With only a few minutes of setup for an entire semester, Perusall makes it easy to get started. The goal of each reading assignment is to stimulate discussion by encouraging students to **post good questions or comments**, to help others by **answering their questions**, and to **upvote good questions or comments** to draw the attention of their classmates to important ideas.

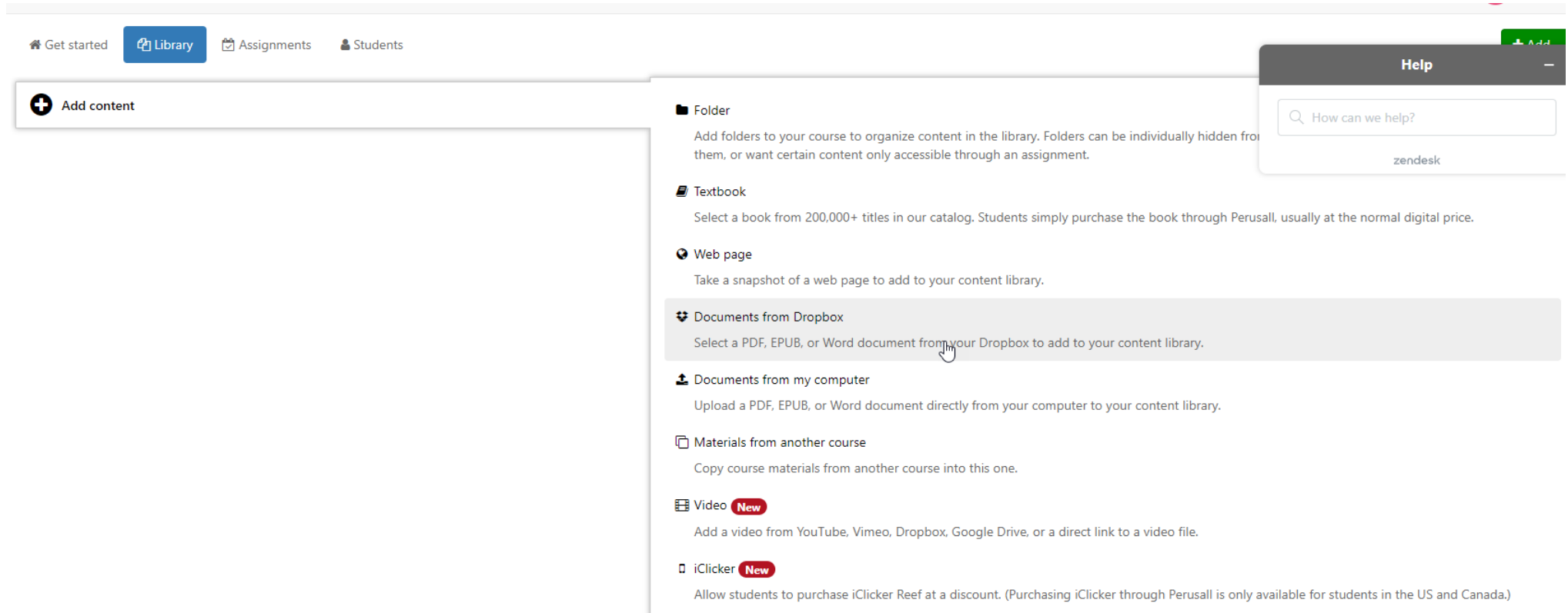
Perusall is designed to motivate students primarily through the content of the readings and their social interactions. You may also choose to use Perusall's engagement score (perhaps by combining it with your class participation score so students can help each other in whatever way they feel most comfortable). The Perusall engagement score is computed from student behavior and designed, based on our research, to predict students' mastery of the subject (see the **welcome message we suggest you provide your students**; you may adjust the grading rubric in **Settings**). Perusall then gently nudges students to get try to get every student 100% on this score and deliver to you a class of fully prepared students.

