

Webinar Resources

[The webinar recording](#) and all the slides, which also include many links to additional resources, are linked from [Jeremy Dean's original blog post introducing the webinar](#).

From/related to Jeremy Dean

- [Jeremy's slides](#)
- [Get Hypothesis in your LMS](#)
- [Office hours](#)
- [One-on-one meetings with the Hypothesis team](#)
- [Hypothesis help center and file support issues](#)
- [Hypothesis education YouTube channel](#)
- Using Hypothesis "in the wild"
 - [Equip your browser with Hypothesis](#)
 - Use the "Paste a Link" menu item at the top of [any Hypothesis webpage](#)

From/related to Amanda Licastro

- [Amanda's slides](#)
- Amanda's "Quick guide to using the Hypothesis LMS plugin" (good for all, but especially for Blackboard users):
<https://digitocentrism.com/teaching-2/a-quick-guide-to-using-the-hypothesis-lms-plugin>
- [A copy of Amanda's \(pre-publication version\) book chapter](#)
- Booktraces Project: <https://booktraces.org/>
- [Cathy Davidson's book *Now You See It*](#)
- <https://www.scientificamerican.com/article/reading-paper-screens/>
- ["Making Reading Visible" article is by the Lacuna folks](#)
- <https://hybridpedagogy.org/breaking-binary-facebook-teachable-moments/>

From Amanda: "My students do a lot of public annotation, and I talk about this in my book chapter. You must frame this by asking students to be mindful about the vulnerability of the authors they may be annotating, and to be respectful in their annotations."

From Amanda: "Annotating in public allows me to teach digital citizenship skills. What is appropriate to say in a public annotation? Critical and easily transferable to those toxic spaces we all know online."

From Amanda: "I care deeply about open source as well! I started and continue to use this as the open standalone site. However, my LMS is also mandatory at my university, so using the plugin allows me to comply in ways I am comfortable with and align with my pedagogy."

From Amanda: "I use the PROBE rubric for participation that students create collaboratively. (Participate, Respectful, Open, Brave, Educational)."

From/related to Mike Goudzawaard

- <https://www.edx.org/course/the-american-renaissance-classic-literature-of-the>
- <http://www.lacunastories.com/>
- <https://poeticmedia.stanford.edu/lacuna-stories>
- <https://github.com/PoeticMediaLab/Lacuna>
- https://www.dartmouth.edu/~milton/reading_room/contents/text.shtml

Discussion

"The nice thing I've found about this tool, is that you can direct annotation tasks in the assignment description. So, sometimes I'll ask students just to look up things they don't know. Other times I'll ask them to agree or disagree with parts. You can find ways to focus those discussions."

"Yes, pre-annotation is great. I have modeled looking up a referenced event that they are likely not to know anything about—they can see my annotation, and I encourage them to do this kind of quick background research and provide an annotation for the group when they come across something that they have little to no background knowledge to understand."

"Another way to deal with it, and promote social interaction, is to assign annotation to groups rather than to the entire class."

"I began learning about digital, social annotation with Kat King, one of the panelists, through [Stanford's Educational Partnership to Internationalize the Curriculum](#) fellowship. One fellowship group worked with their digital annotation program, [Lacuna Stories](#)."

"An opportunity to have students think about their role in creating a positive learning community."

Why Hypothesis and not Diigo?

From Jeremy Dean: There are lots of pragmatic "I'm teaching with collaborative annotation" reasons that I think make Hypothesis an easier more sensible lift for educators than Diigo. For example, LMS integration and gradebook integration.

From Remi Kalir: Really echoing Amanda's point about public annotation and author consent to annotate — that's a core commitment, for example, of the [Marginal Syllabus](#) project.

From Remi Kalir: "Not a tough question, at least for me. Here are a few things that stand out to me: Hypothesis is open-source, Diigo isn't, Hypothesis ToS are very different than the Diigo ToS, and Hypothesis annotations (public) are CC whereas that's not the case for Diigo. Hypothesis annotations (public and group/private) are also standards-based, opening up all sorts of unique research opportunities and visualization potential to support learners. Hypothesis, in my assessment, is an example of "open web annotation" whereas Diigo is an example of a social annotation application. Finally, there's a lot of academic literature about how Hypothesis supports learners' annotation...Diigo, not as much (and not as much recently). Hope that helps!"

Dyslexia

"At our school system they are actually screening for dyslexia across the board to be able to address the issue early on in the student's schooling rather than at the end. So I think some schools are changing."

Additional Resources

- [Marginal Syllabus](#): The Marginal Syllabus convenes and sustains conversations with educators about issues of equity in teaching, learning, and education. Through author and organizational partnerships, and by using the web annotation platform Hypothesis, the Marginal Syllabus fosters a participatory and open experiment in professional learning for educators eager to join critical conversations about equity and education.
- [CROWDLAAERS](#): Welcome to the "Crowd Layers" dashboard, a public service for Capturing and Reporting Open Web Data for Learning Analytics, Annotation, and Education Researchers (CROWDLAAERS). This real-time dashboard visualizes group – or crowd – discourse layers added via Hypothesis open web annotation to online documents. Developed by researchers at the University of Colorado Denver, CROWDLAAERS visualizes social learning analytics associated with open and collaborative web annotation. The dashboard has been iteratively designed in partnership with educators and researchers to support the social life of reading and the social life of documents across the open and annotated web.
- From Tobias Zeumer: [Zocurelia](#): If you use Zotero for reading lists.
- Kalir, Jeremiah (Remi), Esteban Morales, Alice Fleerackers, and Juan P. Alperin. 2020. "“when I Saw My Peers Annotating.” Student Perceptions of Social Annotation for Learning in Multiple Courses" OSF Preprints. March 17. [doi:10.31219/osf.io/nc5vs](https://doi.org/10.31219/osf.io/nc5vs)