

<http://www.tomgauld.com/index.php?/news/news-archive/>

Are students really reading the web pages I direct them to?

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WSU Academic Outreach and Innovation

Teaching Innovation Forum 2/17/2020

Annotation: Analog versus Digital

▶ Analog annotation

“Marginalia”

- ▶ Highlighting
- ▶ Symbols
- ▶ Notes

▶ Digital annotation

- ▶ Highlighting
- ▶ Symbols
- ▶ Notes

“Currently, applications such as Evernote, Sticky Notes, and Notability can facilitate close reading, but students have yet to annotate their digital texts with the same enthusiasm had they owned a copy of the book. Close reading on paper remains a personalized interaction with the text that readers have been practicing for as long as there has been print on paper, a sentiment immortalized in Billy Collins’s poem, “Marginalia”: *Even Irish monks in their cold scriptoria jotted along the borders of the Gospels brief asides about the pains of copying, . . .* (95) It remains to be seen if digital annotation will be as productive and useful (and last as long) as its paper counterpart, and if it will accomplish the same, or greater, purposes for readers. For digital annotation to grow into more compelling, reflective practice, we must instruct and then expect our young online readers to read and annotate online texts as fervently and closely as they would a Collins poem. Only then will we have a right to expect more from students’ online discourse.”

Pape, Raymond. “Preparing Our Close Readers for the New Literacies.” *English Journal* 105.2 (2015): 75.

Why Annotate? Why Do Social Annotation?

- ▶ Annotating is reading for understanding and for discussion
- ▶ Social Annotation is that too, but also conversations with and between texts and people, showing engagement (and providing a persistent record)
 1. Conventions - Short term: Review and understanding
 2. Comprehending
 3. Contextualizing - Long term: Significance
 4. Classifying
 5. Critiquing - Longer term: Development of expertise & dialogue
 6. Connecting

[Open] Web Annotation

▶ Web Comments

1. [Disqus](#)

▶ Fisking

▶ Web Annotation

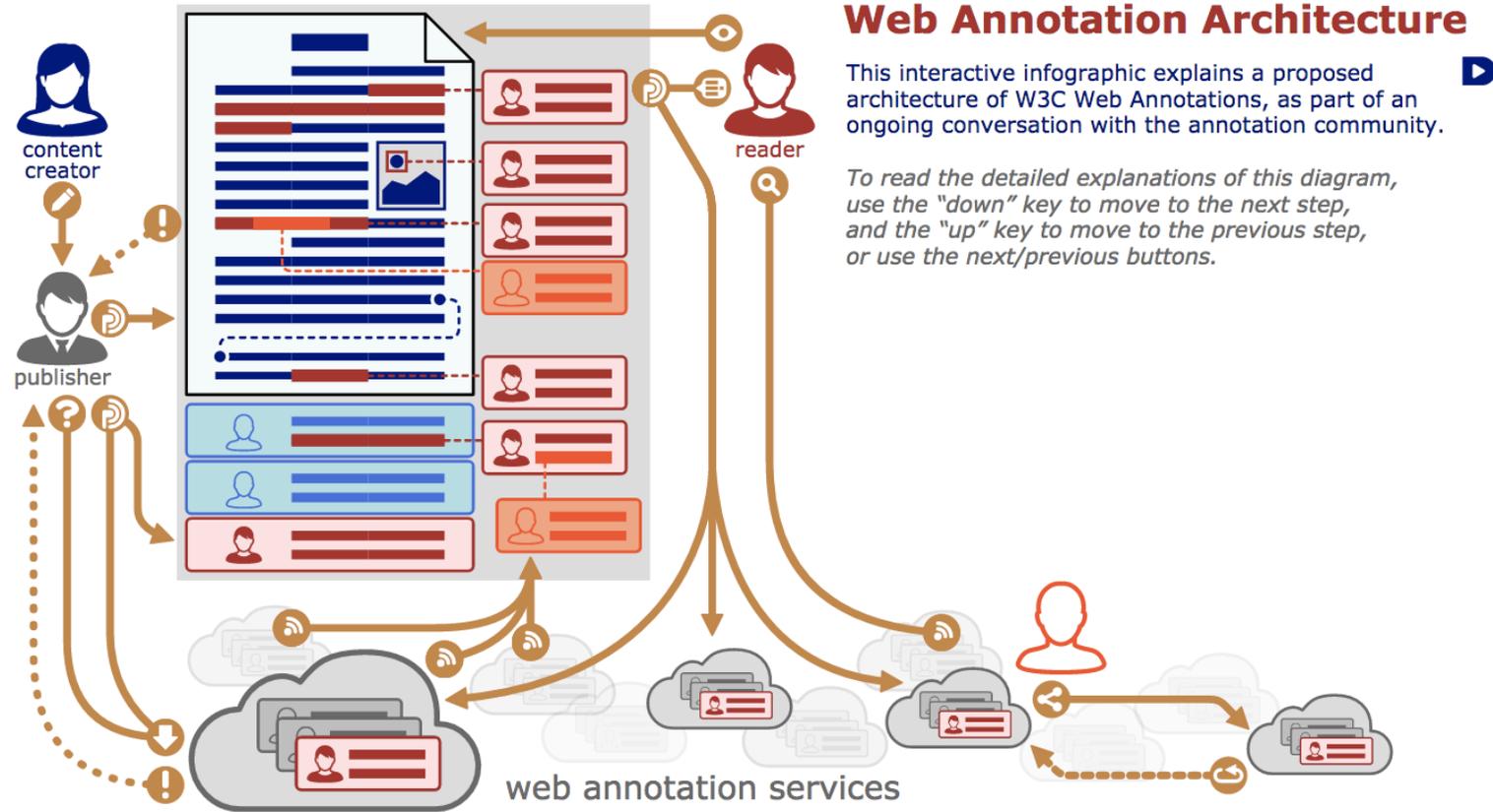
1. In original vision of the Web (Mosaic)
2. Now a Web standard developed by the W3C [Web Annotation Working Group](#) (2/23/2017)
 - a. Open source
 - b. Interoperable

