

00:00:05:24 - 00:00:27:16

Speaker 1

So, it being our first teaching forum of the new academic year, I'd like to take a moment to introduce our office and the work we do. Our office is a service unit and we're focused on providing instructional design support, feedback on online courses as well as web resources and professional development opportunities to foster growth and improvement of the quality and effectiveness of online and hybrid courses in our college.

00:00:29:01 - 00:00:53:03

Speaker 1

So first of all, all instructors in the College of Arts and Sciences can request a no cost instructional design consultation with one of our three full time instructional designers. I see that we have several of those present. Sarah Dove who we'll hear later from today, Jessica Henderson, and then also Sarah Jean-Mary. They are really focused on supporting instructors to achieve the instructional goals they want in their courses.

00:00:53:03 - 00:01:17:19

Speaker 1

And have had a lot of success working with the individual faculty. We also in response to the needs articulated by instructors in the college, we develop resources to support instruction and kind of dynamic course designs. A few recent resources that I want to highlight and I'll link in the chat is a collection of student facing video tutorials that can be requested as modules to put within your common course.

00:01:18:01 - 00:01:43:20

Speaker 1

So for example, there's a video tutorial focused on introducing students to Hypothesis, a social annotation tool the kind of what we discuss today. Also, we just published resources on ThingLink, which is a new tool that was very recently approved to be integrated with Carmen. And we also just published a collection of outstanding online course syllabi that were reviewed and approved by the ASC Curriculum Committee in the past year.

00:01:44:15 - 00:02:05:06

Speaker 1

I noticed Dr. Winstead is here one of her syllabi is among that collection and as soon as I kind of finish talking I'll copy and paste links to those things in the chat, we're also focused on continuing to provide teaching forums, course design institutes and other professional development that are responsive to the specific needs of instructors in our college.

00:02:06:10 - 00:02:33:11

Speaker 1

I do have an unusual request to the point at this point, since feedback and conversations with instructors acts both as a muse and a blueprint for all the work that we do, I ask that you do complete the evaluation survey for this event. I'll put the link in a few different times, and if you see that link in chat, I

encourage you to just open it in a browser, leave it there so that when you log out of here, it'll be waiting for you to, you know, take 2 minutes and complete that survey.

00:02:34:11 - 00:02:54:13

Speaker 1

So speaking of teaching forums, we're still working on scheduling our next one, but I can feel confident to introduce the theme, which will be on active learning and online and hybrid courses. I think that will be scheduled in mid-to-late October. I have a panel assembled and we're just working on the scheduling for that. So on to today's event.

00:02:55:03 - 00:03:36:19

Speaker 1

You know, in my role, I review course syllabi for the college and after reviewing about 200 courses in the past 14 months, I've come to view facilitating meaningful student interaction as an essential component of all courses. This often looks quite different in online courses and even there is quite a lot between synchronous and asynchronous courses. One of the first priorities as an office was to identify tools to support the instructional goals of ASC faculty and to bring students together in a learning environment that can support more robust interaction than we see on discussion boards, which have in the past sometimes been the only location of student engagement in online courses.

00:03:37:13 - 00:04:02:13

Speaker 1

So as an office, we've explored and vetted many tools and have in particular been interested in tools built around social annotation. Because this type of learning activity seems to us to be broadly applicable across many disciplines and fields in our very large college. In talking to faculty about social annotation, we hear that social annotation has the power to make content more accessible, activating broader levels of participation in class.

00:04:02:24 - 00:04:26:10

Speaker 1

And as Dr. McDowell recently told us, it can be like a ride along to see how students encounter and decipher text. I really enjoyed that analogy. So before I introduce today's panelists, I want to take a moment to thank Dr. Joe Tien, Dr. Jesse Kweik and Dr. Thomas McDow. When planning this event, we noticed that we did not have a panelist representing the Division of Mathematical and Natural Sciences in the college.

00:04:26:16 - 00:04:50:22

Speaker 1

So we met with these faculty to talk about how they use social annotation and Dr. Tien's Mathematics of Infectious Disease Dynamics course, as well as the cross-listed interdisciplinary course in history, Microbiology, looking at the history of HIV through both of these lenses. We found it was really useful to frame the demo of the tool that we'll use today to talk to these faculty.

00:04:51:06 - 00:05:00:01

Speaker 1

And it would complement well the faculty from the Division of Arts and Humanities and the Division of Social and Behavioral Sciences that we have as panelists today.

00:05:04:07 - 00:05:31:14

Speaker 1

So finally, I will briefly introduce our panelists. Sarah Dove is the lead instructional designer on the Hypothesis Pilot Project. She created training materials as well as instructional resources for our website. She's worked closely with faculty from all corners of the college to identify tools and techniques to support instruction of various kinds, including social annotation. Dr. Nikole Patson teaches in the Department of Psychology from the Marion campus.

00:05:31:20 - 00:05:58:23

Speaker 1

Her research interest is quite appropriately for today's topic in adult language comprehension. She teaches courses, including Introduction to Cognitive Neuroscience and Introduction to Language Development. Dr. Elizabeth Hewitt works in the Department of English. Her work concentrates on pre 1900 American, African American literature, and she teaches courses and methods for the study of literature and also first year English composition courses.

00:05:59:15 - 00:06:27:18

Speaker 1

And Catalina Iannone, from the Department of Spanish and Portuguese, is interested in contemporary Iberian studies, urban studies and studies of race and migration. She teaches courses including Seminar in Iberian Literature and cultures, which I would love to take, and also a course in Spanish film. So I will start putting some links in the chat that I've referenced in this kind of monologue and pass the microphone to my colleague Sarah.

00:06:30:00 - 00:07:04:18

Speaker 2

Hi everyone. I am going to take a moment to share my slide deck and get started right into the nitty gritty of what we're here about today. So I wanted to pause on this slide a little bit, just to say if you have any direct questions about anything that you hear today that you might need some guidance with as you're getting started with some social annotation practices in Carmen or just in general...

00:07:05:00 - 00:07:27:01

Speaker 2

I have both a link that this slide deck will be shared after with our event recording. But also I've got some QR codes here if you'd like some easy access to these things upfront. I've also included a QR for just our basic web page, just the landing page for our web page that you can explore for our Office of Distance Education here in the College of Arts and Sciences.

00:07:28:23 - 00:07:53:18

Speaker 2

But just to kind of jump right in social annotation, many of you have probably heard of this, but just in case this is a new concept to you, social annotation is very basically just kind of taking the annotations that we are used to making in the margins of texts that might be more of a solo, close-reading practice, and really expanding that within the digital sphere.

00:07:53:18 - 00:08:35:14

Speaker 2

So it is meant to be something that kind of enhances and provides a another solution for community engagement, both in the online learning space where students are learning at a distance together. But also super relevant for courses that do meet in person, but want to take some of these assignments to the the online learning sphere as well. So within this slide I've included some additional articles from some additional universities who are exploring social annotation as well.

00:08:36:12 - 00:09:08:21

Speaker 2

If you enter any of these lines into a Google search, you'll find these articles as a first hit, and they were super illustrative to us as we were beginning to think about social annotation and in particular social annotation with Hypothesis. So Hypothesis is an educational technology tool, a software tool, that was developed open source, and it is free to use in its online browser extension iteration.

