

Social Annotation

THE LOVE SONG OF J. ALFRED PRUFROCK 2175

And seeing that it was a soft October night,
Curled once about the house, and fell asleep.

And indeed there will be time³ } of Andrew Marvell
For the yellow smoke that slides along the street, } Big Qs vs. H. qualities
Rubbing its back upon the windowpanes; } Fog as cat
There will be time, there will be time }
To prepare a face to meet the faces that you meet;
There will be time to murder and create, }
And time for all the works and days of hands⁴ } Hesiod allusion
That lift and drop a question on your plate; }
Time for you and time for me, }
And time yet for a hundred indecisions, }
And for a hundred visions and revisions, }
Before the taking of a toast and tea. } mundane & trivial (comp w/ i w. "murder + create")

In the room the women come and go
Talking of Michelangelo. 35

And indeed there will be time
For the yellow smoke that slides along the street,
Rubbing its back upon the window-panes;
There will be time, there will be time
To prepare a face to meet the faces that you meet;
There will be time to murder and create,
And time for all the works and days of hands
That lift and drop a question on your plate;
Time for you and time for me,
And time yet for a hundred indecisions,
And for a hundred visions and revisions,
Before the taking of a toast and tea.

In the room the women come and go
Talking of Michelangelo.

And indeed there will be time
To wonder, "Do I dare?" and, "Do I dare?"
Time to turn back and descend the stair,

The screenshot shows a social media interface with three comments and a video player. The first comment, from a user with a globe icon, discusses the irony of Marvell's mention in the poem. The second comment, from a user with an apple icon, references a Hesiod allusion. The third comment, from a user with a question mark icon, shares a video. The video player shows a man reciting the poem, with the title "T. S. Eliot poem 'The Love...'" and "Alec Guinness recites".

Marginalia

The marking-up of a text by

- Underlining
- Highlighting
- Writing
- Drawing

A key tool in when
engaging with a text.

THE LOVE SONG OF J. ALFRED PRUFROCK 2175
...feeling that it was a soft O...

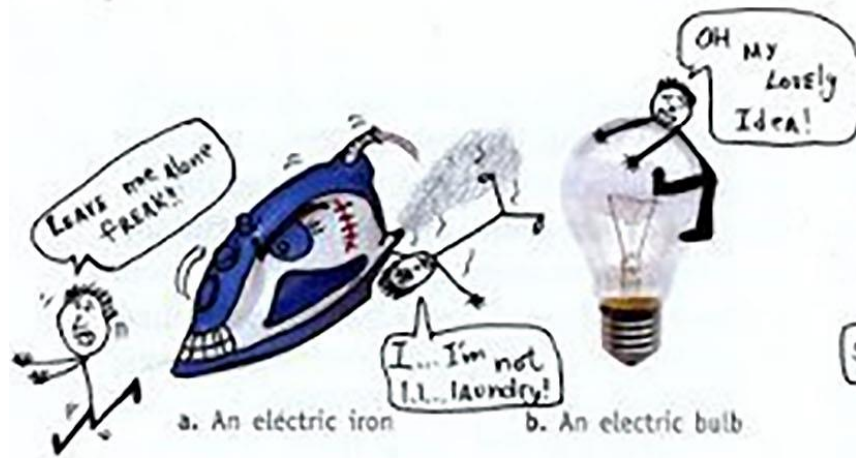


Fig. 7.19 Appliances that make use of heating effect of current

- ❖ Electric iron—An electric iron consists of a heating filament made of nichrome wire. Nichrome is an alloy of nickel and chromium and it has a high resistance and a high melting point. It can, therefore, generate a large amount of heat without melting.
- ❖ Electric bulb—An electric bulb contains a coiled filament made of tungsten. Tungsten

