



Social Annotations in the Humanities Classroom

The Use of Hypothes.is in Scaffolding
Writing Assignments

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Presentation Agenda

- ❖ Social Annotations and Hypothes.is
- ❖ Hypothesis as LMS
- ❖ Different uses of Hypothes.is in the Humanities classroom
- ❖ How to use Hypothes.is to scaffold writing assignments
- ❖ Q &A

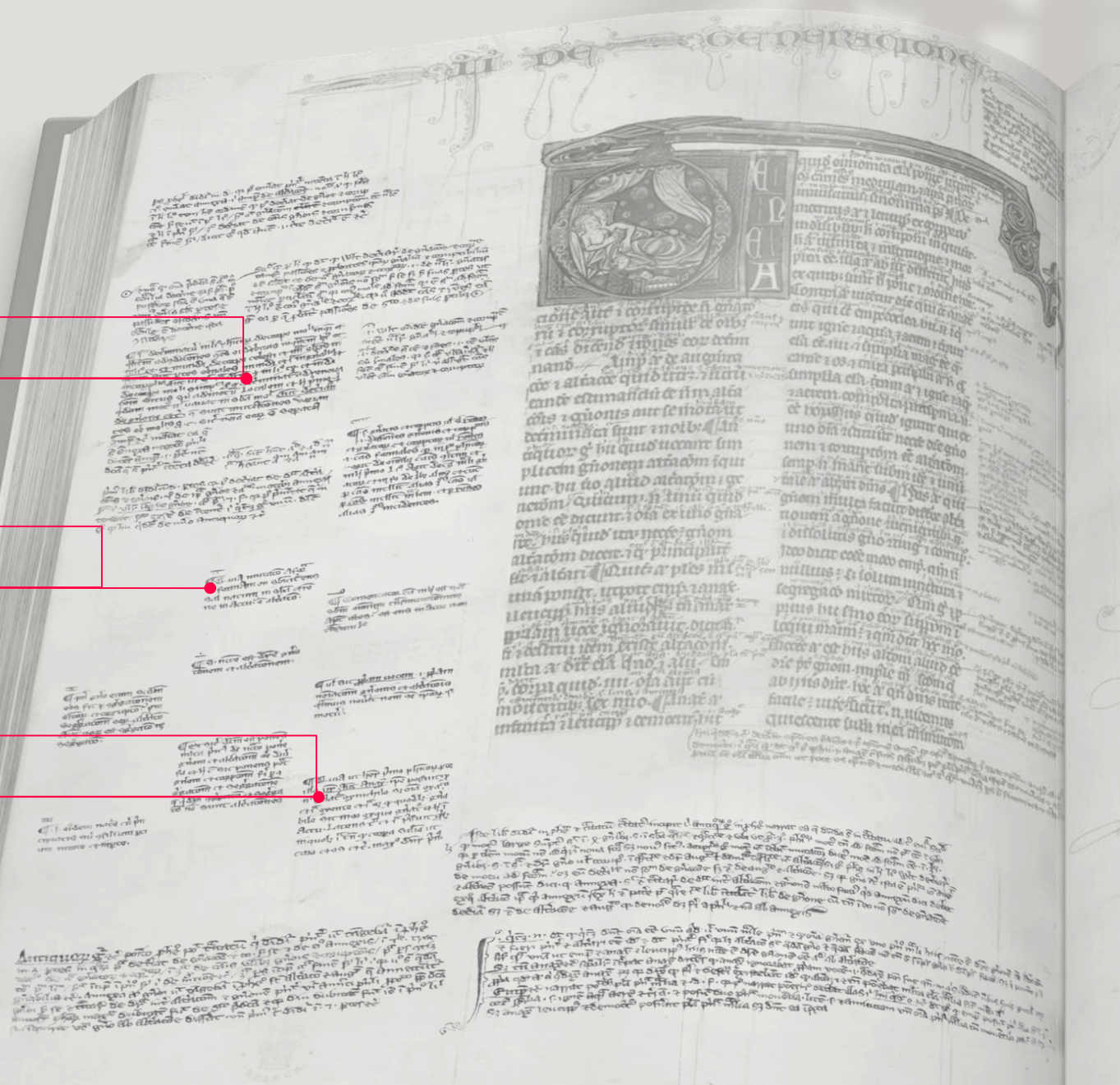
Ancient Annotations

In context, In layers

Focused conversations

Additive to material

Aristotle, *Libri Naturales*, 13th Century
British Library



Social Annotations and Hypothes.is

- What are social annotations? Benefits:
 - Improves communication between peers and teacher in relation to the assigned reading
 - Helps students prepare better for class discussion
 - Promotes independent and shared inquiry
 - Helps create community
 - Can be used in different class-specific assignments (e.g., writing assignments)
- Hypothes.is

Hypothes.is: How It Works



Select text to **annotate**.