00:09:09:06 - 00:09:37:16

Speaker 2

But we also have it integrated here in our learning management system, Carmen, for use that can be integrated with your grade book, it can also be integrated outside your grade book, just in your course design, so that your students can use this tool for the purpose of social annotation. And it works with both website URLs and with PDFs.

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Speaker 2

So the bulk of what I am focusing my time on today is to give you a chance to kind of try it out. If you would like to, I've created a space in which you can do that now. If you're an instructor in the College of Arts and Sciences, Hypothesis is already available to you for you to use in any courses that you're teaching in arts and sciences.

00:09:59:01 - 00:10:27:01

Speaker 2

We also have a contract in partnership with the College of Education and Human Ecology, as well as the College of Pharmacy, where if you teach in those units, you can also use Hypothesis - Hypothesis has been enabled for courses there as well, and there are other interested units as well that may be signing on to this contract. This is really a tool that we would love to see kind of adopted across the university because we just think that the potential is so incredible and it's such a great tool.

00:10:28:14 - 00:10:54:19

Speaker 2

The digital accessibility footprint of it is also pretty robust. They have given a lot of attention to digital accessibility, and we're pretty pleased with where they are as far as that goes. So if you are interested in trying it out today, I'll give you a chance to kind of go through the steps of signing up for a free account at the address that you see there, which is an easy enough one to enter into your browser.

00:10:55:01 - 00:11:36:11

Speaker 2

I will say that if you are going to try it out in the way that I kind of set it up in a test environment, you will need to use Google Chrome as your primary browser. The Hypothesis free extension is set up for Google Chrome. So if you are interested in in going through this trial today and maybe playing around with some of the annotations as the speakers are presenting about the pedagogical efficacy of social annotation in their own classrooms, I invite you to do so, but you'll need to use Chrome. If you have set up your account, which just requires kind of entering in a username, an email address, and a

00:11:36:11 - 00:12:12:13

Speaker 2

password to the Hypothesis website. You can then download the Chrome extension onto your browser and I'm going to pause my slides here for a second so that I can share anew and show you kind of what that looks like on my own browser. So I have this set up and this is the PDF that we'll be annotating together if you are interested in doing this trial.

00:12:12:13 - 00:12:43:06

Speaker 2

But if you are here, in the chrome browser, you should have this little puzzle piece where you can manage your extensions. And if you select the pen next to Hypothesis, once you've got the browser extension downloaded, you should be able to see it then in your browser as an extension that you can select. Just toggling that on will make it show up with the little "H" with the dot inside the speech bubble, which is the Hypothesis extension.

00:12:44:13 - 00:13:04:11

Speaker 2

I'm going to go back to my slide deck briefly. I want to make sure I get all this information. And I apologize if you're asking questions in the chat. I am not monitoring it at the moment. So but I will attend to those questions after I finish my presentation and return to any that are are pertinent to me.

00:13:04:11 - 00:13:40:03

Speaker 2

So from here, once you've got the extension downloaded and pinned in your browser - I will note if you're using the Adobe Acrobat browser extension as well, please make sure to have that toggled off before you navigate to this

go.osu.edu\hypothesisplayarticle which is where I have us set up to to kind of play around - that article that you just saw me open up is the place where you will be led once you either access this link or use this second QR code here as well.

00:13:40:03 - 00:14:02:16

Speaker 2

So if you want to take a picture of that and send it to your to your browser, you have the opportunity to do that. And so by setting this up, and kind of asking you to launch a free account, it's just giving you a play space to do this. But as I said, if you are an instructor in the College of Arts and Sciences, you do have the ability to use it in Carmen as well.

00:14:02:16 - 00:14:30:03

Speaker 2

So I'm going to just take a quick pivot away from here and give you a little preview of what it looks like in the Carmen space because I know some of you may be wondering about this. So here I am now I'm in the Carmen environment and I'm actually in the master course that we created as a pilot course when we were piloting this software tool.

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Speaker 2

It is full of a lot of information about the pilot that we went through that we are going to keep active even after our pilot instance is transitioning now into a full instance where we've signed on to a contract with Hypothesis for three years. So you have the ability to use it, but because there are a few accessibility barriers, we did have to file an exception with the ADA Coordinator's Office.

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Speaker 2

That info is in here along with more information that I shared with you already about what social annotation is and what Hypothesis is. But I'll open up now one of our articles that people can play around with that has Hypothesis in Carmen. So Hypothesis can open up directly in an assignment or a module item.

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Speaker 2

And then you or your students can begin annotating. You can then view these things in the speed grader. So because I'm in an instructor view here, if I go to the speed grader, I can see from this dropdown of students who all has annotated or opened the article at the very least. And then if there are full annotations, I should be able to see those annotations and page notes as well in here.

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Speaker 2

And then I can give students a grade directly from the speed grader. You have the ability to use rubrics with Hypothesis. Those can be set up in Carmen and as I said, if you want it not to be connected to your your grade book or the student's assessment directly, you can also set it up from within the module.

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Speaker 2

The way you load it into a module item is the same way as you load it into an assignment using the external tool, scrolling down to find Hypothesis, and then either including your website URL or your PDF, which you have loaded directly into canvas. So this was more or less just a preview of this single tool. Let me navigate back to my slide deck here.

00:16:44:02 - 00:17:27:00

Speaker 2

Actually, I'm just drawing your attention quickly to these resources. Hypothesis has compiled an excellent library of resources, both for instructors and students, and they also have some upfront information about accessibility in terms of using keyboard only prompts for using Hypothesis, and it's actually quite robust. We like that quite a lot. And you know, if you feel like your senses tingling and you're interested in, you know, getting started and using this in your course, we have, as Jeremie mentioned, a student tutorial specific to Hypothesis that you can request from our office.

00:17:27:00 - 00:18:03:05

Speaker 2

This QR will take you to the website so that you can request this resource directly if you're interested. And you may be wondering is there anything other than a Hypothesis that you can use for social annotation, especially outside of PDFs? We get this question a lot, but there are some tools. As Jeremie mentioned, ThingLink is a brand new tool that has some amazing annotation potential, especially for things like video media and iconography or image based media.

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Speaker 2

So if you are interested in learning more about those things, or if you're thinking that you have another tool in mind that could be used for social annotation and you're interested in using it, you can get in touch with us and we can go through the review process for for getting started with a tool like Hypothesis that you might have found somewhere else.

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Speaker 2

So that was all a lot of technical information that I have shared. But I'll kind of stop now and, and say I don't necessarily see anyone in the article itself, but I will go ahead and pop that URL into the chat so that if you want to open this article and practice annotating with Hypothesis as a browser extension, that you have the opportunity to do that.

00:18:55:15 - 00:19:16:03

Speaker 2

And that kind of concludes my time on the panel. And now I think I'll turn it back over to Jeremie to introduce the next panelist to talk about how they have used social annotation in the classroom as a more practical kind of on the ground approach to course design.

00:19:16:03 - 00:19:45:00

Speaker 1

Thanks, Sarah, and I appreciate you trying to figure out how to navigate that kind of competing interest where most of the most of the people here today will use Hypothesis from within the LMS. I find that using in a browser is a little bit more clunky because there has to be this kind of setup process. But if you do go through those steps, you should be able to annotate the article that she shared today, and that is an article that we got from Joe Tien as part of the mathematics course.

