

# Annotations in the classroom;



# Annotations in the classroom; the classroom in annotations



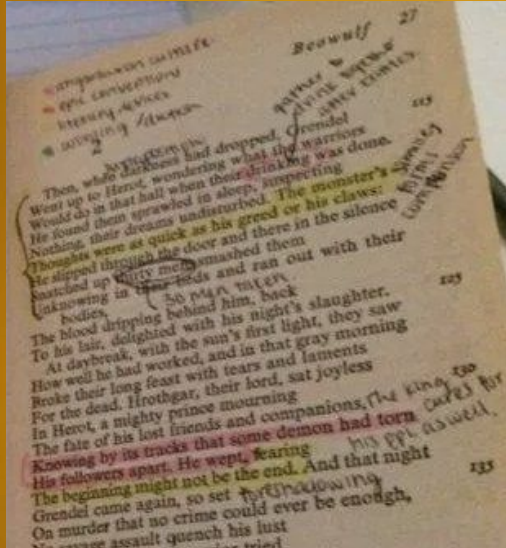
# President's Dream Colloquium: *Making Knowledge Public*

How does research find it's  
way into society?



## Annotations using Hypothes.is

<https://via.hypothes.is/https://csvconf.com>



The Perils of | Start With | social readi | C: Social Rea | A Peer Review | Inbox: asur | New Tab | annotated | Course: Mal | Open for | Public: X +

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Automatic Zoom

Public

common good, and emphasizing the social contributions of educational achievement beyond the individuals' benefit of access to higher education. Finally, the publicness of a university requires addressing the notion of accountability: to whom are higher education organizations accountable? Who represents the public interest in assessing the public effectiveness of an organization?

These dimensions are not mutually exclusive, but there is also no consensus on how they should be prioritized. How each university conceptualizes and responds to these four dimensions of publicness—to the affordances, related challenges and responsibilities—creates different organizational structures, with pressures and incentives for all within the academic community. Notably, the work of faculty members intersects with three of these dimensions: a good deal of research and development activities are primarily supported with public money (i.e., public patronage), even at private institutions (NSF, 2016); Faculty labor in the form of teaching, research, and service is supposed to serve the common good and address social problems (i.e., public good), for which universities in the U.S. and Canada receive a tax-exempt status; and, perhaps now more than ever, faculty need to demonstrate the value of their work (i.e., public accountability), for which they are held to intense public scrutiny. Within the terrain in which universities struggle to define their own publicness, how should faculty effectively manage their careers in ways that fulfill what is expected of them? And, more fundamentally, how do they know what is expected of them?

To some degree, faculty take cues from how universities define the institution's relationship with the public, but, as we argue here, faculty need to adhere in large part to the very real incentive structures built into the RPT process that defines their career progression. While there are many nebulous processes complicating the university's relationship with the public, RPT guidelines and documents offer a concrete roadmap for achieving career success at a given institution. If a deeper relationship with the public needs to be part of that success, we should expect to find evidence of it in these documents.

2

Public

Perhaps I am oblivious to this, but I have not observed that most academics have their work publicly scrutinized. Definitely, within the academy and especially within their departments, I don't think the public really scrutinizes what faculty do. I think most people assume institutions do good work.

Show replies (4)

How do they know what is expected of them?

This is a question I keep struggling with in this course. What does "the public" actually want from the academic community? Has anyone actually asked? If so, can someone please point me to the paper/presentation resource?

Hide replies (5)

Michelle\_Ja

Public

There is a great point to address - and who constitutes the "public"?

Joan

Public

Is there one public? Does it want one thing?

Michelle\_Ja

Public

This article doesn't give a clear definition of who constitutes the public. It seems like an empty term, it's everything and nothing. It argues there are publics (Warner, 2002).

MichelleVandegriff

Public

And multiple publics want different things that can be contradictory, so what is our responsibility? That it most helpful to think of my public - my brother, a firefighter, my sister an accountant, my father an armchair philosopher. What do they want/need from

Annotations

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Publicness: X

https://via.hypothes.is/https://www.scholcommlab.ca/wp-content/uploads/2018/09/Publicness-in-RPT.pdf

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Automatic Zoom

...understand these points from the mission of addressing general social problems, promoting the common good, and emphasizing the social contributions of educational achievement beyond the individuals' benefit of access to higher education. Finally, the publicness of a university requires addressing the notion of accountability: to whom are higher education organizations accountable? Who represents the public interest in assessing the public effectiveness of an organization?

These dimensions are not mutually exclusive, but there is also no consensus on how they should be prioritized. How each university conceptualizes and responds to these four dimensions of publicness—to the affordances, related challenges and responsibilities—creates different organizational structures, with pressures and incentives for all within the academic community. Notably, the work of faculty members intersects with three of these dimensions: a good deal of research and development activities are primarily supported with public money (i.e., public patronage), even at private institutions (NSF, 2016); Faculty labor in the form of teaching, research, and service is supposed to serve the common good and address social problems (i.e., public good), for which universities in the U.S. and Canada receive a tax-exempt status; and, perhaps now more than ever, faculty need to demonstrate the value of their work (i.e., public accountability), for which they are held to intense public scrutiny. Within the terrain in which universities struggle to define their own publicness, how should faculty effectively manage their careers in ways that fulfill what is expected of them? And, more fundamentally, how do they know what is expected of them?

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2

Public -

inverse public scrutiny

Perhaps I am oblivious to this, but I have not observed that most academics have their work publicly scrutinized. Definitely, within the academy and especially within their departments. I don't think the public really scrutinizes what faculty do, I think most people assume institutions do good work

Show replies (4)

aliceLF Public Oct 3, 2018

how do they know what is expected of them

This is a question I keep struggling with in this course: What does "the public" actually want from the academic community? Has anyone actually asked?

(If so, can someone please point me to the paper/article /resource?)

Hide replies (6)

micelle\_ia Public Oct 3, 2018

This is a great point to address - and who constitutes the "public"?

juan Public Oct 3, 2018

Is there one public? Does it want one thing?

micelle\_ia Public Oct 3, 2018

This article doesn't give a clear definition of who constitutes the public. It seems like an empty term, it's everything and nothing. I'd argue there are publics (Warner, 2002).

