Annotation
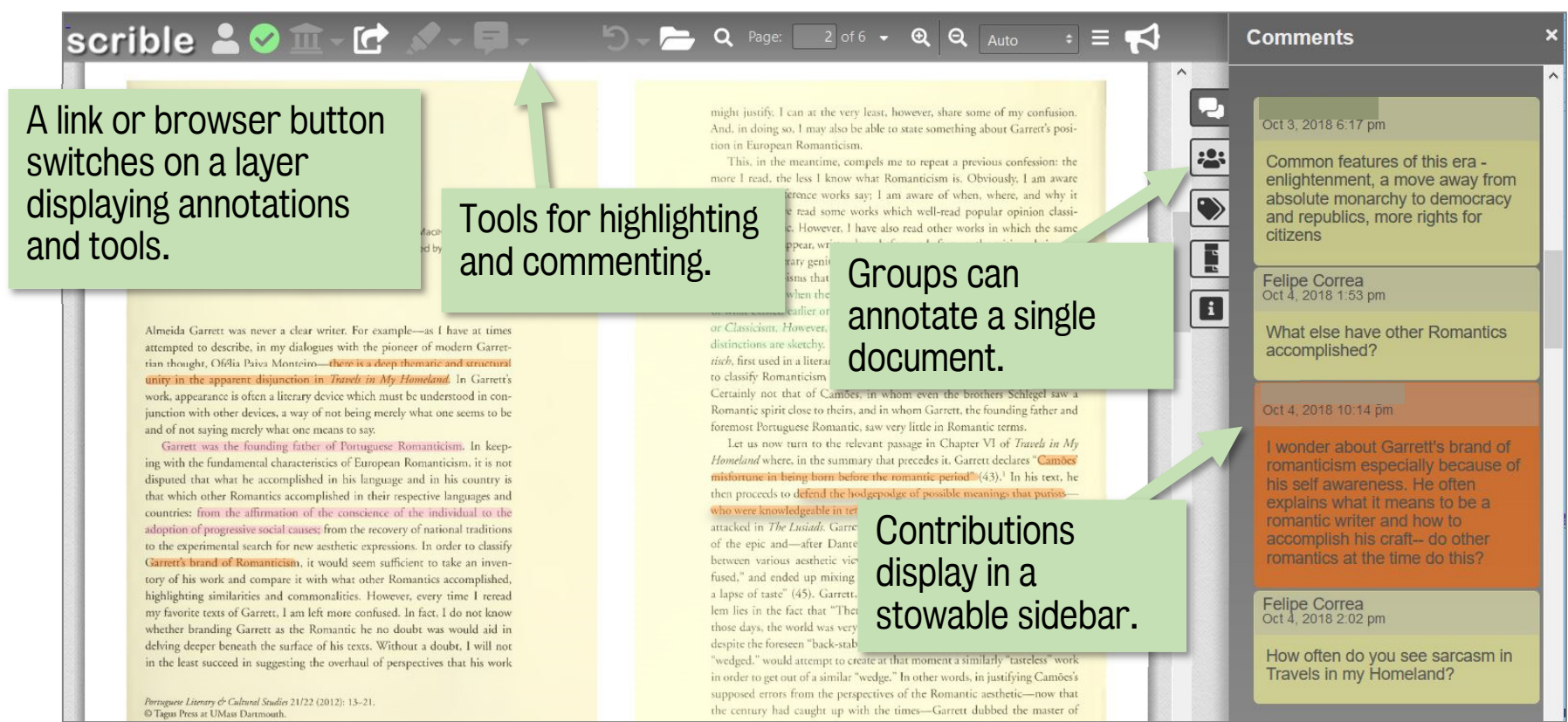
Web-based annotation enables participation in knowledge and culture. As such it attracts increasing interest in educational circles[1][2][3]. Several free or open source platforms let individuals and groups annotate web pages publicly or privately and display the annotations as an optional layer. One example, hypothes.is, has been enabled by some journals[4] on every article. It lets you activate tools on any web page via a dedicated web link (works on phones) or web browser add-on. Easily navigable, the annotations are threaded and display close to the content they refer to. They can be monitored and downloaded for assessment if needed. Annotation could support students' preparatory reading for a session. You might ask students to contribute comments on different aspects or sections of the reading (a 'jigsaw' activity). Encouraging students to respond to each other as well as making their own annotations helps deepen connections. Assessment criteria for annotations are rare at the moment; they can refer to quality of explanations, insights, questions, and responses to peers which constructively advance understanding.

Example from Dr Felipe Botelho Correia, SPLAS[5], using Scrible:

A link or browser button switches on a layer displaying annotations and tools.

Tools for highlighting and commenting.

Groups can annotate a single document.

Contributions display in a stowable sidebar.

https://www.scrible.com/app/pdf-viewer/#docUid=MKGO1C001210PJN800C1410G0424KI2R&entryId=375762029

Benefits	Good to know
Provides an occasion to deepen students' engagement with research articles.	Lecturers can model discussion practice or pre-populate a text with questions to start a discussion[6].
Inducts students to research-based community processes of feeding back on scientific exploration[7].	Don't leave things too open – to get started, students needs prompts, structure and clear expectations.
Can bring students into meaningful contact with each other between sessions.	You can follow hypothes.is group activity on its dedicated web page, which has an activity stream.
Threaded discussions stimulate thinking, potentially make reading more rewarding, less isolated.	With groups, give students a link; they are then prompted to sign in or create an account.
Exposure to views of different peers promises to stimulate thinking.	There is 'All rights reserved' copyright on all group or private annotations.
Groups can share reading e.g. for a literature review.	Hypothes.is gives a public domain licence (CC0) to all public annotations.
Hypothes.is lets contributors use links, images, maths notation.	If the web page being annotated vanishes, you'll still find hypothes.is annotations in the activity stream.
	To keep updated, you can be emailed, or visit the page, or follow the browser alerts.

Example using hypothes.is.

[1] Programme of iAnnotate 2018. San Francisco. 6th-7th June 2018. https://docs.google.com/document/d/1WcUmK3YlyTOKWVgd0cRww1lJOC6-_bEmGnneHUqVhoc/edit#heading=h.ff3cfr5h92g0

[2] Reid, A.J. (Ed.), 2018. Marginalia in modern learning contexts. Information Science Reference, Hershey PA.

[3] Akre, K., undated. Scholarly article annotation assignment. https://web.hypothes.is/scholarly-article-annotation/

[4] Angell, N., 2018. MDPI Integrates Hypothesis Open Source Annotation. https://web.hypothes.is/blog/mdpi-integrates-hypothesis/

[5] Example provided by Dr Felipe Botelho Correa, SPLAS, 2018.

[6] Dean J., 2015. 10 ways to annotate with students. https://web.hypothes.is/blog/back-to-school-with-annotation-10-ways-to-annotate-with-students/

[7] Staines, H., Martone, M.E., 2018. Community feedback on scholarly content: why it is important and why it should be preserved. Insights the UKSG journal 31. https://doi.org/10.1629/uksg.418