00:19:45:04 - 00:20:00:03

Speaker 1

So you can kind of see the kind of things that are being used in other courses in this method. So I think next we have Dr. Patson who'll speak with us today. And again, thank you so much for your time.

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Speaker 2

Thanks. Can I share my slides? All right, perfect. All right, I do use Zoom a lot, but I actually don't use PowerPoint as often.

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Speaker 3

So I.

00:20:28:17 - 00:20:29:10

Speaker 2

Always forget.

00:20:29:10 - 00:20:29:22

Speaker 3

How to.

00:20:31:05 - 00:21:10:03

Speaker 2

There we go. Okay. So hi. Thanks for being here today and I appreciate being invited to be a part of this panel. I will start by saying I am the least experienced person here on the panel when it comes to using Hypothesis I. So I'm really excited to hear from other folks, to hear what they're doing. But I'm here to talk about my experiences as a new user to try to explain why I got interested in Hypothesis and then talk about how I'm integrating it into my course.

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Speaker 2

So this is the first semester actually that I'm using Hypothesis. I just want to be very clear that I am learning and I am not presenting myself as an expert on this tool. But although I'm early in it, I am already very excited about it and it's been working really well in my class. So I got introduced to Hypothesis by from Nicholas Denton who is a lecturer in pharmacy education and innovation.



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Speaker 2

We were talking at one of the Drake Institute conferences about using collaboration in our classes, and he shared that he's using this tool and that one of the things that they've found, they've found some preliminary evidence that introducing Hypothesis into their classrooms has increased STEM persistence scores, especially for women of color, in the classes. And so that piqued my interest because one of the things that... so in addition to studying language comprehension, I'm also interested in, I also do a lot of work in broadening interest in science.

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Speaker 2

And so I'm very interested in using psychology, using language science as a tool for helping to broaden the circle of people who think of themselves as scientists. So this really kind of hit home with me. One of the one of the reasons I... so I had turned to using a lot of collaboration in my classes. And this this is something that is not how I was trained.

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Speaker 2

So as a psychologist... When I was a student, classes were very much, you know, instructor lectures. We'd take multiple choice exams. I was taught that that was like really the best way to teach, in fact. And I've gotten interested in doing much more collaboration, thinking about the needs of my students, especially students who are under-represented. So Claude Steele - if you're familiar with this text of this book Claude Steele wrote it's book called Whistling Vivaldi.

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Speaker 2

It's about stereotype threat. And one of the anecdotes that comes from this book that has always stuck with me is that he is talking about some research that looked at the difference between black students, white students and Asian students and how they how they were doing in their math classes and like how they chose to study. And what that what that experiment or that study showed was that Asian students were always working together in groups.

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Speaker 2

And so, you know, every time they studied, they did it as a group. White students were a little bit less likely to do that. And black students almost never did that. Black students were much more likely to isolate themselves and the more they struggled, the more they isolated themselves. Right. Which just kept into this vicious cycle of just performing worse and worse.

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Speaker 2

And so the approach that I take when I teach - and I should also say that we know that first generation students, regardless of race, also have this kind of tendency. So because I'm on the Marion campus, I think a lot about first generation students in particular, because we have such a large proportion of them on our

campus. And I've tried to bring in strategies that help students work together.

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Speaker 2

So I just wanted to talk a little bit about stereotype threat, just in case people aren't familiar with it, to explain why I think Hypothesis is having this, you know, this effect for students. So when we're in situations where we're allowed to or able to diagnose our ability and there might be a stereotype about the group that we're, you know, that we're a part of.

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Speaker 2

So as a woman, I understand that there's a stereotype in the world that I'm supposed to be bad at math. So if I'm in a situation where I can diagnose that situation, right, or diagnose that ability... so I'm doing math problems, if I'm struggling that could create a sense of self threat, right? I feel bad because I'm not doing well.

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Speaker 2

And from a cognitive perspective, what we know happens then, if I'm feeling that kind of anxiety, then my mental workspace is taken up with all of those thoughts of "I'm not good enough," right? And because those thoughts are running through my head, I don't have the workspace to do the task at hand, I can't comprehend the thing that I'm trying to read or I can't do the math problem anymore because I don't have enough working memory space.

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Speaker 2

And so that leads to poorer performance. So some of the things we know we can do, and these are the things that I think Hypothesis is helping with, is we can, to reduce instances of stereotype threat, we can try to help promote a growth mindset for students. So when we have opportunities for students to make mistakes, to embrace difficult problems, to take risks, to ask questions, to think out loud, all of these things promote that growth mindset, right?

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Speaker 2

So annotating the reading, seeing other people annotate it, annotating it yourself, asking questions out loud, all of this helps students understand that "I'm not the only one who's struggling." Right? Other people are struggling. Other people have questions, too. Or maybe I can see that, "hey, I'm actually able to answer some questions." So maybe, you know, because of that, I'm able to diagnose my ability better than I might be if I'm just sitting and struggling by myself.

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Speaker 2

And then the second thing that we know reduces stereotype threat is fostering that sense of belonging. So again, when you see that other people might be struggling as well as you and that you're sort of working together to build knowledge, this

creates that that sense of belonging that helps students realize that "it's not just me, it's not me who's having a problem."

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Speaker 2

This text is difficult and this text is something to grapple with, right? "It's not me." So that that's what got me interested in using Hypothesis. So what I want to do then is just show you how I've been using it and tell you about my experiences and my students experiences. So this is the prompt I have. When I share this with my students, I also walk them through the Hypothesis paper.

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Speaker 2

So I don't know if this looks totally transparent, but in class we kind of walk through it together. I'll show you what this looks like. But ahead of time, I set up a bunch of questions for students. I tag them with a hashtag assessment. They are asked to answer one of my questions and then pose a question themselves.

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Speaker 2

And then they also need to answer another student's question. Right? And I give them a couple of ideas about things they might want to think about, because I know that sometimes generating questions for students can be challenging. So I don't limit their ability to ask questions, so they can ask whatever they want,

00:29:25:12 - 00:29:54:01

Speaker 2

but I kind of guide some of the things that they might think about. I want to compare this... I guess before I compare this, what I want to say is the way that my class is structured, I have students reading peer-reviewed journal articles. They read one before coming to class. And then in the class they work in small groups and they go through a structured discussion.

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Speaker 2

So the Hypothesis assignment they do before we discuss the article in class. Part of my goal is obviously to get them thinking about the article before they come in so they're ready to discuss and then of course to assess that they've actually completed the reading. So this is from my class. This is a low stakes assignment.

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Speaker 2

Students get credit if they do these three things. So that's how I grade it. But I want to compare this to the other response that I've used most recently in this class, because I think, like many of you, you've probably, like me, spent years trying to figure out what is the right way, what is the right kind of assignment to use to gauge whether or not students have done the reading, that kind of thing.

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Speaker 2

So what I had been having them do - and they're still doing this for some assignments in this class so that I can compare Hypothesis to this assignment - I have them summarize the paper, a short summary and then and then because I want them to be thinking about how the research we're talking about in my class connects to the real world...

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Speaker 2

because sometimes that's hard to figure out when you're just talking about laboratory experiments, I have them try to think of some examples from their life. So I'll say a little bit more about why I shared that prompt, as well. But what I wanted to start with is just to show you again how I'm using it here.

