# Collaborative Annotation: Connecting with Texts Using a Reading Apprenticeship Framework

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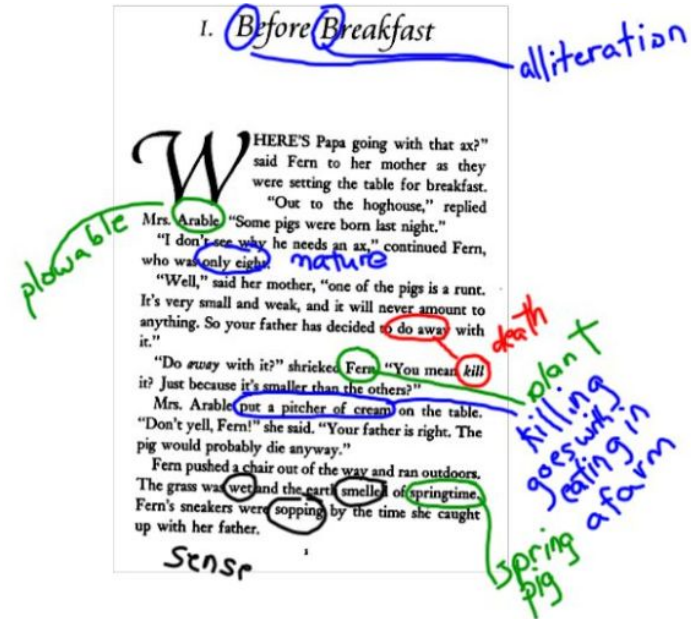
Overview

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."
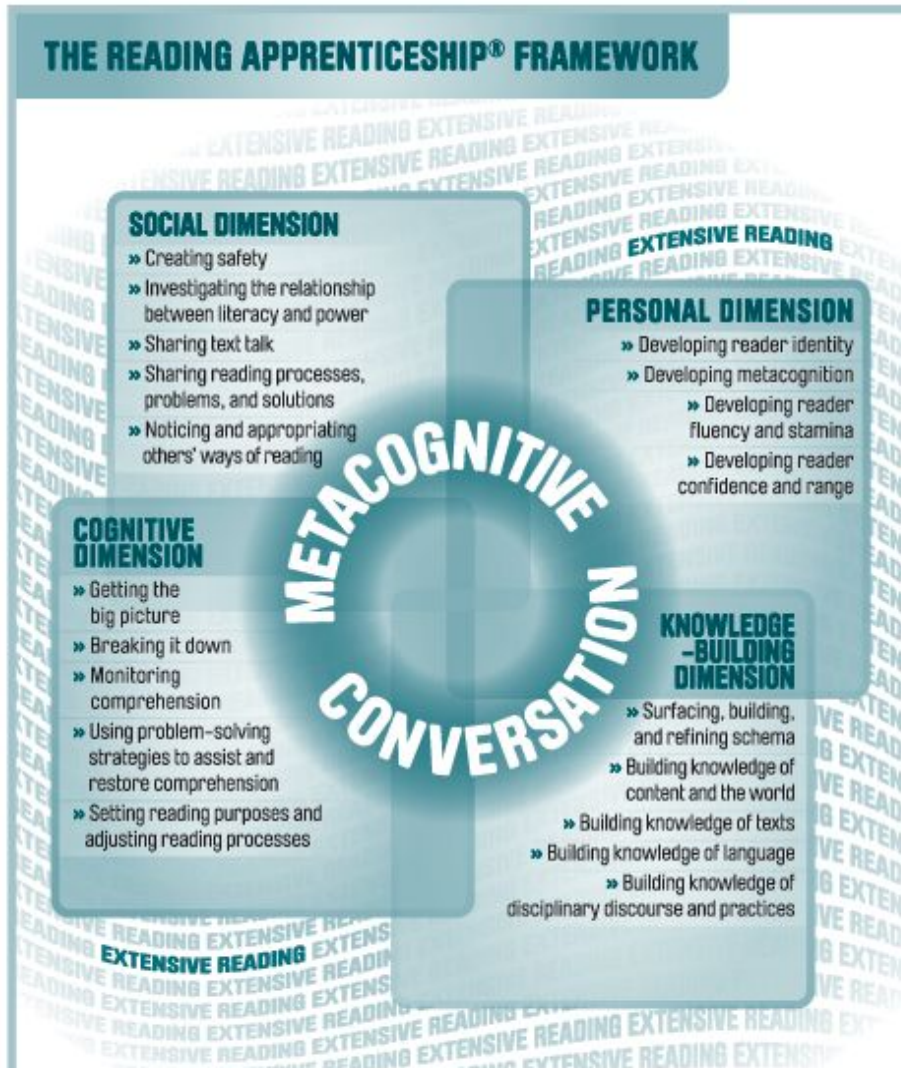
Learn more at http://ra.3csn.org/

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).