micahvandegrift Public Oct 4, 2018

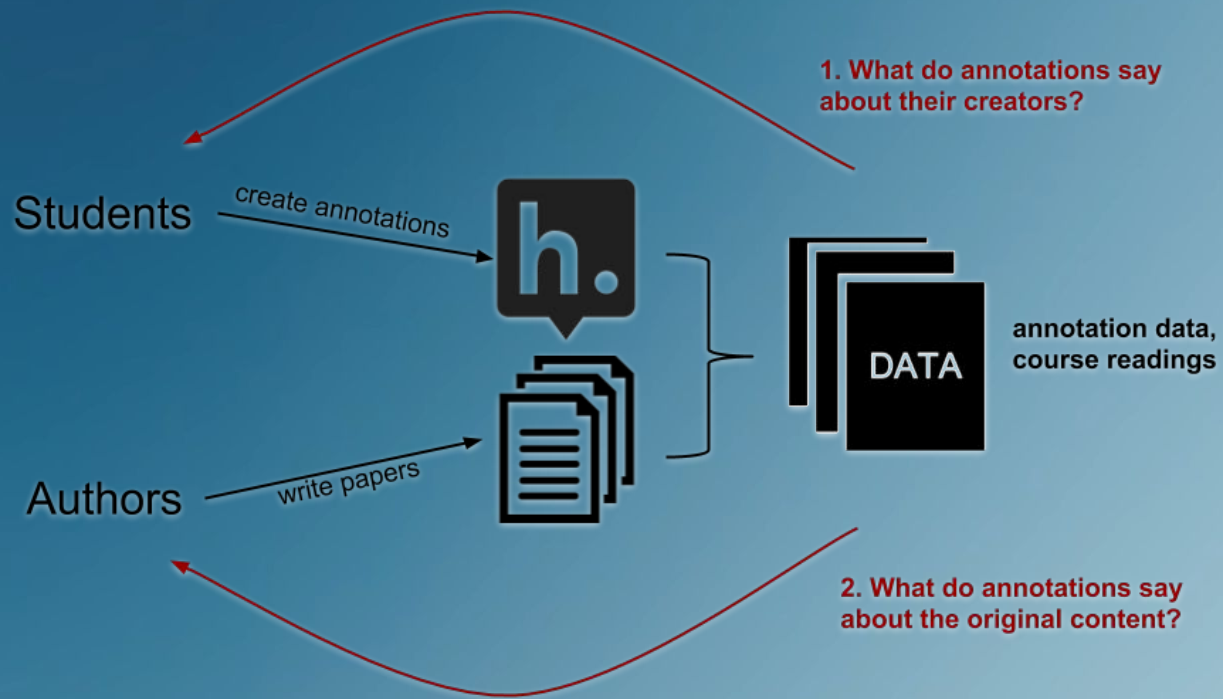
and multiple publics want different things that can be contradictory. so what is our responsibility? I find it most helpful to think of my public - my brother, a firefighter, my sister, an accountant, my father, an armchair genealogist. What do they want/need from

Week	Date	Title	Part	Speaker	# of readings	# of comments
1	2018-09-06	Introduction: Defining the public's right to know	0	Juan Pablo Alperin	1	3
2	2018-09-13	Calling Bullshit on Fake News	0	Jevin West	3	177
3	2018-09-20	Value of research in public policy	1	Nancy Olewiler	6	153
4	2018-10-01	Knowledge Sharing and Social Responsibility	1	Mario Pinto	0	0
5	2018-10-04	University-Community Connections	2	Luke Terra	3	264
6	2018-10-10	Collaborating with indigenous communities in research	2	John Borrows	1	108
7	2018-10-16	Understanding the public's use of research through social media	2	Juan Pablo Alperin	1	90
8	2018-10-25	Citizen Science	2	Shannon Dosemagen	3	98
9	2018-11-01	Why access matters	3	Juan Pablo Alperin	3	162
10	2018-11-08	Global participation in knowledge production	3	Hebe Vesuri	2	104
11	2018-11-15	Critical Approaches to Open Access	3	Juan Pablo Alperin	3	144
12	2018-11-22	The Future of the Public Mission of Universities	3	Robin DeRosa	2	128