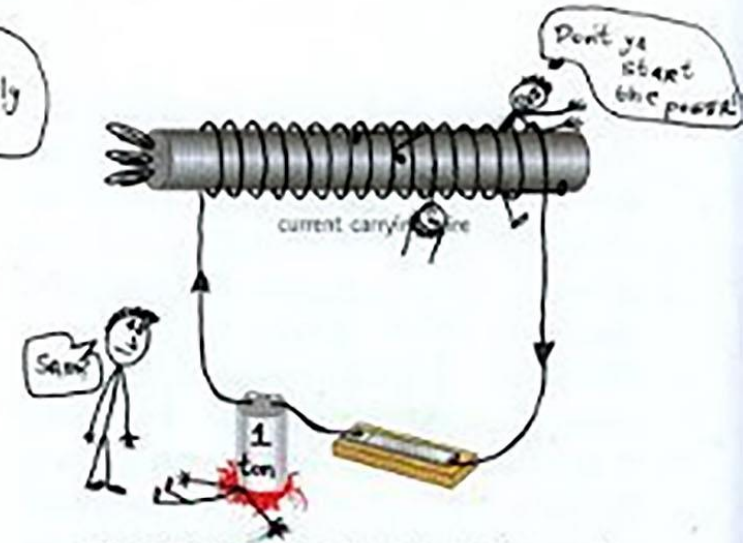


Fig. 7.20 Magnetic effect of electric current

Mechanical effect of electric current

Flow of electric current through a conductor can cause movement in the conductor provided the conductor lies between the poles of a magnet (or a magnetic field) and it is free to move there. This is called mechanical effect of current.

Reading: typically a solitary activity



Reading's Social Dimension



Reading's Social Dimension

Drugs & pastimes
head piece filled w/ straw V

To communicate with Mars, converse with spirits,
To report the behaviour of the sea monster,
Describe the horoscope, haruspicate or scry, ^{AVGUR} ^{EEYSTE} ^{ORSE}
Observe disease in signatures, evoke ^{divination}
Biography from the wrinkles of the palm
And tragedy from fingers; release omens
By sortilege, or tea leaves, riddle the inevitable ^{FORCIBLE} ^{OR LOSS}
With playing cards, fiddle with pentagrams - ^{five point star (used by magicians)}
Or barbituric acids, or dissect
The recurrent image into pre-conscious terrors—
To explore the womb, or tomb, or dreams; all these are usual
Pastimes and drugs, and features of the press:
And always will be, some of them especially
When there is distress of nations and perplexity
Whether on the shores of Asia, or in the Edgware Road.
Men's curiosity searches past and future
And clings to that dimension. But to apprehend
The point of intersection of the timeless
With time, is an occupation for the saint—
No occupation either, but something given
And taken, in a lifetime's death in love, ^{most of us} ^{can't be saints}
Ardour and selflessness and self-surrender.
For most of us, there is only the unattended
Moment, the moment in and out of time,
The distraction fit, lost in a shaft of sunlight,
The wild thyme ^{unseen}, or the winter lightning ^{absurd}
Or the waterfall, or music heard so deeply
That it is not heard at all, but you are the music.
While the music lasts. These are only hints and guesses,
Hints followed by guesses; and the rest
Is prayer, observance, discipline, thought and action.

Grand Style

MODERN MEANS OF READING TIME

Lapses us, 78, 2
private intelligence

plans used for epic

what one does between epiphanies

Social Annotation

Takes place in a digital environment.

Multiple readers can engage closely with content...

...and each other.

Collaborative learning can result.

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Assessment of Asynchronous Online Discussions for a Constructive Online Learning Community

Ping An Wang, *Senior Member, IACSIT*

Abstract—This paper proposes a new Online Learning Community Model for asynchronous online discussions (AODs) adapted from the Community of Inquiry Model. The new model highlights Assessment Presence as a new element interacting with and affecting student learning and the elements of Cognitive Presence, Social Presence, and Teaching Presence. An assessment rubric for AODs used for three graduate Cybersecurity technology classes is examined. The data and observations on student performance in AODs and student perceptions on the online learning environment indicate an effective and positive role of the rubric and assessment element in building a constructive online learning community.

Index Terms—Assessment, asynchronous online discussion, online learning community, rubric.

I. INTRODUCTION

Online learning has become a realistic and significant component of higher education and shown a fast and steady trend of growth. The latest report on tracking online education in the United States shows that over 7 million college students were taking at least one online course (with at least 80% of course content delivered online) in fall 2012

topics [7]. Assessment of students' learning in AODs is important in motivating students' collaborative online learning and improving their cognitive and critical thinking learning outcomes [2], [3]. There has been considerable research on the assessment of AODs primarily based on the Community of Inquiry model, which states that online learning process occurs in a community of interaction among the three core elements of Cognitive Presence (knowledge exchange), Social Presence (encouraging collaboration), and Teaching Presence (instructional management) [8], [9]. In terms of learning outcomes, online discussions should enable learners to comprehend, critique, and construct knowledge [10]. The research question for this paper is if an assessment rubric can help to build and maintain a constructive Community of Inquiry type of online asynchronous discussion environment to enhance online learning outcomes.