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Speaker 2

So I guess I should have started by saying I'm using this in my memory and cognition class this semester. And so the paper that they have done their first Hypothesis assignment on was called Diversity As An Asset. And the paper is about, so just to give you some context for their annotations here, the paper is about critiquing cognitive psychology's focus on thinking of human minds as all kind of uniform and the lack of consideration that the field has given to race and ethnicity.

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Speaker 2

And talking about how that has limited our understanding of human cognition. So I just provide that context to help you understand the questions that are being asked. So before the assignment I go through and I annotate with some questions and I give a note here about how many students can answer the question. So for most most of my questions, I just ask for one student.

00:32:51:21 - 00:33:13:15

Speaker 2

But for some of them, where it might be a little more complex, I let multiple students, usually no more than two. So it means I do have to have enough questions for all of the students to respond to and then they can search for these in the bar up here. They can search for all of the annotations.

00:33:13:15 - 00:33:43:14

Speaker 2

So then if they want to see which ones have been answered and which ones are still available. This is - sorry that zoom stuff gets in the way. So this was one of the responses to one of my annotations that was really useful in the class discussion. So you can read this.

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Speaker 2

I've asked them why do you think it's controversial for some researchers to believe culture has an impact on cognition? So the field of psychology is has a history that is problematic. Right. The field of eugenics. And this is part of the

rationale for why cognitive psychologists have kind of steered away from that. Right?

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Speaker 2

There are obviously concerns about how we might interpret individual differences with this kind of data. And what was nice about this student's comment here is that, if you're reading this over, the class, as we were kind of walking through this and, in fact, the student who posted this themselves was able to notice that they were assuming that researchers are sort of white Western researchers.

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Speaker 2

So that was that was interesting. And, you know, this kind of annotation made for a really nice class discussion and pointing out assumptions that we make all the time about who does science. So I guess in thinking about time, I probably don't want to go too deeply into these, but what some of these examples I had, I wanted to just point out that I think that in my perception, maybe I'll start with my perception.

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Speaker 2

My perception is that their annotations and their questions that they were asking each other were a lot better than the things I see in their independent reflections. One of the earliest assignments I had done, in fact, when I started using journal articles, was to ask to have them ask questions and and I stopped doing it because the questions that they were asking when they were doing it independently were just so uninteresting.

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Speaker 2

But what I found doing this assignment was they asked really good questions. And I think that, you know, because again, they were anticipating their classmates answering these questions, they put a lot more thought into it. So they were really interesting questions that provoked a lot of good discussion in class and I appreciated that the discussion began before class.

00:36:22:23 - 00:36:49:03

Speaker 2

So as I said, I have my students working in a small group and having them read the paper together by doing this social annotation kind of reinforces what I want them to be doing, which is constructing knowledge together. And I'll say from my perspective, it wasn't too difficult to set up. It takes a little bit more time, obviously, than just writing a prompt, which is what my other assignment requires from me.

00:36:49:03 - 00:37:16:05

Speaker 2

But I found using Hypothesis really easy and so did the students. They used the word "intuitive," they liked using it and they felt that the assignment was equivalent to the reflective assignment and they liked it. I asked them to compare

it to like when they used discussion boards and they had to do a similar, you know, like respond to people's discussion.

00:37:16:05 - 00:37:38:22

Speaker 2

They liked this a lot better. They couldn't articulate exactly why that was the case, but they did not find it annoying to wait for students to post questions that they could answer. They found they really enjoyed using it. So as I said early on in using it, so I can't say a lot more than that.

00:37:38:22 - 00:38:07:22

Speaker 2

But so far it is it does seem to be achieving the goals that I have for my students. And the tool has created an opportunity for students to not just begin the discussion, but to begin really thinking deeply and providing a lot of nice fodder for class discussion when we're in the classroom. So I think that's what I have.

00:38:09:08 - 00:38:14:04

Speaker 2

That's all I have. So I'll stop there.

00:38:14:04 - 00:38:35:05

Speaker 1

Dr. Patson and I really appreciate your your comments. And I wonder if any anyone in the audience has questions specific to that, if they'd like to unmute themselves and ask those questions or if they like to put those in the chat, we can do that. Before we move on to Dr. Hewitt.

00:38:35:05 - 00:38:56:05

Speaker 2

Yeah, hi. My name is Katie Braun. I am also at the Marion campus in English. Nikole, this is fantastic. I really love what you're doing here. I can see how this could apply in my own classes. My question is, do you find that the students try to mimic the way that you are asking questions, or do they develop that as the course goes on?

00:38:56:05 - 00:39:02:00

Speaker 2

Sort of like developing that discipline-specific meta-discursive awareness through this activity?

00:39:02:00 - 00:39:24:06

Speaker 2

That's a good question. So I've only done the assignment one time so far, so but I will keep an eye on that so we can catch up with each other. But my initial response is, I know what you're asking.

00:39:24:06 - 00:39:25:14

Speaker 2

I would say.

00:39:26:13 - 00:39:27:00

Speaker 1

Huh.

00:39:27:21 - 00:39:53:09

Speaker 2

So one of the things that I thought some of their questions were better than some of my questions. Honestly. So I think I might not have done a great job of trying... So because it was the first time I did it, I was sort of thinking through what are the right kinds of questions, but you might be hitting on...

00:39:54:10 - 00:40:24:18

Speaker 2

Yes. It might be a good way to do what I think you're asking. Like, are they picking up on what are the kinds of things they should be asking about? Right. What they didn't do, though, is and I think you're right - when we read psych journals that sometimes like when they want to critique things they critique like how many participants were in the... they didn't do any of that.

00:40:24:18 - 00:40:39:13

Speaker 2

Their questions were all, you know, much, much deeper than that. So that's a good question. I'm going to keep my eye on that. But I suspect that it would have that impact.

00:40:39:13 - 00:41:01:17

Speaker 1

Yeah, well, if we don't have any other questions, I will turn it over to Dr. Hewitt. And if you're percolating on a question you'd like to ask Dr. Patson, feel free to put that in the chat or we'll come back at the end.

00:41:01:17 - 00:41:43:08

Speaker 3

I'm going to share my screen. Okay. So my name's Beth Hewitt. I'm a professor in the English department, and I want to talk a little bit about annotation more generally, and then I'll talk about my experiences using it in the class. Like Nikole, I do not describe myself as an experienced user at all, so I'm really just going to show you how I've started to use it in just two classes.

00:41:43:08 - 00:42:12:20

Speaker 3

So annotation is something that, if any of you are literature professors, then you're very familiar with because I think it's a very important aspect to our particular discipline. And I kind of think about it in two ways, the larger subject of annotation. One way I probably could use instead of the word annotation, I'd probably use the word marginalia, which is like any discipline in the academy.

00:42:12:24 - 00:42:51:11

Speaker 3

We're reading complex texts. And so one of the things that we need to teach our students how to do is how to read and navigate those complex texts. And I think that we that many of us I certainly do think that making marks, taking notes, underlining, asterisksing, making marginalia in the right hand column is a really, really useful way to learn how to read hard things, how to retain the hard things that you're reading, and then a really efficient way to return back to things that you have read so as to reread them.

00:42:52:20 - 00:43:14:13

Speaker 3

So that's kind of one thing I think about as annotation. And I will say my own experience - I've been at OSU for 22 years, I've been teaching for almost 30 years now. And one of the things I've been struck by is that I think I never used to feel like I had to teach my students how to do that.

