[INS 897] Making Knowledge Public (with Hypothesis)

Hello my dear fellow INSer,

12 weeks of making knowledge public! As part of my course assignment I have decided to look into the data and crunch some numbers about our public annotations. Hypothesis provides a way to conveniently access that data through programming interfaces.

While that information is openly available in the World Wide Web, I am (of course) also trying to look behind the numbers and counts of public annotations! Thus, I am hoping to learn about our subjective experiences of collectively reading and annotating papers with Hypothesis.

This survey should not take you more than 5 minutes.

Thank you so much!
Asura

* Required

1. **What is your Hypothesis username?** *
   I should already have this information in the Etherpad that Juan shared, but there are some extra annotators in the data and I want to make sure that I am not missing anyone from our course.

   _____

2. **I allow the use of survey data and hypothesis username for analysis purposes**
   While the data connected to the Hypothesis annotations is publicly available, the answers to this questionnaire and the connections with your username are not. Especially the latter is important for connecting the insights from the survey with the actual annotation patterns. I will *not* publish full names in connection with Hypothesis usernames.
   Mark only one oval.

   ( ) Yes

   ( ) No

Course Readings
A few questions about your preferred way of reading/annotating papers.

3. **How do you prefer to read papers?**
   Mark only one oval.

   ( ) Laptop/PC

   ( ) E-readers

   ( ) Printed

   ( ) Other: _____

4. **Do you annotate (highlight/comment on) papers while working on digital devices?**
   Mark only one oval.

   ◯ Yes

   ◯ No

5. **Do you annotate (highlight/comment on) printed papers?**
   Mark only one oval.

   ◯ Yes

   ◯ No

6. **How do you prefer to annotate readings?**
   Mark only one oval.

   ◯ Pen & Paper

   ◯ Offline Annotations (PDF reader, locally saved in the file)

   ◯ Online Annotations (Hypothesis)

7. **Why do you prefer the previously ticked answer?**

   _____

   _____

   _____

   _____

   _____

About Hypothesis

8. **Have you used Hypothesis before attending this course?**
   Mark only one oval.

   ◯ Yes

   ◯ No

9. **How would you describe your overall experience of reading and annotating with Hypothesis?**
   Mark only one oval.

	1	2	3	4	5	
Very negative	◯	◯	◯	◯	◯	Very Positive

10. **Reading annotations while reading helped me to understand a paper.**
    Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

11. **I find annotations helpful, but prefer to read a paper without annotations before viewing comments.**
    Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

12. **Creating annotations while reading helped me to understand a paper.**
    Mark only one oval.

	1	2	3	4	5	
Strongly disagree	◯	◯	◯	◯	◯	Strongly agree

13. **Would you want to use Hypothesis for other course readings?**
    Mark only one oval.

    ◯ Yes

    ◯ No

    ◯ Maybe

Course Content & Engagement
DANGER!!! DANGER!!! DANGER!!!
Critical term detected
Error: ENGAGEMENT ill-defined
Warning: Measurement not recommended

Me:
ignores error
ignores warning
continues to create questionnaire...

I am broadly defining engagement as a form of interaction. E.g., a particularly engaging paper is interesting, might bring forth additional questions, cause new insights, lead to new ideas and connections, etc...

Please do not re-visit your annotations to answer these questions.

The course structure as a quick reminder:

Part 0: Introduction

- Week 1 - Introduction: Defining the Public's Right to Know (Juan Pablo Alperin)
- Week 2 - Calling Bullshit on Fake News (Jevin West)

Part I: Research and Government

- Week 3 - Value of research in public policy (Nancy Olewiler)
- Week 5a - Knowledge Sharing and Social Responsibility (Mario Pinto)

Part II: Engaging the Public in the Research Process

- 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)

Part III: Research in the Public Sphere

- 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)

14. **Most engaging part of the course** *
    Mark only one oval.

    ◯ Introduction

    ◯ Part I: Research and Government

    ◯ Part II: Engaging the Public in the Research Process

    ◯ Part III: Research in the Public Sphere

15. **Why this part?**
    Short answer is enough (let's actually determine how ill-defined engagement is)

    _____

    _____

    _____

    _____

    _____

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)

    _____

    _____

    _____

    _____

    _____

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

    _____

    _____

    _____

    _____

    _____

19. **Why this reading?**
    Short answer is enough (let's actually determine how ill-defined engagement is)

    _____

    _____

    _____

    _____

    _____

Thank you!
See you soon at the final presentations.

20. **Comments**

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