It is quite challenging for instructors to create effective online assessment instrument and grading rubrics, especially for assessing AODs for graduate level students [11], [12]. The goal of this study is to analyze and discuss the assessment rubric for AODs used at a US university graduate program and its contributions to the core elements of the

#No Tags
INTRODUCTION
Anonymous mode not working?
Like Reply See Context

Mark
4 months ago
#No Tags
Understanding the goals and learning outcomes and the core elements of the online learning en... More
Just testing to see how this option allows for comments
1 Like 2 Comments
Like Reply See Context

Anonymous
4 months ago
#No Tags
here has been considerable research on the assessment of AODs primarily based on the Community ... More
See the next part of the sentence for a definition of the model.
Like Reply See Context

Techno
4 months ago
Hot Thread

Improved technology

= improved learning experience



Perusall

Social Annotation

And indeed there will be time

For the yellow smoke that slides along the street,
Rubbing its back upon the window-panes;
There will be time, there will be time
To prepare a face to meet the faces that you meet;
There will be time to murder and create,
And time for all the works and days of hands
That lift and drop a question on your plate;
Time for you and time for me,
And time yet for a hundred indecisions,
And for a hundred visions and revisions,
Before the taking of a toast and tea.

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Talking of Michelangelo.

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To wonder, "Do I dare?" and, "Do I dare?"
Time to turn back and descend the stair,

Marvell's poem is all about him and his mistress, but Prufrock doesn't really have a lover. Why is this even called a love song? If this is making mention of Marvell, then I think it's ironic. +1 ✓

⚠️ ☆ Oct 4 1:18 pm

I mentioned one in another comment on "works and days". There's an allusion to a poem by the Greek poet Hesiod. I think it's ironic too (see my comment). +1 ✓

