# Thinking Out Loud

Bringing Social Annotation to Your Open edX Course

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TOOL & PLATFORM CHOICES



# But first: Who's here?

#### Questions? Write them down!

#### https://bit.ly/edx-annotate





1 Attps://fr.wikipedia.org/wiki/Discussion:République\_tchèque

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#### Tchéquie I [modifier le code]

Copié de Wikipédia: Éditeurs problématiques (voir aussi discussion plus récente ci-dessou

#### IP 62.24.74.223

Le premier octobre 2003, cette IP a modifié nombre de pages a dans lesquelles Républic dans certaines pages, comme Rromani, l'IP a ôté des liens vers des pays divers. Vincent

Le renommage me paraît au moins raisonnable, même si pas officiel. Quand à la sup la première mention d'un nom est mise en lien. -- FvdP 1 oct 2003 à 22:48 (CEST)

Ce qui m'embête, c'est qu'il était question dans une page de discussion de la ques concertation et sans indiquer dans la boîte de résumé ce qu'elle fait. C'est pour ce

C'est vrai que cà pose question; il change pas mal de "République tchèque" er Dans quelle page la question a-t-elle été discutée ? Je ne trouve pas (ce n'est

...et ce qui devait arriver arriva, sans commentaire 62.24.74.223 a copié de co sans trasférer les historiques ...... -- FvdP 2 oct 2003 à 00:34 (CEST)

C'est toujours le même problème : s'il existe un redirect portant le nom vou effacé. Adieu historique ... Pour la page de discussion, j'étais tombé dessus d'accord pour Tchéquie, je me tais... Vincent 2 oct 2003 à 06:49 (CEST)

Je ne suis pas d'accord ! Je sais qu'il y a des signaux dans ce sens (c'e en tenir à la terminologie de la commission de toponymie de l'ONU , a mais pas avant un vrai débat général. - Panoramix 6 oct 2003 à 14:40 (

#### ON WRITING WELL

flashback-this one to The Four Feathers and the scene of the British soldiers long imprisoned at Omdurman. The oppressiveness stayed with me when we got back out and Mohammed Ali walked us through the forlorn city, dutifully showing us its few "points of interest": the Grand Mosque, the market, and three dilapidated houses, commemorated by plaques, where Laing, Caillié and the German explorer Heinrich Barth lived We didn't see any other tourists.

Again, the Four Feathers allusion, like the mention of Beau Geste, will bring a chill of recognition to anyone who knows the movie. The fact that the movie was based on a real campaign-Kitchener's expedition up the Nile to avenge the Mahdi's defeat of General Gordon-gives the sentence an edge of fear. Obviously Arab justice in outposts of the Sahara is still far from merciful.

Once more the asterisk announces a change of mood. It says, in effect: "So much for Timbuktu itself. Now we're going to get down to the real business of the story: looking for a camel caravan." Making these divisions in a long and complex article not only helps the reader to follow your road map. It also takes some of the anxiety out of the act of writing, enabling you to break your material into manageable chunks and to take one chunk at a time. The total task seems less formidable, and panic is staved off.

At the Azalai Hotel, where we appeared to be the only guests, we asked Mohammed Ali how many tourists were in Timbuktu to greet the salt caravan.

"Six," he said. "The six of you."

"But . . ." Something in me didn't want to finish the sentence. I took a different approach. "I don't understand what this word 'Azalai' means. Why is it called the Azalai Salt Caravan?

#### A Writer's Decisions

"That's the word the French used," he said, "when they organized the caravan and all the camels made the trip together once a year, around the beginning of December."

"What do they do now?" several voices asked

"Well, when Mali got its independence they decided to let the traders bring their salt caravans to Timbuktu whenever they wanted to."

Mali got its independence in 1960. We were in Timbukta for an event that hadn't been held in 27 years.

The last sentence is a small bomb dropped into the story. But it is allowed to speak for itself-just the facts, please-without comment. I didn't add an exclamation point to notify readers that it was an amazing moment. That would have spoiled their own pleasure of discovery. Trust your material.

NEWS 19 ED TORIAL WRITING - 54194411 ON FACTS My wife, among others, was not surprised. We took the ORTHER news calmly; old travel hands who have faith that they will find IN TRAFFE their camel caravan one way or another. Mainly our reaction TATION was one of amazement that the canons of truth-in-advertising had been so brazenly disregarded. Mohammed Ali knew nothing about the gaudy promises tendered by the brochure. He TUAT only knew he had been hired to take us to meet a salt caravan. and he told us that in the morning we would go looking for one ALOVE and would spend the night in the Sahara. Early December, he HAVE TO said, was the usual time for caravans to start arriving. He didn't BE way say anything about a chieftain's tent. THEMSERVEY

More carefully chosen words: "canons," "brazenly," "gaudy," "tendered." They're vivid and precise, but not long or fancy. Best of all, they are words that readers probably weren't expecting and that they therefore welcome. The sentence about the chieftain's tent, referring back to a phrase in the brochure, is another tiny

(\*) FOR EXAMPLE, PICTURES AND TABLES SHOLD SPEAK FOR THENSELVES . ( IF THEY DON'T SAY A THOUSAND WORDS, WHY HAVE THEN ? ) THE TEXT ADDS INTERPRETATION AND MEMMY BEION THE FACT (FOR SCIENCE WRITING)

