

Readings “as a place to meet”

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Agenda

Part 1

Social annotation, or “readings as a place to meet”

Part 2

How libraries can help

Part 3

Assignment Templates

Annotate this presentation

Readings “as a place to meet”

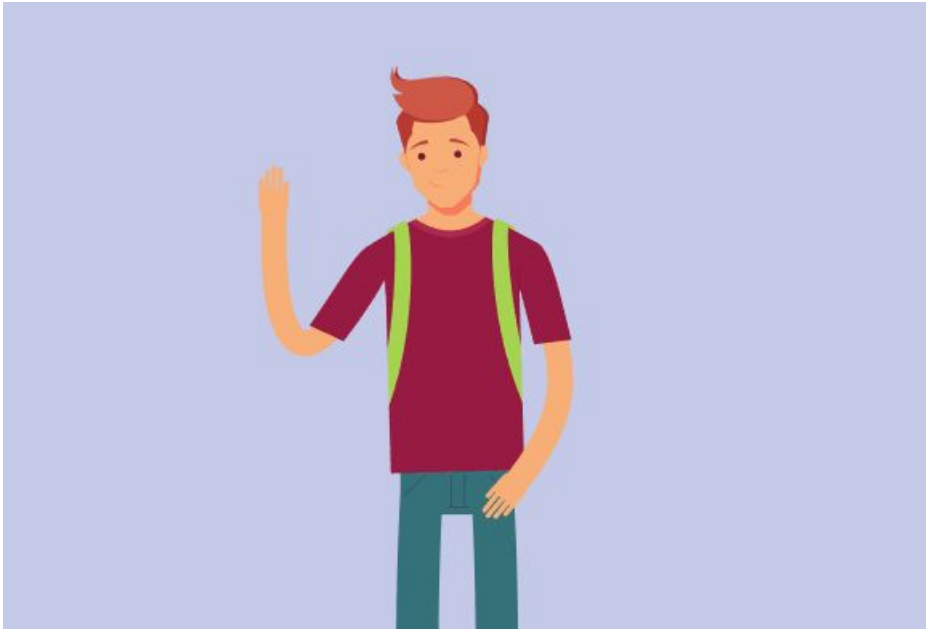
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Part 1 | Reading as an independent act



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In this model, we assume that students

- know how to synthesize readings
- engage with the reading
- can apply the reading for or against an argument

Part 1 | Readings as a meeting place



Part 1 | Readings as a meeting place



In this model, we assume that students

- Will learn from each other
- Build on each other's ideas
- Build confidence in their own ideas and comprehension



Part 1 | Readings as Meeting Places

“While findings of the perceived value of [social annotation] as contributing to the course community were mixed, students reported that peer annotations aided comprehension of course content, confirmation of ideas and engagement with diverse perspectives.”

Kalir, J.H., Morales, E., Fleerackers, A. and Alperin, J.P. (2020), ““When I saw my peers annotating”: Student perceptions of social annotation for learning in multiple courses”, *Information and Learning Sciences*, Vol. 121 No. 3/4, pp. 207-230



Part 1 | Readings as Meeting Places

Can you think of an example where you assumed (wrongly) that students were comprehending a theme/concept?

Kalir, J.H., Morales, E., Fleerackers, A. and Alperin, J.P. (2020), "'When I saw my peers annotating': Student perceptions of social annotation for learning in multiple courses", *Information and Learning Sciences*, Vol. 121 No. 3/4, pp. 207-230

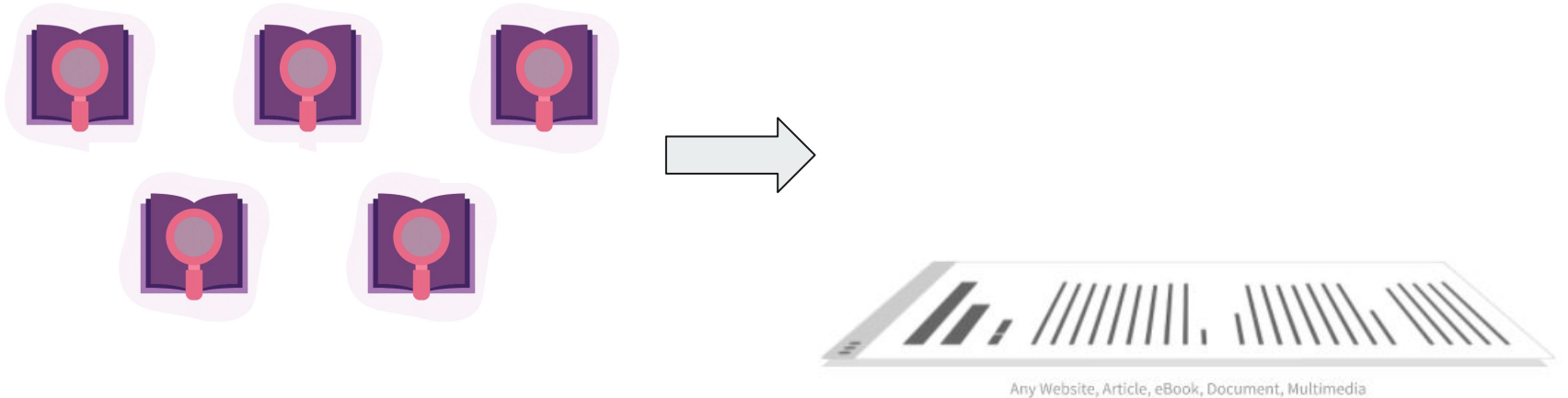


Part 1 | Readings as Meeting Places

Can you think of an example where you assumed (wrongly) that students were comprehending a theme/concept?

How did you resolve this situation?

Part 1 | Readings as Meeting Places



Part 1 | Readings as Meeting Places



Any Website, Article, eBook, Document, Multimedia

Hypothesis is my literary Facebook.
When I'm reading I sometimes
wonder, 'Does anyone actually
understand this? Am I crazy? With this
brilliant tool I know I'm not alone.

– Shannon Griffiths, undergrad at Plymouth
State University



Part 2 | How libraries can help in the classroom

1. Technical support
2. Locating appropriate sources
3. Instructional design



Part 2 | How libraries can help in the classroom

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Templates

Social Annotation with Hypothesis¹

Primary Source Analysis

Annotated Anthology

Ongoing Class Community Building
(soon)

Open Peer Review (soon)

Context: We assume that students will know how to read all of the content we assign. This isn't always the case. Social annotation has been found to improve comprehension, confidence in reading ability, and increased feelings of community in a classroom.

These assignments take advantage of Hypothesis in Sakai to create low-risk, relatively barrier-free assignments that place an emphasis on contribution and social thinking.

Learning Outcomes:

<https://tinyurl.com/n2uuvh2>