What are Web Annotations?

“Traditional annotations are marginalia, errata, and highlights in printed books, maps, picture, and other physical media. Web annotations are an attempt to recreate and extend that functionality as a new layer of interactivity and linking on top of the Web. It will allow anyone to annotate anything anywhere, be it a web page, an ebook, a video, an image, an audio stream, or data in raw or visualized form. Web annotations can be linked, shared between services, tracked back to their origins, searched and discovered, and stored wherever the author wishes; the vision is for a decentralized and open annotation infrastructure.”

<https://www.w3.org/annotation/>

Web Annotation Architecture



<https://www.w3.org/annotation/diagrams/annotation-architecture.svg>

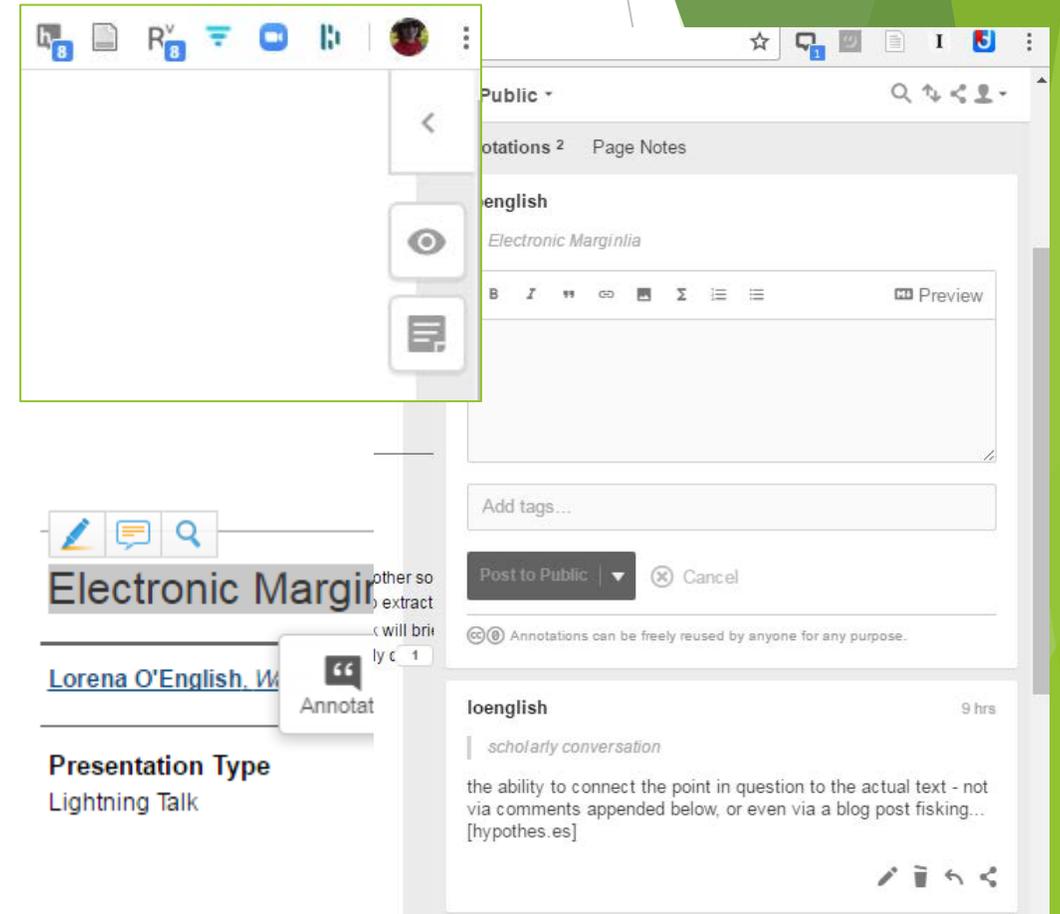
Hypothesis Animated Intro Video

[Hypothesis Animated Intro](#)

Annotating with Hypothes.is

#OpenAnnotation #SocialAnnotation
#CollectiveAnnotation

- ▶ Light, pretty low threshold; can be implemented/assigned/used with minimal advance preparation
- ▶ The most broadly and scholarly engaged of web annotation systems; part of a coalition of publishers, professional associations, libraries, and more.
- ▶ Open source, interoperable
- ▶ Private, public, or group-only annotations; threaded replies ; tagging; embedded media #
- ▶ Chrome/Edge extension, Firefox bookmarklet, proxy, embed code
- ▶ (Includes online/local PDF annotation)



<https://hypothes.is/roadmap/>

More Annotating with Hypothes.is

#OpenAnnotation #SocialAnnotation #CollectiveAnnotation

- ▶ Making a push for use in the classroom (high school and higher education)
- ▶ Making a push for use as a mode of post-publication critique and peer review
 1. For both of these, the ability to annotate scholarly articles on their original publisher platforms is valuable
- ▶ Making a push as a way to counter misinformation and “fake news”
- ▶ Making a push for LMS integration (*we're just gonna ignore that...*)

Hypothesis.is Search