To keep students focused on intrinsic motivation for the material rather than grades or gaming the system, the **student welcome message** describes the general characteristics of effective reading without giving precise definitions. Since grading is designed to get every student prepared and 100% credit for the reading, students view it as non-adversarial and do not feel the need to game the system. Please ask students to pay attention to Perusall nudges, as doing so will not only improve their grade for each assignment but will also improve their performance in the course.

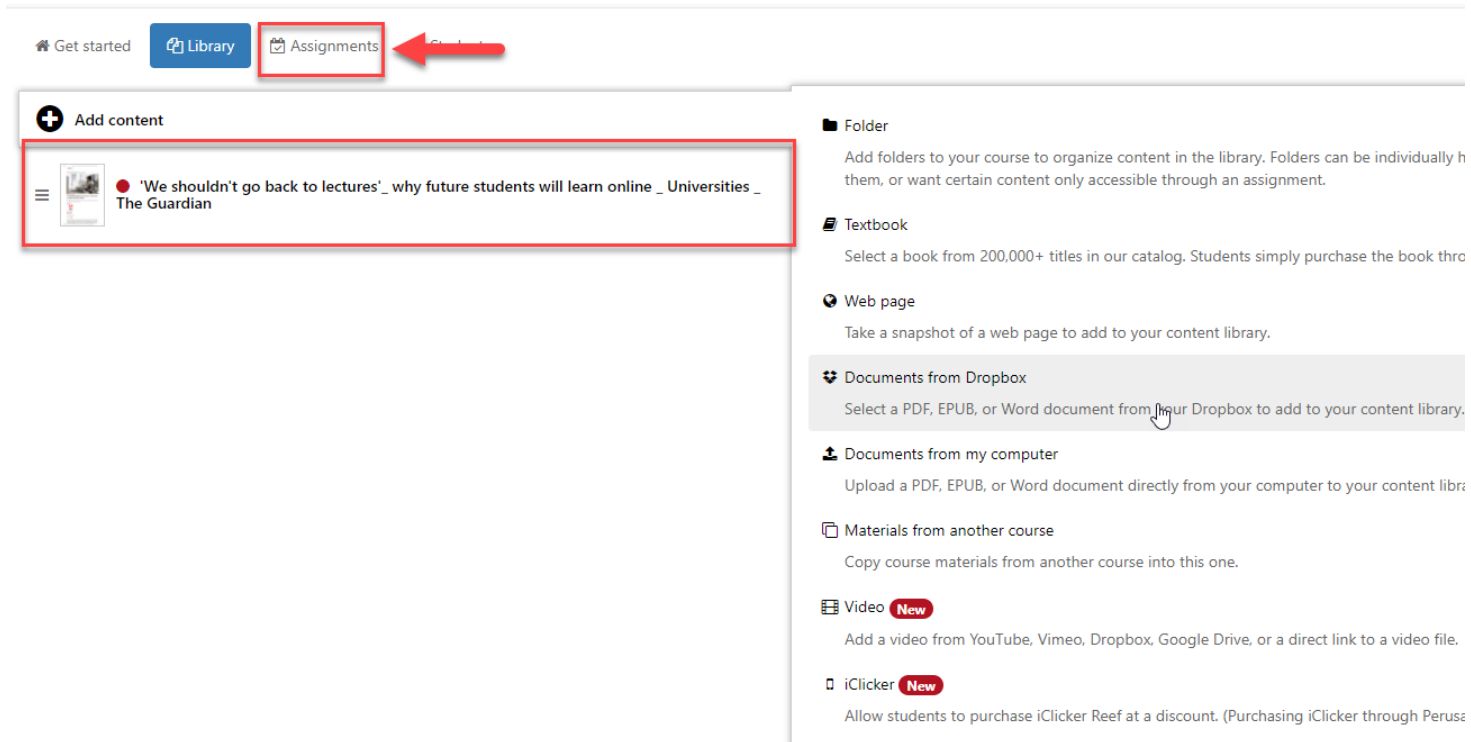
In addition to the textbook, we encourage you to upload all your class materials into Perusall. That way, if a student has a question, they can annotate your syllabus, a handout, or a problem set. You or (if you choose) another student can answer it, and you'll never need to answer the same question twice.