00:43:15:09 - 00:43:55:00

Speaker 3

Increasingly, I would say maybe in the last ten years, maybe longer than that, maybe a little bit less. I feel like they don't come to my classroom with that skill set. So that's one issue or one way I think about annotation. The second is what I would think about is maybe a somewhat unique methodology to literary studies, which is what we call close reading or textual exegesis, which is that we really want to teach our students how to engage in a microscopic study of a text, whatever genre it is in, as if it were...

00:43:55:06 - 00:44:16:18

Speaker 3

And here I'm going to quote William Carlos Williams, as if it were a meaning making machine. Right. So we want essentially for them to be able to annotate something, almost like to dissect it and tell us how it works. That second understanding of annotation is one that I've - as I said, I've been a teacher for a really long time.

00:44:16:24 - 00:44:43:11

Speaker 3

I've used annotation honestly since I was a graduate student 30 years ago, and I often modeled it on the right hand side. You can see this is a long-standing thing that's been in Harper's magazine, I don't know, since the 1980s, I think, in which they give us a text and then they read it. And I often show that to my students as a way to make sense of close reading exercises.

00:44:43:20 - 00:45:19:00

Speaker 3

Here's this one thing. How can you make sense of it? How can you place it in a broader context? And before I knew about Hypothesis, I would do that as an individual assignment for students. So on the left hand side, you can see this is actually a response to the assignment. But essentially what I have them do is I have them take a sentence from a prose piece or a line from a poem and then use, you know, using Microsoft Word just simply footnotes to do the annotation.



00:45:19:00 - 00:46:02:16

Speaker 3

So they're keying individual words to their discussion of it. This is one of my favorite novels that I had students read a several years ago, Cloud Atlas. And so this was a student's response to doing an annotation of Cloud Atlas. So this is how I used to use it when last year - and I should say my partner husband is also an English professor and he had actually early, even before OSU had started the pilot with Hypothesis had used it and really liked it and talked to me about it.

00:46:02:16 - 00:46:32:21

Speaker 3

So last year when the Hypothesis pilot out, I was like, okay, I'm going to, I'm going to use it, especially because I can incorporate it into Carmen. So I wanted to try it out, so I used it for my 4000 level course. It was a world literature course. And my focus was on black Atlantic writers. And I really wanted to do - my imagination was that it would allow me to do a bunch of different things.

00:46:33:24 - 00:47:00:00

Speaker 3

I really wanted to help work on my students on note taking. So I was thinking that I could use it for note taking. I increasingly have been dissatisfied with discussions as a pedagogical assignment in my classes. I used to really like them because I felt like it was a good way for people to participate and because it offered low stakes writing opportunities.

00:47:00:11 - 00:47:40:22

Speaker 3

But I think they've become so dominant that students, I think they see them more as make-work than anything that's really, you know, effective in the classroom. And so I was really, I was eager to move away from discussions because they they seem to actually be getting worse and worse every year I use them. And then I also wanted to really show the students how to think about annotation in this kind of close reading or exegetical way, which is a way to actually make comments about texts and then actually pin them specifically to textual evidence because in some sense, that's what I don't like about discussion posts.

00:47:40:22 - 00:48:18:01

Speaker 3

They tend to be very open-ended. They very rarely involve citation. And the great thing about Hypothesis is that it forces students to put together analysis with textual evidence just simply by way of the highlighting feature. So I constructed this assignment, this is actually my assignment that I used last year or last semester and I'm using it this semester because I'm teaching the introduction to basically our introduction to literary studies class for the major and like Nikole, it's pretty... it's pretty quick.

00:48:18:05 - 00:48:45:19

Speaker 3

We talked more about it. A lot of the students, interestingly, in both semesters

had used it before. So they're obviously getting access to it in other classes. But essentially, you know, I tell them how to do it and then - up in this first you can you can see I'm asking them to annotate either words or sentences or ideas and to tell me why this word sentence stanza...

00:48:45:19 - 00:49:10:04

Speaker 3

paragraph idea argument is important. How can I explain this importance to other people? They're also allowed to ask questions in doing so, I usually give them two metaphors just in conversation to make sense of this, I either say, "Imagine a text is a treasure chest and you've opened it up. And depending on when you open up the treasure chest, it's going to be easier or harder to find the treasures.

00:49:10:04 - 00:49:33:18

Speaker 3

But there's it's never going to stop giving you treasures. So just like identify them for me." So that's one metaphor I use. The other metaphors, which I kind of like better, is "it's a sponge. So imagine this text is something and you're trying to wring all the water from it." And the, the ringing is the kind of meaning making that they can bring to bear.

00:49:33:18 - 00:50:03:04

Speaker 3

And I honestly, I was really pleased with in both classes, I've only done it once for the class I'm doing now. But I had my students do five assignments. And and I'm just going to quickly kind of just show you some of the things that made me pleased about it. So in this particular case, I let the students annotate one of two poems by Phillis Wheatley.

00:50:04:00 - 00:50:26:04

Speaker 3

And this is I think was the first one I did the first time they came to it. And immediately I was pleased because one - here's a great example. A student points to this first line and says, "hey, this line is not iambic pentameter. How come?" Which again is I never got things like that in discussion posts.

00:50:26:23 - 00:50:55:01

Speaker 3

Because I think they... I'm not sure why, but I didn't. And then I have somebody responding back to it and, you know, offering a reading of the particular word "your", but also referencing back to the redacted students who said, "hey, how come this first line isn't in iambic pentameter?" So that's kind of like the really careful attention to detail that...

00:50:55:01 - 00:51:19:24

Speaker 3

makes me happy. In this particular case I want to show you, this was another poem by a contemporary poet. And I picked this one just to show you, because you can see how long some of the students' readings were. And you see in this particular case, you know, it's almost the beginning of an essay.

00:51:21:03 - 00:51:46:04

Speaker 3

"I'm struck by the beginning. Why is it? It begins this way. The choice to open the poem in this way seems extremely significant." And on various times during the class, especially when someone did something as productive as this case, I would say this is the kind of critical question that then you could use to base on an entire essay.

00:51:46:05 - 00:52:16:08

Speaker 3

So it became really useful - thinking to Katie's question. I thought it was useful because it started to get students to ask the kind of critical questions that I wanted them to ask. This is... Oh, I wanted to show you this, because this is an example of, I think really what's great about the social part of the annotation, which of course is the really critical thing about Hypothesis, which is all the students are looking at the same thing together.

00:52:17:13 - 00:52:39:20

Speaker 3

And I found that when the assignment first came up, there was not as much conversation. But by this assignment, and I think this was the third time we used Hypothesis, I found the students were actually really conversing with one another. So one student actually pointed to the to the use the metaphor of talking about a woman's heart as unboiled meat.

00:52:40:05 - 00:53:11:05

Speaker 3

And then and I've given you two of the replies, but actually five students replied to that student because they found the comment compelling, they found the line compelling, and they want to kind of add to it. So it literally was, you know, this is the idea, students having a conversation about a poem. And then the last one I wanted to show you was just on a novel.

00:53:11:22 - 00:53:37:19

Speaker 3

And I think I wanted to mention this one to you only because this is the last assignment that I had them do. This was last semester. And again, I was particularly... I mean, again, you can see the the replies are three and they're they're going into incredible detail as they're talking about these things and engaging other things that they've learned in other classes.