Add tags and post publicly or save privately.

Reply to or **share** any annotation.

Link to notes or whole pages.

Annotate together in **groups**.

Collaborate privately with others.

Search your notes.

Explore all public annotations and profiles.

Hypothes.is: How It Works



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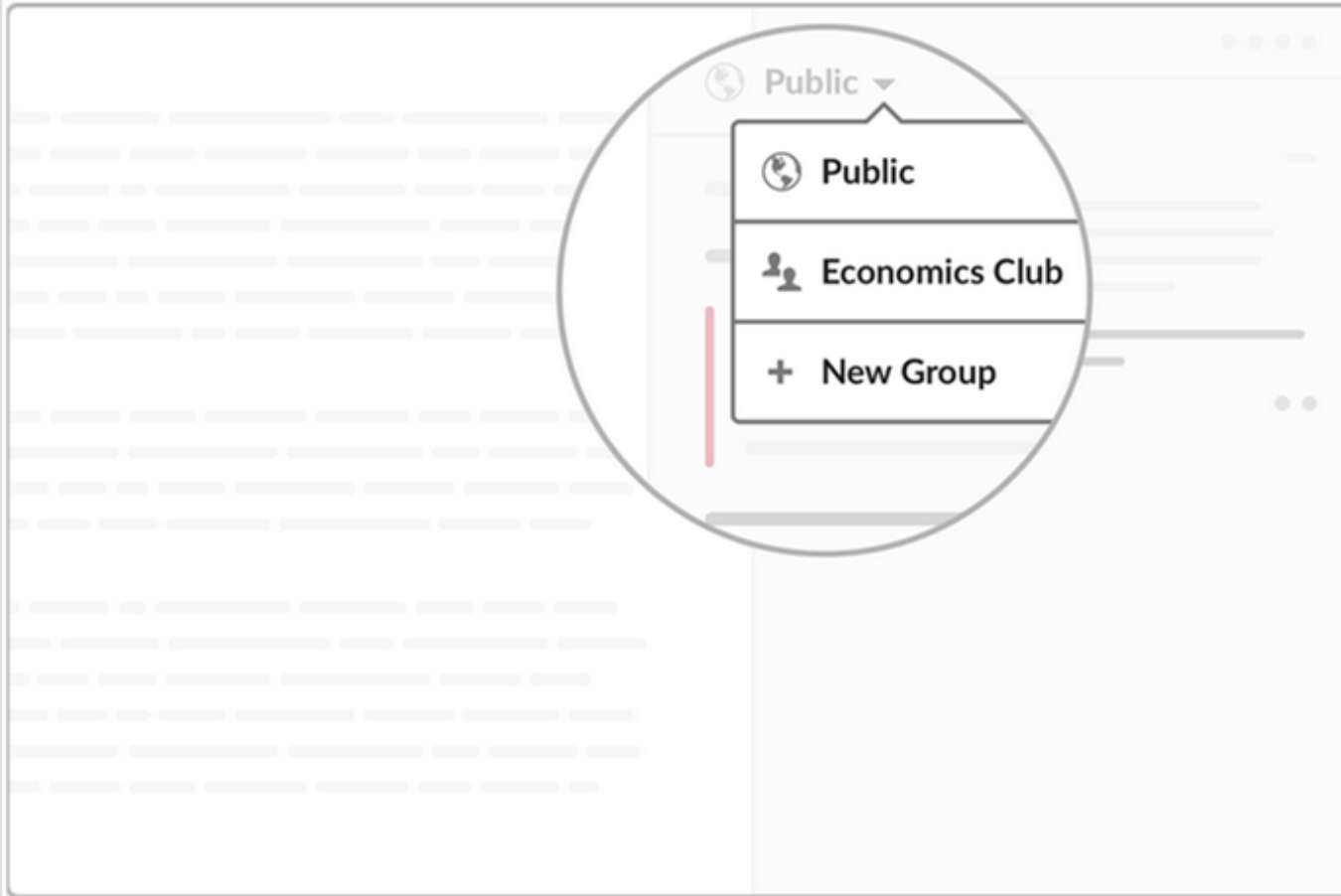
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LMS Integration via LTI

The screenshot displays a Blackboard LMS interface. On the left is a navigation menu with links: Home, Announcements, Assignments, Discussions, Grades, People, Pages, Files, Syllabus, Outcomes, Quizzes, Modules (highlighted), Conferences, Collaborations, and Settings. The main content area shows a document titled 'PHYSICAL REVIEW PHYSICS EDUCATION RESEARCH'. The document title is 'Analysis of student engagement in an online annotation context of a flipped introductory physics course'. The authors are Kelly Miller, Sacha Zyto, David Karger, and Junehee Yo. The document includes a DOI: 10.1103/PhysRevPhysEducRes.12.020143. The text discusses student participation in an online social annotation forum for an introductory physics course at Harvard University. A sidebar on the right shows 'Annotations 1' by Jon Udell, dated 3 mins ago, with a note about discussion forums being successful tools for knowledge exchange.