- ▶ You can hypothesis.is search here at this [link](#)
- ▶ Journal [Example](#)

The screenshot shows a web browser window displaying a search result for an antibody. The browser address bar shows the URL: onlinelibrary.wiley.com/doi/10.1002/jnr.23699/full#annotations:qayS9KLiEeaghKslXP_mdg. The page content includes a table of antibodies and a detailed description of the Envision* rabbit/horseradish peroxidase antibody.

Antibody Name	Antigen	Supplier	RRID	Clonality
Anti-mouse 568	IgG (H+L) secondary antibody, Alexa-Fluor 568 conjugate	Life Technologies, catalog No. A11031	RRID:AB_10562715	polyclonal
Anti-chicken 647	IgY (H+L) secondary antibody, Alexa-Fluor 647 conjugate	Life Technologies, catalog No. A21449	RRID:AB_10374	polyclonal

a Guanosine triphosphate.

The Envision* rabbit/horseradish peroxidase (catalog No. K4011; RRID:AB_2298772) consists of a goat anti-rabbit secondary antibody complexed to horseradish peroxidase (HRP). This antibody is supplied with the Envision* kit and has been verified by n.d.). Anti-NeuN (mouse monoclonal; 1:400; catalog No. MAB377; RRID:AB_2298772) and anti-MAP2 (chicken polyclonal; 1:3,000; catalog No. ab5392; RRID:AB_2298772) were used as neuronal markers (Table 1). The details and specificity of anti-MAP2 have been described previously (An et al., 2012; Foxworthy et al., 2012). Alexa dyes (goat anti-rabbit 488 [catalog No. A11034; RRID:AB_10562715; Life Technologies], and goat anti-mouse 568 [catalog No. A11031; RRID:AB_10562715; Life Technologies], and goat anti-chicken 647 [catalog No. A21449; RRID:AB_10374; Life Technologies]) were used at 1:1,000 dilution.

Statistical Analysis

All behavioral data are expressed as group mean (\pm SEM). Behavioral and biochemical data were analyzed by repeated-measures ANOVA (treatment over time) and Bonferroni's test. Behavioral data were compared with a common control (vehicle) unless otherwise specified. Post-hoc analysis was performed using overall ANOVA, including all groups, permitted pairwise ANOVA between groups.