Our knowledge base has additional guides, such as suggestions on how to incorporate Perusall scores into your course grades, and what instructions to provide to students.

Perusall - *for people like you*



Perusall - צי'ת מ'ענ -2



Perusall - ז'יפת מ'עמך -א

[Get started](#) [Library](#) [Assignments](#) [Students](#)

[+ Add assignment](#) [Edit deadlines](#)

You have no assignments in your course yet! To add some, click the **Add assignment** button above.


Add assignment

1. Select content to assign

2. Set name and deadline

3. Set optional advanced options

Content to assign

 'We shouldn't go back to lectures'_ why future students will learn online _ Universities _ The Guardian

Perusall - וצ'יתת מש'נה

Content to assign

'We shouldn't go back to lectures'_ why future students will learn online _ Universities _ The Guardian

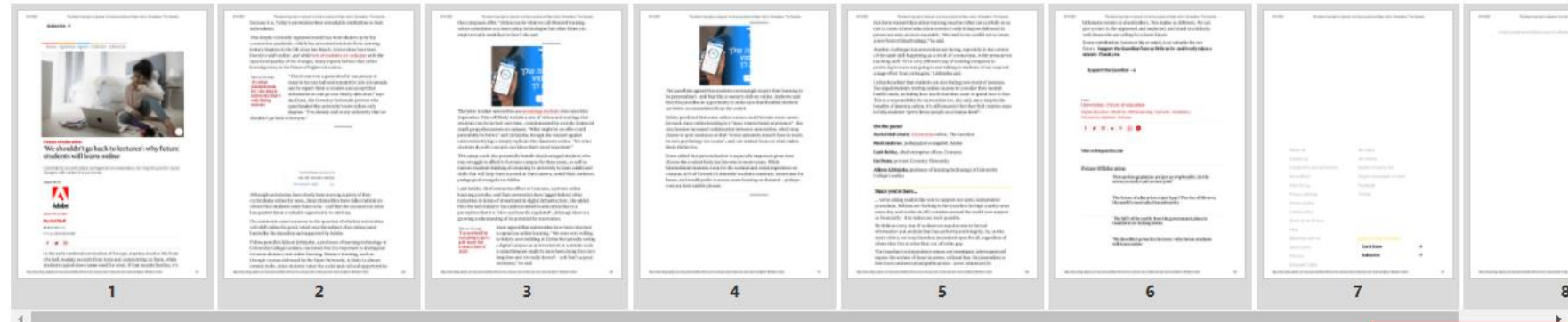
Range to assign

Assign page ranges

Part 1 of 1 Enter a page range or click to select a range. (Click to select the first page in the range and then click again to select the last page in the range.)

Reset selection

Assign page 1 to page 8



+ Add another part

Assign all content

Previous step

Next step


Save changes


Cancel

Perusall – זכירת מ'עמך

[Get started](#) [Library](#) [Assignments](#) [Students](#) [+ Add assignment](#) [Edit deadlines](#)

Due Mon Sep 14, 2020 4:00 pm IDT

 **'We shouldn't go back to lectures'_ why future students will learn online _ Universities _ The Guardian**
Entire document

 **'We shouldn't go back to lectures'_ why future students will learn online _ Universities _ The Guardian**
Entire document
Due Mon Sep 14, 2020 4:00 pm IDT

➔
Open

⚙️
Edit

🕒
Extend deadline for a student

📄
Copy full title for LMS

🗑️
Delete

📊
Analytics

💡
Confusion report

☰
All comments

Overall assignment progress

100%

Completed with maximum score (0.0%)

Completed but not maximum score (0.0%)

Some work submitted (0.0%)

No work submitted (100.0%)

