

Annotation Studio

Participatory Annotation for Humanities Education

MIT xTalks, October 21, 2014

Kurt Fendt, Jamie Folsom – HyperStudio, MIT

#annotateMIT

HyperStudio - Principles

- Pedagogical and/or scholarly needs drive development
- Co-design with faculty, students, and other partners
- Agile development integrating user feedback
- Students as “novice scholars” (Randy Bass)
- Engage learners in process of discovery, interpretation, and collaboration
- Rethinking of pedagogical concepts and roles

Metamedia

m:media

Transforming Humanities Education at MIT

version A38: 2008-9-25

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9-10 Uhr

Posted by Robert Jones on Sep 22, 2014

Nichts viel ist mit meinen Figuren passiert; das Kind das in der Charité geboren war hat sein Blutzucker gemessen bekommen, und bis jetzt gibt es keine Probleme bei der Lungenoperation. Ich muss mich aber immer noch für überrascht erklären, dass die Ärzte Kameras ins Operationssaal erlaubt haben; da die Kameras nicht unbedingt Sauber sind.

Ich war interessiert wie Fiona Bennet Mitte beschrieben hat. Sie meint in der Mitte zu leben zählt nicht wirklich als in Berlin zu leben, weil es so "in Watte gepackt" ist; also dank der Anzahl von Künstler usw. fühlt es sich nicht so an wie Berlin. Später bemerkt der Erzähler dass (obwohl es manche allgemeine Fakten wie "Berlin ist die Großstadt der Singles" gibt) es vielleicht kein einziges Bild von Berlin gibt; also dass die Erfahrung die Fiona Bennet in Mitte bekommt so Berlinerisch ist wie die Erfahrungen jeder anderer Berliner. Aber ich war auf jeden Fall beeindruckt dass sie Hüte für Christina Aguilera macht.

9-10 Uhr

Posted by Chaojung Liu on Sep 22, 2014

In dieser Stunde gibt es nicht so viel interessante Sachen, weil es schon später im Tag ist und die Leute ihre Arbeit schon gestartet haben. Noriko, die junge Frau bei BMW arbeitet, ist wieder hier, und sie macht ein Frühstückspause mit Kaffee und Zigarette. Als ich in Deutschland war, war ich aufgefallen, dass viele junge Leute rauchen, aber in Amerika gibt es nicht so viel, die rauchen. Noriko ist auch die einzige Frau bei diese BMW Fabrik, und es zieht aus, dass es nicht so viel technische Frauen in Deutschland gibt, obwohl Deutschland ein technisches Land ist. Aber danach kommt diese reiche Frau, die eine Firma hat, und dann denke ich Spaßig, dass die Frauen in Deutschland so erfolgreich sind, wie diese Chefin und Merkel, dass sie keine technische Jobs brauchen.

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Pedagogical Goals

- Engage students in close reading and interpretation of complex literary texts. Students as “editors” (Wyn Kelley)
- Develop traditional humanistic skills (close reading, textual analysis, persuasive writing, critical thinking)
- Transfer the century old practice of writing in the margins into a participatory online experience
- Support the process of reading, annotating, sense making as a shared activity
- Allow students to practice “scholarly primitives”

Discovering	Annotating
Comparing	Referring
Sampling	Illustrating

“I’m using the term “primitives” in a self-consciously analogical way, to refer to some basic functions common to scholarly activity across disciplines, over time, and independent of theoretical orientation.”

John Unsworth

Educational Uses

- Used in a wide range of humanities subjects (literature, foreign languages, media studies, film studies, history, writing, anthropology) and increasingly other fields
- Observed flexible uses:
 - close reading of specific aspects of a text
 - identifying sources, adaptations, variations
 - peer/instructor commenting on student texts
 - annotating images, video, and sound documents
- Forms of annotations:
 - highlighting core passages
 - formulating initial questions to elaborate interpretations with linked references
 - tagging of specific aspects of a text (vocabulary, concepts, categories)
- Assessment of effectiveness of online annotation practices for knowledge creation, discussion, and essay writing

Annotation Studio

Esquina peligrosa 1:00



El señor Epidídimus, el magnat
del mundo, sintió un día el veh
vivido cuando era niño y trabaja

Le ordenó a su chofer que lo cor
Pero el barrio estaba tan cambia
lugar de calles de tierra había bu
año habían sido reemplazada

Al doblar una esquina vio el alm
él había trabajado como depend

-Deténgase aquí. -le dijo al cho
almacén. ■ Todo se conservaba igual que en la época de su infancia: las
estanterías, la anticuada caja registradora, la balanza de pesas y, alrededor, el
mudo asedio de la mercadería.