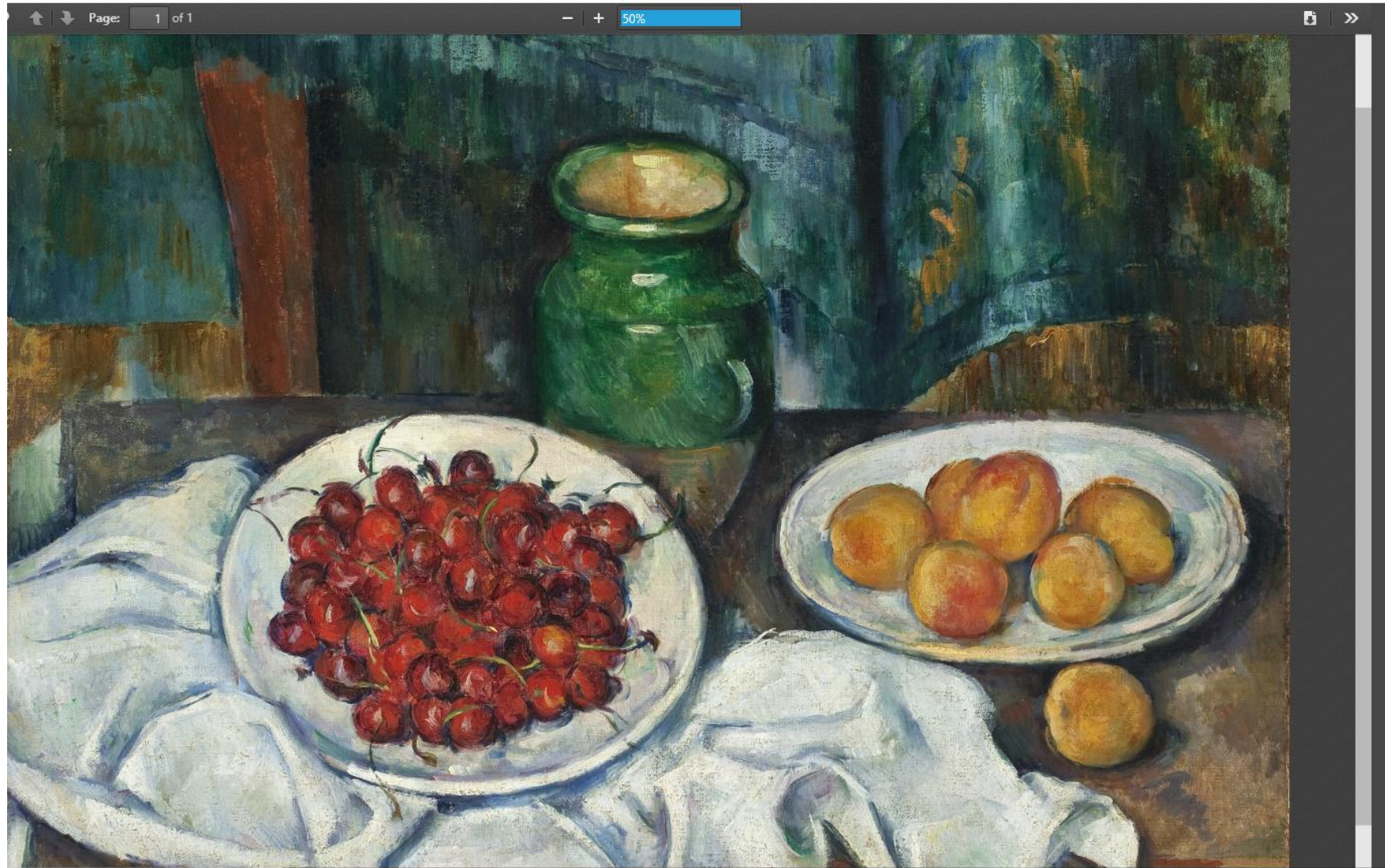
⚠️ ☆ Oct 4 1:30 pm

? By the way, I just had to share this: Obi Wan reading Prufrock! ✓

T. S. Eliot poem "The Love Song of J. Alfred Prufrock" Alec Guinness recites

- Highlighting
- Commenting
- Discussion
- Linking

Image Annotation



Comments 2 Questions Summary

Search... All Comments

Platform3 10 minutes ago

##Analysis

Excellent question. You've hit on the reason it was posted. Can anyone answer Platform3's question? What makes this post-impressionist?

Like Reply See Context

Platform3 11 minutes ago

#Oil painting #Post-impressionism #Still life

Considering the work of the impressionists we've looked at in class, what aspects of this painting reveal it as part of the post-impressionist movement?

Like Reply See Context

+

Video Annotation

Home / PSI Test Salon / Flipped Classrooms / Analytics

PSI Test Salon salon: Flipped Classrooms

7.2 million

classroom

INDIVIDUALIZATION

Comments 3 Questions 3 Summary

Network Comments

Techno 8 days ago

#No Tags

Flipped classroom as a means to allow for diverse learning needs (thanks to technology)

Like Reply 1:19

Patti 5 months ago

#Active Learning #Creativity in Education

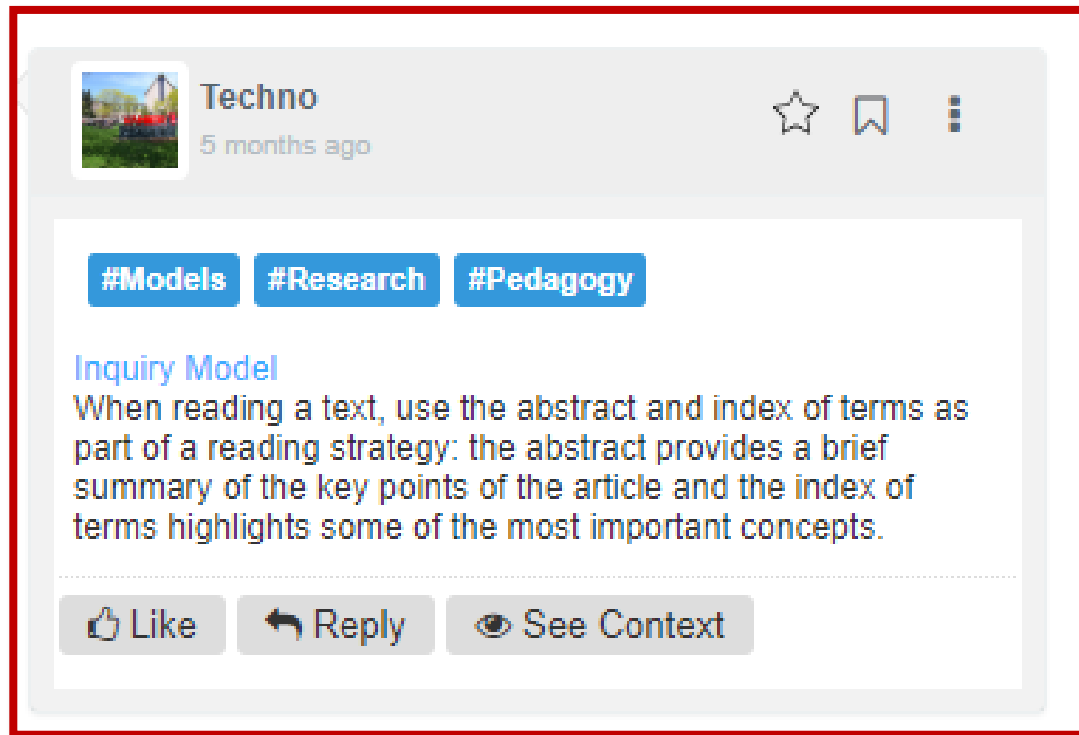
This reminds me of the Ken Robinson RSA Talk on education https://www.ted.com/talks/ken_robinson_changing_education