# The Classroom in Annotations





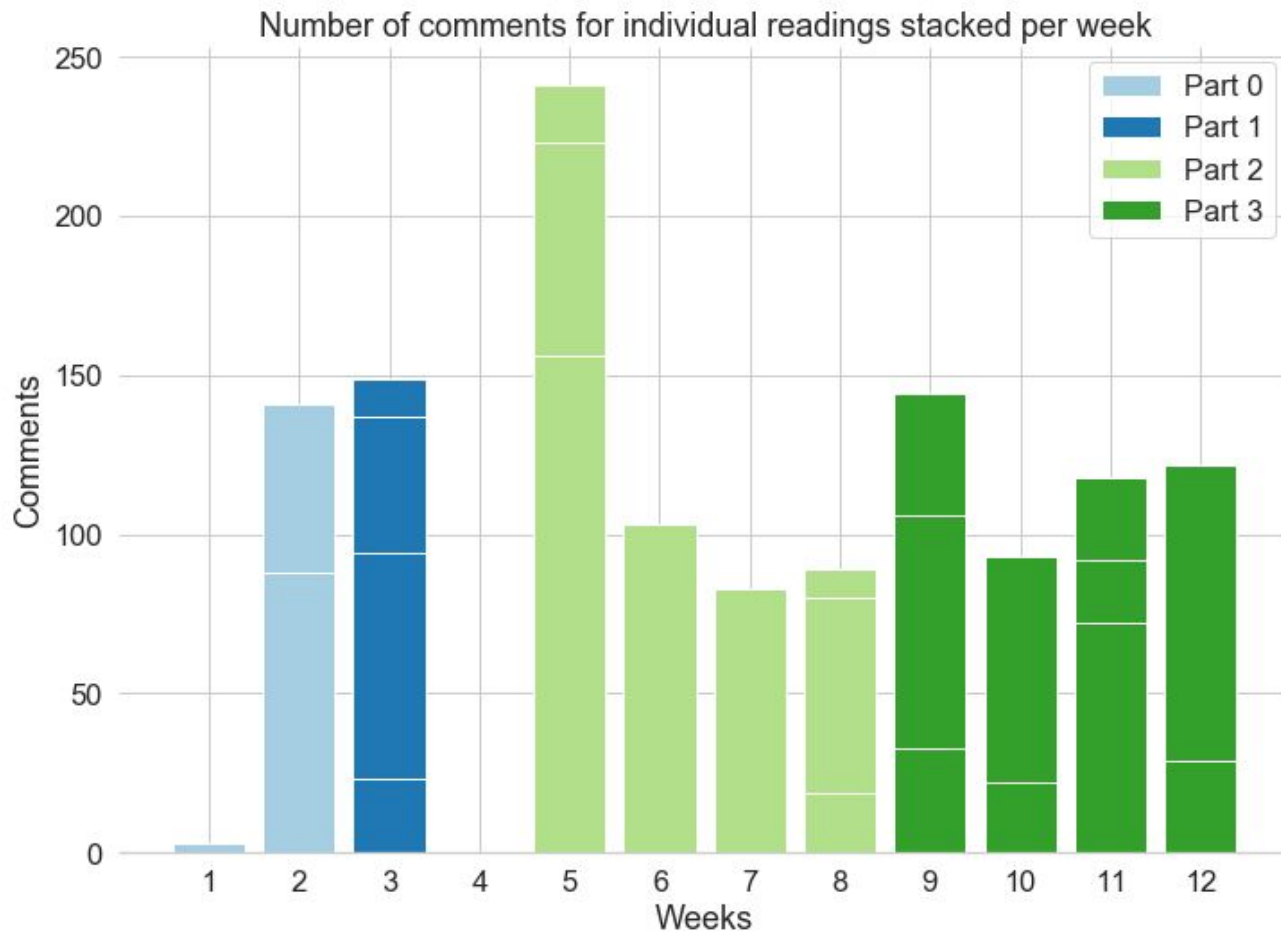
data science; commence

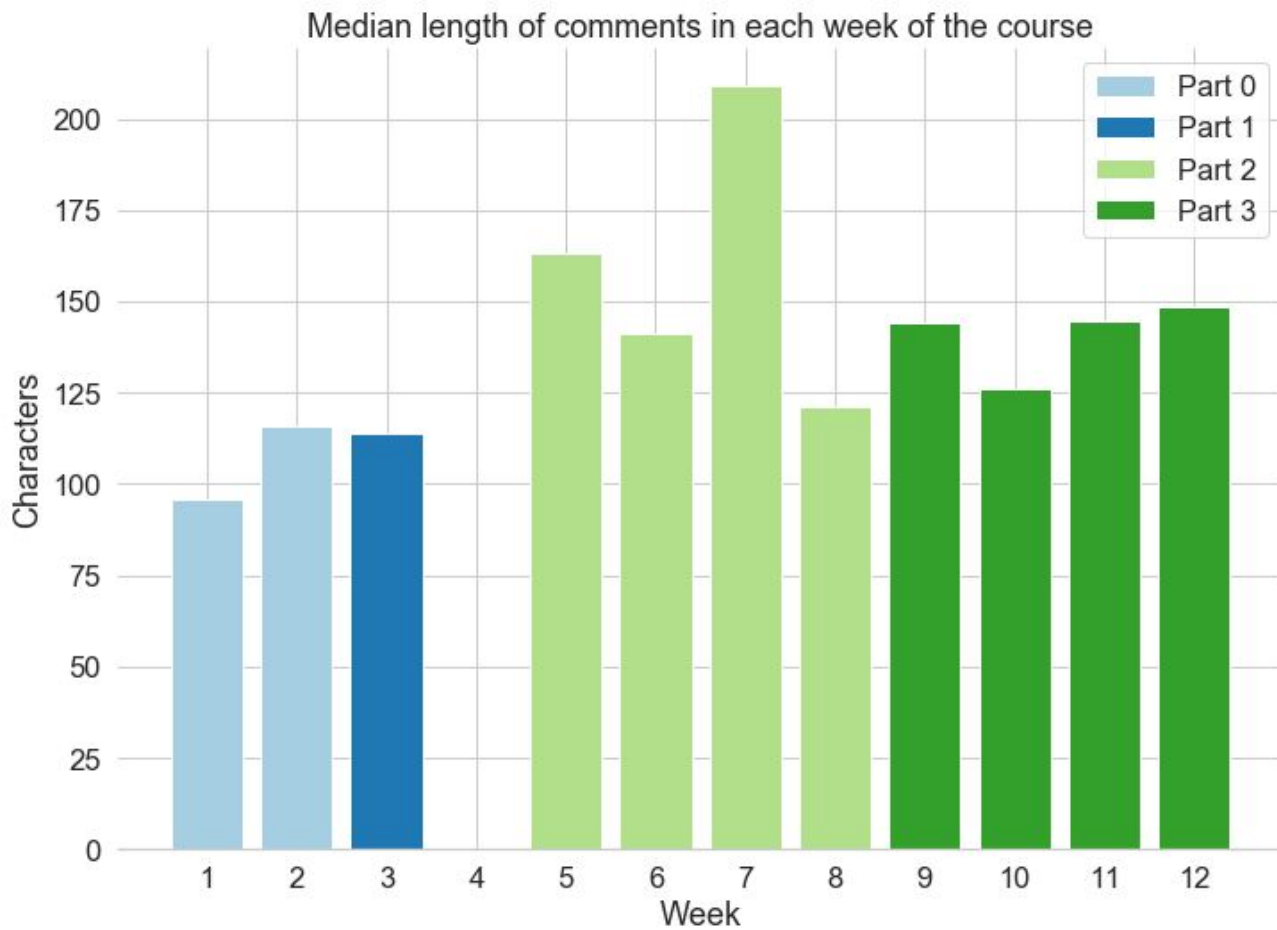


How did we annotate the  
readings — parts — weeks?