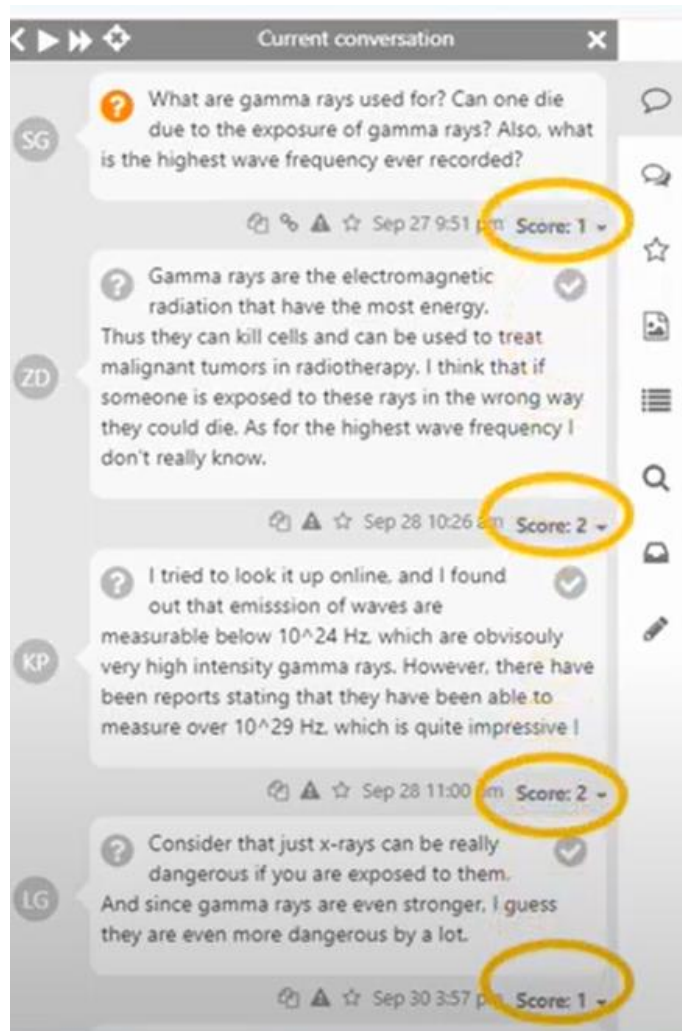
0 comments, 0 questions, 0 unanswered questions

0 minutes average reading time

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מחפשי פרשנות 60/3/16 ספיק. יו"ת - Perusall

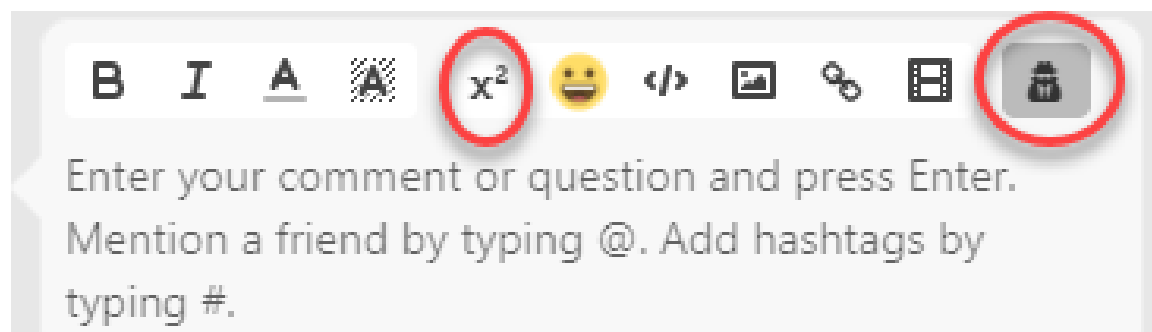


1. מרצים.ות וסטודנטים.יות יכולים לענות על שאלות שהעלו סטודנטים.יות
2. לכל אנוטציה ניתן ציון, ובסוף מתקבל ציון סופי על המשימה
3. הציון ניתן על סמך מאמץ ותוצאות (ניתן אוטומטית ע"י המערכת)
4. ניתן להטמיע את הציון בדו"ח הציונים במודל

Perusall מ'ע/פ/ב'את 60/3/6'ק.י'את

LaTeX

סטודנט.ית יכול.ה לבחור
שההערה תהיה אנונימית

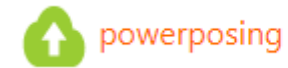


כיצד מתקבל הציון?