Like Reply 0:10

RECORDED WITH SCREENCAST.MATIC

Social Annotation

Tagging



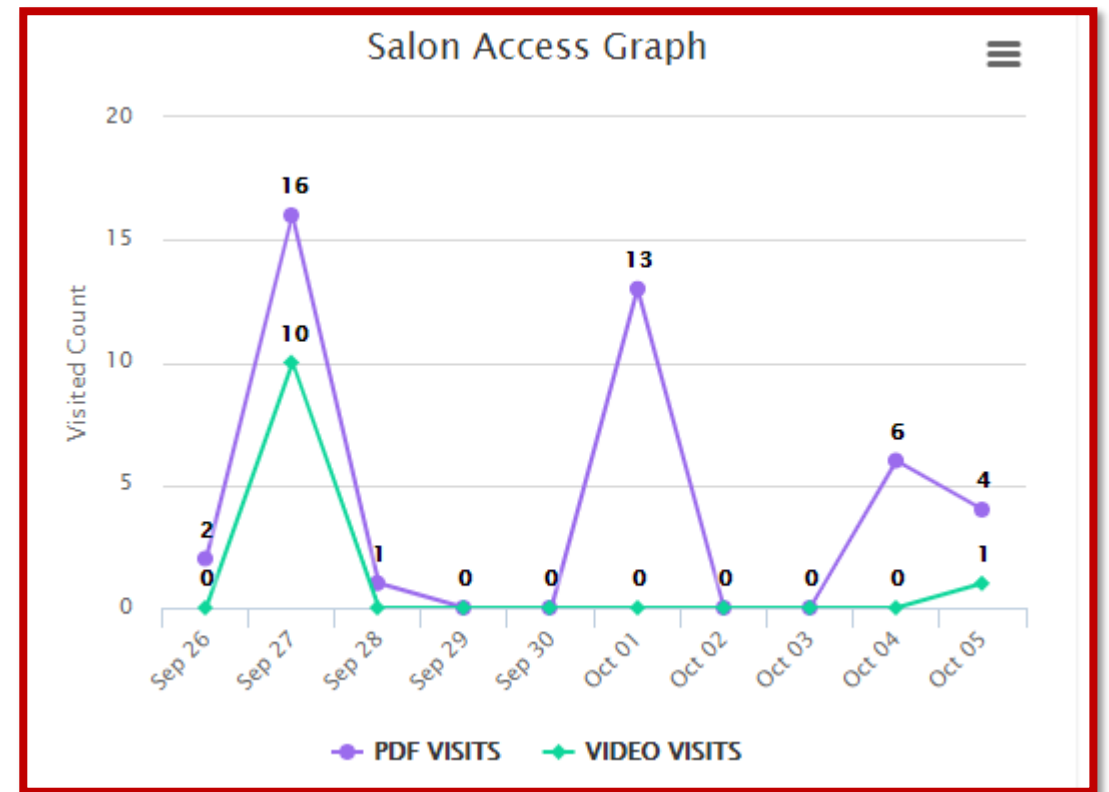
Techno
5 months ago

#Models #Research #Pedagogy

Inquiry Model
When reading a text, use the abstract and index of terms as part of a reading strategy: the abstract provides a brief summary of the key points of the article and the index of terms highlights some of the most important concepts.

Like Reply See Context

Analytics



The Effectiveness of Social Annotation

The Juvenile Delinquency/ Comic Book Panic of the 1950s

James Gilbert, University of Maryland, College Park

Central Question

To what extent did culture, in the form of comic books, influence juvenile delinquency rates in the 1950s?