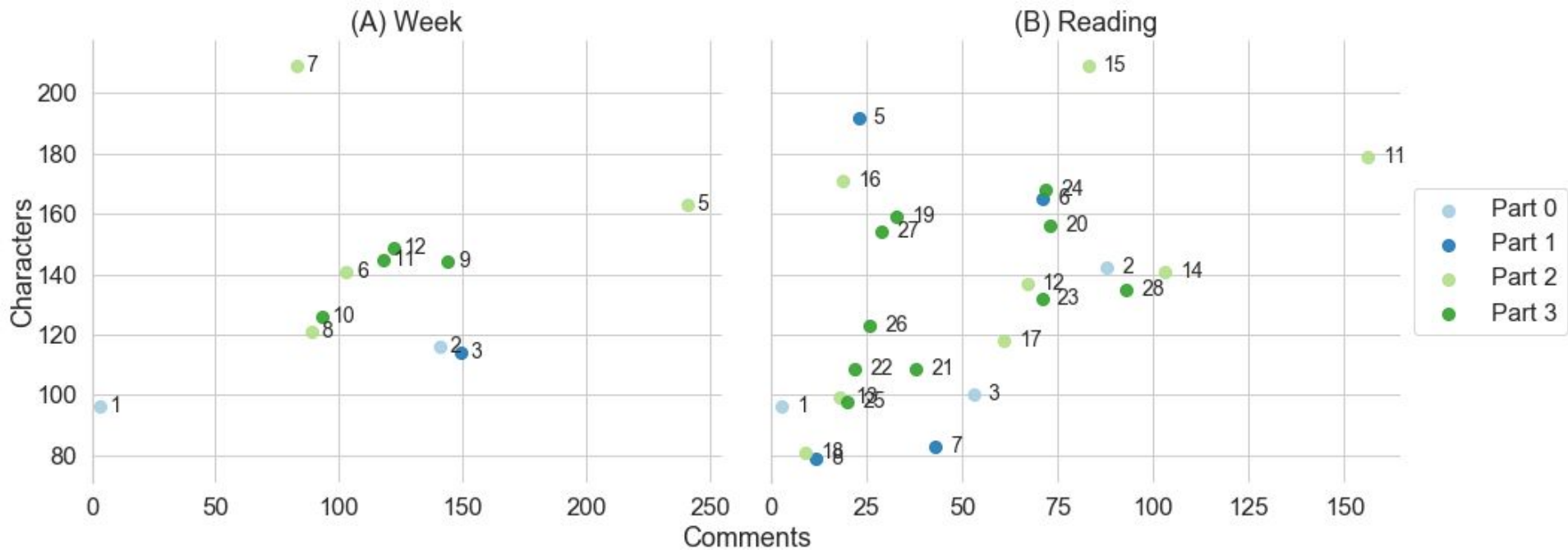










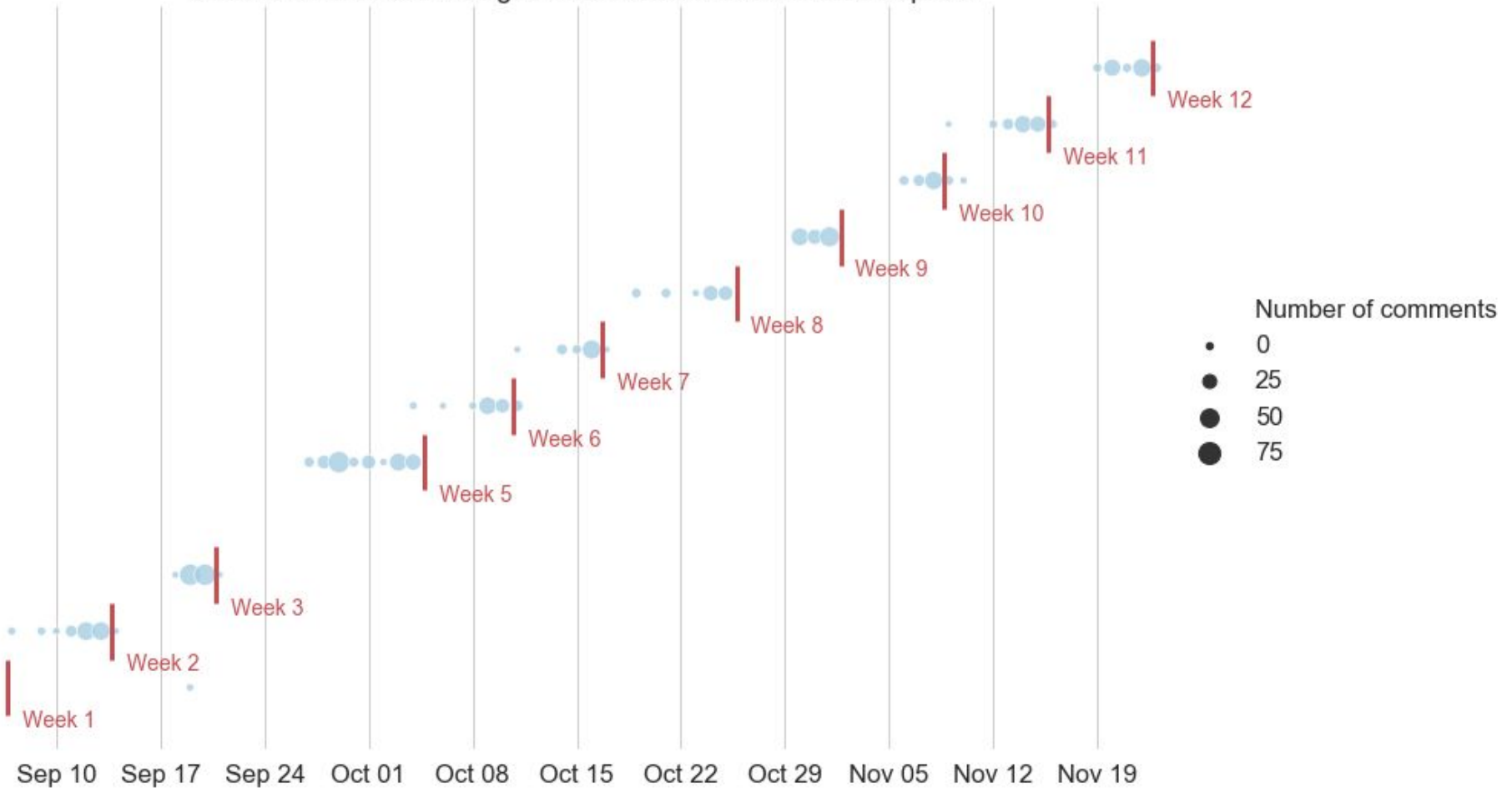


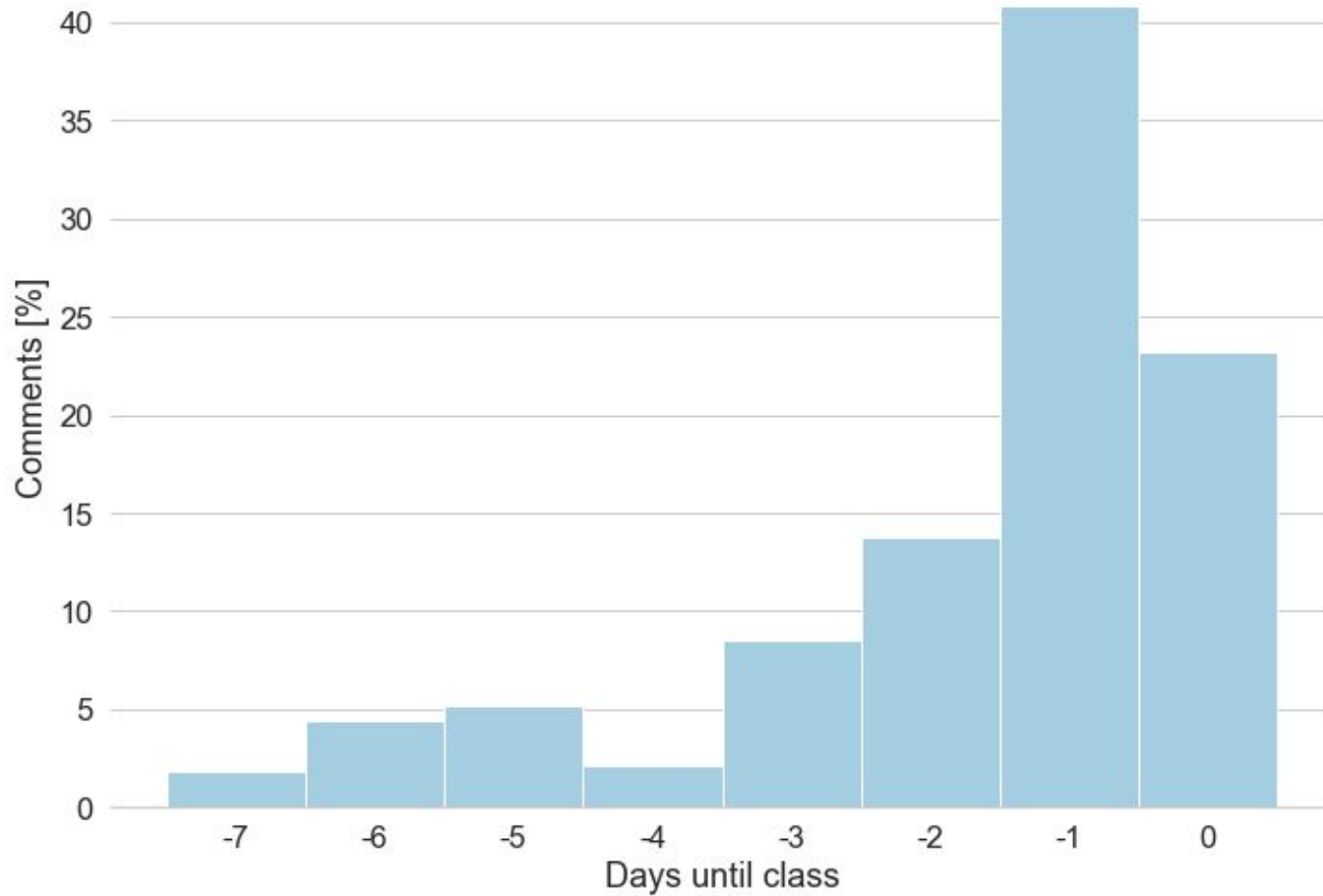


When did we  
annotate?