Public resolver lookup
RRID:AB_2138153

scibot Nov 4, 2016
AB_2298772
Proper Citation: (Millipore Cat# MAB377, RRID:AB_2298772)
Antibody ID: [AB_2298772](#)
Cat Num: MAB377
Clonality: monoclonal antibody
Comments: We can any comments Useful for western blot, immunoprecipitation, immunohistochemistry, immunocytochemistry NULL
Host Organism: mouse
Proper Citation: (Millipore Cat# MAB377, RRID:AB_2298772)
Reference: PMID:16680766
Target Antigen: Nrg1
Vendor: Millipore
resolver lookup
RRIDCUR:Duplicate RRID:AB_2298772

Hypothesis.is Search (cont.)

- ▶ You can hypothesis.is search here at this [link](#)
- ▶ Another annotation [Example](#)

The screenshot displays a web browser window with a Hypothesis.is search overlay. The browser address bar shows the URL: `/via.hypothes.is/https://freeinquiryblog.wordpress.com/#annotations:an6JxgpgEeezWX-UUB8KNA`. The page content includes text about core principles of higher education, with several sentences highlighted in yellow. Two annotations are visible on the right side of the page, both by a user named 'bfister' on March 16. The first annotation highlights the sentence: "Genuine higher learning is possible only where free, reasoned, speech and discussion are respected." The second annotation highlights the sentence: "Only through the contest of clashing viewpoints do we have an replacing mere opinion with knowledge." The browser's taskbar at the bottom shows several open files, including "revOnlineNorthw...pptx" and "Screen-Shot-2017...png".

these unacceptable acts, we have produced and affixed our
this document stating core principles that seem to us unass
context of higher education within a free society.

Our statement of principles first appeared in the *Wall Street Jou*
7, 2017.

The principles are as follows:

Genuine higher learning is possible only where free, reasoned,
speech and discussion are respected.

2

Only through the contest of clashing viewpoints do we have an
replacing mere opinion with knowledge.

The incivility and coarseness that characterize so much of Ame
and culture cannot justify a response of incivility and coarsene
college campus.

The impossibility of attaining a perfectly egalitarian sphere of
8

Public

Annotations 10 Page Notes 1

bfister Mar 16

Genuine higher learning is possible only where free, reasoned, and civil speech and discussion are respected.

There is one important feature from this list, and it's one that has been dismissed as coddling and being "special snowflakes" but actually is really important. People need to feel invited and encouraged to join discussions. There's an affective aspect to creating conditions for learning that is missing from this list with "civil" perhaps being used to convey this element. I'm not sure what word I would add, but perhaps "inviting, supportive, inclusive" - though for some "inclusive" is charged with leftist ideology.

bfister Mar 16

Only through the contest of clashing viewpoints do we have any hope of replacing mere opinion with knowledge.

This "clashing viewpoints" model of creating knowledge is only one way of thinking about it, and it brings to mind those television clashes of pundits where the point is to fight and the goal is to win. It's not a contest. It's not about winning. It's a conversation that grows through learning from and about one another and practicing empathy as well as reason. This statement also implies a kind of pseudo-Darwinian survival of the fittest idea. I much prefer (though it's old-fashioned) Michael Polanyi's notion that science is a republic; I've always felt knowledge in general is at its best a republic that can only thrive where there is good balance of trust and humble doubt.

revOnlineNorthw...pptx Screen-Shot-2017...png revOnlineNorthw...pptx Show all

Issues with Web Annotation

- ▶ Identity/Privacy
- ▶ Harassment/Security
- ▶ Intellectual Property
 1. Hypothes.is: [Preventing Abuse](#)
 2. Hypothes.is: [Involving Page Owners in Annotation](#) (there is an opt-out script)
- ▶ Link Rot/Orphan Annotations

Romano, Aja. "A Blog Post about Herpes Led to Fierce Debate about Annotations, Harassment, and the Open Web." Vox. 31 Mar. 2016. link: <http://www.vox.com/2016/3/31/11336852/genius-annotation-controversy>

The image shows a screenshot of a Twitter thread for the hashtag #tategate. The thread consists of four tweets. The first tweet is from Alexandre Enkerli (@enkerli) dated April 12, discussing cyberbullying supported by media and the move to #BigData. The second tweet is from Paul R. Pival (@ppival) dated April 8, posing mind-bending questions about owning and sharing words, with a link to a blog post. The third tweet is from John Stewart (@jstew511) dated April 4, asking about updating the "Annotation" keyword in Digital Pedagogy. The fourth tweet is from Alexandre Enkerli (@enkerli) dated April 4, mentioning that recent comments about #OpenAnnotation are more encouraging. The tweets are displayed in a vertical list with navigation options at the top and bottom of each tweet.