Learning Objective

The goal of this unit is to consider how a worried generation of parents, experts, and government officials thought about the relationship between violence in the media and juvenile delinquency. The primary source documents will show why a great many Americans believed that culture caused crime, as well as the arguments against this assumption. They also will suggest how the comics industry answered its critics by instituting self-censorship.

The screenshot shows a social media conversation window titled "Current conversation". It features three messages:

- Message 1:** A white message bubble with a green checkmark and "+3" indicating likes. The text reads: "This seems like it would be hard to prove/disprove because you cannot remove people from culture. so you have no control group. But I suppose you can make a case that comic books cause crime. since some read comics and others don't. I'm curious how scientific they were about this in the '50s." The date and time are "Aug 16 3:21 pm".
- Message 2:** A white input field with a grey border. The text inside says: "Enter your comment or question and press Enter. Mention a friend by typing @. Add hashtags by typing #." Above the input field is a rich text editor toolbar with icons for bold, italic, text color, background color, list, link, image, video, and grid.
- Message 3:** A white message bubble with a question mark icon and "+3" indicating likes. The text reads: "Emphasis on 'believed' in analysis". The date and time are "Dec 7 10:04 am".

Below the third message is another identical white input field with a rich text editor toolbar.

Types of Teacher Annotation

- Modelling close or active reading
- Creating a glossary of key terms
- Elucidating difficult passages
- Highlighting key concepts
- Asking questions to deepen understanding
- Providing context or background

Types of Student Annotation

- Creating a glossary of key terms/concepts
- Close reading
- Rhetorical reading
- Highlighting important passages
- Note-taking
- Creative responses

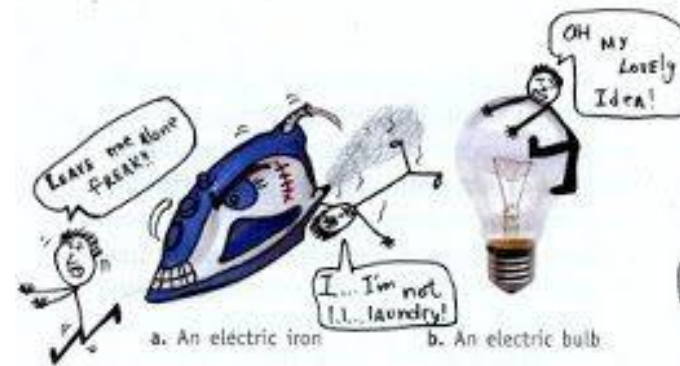


Fig. 7.19 Appliances that make use of heating effect of current

- ♦ Electric iron—An electric iron consists of a heating filament made of nichrome wire. Nichrome is an alloy of nickel and chromium and it has a high resistance and a high melting point. It can, therefore, generate a large amount of heat without melting.
- ♦ Electric bulb—An electric bulb contains a coiled filament made of tungsten.

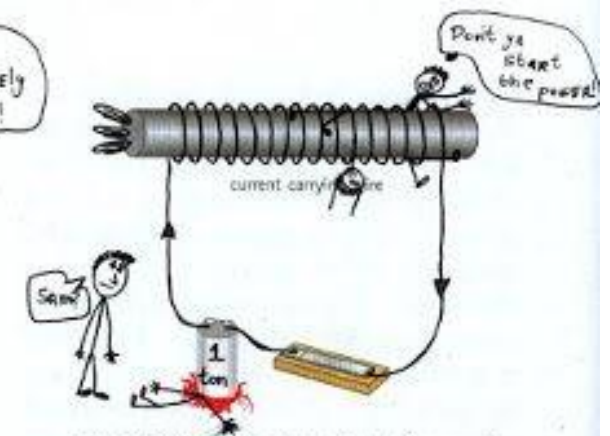


Fig. 7.20 Magnetic effect of electric current

Mechanical effect of electric current

Flow of electric current through a conductor can cause movement in the conductor provided the conductor lies between the poles of a magnet (or a magnetic field) and it is free to move there. This is called mechanical effect of current.

Types of Student Annotation

- Sharing an opinion (N.B. quiet students often “gain” a voice.)
- Reading the opinions of peers
- Asking questions and receiving answers to deepen understanding
- Cross-referencing or linking with other works/sources/media
- Etc.

Integrating Online Annotation into a Course

Determine

- Your instructional goals: what should students learn?
- Which platform can best help achieve those goals



Examples of Instructional Goals

- To ascertain how much and what students are reading.
- To develop students' close reading strategies.
- To improve students understanding of key concepts.
- To develop students' ability to read textbooks analytically.