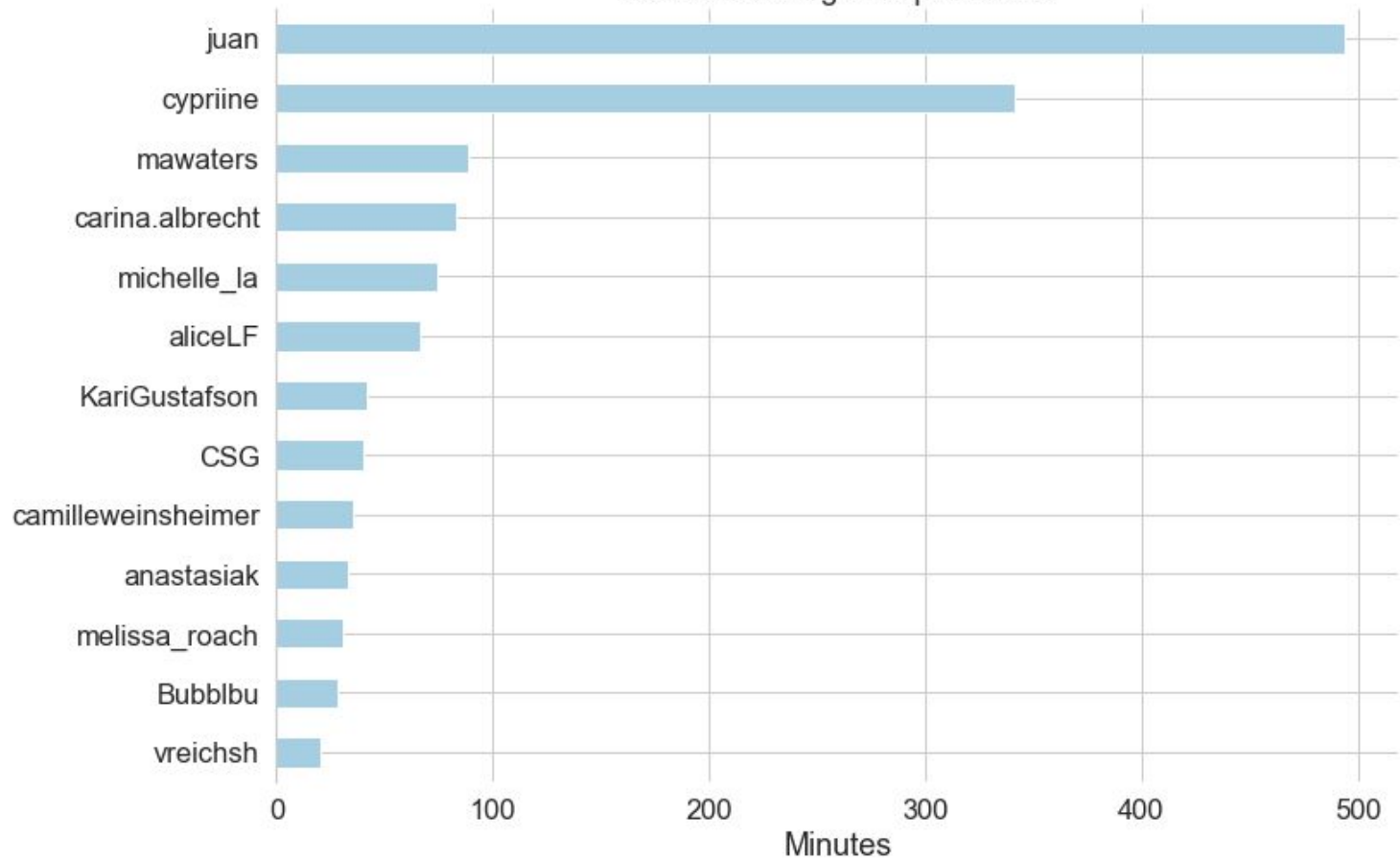


## Comments created throughout the President's Dream Colloquium





Median reading time per article

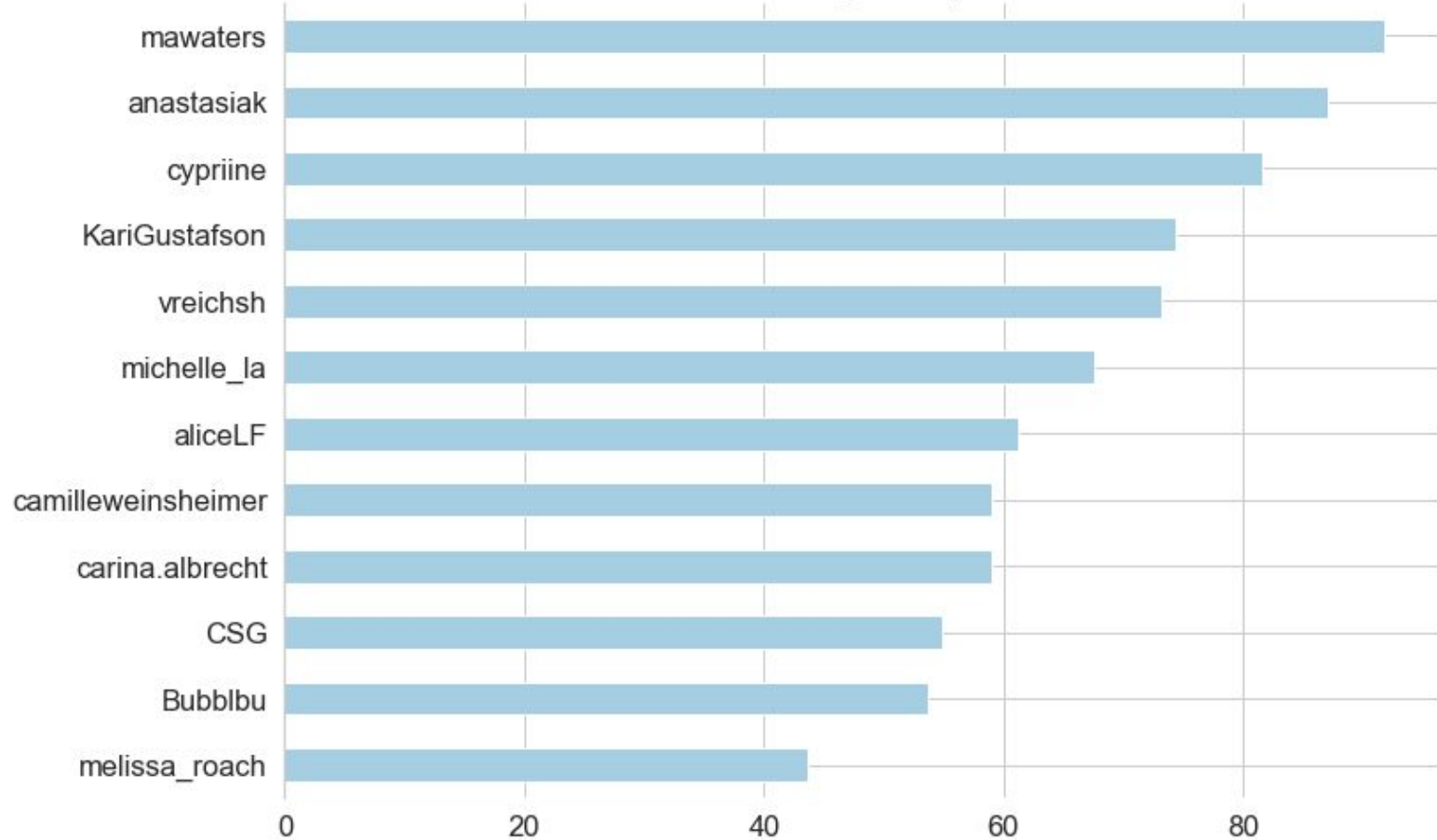




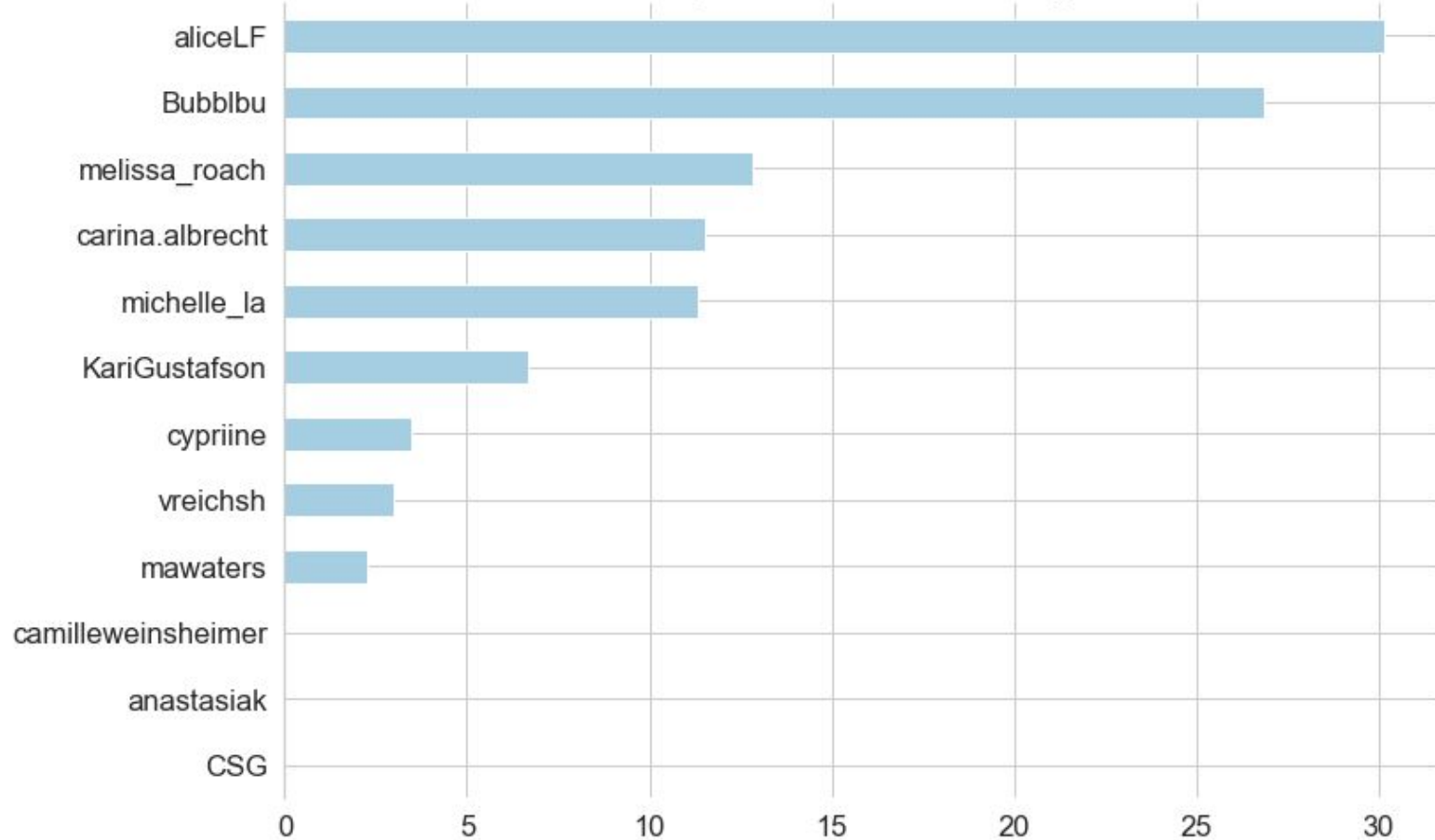
# Zooming in onto the students



Percentage of replies

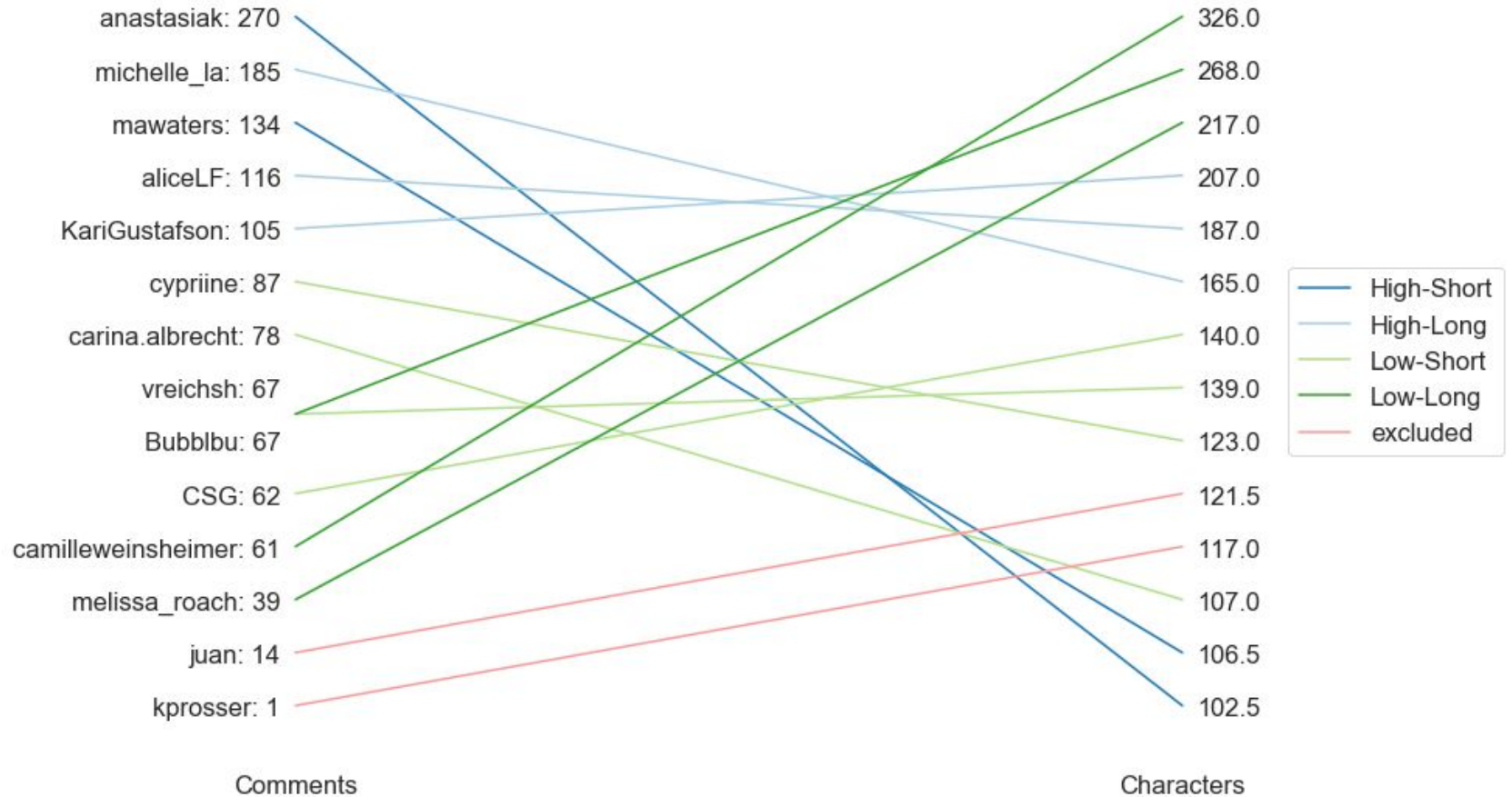


Percentage of comments containing URLs





## Number of comments — Lenght of comments



A person in a white shirt and brown pants is performing a complex, multi-armed pose in a purple-lit room. The ceiling has a grid pattern, and the floor is dark. The person's arms are extended in various directions, creating a sense of movement and balance.