ניתן להגדיר עד 6 פרמטרים שירכיבו את ציון הסטודנט.ית (הציון ינתן באופן אוטומטי)

להסבר

פקיסוף למשימה מתוך המופל



Perusal

> מודל מתקדמים - השתלמות > powerposing

My Courses

Course home

Settings

Gradebook

Student view

Notifications

Notes

Add to my calendar

Readings

Library

powerposing

המחקר המדעי

Assignments

Show previous assignments...

Chats

Groups

Announcements

General discussion

One-on-One

Hashtags

#grades

#lecture

#logistics

#section

YL

Power Posing: Brief Nonverbal Displays Affect Neuroendocrine Levels and Risk Tolerance

Dana R. Carney¹, Amy J.C. Cuddy², and Andy J. Yap¹

¹Columbia University and ²Harvard University

Abstract

Humans and other animals **express power** through open, expansive postures, and they express powerlessness through closed, contractive postures. But can these postures actually cause power? The results of this study confirmed our prediction that posing in high-power nonverbal displays (as opposed to low-power nonverbal displays) would cause neuroendocrine and behavioral changes for both male and female participants: High-power posers experienced elevations in testosterone, decreases in cortisol, and increased feelings of power and tolerance for risk; low-power posers exhibited the opposite pattern. In short, posing in displays of power caused advantaged and adaptive psychological, physiological, and behavioral changes, and these findings suggest that embodiment extends beyond mere thinking and feeling, to physiology and subsequent behavioral choices. That a person can, by assuming two simple 1-min poses, embody power and instantly become more powerful has real-world, actionable implications.

Keywords

cortisol, embodiment, hormones, neuroendocrinology, nonverbal behavior, power, risk taking, testosterone

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21(10) 1363–1368

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DOI: 10.1177/0956797610383437

http://pss.sagepub.com

SAGE

Page 2

Help

Yael Lin

All conversations

Page 2

what do you think about this?

מה משדרת תנוחה זו?

מה משדרת תנוחה זו?

Page 4

does this mean that behavior changes due to exterior ch...

seems this article complies with the empiricist philosophy a...

KNC/3 - Perusall

for the molecular field theory is given by

$$T_c = \lambda C. \quad (6.19)$$

Thus T_c is proportional to the molecular field parameter λ and approaches zero when λ approaches zero. This should not be surprising, since for $\lambda = 0$ we recover the paramagnetic or non-interacting result, $T_c = 0$.

6.3. Critical-point exponents for the mean field theory

We begin by considering the case $S = \frac{1}{2}$, so that the equation of state in the mean field theory is, from (6.14) and (6.12),

$$M = M_0 \tanh \left\{ \frac{1}{2} \beta \bar{\mu} (H + \lambda M) \right\}. \quad (6.20)$$

If we introduce the reduced variables

$$\sigma \equiv \frac{M}{M_0} \equiv \frac{M(T, H)}{M(0, 0)} \quad (6.21)$$

and $\tilde{T} \equiv T/T_c$, then (6.20) becomes

Current conversation

+1 ? what happens in this critical temperature? May 3 12:32 pm

below the critical temperature you can get the non trivial solutions +2 ✓ May 3 6:45 pm

i meant what happens in this critical temperature physically? +2 ✓ May 3 6:56 pm

i think below this temperature you still get phase transitions (related to magnetic phase properties of your material) above it you cannot get phase transition, hence the trivial and non-trivial solutions, the point itself is equilibrium point, i'm not sure if its stable/unstable point though.. +3 ✓ May 4 1:10 pm

Above a certain temperature there is more thermal energy kicking the system constituents around not allowing phase separation to occur. +2 ✓

In other words there is sufficient thermal energy to allow the system not to bind to any specific order - which in itself is about coming to equilibrium with the surrounding magnetization.


