

<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

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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

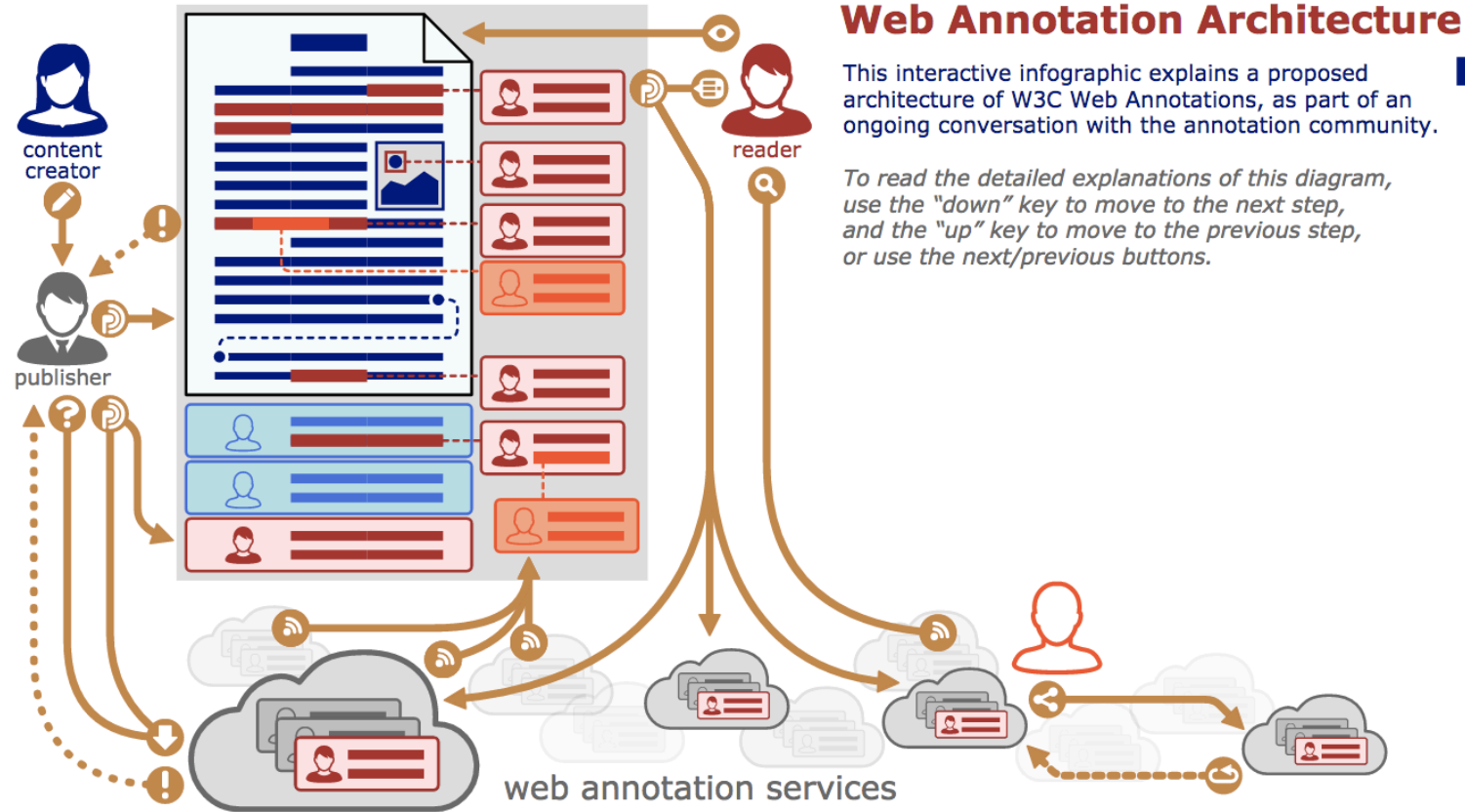
1. In original vision of the Web (Mosaic)
2. Now a Web standard developed by the W3C [Web Annotation Working Group](#) (2/23/2017)
 - a. Open source
 - b. Interoperable