El señor Epidídimus percibió el mismo olor de sesenta años atrás: un olor
picante y agri dulce a jabón amarillo, a aserrín húmedo, a vinagre, a aceitunas, a
acarofna. El recuerdo de su niñez lo puso nostálgico. Se le humedecieron los
ojos. Le pareció que retrocedía en el tiempo.

Puede ser que nadie ha cambiado porque
de los viajes de tiempo, o porque su
imagina (cuande era dependiente)
simplemente no cambiaba la situacion.

realismo_magico o ensonacion

acmiskho

No es un sueño. En realidad el señor visita
el almacén.

nostalgia

zsteier

Es un ensonacion del chico porque el
almacen deberia haber cambiado al igual
que el resto del ciudad. El almacen que
conocia es el solo que puede imaginar.

ensonacion

mcs2

Annotations

Mine Group Class All

Aquí vemos que Epidídimus tiene gran des
Cuando Epidídimus entra al almacén, tiene
El señor oye su jefe de pasado y tiene mied
es evidencia por el sueño del día, porque "i
El recuerda su tiempo de un niño
Es por ensonacion porque si estuviera tod
Porque no cambia, puede ser una viaje de t
"Todo se conservaba igual que en la época
de su infancia"
Puede ser que nadie ha cambiado porque
de los viajes de tiempo, o porque su
imagina (cuande era dependiente)
simplemente no cambiaba la situacion.

Alexandria M.

realismo_magico o ensonacion

Posiblemente, el señor percibió los mismo
Es en claro ejemplo de nostálgico
En este momento, es como el señor Epidí
Porque de eso, puede ser que Epidídimus e
Siente nostalgia de su vida cuando era nín
Cuando el señor vio que el almacén no hay
No es un sueño. En realidad el señor visita
Tiene nostalgia y retrocede en el tiempo

Briefsteller

Annotations

Письмовник

Saschenka, Liebes!

Sei nicht böse, es war einfach keine Zeit zu schreiben.

Jetzt endlich einmal will keiner etwas von mir, ich habe ein Minütchen, um bei Dir zu sein.

Warum werden Küsse in Briefen eigentlich immer hintangestellt?

Ich küsse Dich sofort, und zwar überüberallhin!

Na schön, ich reiße mich zusammen.

Gestern waren Schießübungen, und Du kannst Dir nicht vorstellen, was unser Commodus für Augen machte, als die Zieler mein Ergebnis herüberwinkten: von fünf abgegebenen Schüssen auf die Kopfscheibe drei Treffer, und das auf vierhundert Schritten!

Da liegt es nahe, sich Gedanken über den Zufall zu machen!

Die ganze Welt besteht aus Zufällen. Warum sind wir in dieses Jahrhundert hineingeboren und nicht, na, sagen wir, ins vierunddreißigste? Warum in die beste aller möglichen Welten und nicht in die ärgste? Und vielleicht sitzt just in diesem Moment irgendwo einer und liest in einem Buch über das Glöcknerhandwerk? Und warum sind meine Kugeln nicht in die Zukunft oder die Vergangenheit geflogen, sondern in diesen armen, zerlöchernten Scheibenkopf? Wenn nämlich

Da siehst Du's, meine liebe Sascha, es war mir schon wieder nicht vergönnt, den Satz zu Ende zu schreiben. Doch wenigstens gibt es nun etwas Neues zu vermelden. Bin nämlich nicht mehr irgendwer, habe die Ehre! Werde mir fürderhin im Stab den Hosenboden abwetzen beim Pinseln von Tagesbefehlen und Totenscheinen. Der Alte hat mich mit dieser Idee gehörig überrascht. Bestellt mich zu sich und ernennt mich, alldieweil des Schreibens mächtig, kurzerhand zum Stabsschreiber! Darauf ich, strammstehend, den Ellbogen gegen das schmutzige Fenster gerichtet, darin unser geliebter Sonnenuntergang glühte, die Fingerspitzen an der Perückenbuckel:

"Herr Kommandeur, Euer Gnaden, melde gehorsamst ..."

"Was gibts noch zu melden?"

"Ich bin dafür nicht der Richtige. Meine Handschrift ist ... undurchschaubar."