# Performance

## Rankings

## Grading

How should educators use  
annotation data?

**What does the data tell us about  
the readings and authors?**



Let's  
collect  
qualitative  
data!





## Course Readings

A few questions about your preferred way of reading

### 3. How do you prefer to read papers?

Mark only one oval.

- ☐ Laptop/PC  
☐ E-readers  
☐ Printed  
☐ Other: \_\_\_\_\_

## About Hypothesis

### 8. Have you used Hypothesis before attending

Mark only one oval.

- ☐ Yes  
☐ No

### 9. How would you describe your overall experience with Hypothesis?

Mark only one oval.

- |               | 1                     | 2                     | 3                     | 4                     |
|---------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Very negative | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

### 4. Do you annotate (highlight/comment on) papers?

Mark only one oval.

- ☐ Yes  
☐ No

### 5. Do you annotate (highlight/comment on) articles?

Mark only one oval.

- ☐ Yes  
☐ No

### 6. How do you prefer to annotate readings?

Mark only one oval.

- ☐ Pen & Paper  
☐ Offline Annotations (PDF reader, local storage)  
☐ Online Annotations (Hypothesis)

### 7. Why do you prefer the previously ticked option?

### 10. Reading annotations while reading helped me understand the text better.

Mark only one oval.

- |                   | 1                     | 2                     | 3                     | 4                     |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

### 11. I find annotations helpful, but prefer to read the text without viewing comments.

Mark only one oval.

- |                   | 1                     | 2                     | 3                     | 4                     |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strongly disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

### 16. Most engaging week \*

Mark only one oval.

- ☐ Week 1 - Introduction: Defining the public's right to know (Juan Pablo Alperin)  
☐ Week 2 - Calling Bullshit on Fake News (Jevin West)  
☐ Week 3 - Value of Research in Public Policy (Nancy Olewiler)  
☐ Week 5a - Knowledge Sharing and Social Responsibility (Mario Pinto)  
☐ Week 5b - University-Community Connections (Luke Terra)  
☐ Week 6 - Collaborating with Indigenous Communities in Research (John Borrows)  
☐ Week 7 - Understanding the public's use of Research through Social Media (Juan Pablo Alperin)  
☐ Week 8 - Citizen Science (Shannon Dosemagen)  
☐ Week 9 - Why Access Matters (Juan Pablo Alperin)  
☐ Week 10 - Global Participation in Knowledge Production (Hebe Vessuri)  
☐ Week 11 - Critical Approaches to Open Access (Juan Pablo Alperin)  
☐ Week 12 - The Future of the Public Mission of Universities (Robin DeRosa)

### 17. Why this week?

Short answer is enough (let's actually determine how ill-defined engagement is)

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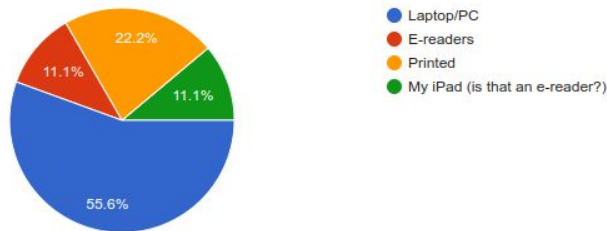
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### 18. Most engaging reading (if there is one that comes to your mind as particularly engaging)



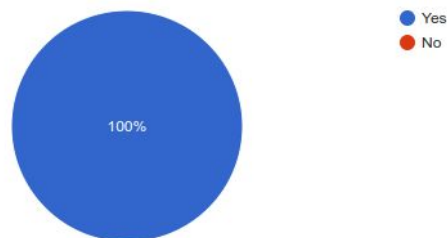
### How do you prefer to read papers?

9 responses



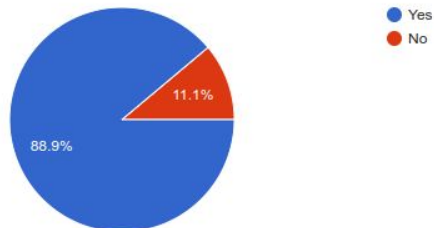
### Do you annotate (highlight/comment on) printed papers?

9 responses



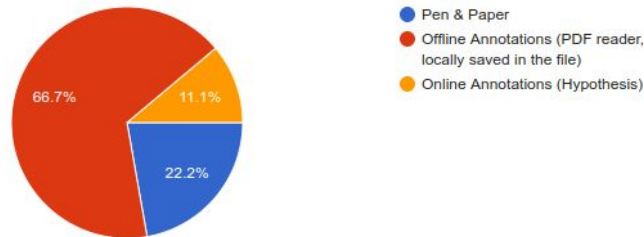
### Do you annotate (highlight/comment on) papers while working on digital devices?

9 responses



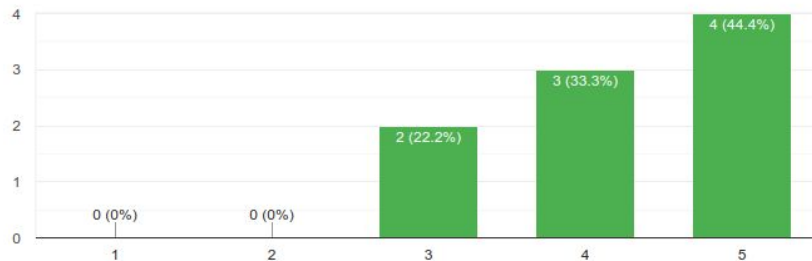
### How do you prefer to annotate readings?

9 responses



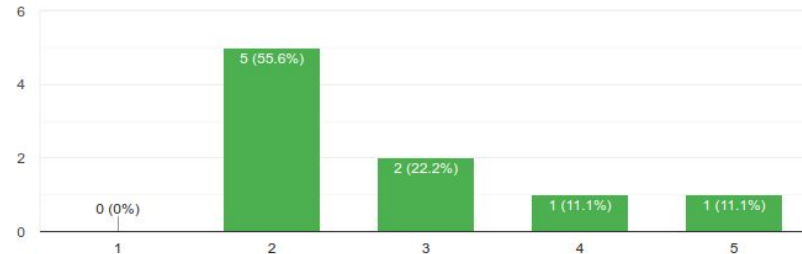
How would you describe your overall experience of reading and annotating with Hypothesis?

9 responses



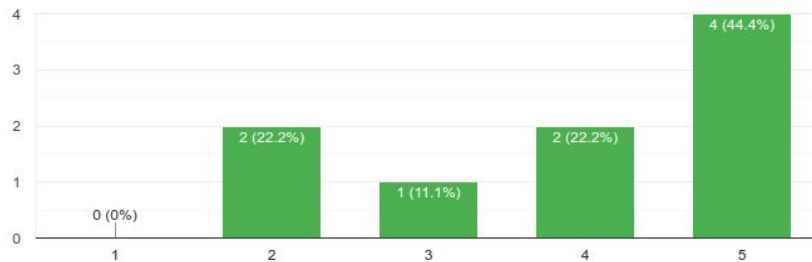
I find annotations helpful, but prefer to read a paper without annotations before viewing comments.