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>

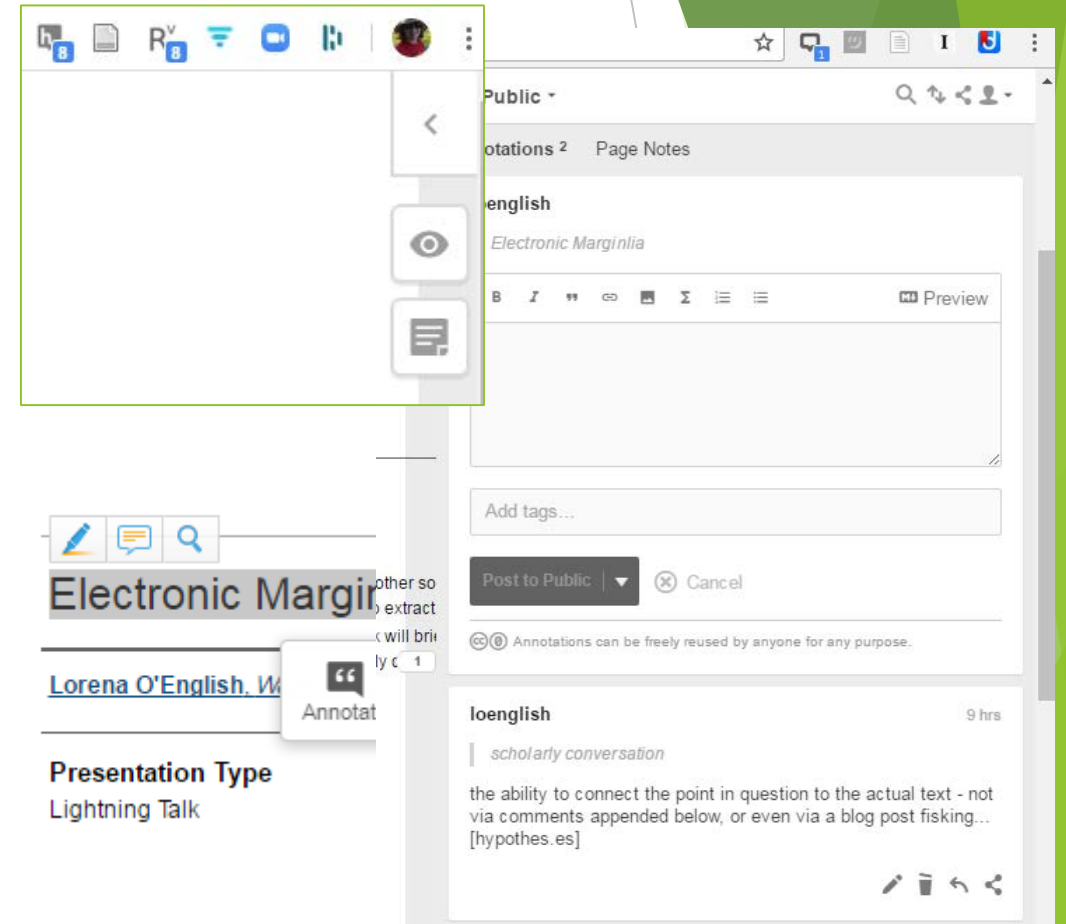
Hypothesis Animated Intro Video

[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 on the Hypothesis.is platform. The browser's address bar shows the URL: onlinelibrary.wiley.com/doi/10.1002/jnr.23699/full#annotations:qayS9KLiEeaghKslXP_mdg. The page content is organized into several sections:

- Table of Antibodies:** A table with three columns: Name, Description, and Source. It lists 'Anti-mouse 568' (IgG (H+L) secondary antibody, Alexa-Fluor 568 conjugate), 'Anti-chicken 647' (IgY (H+L) secondary antibody, Alexa-Fluor 647 conjugate), and 'a Guanosine triphosphate'.
- Text Description:** A paragraph describing the Envision* rabbit/horseradish peroxidase kit, mentioning its components (goat anti-rabbit secondary antibody, horseradish peroxidase) and its use in conjunction with various antibodies (Anti-NeuN, anti-MAP2) and dyes (Alexa dyes, goat anti-rabbit 488, goat anti-mouse 568, goat anti-chicken 647) for immunocytochemistry.
- Statistical Analysis:** A section titled 'Statistical Analysis' stating that behavioral data are expressed as group mean (±SEM) and analyzed using repeated-measures ANOVA and Bonferroni's test.
- Right-hand Panel (Public):** A detailed view of a specific antibody entry, 'scibot' (AB_2298772), including its proper citation, antibody ID, clonality (monoclonal), host organism (mouse), and target antigen (Nrg1).