THE READING APPRENTICESHIP® FRAMEWORK

SOCIAL DIMENSION
» Creating safety
» Investigating the relationship between literacy and power
» Sharing text talk
» Sharing reading processes, problems, and solutions
» Noticing and appropriating others' ways of reading

PERSONAL DIMENSION
» Developing reader identity
» Developing metacognition
» Developing reader fluency and stamina
» Developing reader confidence and range

METACOGNITIVE CONVERSATION

COGNITIVE DIMENSION
» Getting the big picture
» Breaking it down
» Monitoring comprehension
» Using problem–solving strategies to assist and restore comprehension
» Setting reading purposes and adjusting reading processes

KNOWLEDGE –BUILDING DIMENSION
» Surfacing, building, and refining schema
» Building knowledge of content and the world
» Building knowledge of texts
» Building knowledge of language
» Building knowledge of disciplinary discourse and practices

EXTENSIVE READING

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

Google Docs

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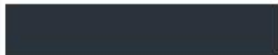
Tips: Set up through Canvas Collaborations. Students log in to Google. Only works with text that can be copied or typed. Find transcripts in YouTube via "Open transcript."

Collaboration: Survey Of US Hist

Assignment #1: Reconstruction -

https://docs.google.com/document/d/1yEuNg24C6DybdA8S01gALduVES6lIRuljqTOnWqsdhU/edit#heading=h.q5zlgzt3zqf4

Log in - CCC TechC... | Flipgrid - My Grids | Multimedia Analysi... | Assignment 1: Inter... | Fastest Way to Crea... | Careers | SSU job description... | Other bookmarks

Assignment #1: Reconstruction
File Edit View Insert Format Tools Add-ons Help   Last edit was 8 days ago   Share

100%   Title   Arial   26   B I U A

Transcript of "Carol Anderson: White Rage"

Interviewer Evelyn Brooks Higginbotham: If you could give some examples because one of the rich characteristics of the book [*White Rage* by Carol Anderson] is your command of history, and you show a long history of presumptions that black people are asking for quote "special treatment." And what they're really asking for are constitutional rights.

And one of the examples that you use is literally right after a Reconstruction -- right after the Civil Rights Act of 1875 -- which was shepherded by our Senator from Massachusetts Charles Sumner. Now we, for the first time, had a law that would give us progress and by 1883, of course, you know that was struck down. Share that about Justice Bradley.

And the other thing is, just the way advocates for quote "colorblind" -- because it's amazing to me the way the supporters of equality in the 19th century used "colorblind" quite differently in its connotation than today.

Historian Carol Anderson: One of the things that struck me, you know, Mark Twain supposedly said "History may not repeat itself, but it sho do rhyme." I was struck by the rhythms that I kept seeing over and over that had the same resonance, the same cadence. It might have a bit of a different pitch, but it was the same beat.

And so the first time I saw this -- "they're asking for special treatment" -- I went Wow because this was an opinion of Justice Bradley, I think in 1883. And I'm going, okay, so we've just come out of slavery and Reconstruction that was barely reconstructed. We are now in this really kind of nether land where the Supreme Court is beginning to pull back and erode all of the laws that the Radical Republican Congress -- and I know, didn't it feel good to say "Radical" Republican

Elizabeth du P...   Resolve
Oct 12, 2018

Higginbotham is summarizing Anderson's interpretation of Reconstruction era race relations. After watching the video, is this how you would summarize it?

Oct 17, 2018

After watching the video, yes this is exactly how I would summarize it because to most people it does look like
Show more

Elizabeth du P...   Resolve
4:33 PM May 29

sdfjlaksdjf

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.)