May 4 7:30 pm

Confusion report - Perusall


[Get started](#) [Documents](#) [Assignments](#) [Students](#) [+ Add assignment](#) [Edit deadlines](#)

Week 4 (Sept. 17-21) Reading Assignment


Due Sun Sep 30, 2018 5:00 pm EDT

 General Chemistry NYA by Yann Brouillette Revised05 F2016
Week 5 (Sept. 24 - 28) Reading Assignment


Due Sun Oct 14, 2018 5:00 pm EDT

 General Chemistry NYA by Yann Brouillette Revised05 F2016
Week 7 (Oct. 8-12) Reading Assignment

Due Sun Oct 21, 2018 5:00 pm EDT

 General Chemistry NYA by Yann Brouillette Revised05 F2016
Week 8 (Oct. 15-19) Reading Assignment

Due Sun Oct 28, 2018 5:00 pm EDT

 General Chemistry NYA by Yann Brouillette Revised05 F2016
Week 9 (Oct. 22-26) Reading Assignment

Assignment deadline has passed.

Work on assignment

Edit

Extend deadline for a student

Copy full title for LMS

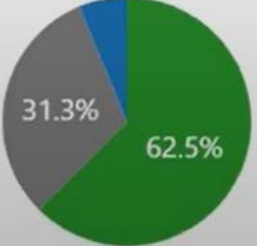
Delete

Analytics

Confusion report

All comments

Overall assignment progress



Completed with maximum score

Completed but not maximum score

Some work submitted

No work submitted

Confusion report - Perusall

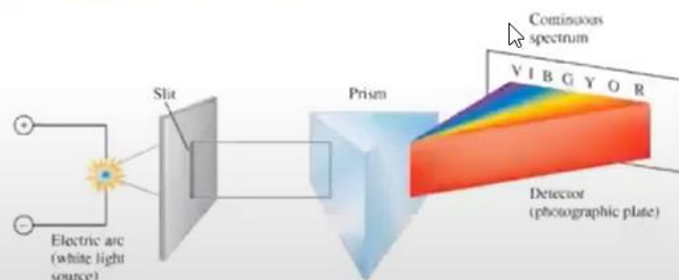
תצוגה של 3 נושאים בהם נערכו דיונים
(מסייע לקראת המפגש הסינכרוני / פרונטלי)

Confusion report for General Chemistry NYA by Yann Brouillette Revised05 F2016, Pages 109-122

Topic 1 (keywords: different, graph)

7.3 The atomic Spectrum of Hydrogen

When a sample of hydrogen gas receives a high-energy spark, the H_2 molecules absorb energy, and some of the H-H bonds are broken. The resulting hydrogen atoms are excited; that is, they contain excess energy, which they release by emitting light of various wavelengths to produce what is called the emission spectrum of the hydrogen atom.



↓ Scroll for more

- ZD** Do these allowed circular orbits vary, for example in distance, for every atom, and if yes what are the factors that make them different for an atom compared to another? Personally, I would guess that they change, but I don't really know why. +1
- SG** This energy graph is much different from those I saw in high school. We focused on graphing a reaction's energy; the reactants were labeled on one side of the curve, and the products were labeled on the other side of the curve. Will we ever look at those types of graphs again? Also, what is the connection between the different types of energy graphs?
- MF** I googled the history behind this, and there seems to be another formula for hydrogen-like elements. What are these "hydrogen-like" elements, and what makes them resemble hydrogen? Also, would that formula be useful as well, or will we just focus on the equation for hydrogen specifically?

Show more...