00:53:38:03 - 00:54:02:00

Speaker 3

And so I think it kind of points to the really, you know, the productive possibility of Hypothesis and social annotation more generally. And I think those are all my slides. The only thing I was just going to conclude by saying is, like Nikole, the way in which I graded these things were really as kind of low stakes assignments.

00:54:02:07 - 00:54:29:15

Speaker 3

I wanted them to be completed. But if they seemed to engage any kind of thought and care, then that for me was, you know, that that was full points. But I also tried to respond to student annotations. So I was kind of annotating with the students as well. I'd like to I'd like to incorporate Hypothesis more into my teaching.

00:54:29:15 - 00:54:49:12

Speaker 3

I felt like I was using it and maybe a kind of rudimentary fashion and you know, and I'm not sure how yet to do that, but I feel like I could make more use of it than I did. The students seem to be generally pleased with it, and as I said, I feel like they got better at it as they continued.

00:54:50:10 - 00:55:09:21

Speaker 3

The only real... the only like, I guess negative things I would say is that I think it can be a little cluttered on the page, and especially if you're one of the students who comes to the annotation a little bit later, I think it can feel a little busy and a little overwhelming, and I'm not sure what to do about that, but a couple of them have mentioned that...

00:55:09:23 - 00:55:27:11

Speaker 3

to me. And then my only other concern is... not concern, but it's just something like something I think about is, I'm not sure how to get students to go back to it. Like in an ideal world, what I'd like to do is not just have the students go to it, do their things, and then walk away and never come back.

00:55:27:20 - 00:55:44:21

Speaker 3

But actually to return back to it and I think I would need to work that into an assignment because my general experience is that once students do something, they don't necessarily go back to it. And I think that's all I want to say. And I'm happy to answer any questions.

00:55:45:11 - 00:56:06:08

Speaker 1

Dr. Hewitt I will share that I've seen one strategy used for this in discussion forums, and I think that the strategy would also work with Hypothesis, is kind of structuring it as a two-part assignment with two different due dates, you know, like that initial post needs to be done by Wednesday, response needs to be done by Sunday, as a way of kind of like pulling in two rounds of activity.

00:56:06:13 - 00:56:24:11

Speaker 1

I just figured I'd mention that because it seemed relevant. Does anyone else have any comments or questions for Dr. Hewitt? Feel free to unmute yourself if you do.

00:56:25:06 - 00:56:47:23

Speaker 2

This is Katie again, but this is amazing. I have also had the same issues with online discussions and the students not bringing in specific evidence. And you touched on my question a little bit, but I'm curious what connection you see between the social annotations and then their course papers. Are they writing better or differently or choosing different topics?

00:56:47:23 - 00:57:17:10

Speaker 3

I use... I didn't talk about this at all, but I kind of use social annotation in relationship to another assignment that I gave in the class, which was what I call the commonplace book. And so and that's a thing that I make them do every week where they essentially have to pick apart like, like an old-fashioned 18th century commonplace book, where they take passages from texts and then they write onto them. What I did find - and I told them, like, these are not separate assignments.

00:57:17:10 - 00:57:42:05

Speaker 3

So I said, when you do the annotation, let that be your commonplace book citation and then construct questions from that because then that can be the basis of your papers. And I did find for the students who actually were able to kind of understand this as like a larger infrastructure - their papers were better, like they were clearly, you know, they were making sense of that.

00:57:42:13 - 00:57:53:10

Speaker 3

They weren't just paraphrasing. They weren't just engaged in kind of generalizations about the text, but they were really trying to come up with, you know, genuine questions that they were posing about how meaning was made.

00:57:55:04 - 00:58:02:15

Speaker 2

That's so cool. Thank you.

00:58:02:15 - 00:58:11:16

Speaker 1

Well, I think that we'll pass the baton to our colleague from the Department of Spanish and Portuguese. Dr. Iannone, the floor is yours.

00:58:11:16 - 00:58:39:24

Speaker 4

All right. I am just going to share my PowerPoint, although Zoom might ask me for permission. So one second... I have to quit and come back. I'll be right back.

00:58:39:24 - 00:58:52:04

Speaker 1

After she finishes her comments, Sarah will kind of lead us back to the document that we were looking at at the beginning for Dr. Tien's class. And you'll see annotations people have made during the during the comments too.

00:59:08:17 - 00:59:35:16

Speaker 4

Sorry about that. That was that was a new thing for me to have to deal with. I mean, with Zoom it's always something. Okay, so I've been watching everyone's presentations and I think we've really touched on a lot of interestingly different things. And I was trying to think of how as, as I'm going last, how what I add could be a bit more additive to the discussion.

00:59:35:16 - 01:00:14:22

Speaker 4

So I would say I've used social annotation now for, this is the second semester I'm using it. I actually began using it at a previous institution where I was a Spanish professor as well, working with Blackboard. I've always used it in upper division seminar courses, so they are not language instruction courses, they are courses where we are studying literature and other cultural texts such as film, other parts of visual culture.

01:00:14:22 - 01:00:47:05

Speaker 4

So these are generally advanced students who are working in the same way they might be working in any other advanced humanities classroom, just in the Spanish language. So I would say that my main way, initially, for using social annotation was just to get students to read the text to essentially teach them note taking. This was at my last institution where I just found that my students were passively reading and they even if it were, it didn't depend on whether it was a primary source or a secondary source...

01:00:47:05 - 01:01:25:12

Speaker 4

it was really just a passive engagement with the text. So my initial motivation for beginning to use Hypothesis in the classroom was just to get the students to spend more time with their text and to give them structure for doing so. That has grown a bit more. I still do see it from this approach of how can I get students, how can I motivate students and provide them the structure to spend time with the texts that I assign in class and to see the reason behind why I'm assigning these specific texts to them prior to coming to class.

01:01:27:12 - 01:01:37:23

Speaker 4

And one of the main things I try to do in my assignments is particularly when we are reading more than one type of text...

01:01:39:02 - 01:02:25:20

Speaker 4

Get them to work with connections between the different primary and secondary sources that they're looking at before coming to class. The added benefit of the social annotation aspect from a language perspective is oftentimes these students are second language learners, and I'll show you in my examples later, but one small activity that I have them do that I think would be really useful in any sort of classroom is get them to look up unknown references and unknown words and just

having that sort of integrated vocabulary list, an integrated list of references in the text that they're looking at is really quite helpful as a collaborative activity.

01:02:27:03 - 01:02:49:05

Speaker 4

So, so my experience with Hypothesis has been specifically in two upper division Spanish culture courses. And I have in both of these courses, I've done weekly assignments with Hypothesis. This is whatever reading they had to do before class, they would complete the reading. The first time I did it, it was I had a million different Hypothesis assignments.

01:02:49:12 - 01:03:15:04

Speaker 4

I've been trying to streamline it a bit more now where I will have them look at whatever is assigned for class and then complete their assignments in one specific Hypothesis activity. And this kind of just makes it a bit less scattered and I'll show you an example of how. I have played around with the different types of texts that you can put in to Hypothesis.