Darauf er: "Durchschaubarkeit, das ist, worauf's beim Schreiben nicht ankommt, mein Sohn. Hauptsache, aufrichtig. Kapiert?"

Und er schenkt ein.

Hält mir einen hin.

"Auf die Ernennung!"

Ich kippe ihn hinter.

Er schiebt mir Hering auf Schwarzbrot mit Zwiebel über den Tisch.

"Ich war auch mal in deinem Alter, mein Sohn, und auf einmal, da kam mir die Erleuchtung. Und dann hab ich mein restliches Leben damit verbracht rauszukriegen, worin die Erleuchtung bestand. Nimm dir vom Speck, der ist vortrefflich! Merk dir eins: Das Wort ist immer klüger als die Feder. Und

This is analogous to saying that human nature

Told from the point of view of Dr. Watson

Hume's controversy of humans being capable

Sherlock has developed a theory

imagery of contrast, old and rugged vs. young

This is reminiscent of the arguments between

This murder is linked to the first murder. Murd

Watson is observing Holmes and trying to unc

Gregson's theory for how the murder happen

Another murder

The glass of water and pills are something tha

This reaction of his is decidedly against the hu

sherlock - Philo type in his unfocused intentic

dr jekyll/mr hyde syndrome? split personality

Sherlock Holme's eccentric personality

Sherlock's "profession"

Up til this part in the story is very similar to the

First time Watson goes to a crime scene with H

Sherlock loves to be admired

Interesting twist in the case. Old woman come

The box of pills was a mix of poison and placel

Capture the cab man who Holmes accuses of l

this seems to be a central belief for Holmes

In some ways, Holmes is a an organism outsid

evolution, not only in physical appearance bu

Darwin reference!

dr. jekyll's curiosity, chemicals producing effe

split personality

emergence of the grotesque in surrealism, the

social sciences, telling marks and life histories

shift from humanist tradition to naturalism/si

also the little speck of evil that corrupts the se

pious torturers?

the violent man; something to be avoided, bu

Открываю вчерашнюю «Вечёрку», а там про нас с тобой.

Пишут, что в начале снова будет слово. А пока в школах еще по старинке талдычат, что сперва был большой взрыв и все сущее разлетелось.

Причем все, якобы, существовало уже до взрыва — и все еще не сказанные слова, и все видимые и невидимые галактики. Так в песке уже живет будущее стекло, и песчинки — семена вот этого окна, за которым как раз пробежал мальчишка с мячом, засунутым под футболку.

Это был такой сгусток тепла и света.

А размером эта ни окон ни дверей полна горница людей была, сообщают ученые, с футбольный мяч. Или арбуз. А мы в нем были семечками. И вот там все созрело и, напьюжившись, поддало изнутри.

Первоарбуз треснул.

Семена разлетелись и дали ростки.

Одно семечко пустило росток и стало нашим деревом, вот тень его ветки влезит по подоконнику.

Другое стало воспоминанием одной девочки, которая хотела быть мальчиком — в детстве ее одели на маскарад Котом в сапогах, и все кругом норовили дернуть за хвост и, в конце концов, оторвали, так и пришлось ходить с хвостом в руке.

Третье семечко проклюнулось много лет назад и стало юношей, который любил, когда я чесала ему спинку, и ненавидел ложь, особенно когда начинали уверять со всех трибун, что смерти нет, что записанные слова — это что-то вроде трамвая, увозящего в бессмертие.

По гороскопу друидов он был морковка.

Перед тем как сжечь дневник и все свои рукописи, он написал последнюю фразу, ужасно смешную: «Дар оставил меня» — я успела прочитать до того, как ты вырвал из моих рук ту тетрадку.

Стояли у костра и поднимали от жара ладони к лицу, глядя на кости пальцев, которые проступали сквозь прозрачную красную плоть. Сверху падали хлопья пепла — теплые сгоревшие страницы.

Да, чуть не забыла, а потом все сущее снова соберется в точку.