9 responses



Reading annotations while reading helped me to understand a paper.


9 responses




Creating annotations while reading helped me to understand a paper.

9 responses



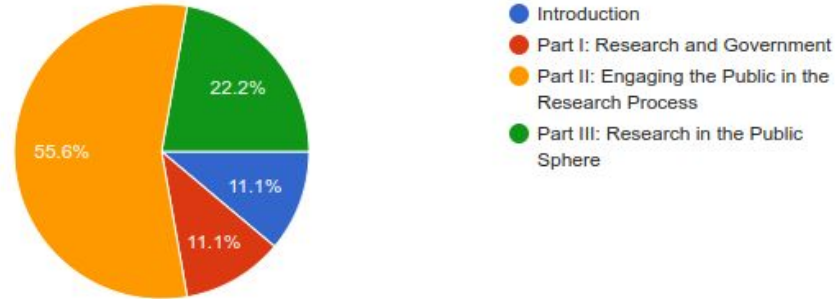


Can we predict  
engagement by  
annotation  
behaviour?



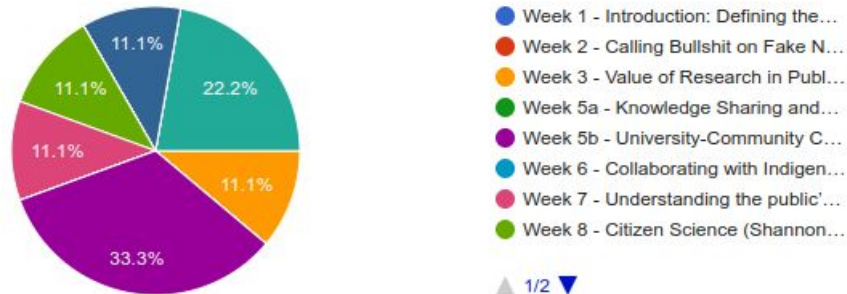
## Most engaging part of the course

9 responses



## Most engaging week

9 responses

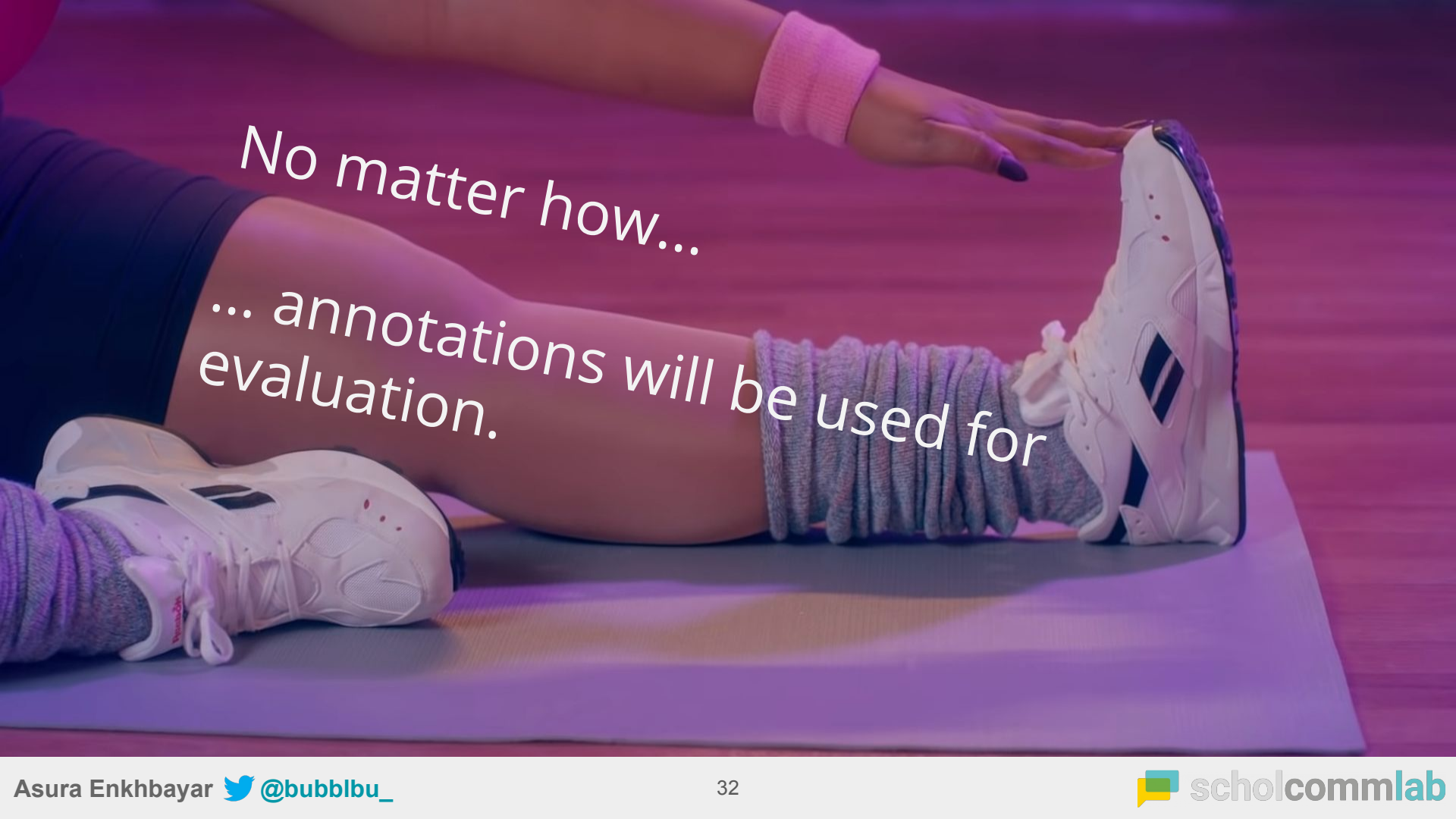


▲ 1/2 ▼



## Predicting the "most engaging" paper by ...

	number of comments			median length of comments		
	part	week	reading	part	week	reading
CSG	2	4.5	13	3	3	13
aliceLF	3	10	5.5	1	3	2
anastasiak	4	1	9.5	3	1	12
camilleweinsheimer	2	7.5	12	1	8	3
carina.albrecht	1	1	4	2	6	1
cyprine	2	4	4.5	2	4	12
michelle_la	1	4	8	3	7	16

A photograph of a person's legs from the knees down, wearing white sneakers with black accents and grey socks. The person is lying on a light-colored mat. A hand is visible at the top right, lifting the right foot. The background is a wooden floor.

No matter how...  
... annotations will be used for  
evaluation.

## Cooldown & Stretching

- Annotations and social reading are mostly well received by students.
- Why we annotate differs. That difference matters.
- Grading needs to go beyond metrics and rankings.

## Data, Code, and Slides:

- <https://github.com/Bubblbu/public-knowledge-annotations>
- [https://bit.ly/csvconf\\_annotations](https://bit.ly/csvconf_annotations)



# Discography

- Billie Eilish - bad guy
- Jungle - Heavy, California
- Half alive - Still feel
- Lizzo - Juice
- Chaka Khan - Like Sugar