01:03:15:13 - 01:03:51:17

Speaker 4

So when you're on, and this is from more a technical perspective of how to set it up on canvas, but when you are on canvas, you have the choice between selecting a PDF that you've loaded into canvas, or you can also select a web page. And so I've played around with the types of PDFs that I can upload into canvas and how students, through Hypothesis, can interact with that text, and then also with using websites and having the students access to websites through Hypothesis and annotate the website itself.

01:03:53:09 - 01:04:24:10

Speaker 4

I would say that I play around so much with this because, since I'm in cultural studies, we look at different text types and I'm trying to show them how they can annotate different text types in similar ways, be it a literary text, be it a graphic novel, or be a website itself. How you can do the same type of annotation work on something that you might not expressly perceive to be a text to be analyzed...

01:04:24:15 - 01:04:49:23

Speaker 4

at first glance. Since I use Hypothesis quite often they are pretty low stakes assignments that I would put on the same par as or the same level as maybe a discussion board. But like everyone's been saying today and this, I don't think it's any credit to what I'm doing. There's something about this type of social annotation that the students just are engaged in a different way.

01:04:49:23 - 01:05:17:18

Speaker 4

They're seeing visually the connection between the text and what they're saying and

what their classmates are saying. And it just provides for a much richer discussion that I found in the two semesters that I've used it. So I do not always follow the same structure for my assignments because the types of readings that they're completing vary depending on the week.

01:05:18:22 - 01:05:45:16

Speaker 4

But the meta structure that I've come up with this semester is each week students will complete one or two Hypothesis, normally one Hypothesis, response or activity. Most of the time they're reading more than one text, but I give them guidelines for what to do when they're ready to start annotating. So I'll give you an example. I did not translate this.

01:05:45:16 - 01:06:14:12

Speaker 4

So I'm just going to walk you through it visually. So this is two different exercises. I just load them right into Carmen into the instruction page. So let's say the first one, this is when we were doing an analysis of a graphic novel and we read the novel over the course of the week. This was the second part of the activity, so there was no assignment on Tuesday in terms of anything they had to turn in.

01:06:14:12 - 01:06:39:24

Speaker 4

They just read half the novel we talked about it in class. We talked about different strategies and formal language for studying graphic novels. And then with these tools I had them go and complete the Hypothesis assignment. So I gave them the instructions to read these sections of a book in English that's on Carmen about how to analyze comics. It's called Understanding Comics.

01:06:40:08 - 01:07:11:04

Speaker 4

And then to finish the book that we had been reading for class, and I give them some questions to have in mind while they're reading, you know, that I had already told them about earlier. Then I give them three annotations that they have to complete in the assignment. The first is very basic, and this comes from just my desire to get my students, especially those who are learning - this is not just limited to Spanish or any language learning, but passively reading instead of actively looking words up.

01:07:11:05 - 01:07:31:02

Speaker 4

So I actually figure into the assignment for them to look up words and put the definition as an annotation, and they all do it. And I've had in my last class, I even had a student in a reflection say that she enjoyed doing that because it made her feel like she was completing something. And it was a pretty easy task to complete, but it was also beneficial to her.

01:07:32:10 - 01:07:55:01

Speaker 4



Then I have them select, in this one, a sequence to study. And so this was, I would say, challenging because since it's a graphic novel and this is why I'm interested in the tool that was mentioned earlier about working with visual text. Since it's a graphic novel, you do have to put the PDF through an OCR. You have to OCR the PDF.

01:07:56:08 - 01:08:19:22

Speaker 4

So just I would say if you're working with more visual texts, be aware of what parts of the text have or what parts of the document have text that the student could highlight in order to be able to write something. I would say that is one of the main limitations when you're working something visual on Hypothesis is just the technological aspect of what can this student highlight on this page?

01:08:19:22 - 01:08:42:00

Speaker 4

So unfortunately, I don't think they can draw on it or anything from what I could tell. So that is kind of a limitation if you're working with a more visual text. But there's ways around it and it still provides for a really productive discussion. So I had the students for this really just do a close reading.

01:08:42:00 - 01:09:02:06

Speaker 4

I told them to write 7 to 10 phrases. I didn't even have them respond to each other because we were going to talk about them. We then did an activity in class and I'll show you, I guess we can't see it that well, but this student - I had them highlight the page number. I'd say 4 to 7 sentences.

01:09:02:16 - 01:09:35:11

Speaker 4

And as Elizabeth was saying, this student starts writing an essay. Right? So I'm just finding that they are really motivated by the structure of the tool and they're producing some really great engaged work just because they're seeing what they're writing about as they're writing about it, they're really just working with the text in this closed manner. So that was with the graphic novel.

01:09:35:11 - 01:09:59:16

Speaker 4

Then I had another week we talked. I had them watch three videos, three short videos and read an article, and I had a similar activity. But for this one I had them write an observation - so I don't give them questions necessarily. I might give them guiding questions, but this is what I'm saying about I change the structure of the exercise based on the text that we're looking at.

01:09:59:16 - 01:10:35:14

Speaker 4

So this one, I wanted them to be making connections across text types so that they had an academic article that was informed by three complementary videos. I would say my main advice in this respect is whenever you're telling them to highlight, limit how much they can highlight because students will start highlighting the entire page. So I say highlight a word or a sentence and then write your comment

because otherwise it is overwhelming having the entire document highlighted.

01:10:35:14 - 01:11:00:24

Speaker 4

And then as a final example, so this was an example of just a PDF. The Graphic Novel. And then this is an example of a web page where, as long as there's text, no matter what web page it is, you can have the students annotate that and I think that really opens up for some productive remote conversations before arriving to the classroom.

01:11:02:11 - 01:11:41:06

Speaker 4

So now I should wrap up. So I just want to say to keep in mind structure or... when you're setting these assignments up what I commented about with annotating images and the limitations of the tool when you are annotating images, there are work-arounds. So if you want to work with different text types in your class, if you want your students to be speaking about something visual, just make sure that somehow the document that you upload has text that they can highlight and give explicit directions that tell them how they should be writing on the document through Hypothesis.

01:11:41:06 - 01:12:05:22

Speaker 4

I also had some challenges setting up, just knowing how to set up the assignment in Carmen, but luckily we have our instructional designers and everyone in the Office of Distance Learning. Sarah worked with me very closely on figuring out my questions about my grade book, especially because I like to give one assignment one week and two assignments the next week and two Hypothesis one week.

01:12:05:22 - 01:12:28:12

Speaker 4

And so of course that, when it comes down to putting that into a grade book, you need to think pretty soundly or pretty concretely about how that's going to translate into a great book, right. Additionally, just keep in mind there is a best practices workflow for setting up the assignment in Carmen and setting up rubrics in Carmen.

01:12:28:12 - 01:12:50:15

Speaker 4

Since I come from Blackboard, I needed to reach out and get help on that, but the help is available and it was quite useful. But Hypothesis has my highest endorsement and I'm honestly very impressed by how everyone else is using it. I feel like we all sort of found different ways to use the tool that are informed by our disciplines.

01:12:51:01 - 01:13:06:08

Speaker 4

But also I'm interested in setting up assignments that are structured in the way that I've heard about. So the assignments that the other panelists have spoken about today. So thank you.

01:13:06:08 - 01:13:39:20

Speaker 1

Really practical, sound advice. Thank you for that. Does anyone have any questions for our final panelist? Again, feel free to unmute yourself yourself. Well, while people may be thinking about questions for Dr. Iannone or other panelists, Sarah, can you take us back to the kind of activity you began the event with?