Annotation Studio

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Kurt FendtLogoutManage Usershyperstudio
Digital Humanities at MIT

Moby Dick

Annotations

Chapters

1. Loomings.
2. The Carpet-Bag.
3. The Spouter-Inn.
4. The Counterpane.
5. Breakfast.
6. The Street.
7. The Chapel.
8. The Pulpit.
9. The Sermon.
10. A Bosom Friend.
11. Nightgown.
12. Biographical.
13. Wheelbarrow.
14. Nantucket.
15. Chowder.
16. The Ship.
17. The Ramadan.
18. His Mark.
19. The Prophet.
20. All Astir.
21. Going Aboard.
22. Merry Christmas.
23. The Lee Shore.
24. The Advocate.
25. Postscript.
26. Knights and Squires.
27. Knights and Squires.
28. Ahab.
29. Enter Ahab; to Him, Stubb.
30. The Pipe.
31. Queen Mab.
32. Cetology.
33. The Specksnyder.
34. The Cabin-Table.
35. The Specksnyder.

CHAPTER 1. Loomings.

Call me Ishmael. Some years ago — never mind how long precisely — having little or no money in my purse, and nothing particular to interest me on shore, I thought I would sail about a little and see the watery part of the world. It is a way I have of driving off the spleen and regulating the circulation. Whenever I find myself growing grim about the mouth; whenever it is a damp, drizzly November in my soul; whenever I find myself involuntarily pausing before coffin warehouses, and bringing up the rear of every funeral I meet; and especially whenever my hypos get such an upper hand of me, that it requires a strong moral principle to prevent me from deliberately stepping into the street, and methodically knocking people's hats off — then, I account it high time to get to sea as soon as I can. This is my substitute for pistol and ball. With a philosophical flourish Cato throws himself upon his sword; I quietly take to the ship. There is nothing surprising in this. If they but knew it, almost all men in their degree, some time or other, cherish very nearly the same feelings towards the ocean with me.

There now is your insular city of the Manhattoes, belted round by wharves as Indian isles by coral reefs — commerce surrounds it with her surf. Right and left, the streets take you waterward. Its extreme downtown is the battery, where that noble mole is washed by waves, and cooled by breezes, which a few hours previous were out of sight of land. Look at the crowds of water-gazers there.

Circumambulate the city of a dreamy Sabbath afternoon. Go from Corlears Hook to Coenties Slip, and from thence, by Whitehall, northward. What do you see? — Posted like silent sentinels all around the town, stand thousands upon thousands of mortal men fixed in ocean reveries. Some leaning against the spiles; some seated upon the pier-heads; some looking over the bulwarks of ships from China; some high aloft in the rigging, as if striving to get a still better seaward peep. But these are all landsmen; of week days pent up in lath and plaster — tied to counters, nailed to benches, clinched to desks. How then is this? Are the green fields gone? What do they here?

Must have been some quite powerful singing.

So, so!

Was denn?

"What, perhaps, with other things, made S...

"Upon waking"

Notice "Call me..." and not "My name is...". We

Wonderful turn of phrase

"crowds, pacing straight"

"must"

"Manhattoes"

"Corlears Hook"

"dive. Strange"

"Whitehall"

"woodlands"

Quite an image

hyperstudio
Digital Humanities at MIT

annotationstudio.org
#annotateMIT

Comparative Media Studies | Writing

The Team & Funding

- Jim Paradis, PI
- Kurt Fendt, Co-PI
- Jamie Folsom, Lead Developer
- Rachel Schnepfer, Outreach Coordinator
- Andreas Karatsolis, Assessment
- Desi Gonzales, Liam Andrew, Research Assistants
- Funded by two grants from the National Endowment for the Humanities

ANNOTATION STUDIO

TOUR AND DISCUSSION



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Annotations

NARRATIVE OF THE CAPTIVITY AND RESTORATION OF MRS. MARY ROWLANDSON

By Mrs. Mary Rowlandson

The sovereignty and goodness of GOD, together with the faithfulness of his promises displayed, being a narrative of the captivity and restoration of Mrs. Mary Rowlandson, commended by her, to all that desires to know the Lord's doings to, and dealings with her. Especially to her dear children and relations. The second Addition [sic] Corrected and amended. Written by her own hand for her private use, and now made public at the earnest desire of some friends, and for the benefit of the afflicted. Deut. 32.39. See now that I, even I am he, and there is no god with me, I kill and I make alive, I wound and I heal, neither is there any can deliver out of my hand.

On the tenth of February 1675, came the Indians with great numbers upon Lancaster: their first coming was about sunrising; hearing the noise of some guns, we looked out; several houses were burning, and the smoke ascending to heaven. There were five persons taken in one house; the father, and the mother and a sucking child, they knocked on the head; the other two they took and carried away alive. There were two others, who being out of their garrison upon some occasion were set upon; one was knocked on the head, the other escaped; another there was who running along was shot and wounded, and fell down; he begged of them his life, promising them money (as they told me) but they would not hearken to him but knocked him in head, and stripped him naked, and split open his bowels. Another, seeing many of the Indians about his barn, ventured and went out, but was quickly shot down. There were three others belonging to the same garrison who were killed; the Indians getting up upon the roof of the barn, had advantage to shoot down upon them over their fortification. Thus these murderous wretches went on, burning, and destroying before them.