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's address bar shows the URL: `/via.hypothes.is/https://freeinquiryblog.wordpress.com/#annotations:an6JxgpgEeezWX-UUB8KNA`. The page content includes several paragraphs of text, with two annotations visible. The first annotation, by user 'bfister' on Mar 16, highlights the text: "Genuine higher learning is possible only where free, reasoned, speech and discussion are respected." The second annotation, also by 'bfister' on Mar 16, highlights: "Only through the contest of clashing viewpoints do we have an replacing mere opinion with knowledge." The search interface includes a 'Public' filter, a search bar, and a 'Show all' button at the bottom right. The browser's taskbar at the bottom shows several open files, including 'revOnlineNorthw...pptx' and 'Screen-Shot-2017...png'.

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 screenshot shows a Twitter thread for the hashtag #tategate. The thread includes several tweets and replies. The top tweet is by Alexandre Enkerli (@enkerli) from April 12, discussing cyberbullying and media support for #OpenAnnotations and #TateGate. Below it is a tweet by Paul R. Pival (@ppival) from April 8, which includes a link to a blog post titled "Owning and sharing your words" by Jon Udell. The next tweet is by John Stewart (@jstew511) from April 4, asking about updating the "Annotation" keyword in Digital Pedagogy. Below that is a reply by Gardner Campbell (@GardnerCampbell) from April 4, providing a link to an insightful #tategate analysis. The final tweet is by Alexandre Enkerli (@enkerli) from April 4, mentioning that recent comments about #OpenAnnotation are more encouraging. The screenshot also shows the Twitter interface with navigation tabs for Top, Live, Accounts, Photos, Videos, and More options.

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

► Can web annotation help determine this?

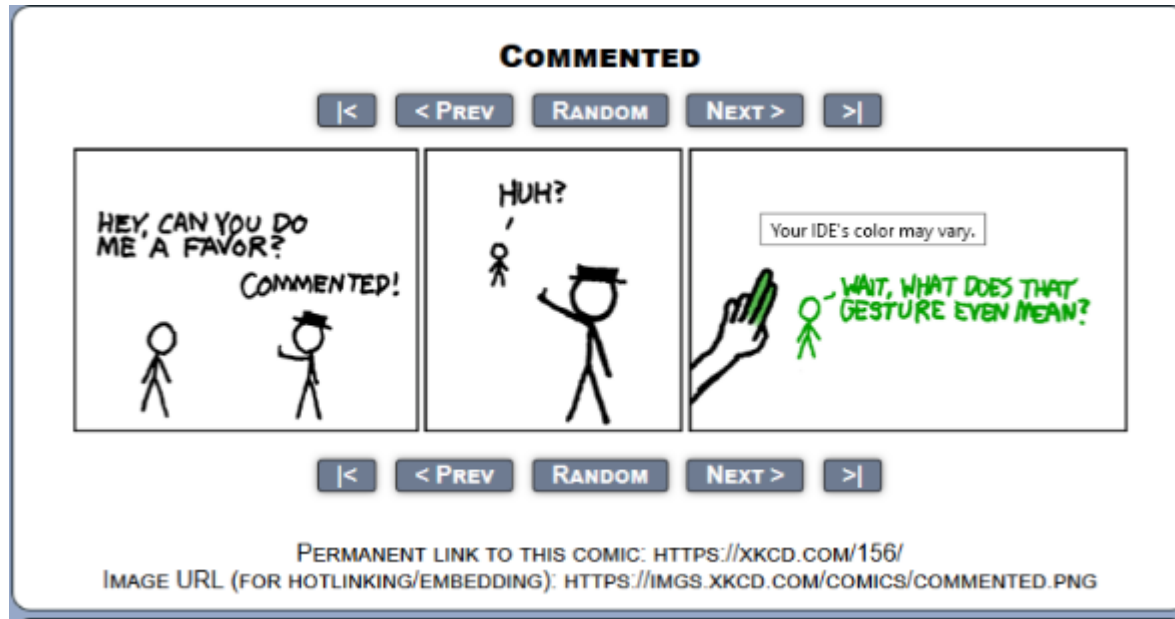
1. “Persistent and open annotations have the potential for providing significant value for teaching, learning, and research in all scholarly disciplines.
2. Annotation makes it easier to keep track of what you [and your students] read by enabling notes and critiques attached via anchors that can later 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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Forum 2/17/2020