Examples of Instructional Goals

- To develop students' ability to debate issues in a discourse.
- To develop students ability to work through difficult passages.
- To help students recognize that a variety of interpretations of are possible.

Integrating Online Annotation into a Course

4. What activities will students do to gain this learning?
5. How will the activities be structured (individual vs. group)
6. Will the activities be summative or formative?
7. By what criteria will you assess student learning?



A Caveat

- Research shows mobile devices, social media, and multitasking can hinder academic performance
- Multi-tasking come with switching costs
- Don't be afraid to encourage both analog and digital work.



Sample Social Annotation Rubric

	Excellent 5-4.5 pts	Good 4.25-3.75 pts	Fair 3.5-3 pts	Poor < 3 pts
Content	<p>All commenting requirements (as listed in the checklist) are fulfilled.</p> <p>Comments</p> <ul style="list-style-type: none"> • Accurately refer to, and discuss specific details in the text or a classmate’s comment(s). • Initiate and respond to stimulating discussion about the discourse and its concepts. • Make clear connections between the discourse and course content. • Responds constructively, insightfully to questions or perceived misunderstandings. • Provide evidence for any agreement or disagreement expressed. • Offer an alternative analysis when disagreeing with a point. 	<p>The majority of commenting requirements (as listed in the checklist) are fulfilled.</p> <p>Comments</p> <ul style="list-style-type: none"> • Refer to, and discuss details in the text or a classmate’s comment(s). • Initiate or respond to discussions about the discourse and its concepts. • Make connections between the discourse and course content. • Responds helpfully to questions posed or perceived misunderstandings. • Mostly provide evidence for agreements or disagreements expressed. • Offer some reasons when disagreeing with a point. 	<p>At least 60% of commenting requirements (as listed in the checklist) are fulfilled.</p> <p>Comments</p> <ul style="list-style-type: none"> • Refer vaguely to the text or a classmate’s comment(s), occasionally offering a few specific details. • Respond to discussions about the discourse and its concepts but mostly in a superficial way. • Occasionally make connections between the discourse and course content. • Sometimes answer questions or responds to perceived misunderstandings but not always in a helpful way. • Occasionally provide evidence for agreements or disagreements expressed. • Occasionally offers a reason for disagreeing with a point. 	<p>Less than 60% of commenting requirements (as listed in the checklist) are fulfilled.</p> <p>Comments</p> <ul style="list-style-type: none"> • Offer few if any specific details relating to the text or a classmate’s comment(s). • Rarely if ever engage in discussions about the discourse and its concepts, and then only superficially. • Rarely if ever make connections between the discourse and course content. • Rarely if ever answer questions or respond to perceived misunderstandings, and then in an unhelpful way. • Do not provide evidence for agreements or disagreements expressed. • Rarely, if ever, offer a reason for disagreeing with a point.
Written Expression	<p>The written expression</p> <ul style="list-style-type: none"> • Is clear and free of errors. • Is free of texting abbreviations and slang. 	<p>The written expression</p> <ul style="list-style-type: none"> • Is mostly clear and free of errors. • Is mostly free of texting abbreviations and slang. 	<p>The written expression</p> <ul style="list-style-type: none"> • Is at times unclear due to errors. • Includes some texting abbreviations and slang. 	<p>The written expression</p> <ul style="list-style-type: none"> • Is unclear due to multiple errors. • Includes many texting abbreviations and slang.

Advice on Giving Constructive Criticism: Remember that you are disagreeing with a point, not a person.

Collaborative Platforms: Guiding Questions for Course Design

Course Title:	Course Number:
Name of Platform:	
Platform For what purpose(s) do you plan to use an online platform in this course (e.g., curation, collaborative discussion, peer comments/review, etc.)?	
Connection to Competency	
Towards which course competencies, or element(s) of a course competency, will the use of this platform contribute?	
Learning Outcomes	
What main learning outcomes should students achieve after working with this platform (i.e., what will students be able to <i>do</i> to demonstrate their learning after using the platform)? <i>You may find it useful to consider the cognitive level at which you wish students to engage. (See Appendix.)</i>	List the learning activities students will engage in to help them prepare to reach their learning outcomes

Collaborative Platforms: Guiding Questions for Course Design



Assessment/Performance Tasks	
Which learning outcomes will be assessed (<u>summatively</u> and/or formatively)?	By what criteria will students' work be assessed?
Learning Activities	
How will the learning activities be structured? (Will students be working individually or in groups?)	How will these learning activities prepare students for assessment?
Support	
Would you like support in development assessment criteria or rubrics and/or in developing structured learning activities?	