## Why social annotation?

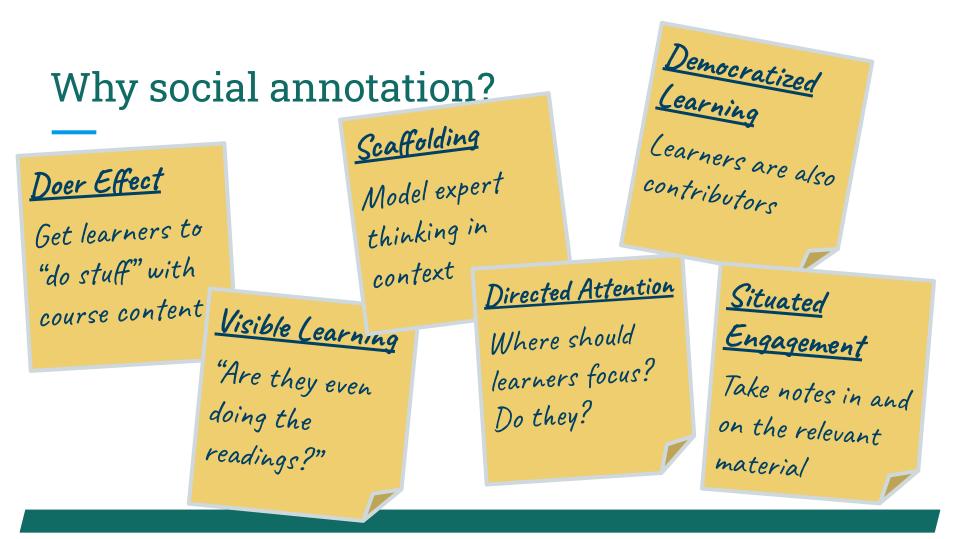
Theoretical grounding:

- Constructivism: Learning through **meaning-making**
- Social Cognitive Theory: Learning through **dynamic interaction**
- Situated Cognition: Learning through **application in context**
- Cognitive Apprenticeship: Learning through making thinking visible

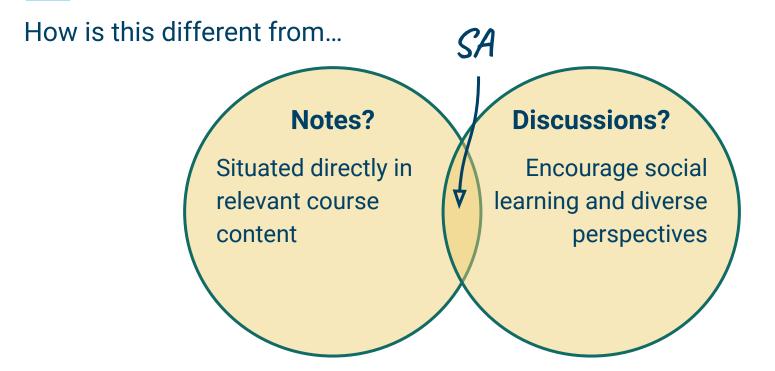
## Why social annotation?

**Research findings:** 

- "When it is used socially in online classes, web annotation can support social reading, group sensemaking, knowledge construction, and community building" (Zhu et al, 2020).
- "...students derived value from both writing their own annotations and also from being exposed to and reading peer annotations" (Kalir et al, 2020).



### Why social annotation?



## Tool & platform choices\*



# Perusall

<u>Open Source</u> h. hypothes.is Harvardx Annotation Tool (HxAT)



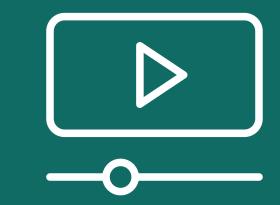


\*Open edX compatible (LTI) & built for education

### Tool & platform choices

What will learners annotate?









## Tool & platform choices

What other features do you need?







#### What are the use cases and challenges?

#### https://bit.ly/edx-annotate



#### References

Kalir, J., Cantrill, C., Dean, J., & Dillon, J. (2020). Iterating the marginal syllabus: Social reading and annotation while social distancing. Journal of Technology and Teacher Education, 28(2), 463-471.

Kalir, J. H., Morales, E., Fleerackers, A., & Alperin, J. P. (2020). "When I saw my peers annotating": Student perceptions of social annotation for learning in multiple courses. *Information and Learning Sciences*, 121(3/4), 207-230.

- Roffey, H., MacDonald, K., Ingerman, J., & Kingsmill, P. (2020). Developing 21st Century Skills with Online Curation and Social Annotation. *Vanier Academic Voices*, *3*(1).
- Schneider, E., Hartman, S., Eshel, A., & Johnsrud, B. (2016). Making reading visible: social annotation with lacuna in the humanities classroom. *The Journal of Interactive Technology & Pedagogy*, 9.

Zhu, X., Shui, H., & Chen, B. (2020). A scaffolding framework for social annotation in online classes. https://doi. org/10.35542/osf. io/zk4vj

Zhu, X., Chen, B., Avadhanam, R. M., Shui, H., & Zhang, R. Z. (2020). Reading and connecting: using social annotation in online classes. *Information and Learning Sciences*, *121*(5/6), 261-271.

## **Further Reading**

- Reid, Alan J.: Marginalia in Modern Learning Contexts
- <u>#MarginalSyllabus Project</u>
- Hypothesis: Liquid Margins
- Harvard Project Zero: <u>Visible thinking</u>
- University of Albany: <u>What is cognitive apprenticeship?</u>
- Colorado State University: What is writing to learn?

#### Image Attributions

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