At length they came and beset our own house, and quickly it was the dolefullest day that ever mine eyes saw. The house stood upon the edge of a hill; some of the Indians got behind the hill, others into the barn, and others behind anything that could shelter them; from all which places they shot against the house, so that the bullets seemed to fly like hail; and quickly they wounded one man among us, then another, and then a third. About two hours (according to my observation, in that amazing time) they had been about the house before

"doings to, and dealings with her. Especially to her dear childr...

"dear children and relations. The second Addition [sic] Correct...



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Annotations

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MRS. MARY ROWLANDSON

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ad for her private use, and now made public at

Add some tags here...

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"doings to, and dealings with her. Especially to her dear childr...



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Explicitly stated aim of the narrative: to show God's doings in re...

"doings to, and dealings with her. Especially to her dear childr...

Epigraph. Message of vengeance.

"Deut. 32-39. See now that I, even I am he, and there is no god ...

It seems as though when Mather cites a verse, he actually states...

How is this Bible verse relevant?

Contrast; intro of what is to come Definitely changes because o...

home in Lancaster - Mass. Bay Colony

This, while shocking, is much more tame than the Dustan accou...

Swiftness, violence of the attack mirrors God's destruction and ...

Has seen chaos and violence around, and now sees what is co...

this is different. American literature usually portrays the native...

Note self-reference. What kind of observer? What claims does s...

Prepared for the trials ahead--by experience or by religious pra...

incredible brutality and imagery

?

test of faith -- here is a grand challenge, respond with faith in d...

Lesson derived from dogs' behavior--simple, practical details.

First reference to God's hand

second paragraph

Second use of this word--meaning?

Note terms: "Indians," "murderous wretches," "infidels." Keep ...

Sermon in miniature. Note "comfortable," early example of ho...

MR's tone here feels intentionally disconnected. Blunt stateme...

God obeying/forgiving

unworthiness of faith -- definite calvinistic influence

Bible verse - 2 Corinthians 12:9

Bible verse - 2 Corinthians 12:9

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The Girl who Death Forgot	10/19/2014
Chapter 2	10/16/2014
Tabula Rasa	10/16/2014
The Gift	10/13/2014
Isaiah 40-55	10/07/2014
Isaiah 1-14	10/07/2014
Catalyst	10/07/2014
If these trees could speak	10/05/2014
There are no prizes for second place	10/04/2014
The Facial Reconstruction Ward (Final)	10/02/2014

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Annotations

Mine

Groups

Classes

enemies; who were joyful enough, though we were di...

dear children and relations. The second Addition [...

doings to, and dealings with her. Especially to he...

identity of the other figures

Come back to this later.

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People

0 Groups

4 Classes

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[The Bible](#)



DESIGN FOLLOWS INSTRUCTION

Two colleagues (writing, literature) described two approaches to teaching citation:

- *Provide the format, student fills in content*
- *Provide content, student reproduces the format*

We wouldn't have known there were two approaches, equally good, for different purposes.



OPEN SOURCE

WE USE AND PRODUCE OPEN SOURCE SOFTWARE

- *The Annotator* (annotatorjs.org)
- *Annotation Studio* (github.com/hyperstudio)



OPEN ANNOTATION

WE AIM TO SUPPORT OPEN ANNOTATION SOON

w3.org/annotation

- *Interoperability is Good!*
- *Users should use the best tool for the job*







Annotation Studio

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Topic	Users	Posts	Views	Activity
★ Getting stuck in and signing up students	  	5	45	7d
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★ How to Upload Images into Annotation Studio		1	19	12d
★ Invalid password when trying to make changes to profile	 	2	38	22d
★ PDF Upload with v.2.0		1	53	Sep 18
★ Creating Chapters in a Document: A Step-by-Step Guide		1	110	Sep 18
★ Instructor unable to see "All" tab in annotations sidebar	 	7	101	Jul 9
★ Unable to create groups	  	5	174	Feb 5
★ Ideas for future features, or improvements to existing features		6	245	Feb 5
★ January 2014 Workshop		1	123	Jan 31
★ Category definition for Annotation Studio		2	87	Jan 28
★ What are some examples of non-classroom use?		1	136	Jan 28