Student survey results

I did not complete enough of these activities to form an opinion.		0 %	
The videos were engaging.	12 respondents	80 %	
The Google Doc activities were engaging.	11 respondents	73 %	
These assignments were beneficial to my learning.	11 respondents	73 %	
These assignment should be used again in future classes.	11 respondents	73 %	
Technologically, using Google Docs were easy to use.	10 respondents	67 %	

Hypothesis as a tool to analyze scholarly articles

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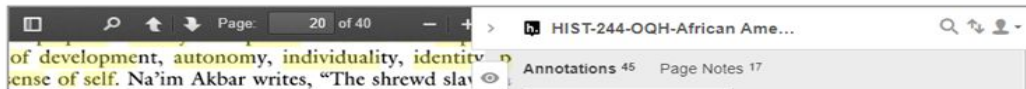Outcomes

Files

Quizzes

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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.

WTF Moment of History Extra Credit

WTF Moments of History Extra Credit

Page: 20 of 40   HIST-244-OQH-African Ame...

of development, autonomy, individuality, identity, n   Annotations 45   Page Notes 17

sense of self. Na'im Akbar writes, "The shrewd slav

Hypothesis as a tool to analyze scholarly articles

Childhood and Sexual Identity under Slavery 381

II

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-makers 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."36 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

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HIST-244-OQH-African Ame...

Jonathan Lai — Mar 21

The degrading practices included having children eat from troughs, as if they were animals.

This is a WTF moment because of how disturbing this is to me that they made children eat like pigs. This is very humanizing and I can only imagine how they felt growing up.

Isabela Gray — Mar 20

animals

This moment was WTF because it shows the knowledge that the kids did not recive from slave masters about themselves to make them not feel like people. The masters refused to tell them their birthdays, maybe because they were trying to dehumanize the children. Making the children eat like animals is also a form of dehumanization too.

By using community annotation tools, such as Hypothes.is, students can work with a text, online, in all four RA Framework dimensions
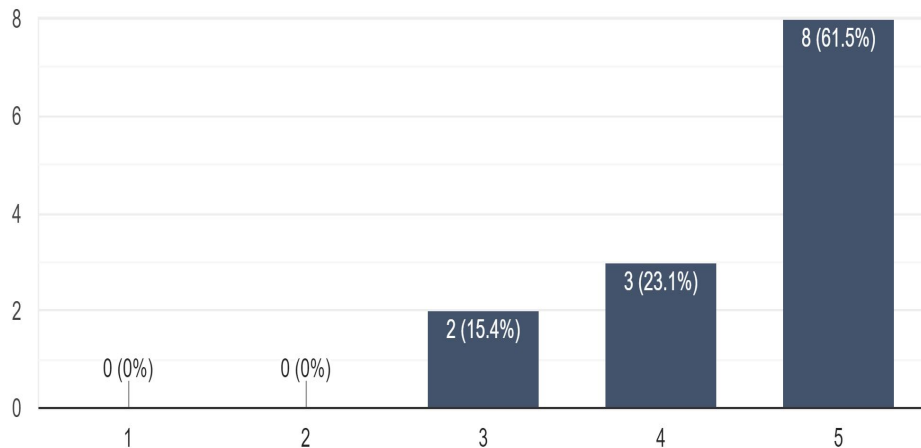
Student Survey Responses to Hypothesis

How satisfied are you with this technology's ease of use?
13 responses

Rating	Count
1	0 (0%)
2	0 (0%)
3	2 (15.4%)
4	3 (23.1%)
5	8 (61.5%)

How did you access this Hypothesis activity?
13 responses

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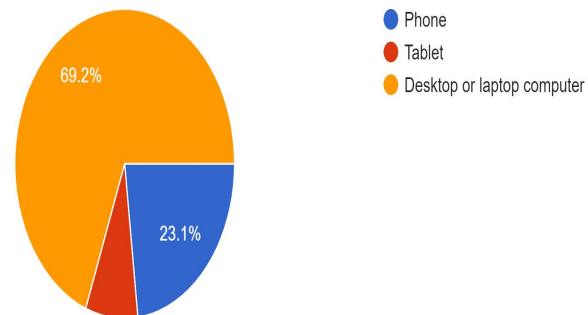
Student Survey Responses to Hypothesis

It saves time and so practical

I've used this is 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 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/.
2. Install the Chrome extension
3. Go to https://bit.ly/2Rmw44F ...or try a random website and see if there is a public discussion going on!

Try out Google Docs:

Open this link https://bit.ly/2WuA1Ca in a browser or the Google docs app.

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, E[ffects of Annotation on Student Readers and Writers](#)

WestEd's [Reading Apprenticeship Framework](#)

WestEd's [Reading Apprenticeship Data](#)