Blackboard⁺
learn™

 brightspace
by D2L


canvas
BY INSTRUCTURE



Sakai


Moodle App with Single Sign On

The screenshot displays a Moodle LMS interface for a course titled "Poetry 101". The breadcrumb trail at the top reads: Home / Courses / Poetry 101 / Winter Poems / William Carlos Williams, "Blizzard". A red arrow points to this trail. Below the breadcrumb, the page title is "William Carlos Williams, 'Blizzard'". The main content area features the Poetry Foundation logo and a search bar labeled "Search by Poem or Poet". A red arrow points to the search bar. The poem "Blizzard" by William Carlos Williams is displayed, with a red arrow pointing to the first line: "Snow:". To the right of the poem, there is a sidebar for "Poetry 101" with tabs for "Annotations" and "Page Notes". The "Annotations" tab is active, showing a message: "There are no annotations in this group. Create one by selecting some text and clicking the [icon] button." A red arrow points to the user profile menu in the top right corner, which shows the user's name "Jeremy Dean" and a "Help" link. The user profile menu is also highlighted by a red arrow.

My new Moodle site ENGLISH (EN) USERS STORAGE Jeremy Dean

Poetry 101

Home / Courses / Poetry 101 / Winter Poems / William Carlos Williams, "Blizzard"

William Carlos Williams, "Blizzard"

Search by Poem or Poet

POETRY FOUNDATION POEMS POETS PROSE COLLECTIONS LISTEN LEARN

Blizzard
BY WILLIAM CARLOS WILLIAMS

Snow:
years of anger following
hours that float idly down —
the blizzard
drifts its weight
deeper and deeper for three days
or sixty years, eh? Then

Poetry 101

Annotations Page Notes

Jeremy Dean
Help

There are no annotations in this group.
Create one by selecting some text and clicking the [icon] button.

Gradebook Integration

Mary Oliver, "Wild Geese"

Due: Aug 16 at 11:59pm - Literature 404

1/2 Graded

0 Average

1/2

←

✓ Teacher's Pet

▼

→

>

h Literature 404

user:b5fcf18a8e1674

↕

?

👤

▼

👁

×

Clear search

3 search results

📄

2

1

3

Teacher's Pet

2 hrs ago

|

You do not have to be good.

This first line really set's the reader at ease!

Hide replies (3)

↩

🚩

View 2 more in conversation

▼

View 2 more in conversation

Teacher's Pet

37 mins ago

|

Rather than telling the reader to do something, they're saying it's okay not to. And it's especially powerful because it's such a big moral deal: "being good."

↩

🚩

View one more in conversation

Teacher's Pet

36 mins ago

|

love what it loves.

I "love" that this line stands alone.

↩

🚩

Submitted: Dec 31, 2000 at 5pm

Assessment

Grade (0 / 0)

Complete

⌵

Assignment Comments

Thanks for responding to my feedback. Continue to more fully develop your ideas in your annotations.

✕

Professor Dean, Aug 13 at 11:52am

Add a Comment

✎

📎

📺

🔊

Submit

Uses of Hypothes.is in the Humanities Classroom

- Annotation Starter: a set of questions that relate directly to the text
- Questions within the reading
- Teacher glosses and vocabulary-related questions
- Student-led discussions within Hypothes.is
- Student-led class activities based on annotations in Hypothes.is
- Group activities within Hypothes.is
- [More ideas](#) on how to use Hypothes.is in the classroom
- Examples: using a set of questions to jumpstart students' analysis, group activities using Hypothes.is.

Hypothes.is and Scaffolding Writing Assignments

- Sample assignment for a class in the Humanities—final paper on a selected reading. Developing a step-by-step-sequence:
 - Step 1: Give students a set of questions related to the primary reading and ask them to analyze and provide critical response to the text.
 - Step 2: Ask students to read and respond to each other's comments on the reading.
 - Step 3: Ask students to read a secondary source on the reading and respond to each other's comments as they try to incorporate quotes from the scholarly reading.
 - Step 4: Ask students to synthesize the diverse arguments regarding the primary reading using all comments in Hypothes.is. Ask them to articulate a strong thesis that supports one side of the conversation.
 - Step 5: Have students write a final paper based on the writing they produced in the previous step.

Q&A



Contact Information

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