Collaborative Annotation: Connecting with Texts Using a Reading Apprenticeship Framework

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Overview

1. Hero/villain annotation activity: thoughts?
2. Reading Apprenticeship: overview
3. Collaboration: benefits & Title 5 requirements
4. Tools: Google Docs & Hypothes.is
5. Student survey responses
6. Teacher resources
Show me a hero and I'll write you a tragedy.
-F. Scott Fitzgerald

I think all of us have a hero and a villain in us.
-Anson Mount, actor
“Reading Apprenticeship [RA] is a research-validated approach for improving subject area literacy in middle school, high school, and community college.

In California, the statewide California Community College Success Network (3CSN) sponsors Reading Apprenticeship events and faculty scholarships to participate in Reading Apprenticeship professional development.”

Learn more at [http://ra.3csn.org/](http://ra.3csn.org/)
To gain critical literacies in a subject, literacy instruction should aim to engage students in four key areas:

- Personal
- Social
- Cognitive
- Knowledge

One key strategy is “talking to the text” (or, annotating both cognitively and metacognitively).

We have noted key parallels with the DE frameworks, such as the OEI and QM rubrics, as well as the Peralta Online Equity Rubric, and the RA Framework. Effective practices in online instruction include ensuring that students have meaningful interaction with:

- Instructor
- Peers
- Course materials.

Both RA and DE frameworks utilize research that recognizes the personal and social aspects of cognitive development and disciplinary learning.
Title 5: Student-to-student interactions

(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.

Learn more: @ONE’s guide for student-to-student interactions
Activity: Students use the commenting tool in Docs to annotate transcripts from YouTube videos. Liz scaffolds with prompts.

Benefits: Deeper interaction with videos. Uncover student assumptions about the content before I provide my interpretation. Mobile-friendly.

Tips: Set up through Canvas Collaborations. Students log in to Google. Only works with text that can be copied or typed. Find transcripts in YouTube via “Open transcript.”
## Interpretation assignments

Which of the following statements do you agree with regarding the weekly Interpretation assignments.

Select only the statements that you agree with. (Select all that apply.)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I did not complete enough of these activities to form an opinion.</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>The videos were engaging.</td>
<td>12</td>
<td>80%</td>
</tr>
<tr>
<td>The Google Doc activities were engaging.</td>
<td>11</td>
<td>73%</td>
</tr>
<tr>
<td>These assignments were beneficial to my learning.</td>
<td>11</td>
<td>73%</td>
</tr>
<tr>
<td>These assignment should be used again in future classes.</td>
<td>11</td>
<td>73%</td>
</tr>
<tr>
<td>Technologically, using Google Docs were easy to use.</td>
<td>10</td>
<td>67%</td>
</tr>
</tbody>
</table>
Hypothesis as a tool to analyze scholarly articles

WTF Moment of History Extra Credit (10 points)

Instructions

There are times when you read information about history and it makes you realize that there are WTF moments in history. These are moments when horrible, disgusting, unusual things occur without truly rational or justifiable purpose.

For extra credit, skim this academic journal article and identify 3 WTF moments of History. You will highlight the line or lines that you think are WTF moments by highlighting. Then, annotate the selection by write 2-3 sentences of why this is a WTF moment.

The instruction video below will guide you through this process.
Hypothesis as a tool to analyze scholarly articles

Although slave children were often deprived of sexual knowledge, it is not necessarily true that they were shielded from the social realities evident in slavery. Testimony in the slave narratives reveals systematic and deliberate degradation and discipline designed to prepare the youth for a life of perpetual slavery. This pattern of abuse had implications for issues of development, autonomy, individuality, identity, personality, and sense of self. Na’im Akbar writes, “The shrewd slave-mak-ers were fully aware that people who still respected themselves as human beings would resist to the death the dehumanizing process of slavery. Therefore, a systematic process of creating a sense of inferiority in the proud African was necessary in order to maintain them as slaves. This was done by humiliating and dehumanizing acts such as public beatings, parading them on slave blocks unclothed, and inspecting them as though they were cattle or horses.” Much of the degradation that Akbar writes about involves manipulating any sense of positive regard related to sexuality. Some of the manipulation involved repressing information. Children for the most part were not told their birthdays; even when the information was available they felt that their owners deliberately refused...
By using community annotation tools, such as Hypothes.is, students can work with a text, online, in all four RA Framework dimensions.
Student Survey Responses to Hypothesis

How satisfied are you with this technology’s ease of use?

13 responses

How did you access this Hypothesis activity?

13 responses

- Phone: 69.2%
- Tablet: 23.1%
- Desktop or laptop computer: 7.7%
Student Survey Responses to Hypothesis

It saves time and so practical

I’ve used this in previous classes and it made it easy to interact online with the class and class material being an online course.

I think that the Hypothesis works best for people who can’t show to class, and too busy with their life to leave a room to attend a class. I feel like you don’t get to interact with people as much as in a physical classroom session, but you get to learn the same material.
I would use it as a studying mechanism.

I think it’s a good way to interact with students and be able to see their annotations as well. I would like to use this in my political science classes because I think it would be helpful.

It might be a better alternative to discussions for forums. For one, we'd have to read the content in order to actually contribute/participate.

Hypothesis activity is interactive and fun as well as a great learning opportunity.
Try out Hypothesis now (outside of Canvas)!

1. Sign up at [https://web.hypothes.is/start/](https://web.hypothes.is/start/).
2. Install the Chrome extension
3. Go to [https://bit.ly/2Rmw44F](https://bit.ly/2Rmw44F) ...or try a random website and see if there is a public discussion going on!

Try out Google Docs:

Teacher resources

Canvas Guides:
What are Collaborations?
How do I create a Google Docs collaboration?

Hypothesis:
Pilot program information
LMS integration

For ideas: Katie Datko, "Leveraging Technology to Create Social Readers," Educause (2018) continued...
Teacher resources (cont.)

Data & scholarly work about annotations and collaborative annotations:

Catherine C. Marshall, *Annotation: from paper books to the digital library*

Carol Porter-O’Donnell, *Beyond the Yellow Highlighter: Teaching Annotation Skills to Improve Reading Comprehension*

Joanna Wolfe, *Effects of Annotation on Student Readers and Writers*

WestEd’s *Reading Apprenticeship Framework*

WestEd’s *Reading Apprenticeship Data*