Tips on Adopting a New Platform

- Take the time to get to know the platform yourself.
- Start simple. You can use more features as you become more familiar with them.
- Demonstrate to students the features you want them to use.

Tips on Adopting a New Platform

- Refer students to Help tools.
- Check in with students: are they encountering difficulties? Are they using the features you've decided are necessary? (tagging, commenting, linking, etc.)

Introducing Three SA Platforms



Perusall

Hypothes.is



Non-profit, open-source, browser-based platform

- Adds an interactive [discussion layer](#) to the net (including **video** and **images**)
- Requires a browser plug-in (if not used within an LMS)
- Simple interface
- Privacy controls (take personal notes, comment in [groups](#), or with the public)
- Now available on Vanier's Moodle!

Hypothes.is



- Resources include guides for teachers and students @ <https://web.hypothes.is/education/>
<https://web.hypothes.is/teacher-resource-guide/>
- Readers can add links and images to comments.
- From Dashboard
 - View comments
 - Navigate directly to comment's context.
 - Filter comments by user, tag, etc.

Classroom Salon



Browser-based platform

Began as Carnegie Mellon project on how users interpret content

- Dashboard environment
- Media Repository (text, video, images in PDF form)
- User permissions (individual & group work)
- Salon management
- Media Manager (assign, set tags, ask questions, provide answers, choose mode)





Classroom Salon



- Analytics
- Salon creation (for all users)
- Option to follow users
- Notifications

Classroom Salon



- Text & comment tagging
- Summaries
- Questions & Answers (self-assessment)    
- Comment filtering (via tags or users)
- Sharing of media with URL
- Help features (manual and “Learn to use Classroom Salon” salon)

Perusall

Browser-based platform

- LMS (more features than Classroom Salon)
- Automatic grading of assignments (with 15 + students)
- Private chat
- Comment starring
- Variety of features in comments

Perusall

- Comment filtering (for faster searches)
- Comment flagging for plagiarism
- Copying of thread links for sharing
- Anonymous commenting option
- “Liking”/checking of comments (similar to FB likes)
- Group options (automatic or manual)

Perusall

Automatic Grading for quality of annotations

Perusall > Perusall history demo course > Gradebook

Perusall history ... X

- Course home
- Gradebook**
- Notifications
- Add to my calendar

Readings

Documents

- Juvenile Delinquency a...

Assignments

- Oct 1: Juvenile Delinquen...

Chats ?

Click on a grade to see details about the student's assignment

Name	Student ID	Email	Juve Com 1950
Ankunding, Myrtle			3
Berge, Ali			2
Bode, Jerrold			1
Boehm, Gail			3
Durgan, Judge			3
Fahey, Clark			0
Green, Michael			3
Greenfelder, Antonetta			2

Total number of annotations **8**

Total number of annotations submitted on time **8**

Average quality of top 7 annotations submitted on time **2.00**

2 = demonstrates thorough and thoughtful reading and insightful interpretation of the reading, 1 = demonstrates reading, but no (or only superficial) interpretation of the reading, 0 = does not demonstrate any thoughtful reading or interpretation

Distribution of annotations **3.8**

0 = clustered, 5 = evenly distributed throughout assignment

Assignment score **3** ↻

scores range from 0 to 3

OVERVIEW TABLE

*Hover over or click underlined **glossary terms** to view their definitions.*

PLATFORM	FUNCTIONS	AESTHETICS	OVERALL RATING
	<p>CLASSROOM SALON</p> <ul style="list-style-type: none"> ▪ <u>Synchronous</u> collaboration ▪ <u>Analytics</u> ▪ Annotation ▪ Content-sharing ▪ Curation ▪ Discussion 		
	<p>CLIPIX</p> <ul style="list-style-type: none"> ▪ Synchronous collaboration ▪ Annotation ▪ Content-sharing ▪ Curation ▪ Discussion 		

Interested in integrating social annotation in a course?

Please contact Patti Kingsmill

x7277

or

patti.kingsmill@vanier.college

Thank you!

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[00/primitives.html](http://www.iath.virginia.edu/jmu2m/Kings.5-00/primitives.html) (accessed September 2018)