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

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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.”

Why Annotate? Why Do Social Annotation?

- Annotating is reading for understanding and for discussion
- Social Annotating 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
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
You can hypothesis.is search here at this [link](https://freeinquirystory.wordpress.com/#annotatingan6kpnghree2wX-UUBKNA).

Another annotation [Example](https://freeinquirystory.wordpress.com/#annotatingan6kpnghree2wX-UUBKNA).
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

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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.

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 then 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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