WEBSITE

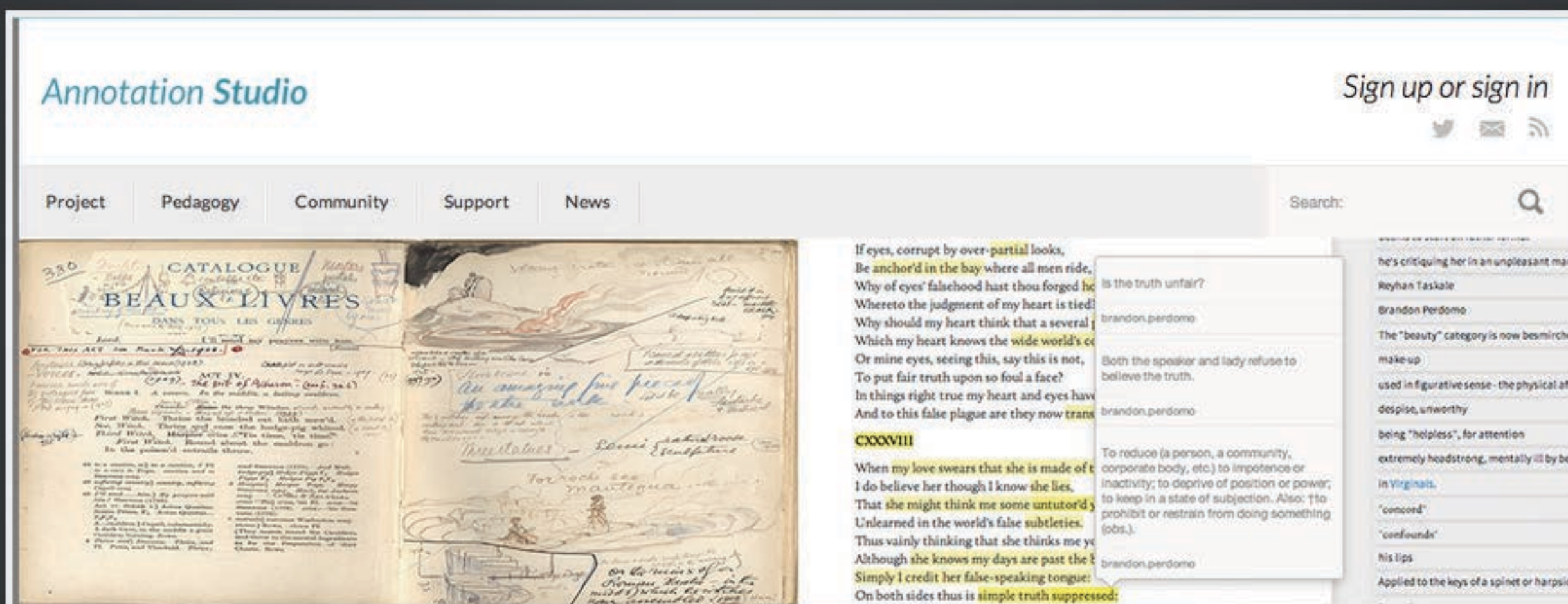
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Annotation Studio

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Project Pedagogy Community Support News

Search:



The screenshot shows the Annotation Studio web application. At the top, there's a navigation bar with links for Project, Pedagogy, Community, Support, and News. A search bar is on the right. The main content area displays a project page. On the left, there's a thumbnail of an open book titled 'CATALOGUE BEAUX LIVRES'. The right side shows a text excerpt with several yellow highlights and annotations. The annotations are in a light blue box, showing a list of terms and their definitions. The text excerpt is from a 17th-century French text, discussing the nature of truth and the human condition. The annotations include terms like 'partial', 'falseness', 'truth', 'beauty', 'concord', and 'confound', each with a brief definition or explanation. The interface is clean and modern, with a light blue and white color scheme.

Annotation Studio is a suite of collaborative web-based annotation tools currently under development at MIT.

Read

Engage and reflect more critically upon texts instead of passively reading them.

Annotate

Bring the millennia old humanistic tradition of annotation into contemporary electronic media in the classroom.

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Create discussion groups for your classes and control the size and publicness of those groups.

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Support the entire writing process, from initial reading to brainstorming, writing, and review.