

# Session A1 – English workshop and Danish free format

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## Shared text- and video annotation: A resource for fostering student participation?

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### Program text

En nærsproglig definition af akademisk skrivekompetence anvendt i en analyse af eksamensbesvarelser illustrerer, hvorledes humanistiske studerende opfatter Akademisk Skrivekompetence i praksis.

### Abstract

Shared annotation of web-based material was part of the original project of the web (Berners-Lee, 1989), but has only become a viable option since the Hypothes.is team launched – in December 2015 – a solution that allows workgroups to share annotations on most online texts, inclusive PDF files and academic articles behind a paywall; tools for shared video annotation had already been available for a few years. At the time of writing, sharing annotation is an emerging practice among researchers, while a growing number of educators are launching initiatives for engaging students into annotating a range of sources (see the Teacher Resource Guide at Hypothesis: <https://hypothes.is/teacher-resource-guide/>). However, a “didactics of annotation” is still in its infancy and it is unclear to which extent reading processes will ever become collaborative.

This workshop is designed for teachers of any discipline who wish to engage their students into annotating sources. Examples will be drawn from courses on culture and education, as well as current fact-checking initiatives (Climate Feedback: <http://climatefeedback.org/> and Udell, 2017).

A brief introduction (10 minutes) will present the case for using shared annotation, with examples of successful and less successful practices. The main body of the workshop (25 minutes) will be devoted to hands-on activities, with participants in the role of student-researchers who annotate and discuss primary sources in video and text form. The last 10 minutes will be devoted to a brief note on technical and legal aspects, followed by a discussion of pedagogical challenges with designing assignments which involve shared knowledge construction (Bang & Dalsgaard, 2010).

Participants are expected to gain insights on benefits, challenges and possible pitfalls associated with shared annotation as a practice for fostering student engagement and will be invited to join an informal network on using shared annotation in research and teaching.

## Authors

Francesco Caviglia, AU; Tom Kjærsgaard Gislev, AU; Anders Hjortskov Larsen, AU

## Literature

Bang, Jørgen & Dalgaard, Christian (2010). Læring i videnssamfundet - Om vidensformidling, videnskonstruktion og vidensdeling. Læring og Medier (LOM). 3 (5). Online: <http://ojs.statsbiblioteket.dk/index.php/lom/article/view/3943>.

Berners-Lee, Tim (1989). info.cern.ch - Tim Berners-Lee's proposal. Retrieved from <http://info.cern.ch/Proposal.html>.

Udel, Jon (2017, January 17). A Hypothesis-powered toolkit for fact checkers [Blog post]. Retrieved from: <https://hypothes.is/blog/a-hypothesis-powered-toolkit-for-fact-checkers/>