01:13:40:02 - 01:14:06:15

Speaker 2

Yes, I am happy to do that. Let me jump over into this so you can see this is the article we set up just for this demo, and it has been kind of lit up, which I love. So a lot of people just playing around testing things out, but you can kind of see where the highlights appear. You can click on them and be taken directly to comments.

01:14:06:15 - 01:14:31:17

Speaker 2

And it also has these little tags here where you if you click on those, it'll take you to where more comments might appear. Up here at the top where I just kind of started this tag, we kind of had a running commentary. You can see like 14 replies here where I was in conversation with a couple of people in different ways, but we were commenting back and forth.

01:14:31:17 - 01:15:07:12

Speaker 2

So you do get kind of a a threaded discussion board feel to things - it also happened here. And, you know, it's showing up as text, but it can also show up as - like you can add in links to go to outside sources, you can add in images or like I think that one of the things that Hypothesis likes to highlight is gifs or gifs, however it is that you say that, but it is actually really fun to see this kind of happening as people are experimenting and this is just in the browser extension version.

01:15:07:23 - 01:15:36:15

Speaker 2

Again, it does integrate really nicely with the Carmen Speed Grader. And even from the time that we started our pilot last fall, where we had a workshop for Arts and Sciences faculty with a representative from Hypothesis, where we found a few bugs... in going back and reviewing, since we have, you know, looked to sign on to the more full contract for three years, it seems like some of those bugs were worked out.

01:15:36:15 - 01:16:09:24

Speaker 2

So I'm wondering, you know, I'm not going to credit us with finding those bugs and then fixing them. You know, those bugs exist in the canvas LTI so anyone using it could have elevated that to their attention, but they're very responsive to those changes and we like that about that company. And I think that Jeremie did tease the Hypothesis student tutorial resource, which has been used a lot but we also, we are

currently kind of in development on lots of resources that I wanted to highlight.

01:16:09:24 - 01:16:33:19

Speaker 2

This is on our website and if you navigate from the home page to this dropdown menu of resources down at the very bottom, we have a new student video resource tutorial where we have things that are as simple as, you know, you may assume that that students are native tech users and they aren't always and Carmen can be kind of funky to get used to.

01:16:33:19 - 01:17:02:16

Speaker 2

So we have a Carmen navigation video. We have an overview of using Hypothesis as a student. We also have some tutorials for our other tech tools, but also some more basic things like using Carmen Zoom for video capture. If you are having students do the kinds of, you know, building presentations where they are sharing slides, but also using Zoom to kind of capture all that together.

01:17:02:16 - 01:17:37:14

Speaker 2

So we have a quick tutorial for that. And this is a more unique tutorial that we've built in a tool called H5P, where - I'll expand it... can you still see that if it's expanded? Great - where it walks you through slides of information for students on how to use this tool. So at the bottom of that is a request form where you enter your email address and you request which tutorial you'd like.

01:17:37:14 - 01:18:04:05

Speaker 2

And we have it set up so that it sends you an automatic link to that resource as well as an embed code, if you'd like to put it in a page for your students in your Carmen course. So with that, I'll stop the share and just say thank you to everyone. This was a really fun panel to have been a part of and also to have experienced more broadly.

01:18:04:05 - 01:18:28:01

Speaker 1

Well, thanks Sarah and thank you for kind of giving us an example we could work through during the discussion. I'd like to open up the floor - To our three panelists, again, thank you so much for your time and expertise and sharing your perspective. Well, if you have any final comments or, you know, if anyone in the audience has questions, feel free to unmute yourself.

01:18:28:01 - 01:18:54:15

Speaker 1

So an idea that comes to mind would be - are there other assignments you've been percolating? Like things that you maybe have found difficult to build into Hypothesis or things you are dreaming about? And then a related question. I always hate to ask this because it might be kind of a bummer question, but are there things that have not worked out as well, like everything you've shown is like amazing.

01:18:54:24 - 01:19:03:18

Speaker 1

But with every tool, there are things that don't work as well as you might expect - Have you bumped into any of those?

01:19:03:18 - 01:19:35:21

Speaker 4

I think for me the visual aspect is pretty limiting since I work with films as well. We look at films, we look at street art, we look at graphic novels, and so I think that's maybe one of the biggest limitations of the tool. But there are certainly workarounds where if you have them watch a film and then read a secondary reading, you can have them do the annotations on the secondary reading and do references to the timestamps.

01:19:36:18 - 01:20:03:15

Speaker 4

So I think there are ways to work around it. And what I've seen the other members of the panel doing today has given me some ideas for different ways of even framing my weekly Hypothesis assignments, because sometimes I run out of ideas and I'm just like "write a comment." So it helps to see other ways that the assignments are being framed.

01:20:03:15 - 01:20:23:05

Speaker 3

The visual is the biggest limitation for me too, which I didn't realize until you told me when we met. And then like 2 seconds later I wanted to do it for a graphic novel that I was teaching and one of my classes and was like, "Oh no."

01:20:23:05 - 01:20:40:11

Speaker 4

But if you OCR it, it will. And it's not hard. Just in Adobe, just click the button. It will it will recognize text it's just a little you can highlight an image.

01:20:40:11 - 01:20:47:15

Speaker 1

Yeah. I wonder if dropping some text on the top of the image before putting it in might give students anchors for annotating or something.

01:20:49:00 - 01:21:32:10

Speaker 2

We asked Hypothesis this. We also asked them about alt text if it recognized it - the answer to both was no. But you know, they are very aware of it and they I think that they're looking into some kind of an inter intervention for that. In the meantime, though, and I just dropped in the chat, we have just gotten a tool, that we love, through approval - and it has a really robust accessibility response - called ThingLink and the the link that I dropped in there was to just a news item because we're currently working on kind of a training resource and an example library.

01:21:32:19 - 01:21:53:13

Speaker 2

But you can see in the one example that is in this news article, there is a link underneath the image that says, "Click here to view the accessible version of this interactive content" which opens up this entire accessibility check view, which is really beautiful and I love it very much. And I'm not trying to like, you know, sell you on this tool too much.

01:21:53:13 - 01:22:14:24

Speaker 2

But but in terms of - it doesn't have to be 3D imagery in terms of like icon tagging and annotating this tool has a lot of potential. So it's another one that we're going to be coming across that if we had had it under our belts for a little bit longer, I would have loved to include it in this workshop.

01:22:14:24 - 01:22:20:01

Speaker 2

Because it's great for annotating in a completely different way.

01:22:23:06 - 01:23:06:16

Speaker 1

As her colleague, I get really excited to see Sarah giddy about software that takes accessibility seriously. We have a couple of minutes left. Any kind of closing comments or questions? Well, in that case, I'd like to thank our panelists again for your time and your contributions. It's very much appreciated. If you have colleagues that weren't able to come today, we should have the recording posted on our web page.

01:23:07:08 - 01:23:28:08

Speaker 1

I will try to do a good job of posting a list of links that were kind of referenced and mentioned today as well. And I just hope everyone has a really nice weekend. My last request, again, is to please do fill out an evaluation survey that gives us the feedback we need and especially ideas for what topics we should continue to explore in future teaching forums.

01:23:28:09 - 01:23:30:13

Speaker 1

So, thanks again. Have a wonderful Friday.