#tategate

Top | Live | Accounts | Photos | Videos | More options ▾

Alexandre Enkerli @enkerli · Apr 12
Cyberbullying supported by media (including #OpenAnnotations, cf. #TateGate). What is assumed in the move to #BigData? #OKFestMtl

Paul R. Pival @ppival · Apr 8
Wow, some mind-bending questions to consider here: Owning and sharing your words piv.al/1NeF9Q2 #TateGate

Owning and sharing your words
In 2001 I was among a community of early bloggers who came together around Dave Winer's Radio UserLand, a tool for both publishing and aggregating ...
blog.jonudell.net

John Stewart @jstew511 · Apr 4
@WhatTheDickens Are you going to update your "Annotation" keyword in Digital Pedagogy in the Humanities re #TateGate

Gardner Campbell @GardnerCampbell
Owning & sharing your words bit.ly/1qoZ0H6 > insightful #tategate analysis by @judell cc @actualham @jonbecker #thoughtvectors

Alexandre Enkerli @enkerli · Apr 4
Catching up on #TateGate has been rather depressing, but recent comments are more encouraging about #OpenAnnotation.

Jon Udell @judell
"a teachable moment, yet...about what?" Among other things, the relativistic nature of openness in a realm of fluid group formation.

So...Are students really reading the web pages I direct them to?

► Can web annotation help determine this?

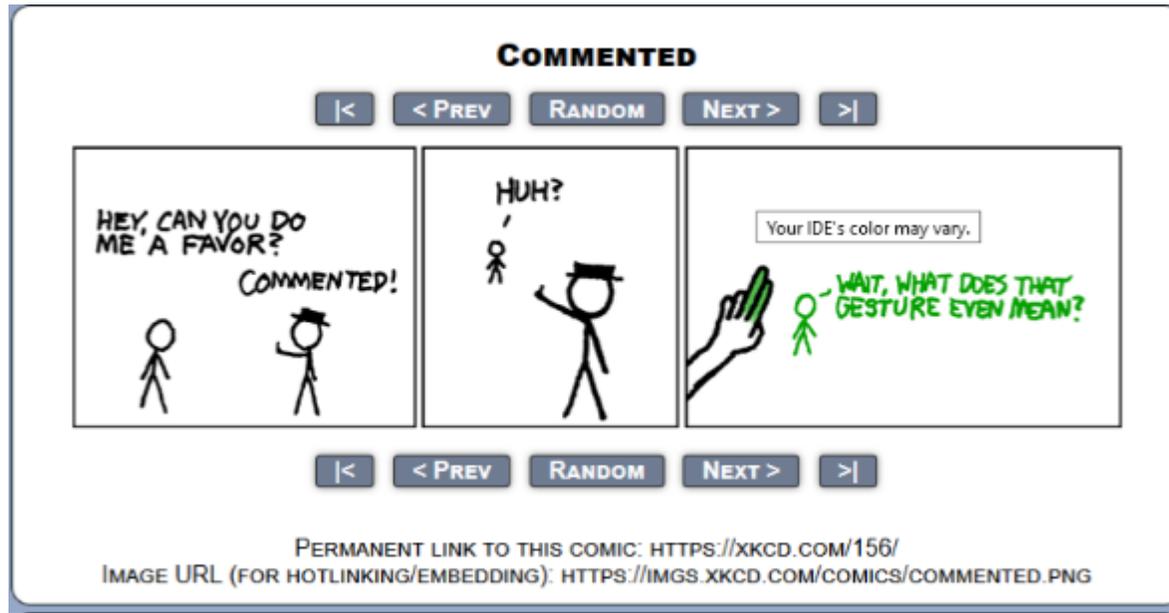
1. “Persistent and open annotations have the potential for providing significant value for teaching, learning, and research in all scholarly disciplines.
2. Annotation makes it easier to keep track of what you [and your students] read by enabling notes and critiques attached via anchors that can later be searched by text or tag.

O'English, Lorena. http://www.ala.org/acrl/publications/keeping_up_with/web_annotation (2019)

So...Are students really reading the web pages I direct them to? (cont.)

► Can web annotation help determine this?

1. Groups of students and/or researchers can collaboratively annotate a document (scholarly or popular), learning from and engaging with each other in a conversation that they can return to over time.
2. [Students and] researchers can engage with disciplinary research - Staines and Martone note that commenting capability is slowly disappearing from the scholarly web, and open annotation offers a way to make that “community feedback” happen in a way that provides more and richer affordances than the original commenting capability and creates more value for the larger scholarly record. It also offers interesting possibilities for peer review...”



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WSU Academic Outreach and Innovation Teaching Innovation
Forum 2/17/2020