



GROUP TEXT READING (SOCIAL ANNOTATION)

ADAPTED TO A HYFLEX LEARNING ENVIRONMENT

COMPLEXITY	Effort to Facilitate:	Low	Medium	High
	Effort to Participate:	Low	Medium	High

WHAT IS IT?

Group Text Reading/Social Annotation provides students with an opportunity to collaboratively read a passage of text and annotate the passage to encourage deeper critical reflection and engagement with course content. Passages can be assigned in advance, so students can engage with the material at their own pace. Depending on the number of students, multiple passages can be assigned, and students can share their annotations with other groups so everyone has access to the shared document.

EQUIPMENT	YU Deluxe	YU Regular	OWL	Laptop/Zoom
COMPATIBILITY	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

ACTIVITY INSTRUCTIONS

1. Divide students into groups of three (3) to four (4)
 - ✓ In-class students may move around the room to get into their assigned/selected (a.k.a. 'home') group
 - ✓ Online students may be placed into breakout rooms with their home group
2. Provide students with a passage of text to read related to the course material
 - ✓ Provide a handout with step-by-step instructions for students
 - ✓ The short passage could be printed on a handout to be distributed to in-person attendees or available online for download for online students
 - ✓ Make handouts available in advance via eClass course site, cloud drive, or web page
3. Give students 15 minutes to read the passage on their own and write down their own reflections on the meaning of the passage
 - ✓ This helps with the assessment of comprehension, close reading, etc.
4. Provide students an opportunity to join their home group and either a) discuss each individual's interpretation in a roundtable-like discussion, OR b) annotate the assigned passage collectively
 - ✓ For online students, they can annotate a Google Doc page which can be later accessed through eClass site
 - ✓ They can also use websites such as [Hypothes.is](https://www.hypothes.is)
5. After all students completed their task of annotating the assigned text, each group may be called upon to present their interpretations to the rest of the class
 - ✓ This allows students to practice their verbal communication skills and demonstrate understanding of the text for assessment purposes
 - ✓ Each group can also designate a speaker to share their annotations with the group
 - ✓ Students may be asked to reflect on the activity as it relates to their individual learning.

LEARNING OUTCOMES

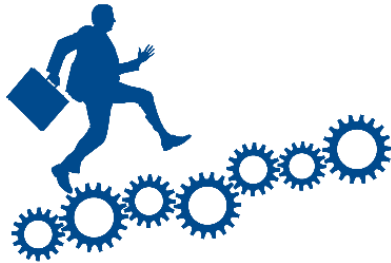
What skills will students gain?

- Reading
- Writing

- Verbal comm.
- Teamwork

- Presentation
- Critical thinking

- Reflection
- Annotation



This activity incorporates 3 levels of learning – personal, interpersonal, and group learning – and allows students to actively engage in multiple phases throughout the process. It also has applications in multiple disciplines. For example, it has proven to be effective for law and nursing students as a method of case analysis; for history students to engage with historical texts/records; for English and Philosophy students to analyze literary texts, etc.

Depending on the complexity of the selected text/passage, the activity may be used to facilitate gaining mastery of numerous other competencies and skills as well, including being utilized as a check for understanding of specific topics or concepts (e.g., focusing on previously assigned readings), to introduce cooperative learning strategies to students unfamiliar with them, etc.



TIME REQUIREMENTS

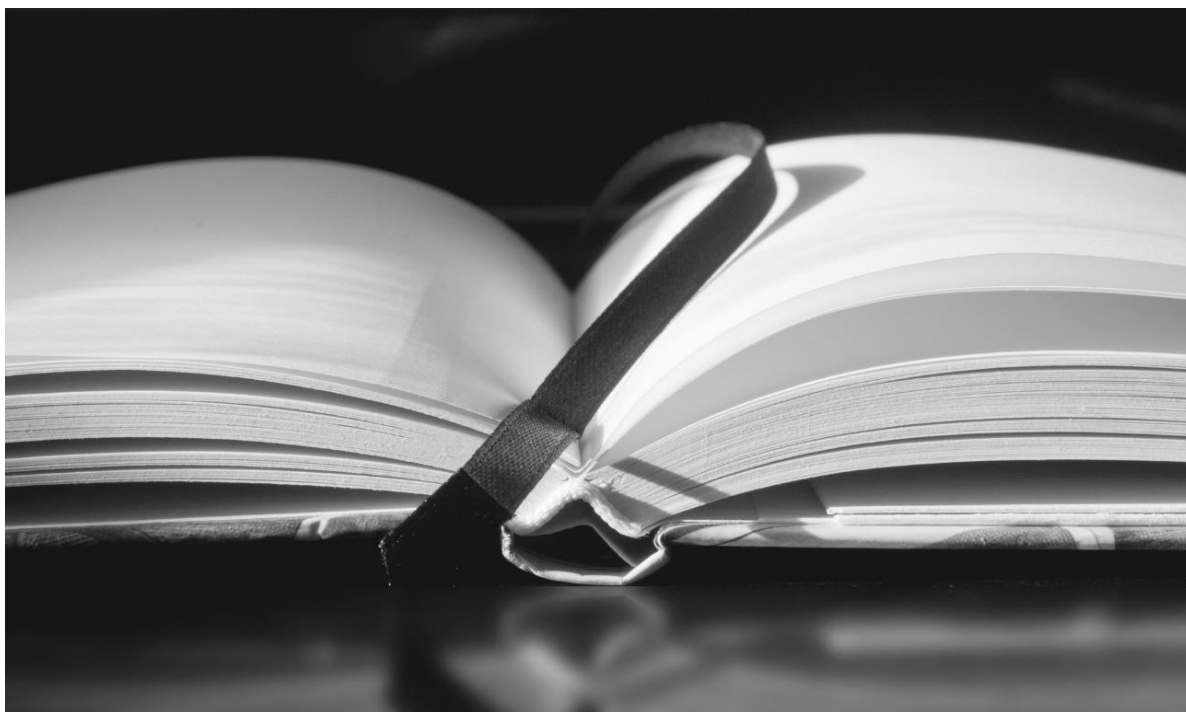
Activity	Time/student	Time/class
Assign Groups:		05 min.
Read Text:		20-40 min.
Personal Reflections:		15 min.
Group Annotation:		15-25 min.
Sharing with Class:		10-20 min.
Additional Debrief:		05-10 min.
TOTAL:		70 to 115 min.

POTENTIAL CHALLENGES

- It might be challenging for instructors to manage breakout rooms
- Engaging remote students/student groups
- It might be difficult to assess how much each student contributes to the annotation
- Dealing with technical difficulties (bandwidth, software/hardware)
- Providing feedback that is both constructive and formative
- Providing individual feedback to students
- Some learners with different language skills may find it stressful to read and interpret English texts of varying complexity, make notes, and discuss annotation all within the allotted time and in a group setting.

HELPFUL STRATEGIES

- Use separate Google Docs so students can focus on their own group's annotation
- Post selected passages on eClass 1-2 weeks before activity so students can read them individually and prepare individual annotations
- Consider public domain passages to improve student accessibility of assigned texts
- Make sure to use file formats (Word, PDF) compatible with e-readers for accessibility purposes
- Set firm timelines in class to keep group discussions focused and on track
- Provide detailed instructions in multiple formats (e.g. in print as well as electronically)
- Prepare a rubric and sample writings, and share them in-advance (use rubric for peer evaluations and self-reflections)
- Consider allowing asynchronous participations (e.g., use eClass 'Workshop' activity)
- Consider using debrief for reflections (how to improve and what to do differently).



ADDITIONAL RESOURCES

Examples of Active Learning Activities. "Social Annotation of Text". Teaching and Learning in Higher Education. Queen's University
https://www.queensu.ca/teachingandlearning/modules/active/12_examples_of_active_learning_activities.html

Chan, Jackie WW, and Jacky WC Pow. "The Role of Social Annotation in Facilitating Collaborative Inquiry-Based Learning." *Computers & Education* 147 (2020): 103787

Cohn, Jenae. "Talking Back to Texts: An Introduction to Putting the "Social" in "Social Annotation"." *Marginalia in Modern Learning Contexts*. IGI Global, 2019. 1-16.

Kalir, Jeremiah Holden, et al. ""When I saw my peers annotating": Student Perceptions of Social Annotation for Learning in Multiple Courses." *Information and Learning Sciences* 121.3/4 (2020): 207-230.

Melley, Alison. "ON DEMAND: Fostering Student Engagement with Reading Materials: Using a Social Annotation Platform (15 mins)." *Innovations in Teaching & Learning Conference Proceedings*. Vol. 12. 2020.

Zucker, Lauren, et al. "Foregrounding the Margins: A Dialogue about Literacy, Learning, and Social Annotation." *Teaching/Writing: The Journal of Writing Teacher Education* 10.1 (2021): 10.

Hypothes.is <http://web.hypothes.is/>

Would you like to learn more?

Contact us at Teaching Commons for additional resources, handouts, applications, courses, workshops, examples, advice, assistance, one-on-one consulting, and everything else related to teaching and learning. We are happy and eager to assist you!



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