Benefits of Using Echo 360 in Teaching

Qinguo Fan
Bioengineering
Improving Learning Outcomes

• Students can review the class after class

• Students can improve their presentation skills

• Instructors can improve their teaching skills

• Instructors can use the videos in cases of
  - Flipped classroom
  - School closure due to inclement weather
MAKING READING VISIBLE WITH DIGITAL ANNOTATION

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### Documents

<table>
<thead>
<tr>
<th>Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;The Yellow Wallpaper&quot; (New Historicism perspective)</td>
<td>03/05/2018</td>
</tr>
<tr>
<td>&quot;Bartleby, the Scrivener&quot; (New Historicism perspective)</td>
<td>03/05/2018</td>
</tr>
<tr>
<td>&quot;The Yellow Wallpaper&quot; (Feminist perspective)</td>
<td>02/20/2018</td>
</tr>
<tr>
<td>&quot;The Yellow Wallpaper&quot; (Psychoanalytic perspective)</td>
<td>02/12/2018</td>
</tr>
<tr>
<td>&quot;Bartleby, the Scrivener&quot; (Deconstruction)</td>
<td>02/05/2018</td>
</tr>
<tr>
<td>&quot;Bartleby, the Scrivener&quot; (Structuralist perspective)</td>
<td>01/28/2018</td>
</tr>
<tr>
<td>&quot;Bartleby, the Scrivener&quot; (New Critical perspective)</td>
<td>01/21/2018</td>
</tr>
<tr>
<td>&quot;If We Must Die&quot;</td>
<td>01/21/2018</td>
</tr>
</tbody>
</table>

Go to document list | New document

### Annotations

<table>
<thead>
<tr>
<th>Annotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Again, another interesting word choice. A &quot;nlp&quot;...</td>
</tr>
<tr>
<td>Turkeys can be tempestuous creatures, so this d...</td>
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<tr>
<td>I found the use of this word, paired with the c...</td>
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<tr>
<td>This philosophy the narrator holds could possib...</td>
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<tr>
<td>This here felt slightly reminiscent of the narr...</td>
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<tr>
<td>Here we see Bartleby's influence start to weave...</td>
</tr>
<tr>
<td>This word is used quite frequently when the narr...</td>
</tr>
<tr>
<td>Related to the verb constrained, it's also inte...</td>
</tr>
<tr>
<td>This verb choice stands out to me. Yes, it give...</td>
</tr>
<tr>
<td>scjsjghdfsghboehgdjkjlnsorghegsunourg</td>
</tr>
</tbody>
</table>

Go to Annotation Studio Dashboard
John laughs at me, of course, but one expects that in marriage.

John is practical in the extreme. He has no patience with faith, an intense horror of superstition, and he scoffs openly at any tale of things not to be felt and seen and put down in figures.

John is a physician, and perhaps—I would not say it to a living soul, of course, but this is dead paper and a great relief to my mind)—perhaps that is one reason I do not get well faster.

You see, he does not believe I am sick!

And what can one do?

If a physician of high standing, and one's own husband, assumes friends, and relatives that there is really nothing the matter with one but that one has this hysterical tendency—what is one to do?

My brother is also a physician, and also of high standing. We had a lovely talk about the matter.

So I take phosphates or phosphities—which I now believe is a Sunday word for the mania of exercise, and am absolutely forbidden to "work" and exercise.

Personally, I disagree with their ideas.

Personally, I believe that congenital work, well done, is good.

But what is one to do?

I did write for a while in spite of them; but jealousy, and certain other things, made it necessary to be so secretly about it, or else meet with heavy opposition.

I sometimes fancy that in my condition and mental state I have become the center of a society and stimulus—but John says the very worst thing I can do is to think about my condition, and I confess it always makes me feel bad.

So I will let it alone and talk about the house.
“Fun fact, hysteria used to be considered a diagnosable illness that was indicated by symptoms such as volatile emotions and dramatic behavior in women. It was really fake, and sexist.”

“John is a jerk.”

“Some phallogocentric language, especially when considering the description sounds a lot like a penis. It can combine feminist and psychoanalysis theories because the narrator may be transferring her feelings towards men/the patriarchy, and her desire to see the men in her life suffer onto the pattern.”

“???”
walking in these numerous paths and arbores, but John has cautioned me not to give way to fancy in the least. He says that with my imaginative power and habit of story-making, my nervous weakness like mine is sure to lead to all manner of excited fancies and good sense to check the tendency. So I try.

I think sometimes that if I were only well enough to write all the ideas and rest me.

But I find I get pretty tired when I try.

It is so discouraging not to have any advice and companions who really well John says we will ask Cousin Henry and Julia down would as soon put fire-works in my pillow-case as to let me have now.

I wish I could get well faster.

But I must not think about that. This paper looks to me as if it had!

There is a recurrent spot where the pattern lolls like a broken neck and two bulbous eyes stare at you upside-down.

I get positively angry with the impertinence of it and the everlastingness. Up and down and sideways they crawl, and those absurd, unblinking eyes are everywhere. There is one place where two breadths didn’t match, and the eyes go all up and down the line, one a little higher than the other.

I never saw so much expression in an inanimate thing before, and we all know how much expression they have! I used to lie awake as a child and get more entertainment and terror out of blank walls and plain furniture than most children could find in a toy-store.

I remember what a kindly wink the knobs of our big old bureau used to have, and there was
BARTLEBY, THE SCRIVENER.

A STORY OF WALL-STREET.

I am a rather elderly man. The nature of my avocations for the last thirty years has brought me into more than ordinary contact with what would seem an interesting and somewhat singular set of men, of whom as yet nothing that I know of has ever been written: — I mean the law-copyists or scriveners. I have known very many of them, professionally and privately, and if I pleased, could relate divers histories, at which good-natured gentlemen might smile, and sentimental souls might weep. But I waive the biographies of all other scriveners for a few passages in the life of Bartleby, who was a scrivener of the strangest I ever saw or heard of. While of other law-copyists I might write the complete life, of Bartleby nothing of that sort can be done. I believe that no materials exist for a full and satisfactory biography of this man. It is an irreparable loss to literature. Bartleby was one of those beings of whom nothing is ascertainable, except from the original sources, and in his case those are very small. What my own astonished eyes saw of Bartleby, that is all I know of him, except, indeed, one vague report which will appear in the sequel.
IMPROVEMENTS

• Build collaborative component into assignment
• Build multimedia component into assignment
• Focus more on metacognition
  ◆ Reflection papers on the annotation process
  ◆ Reading journal
Sample Digital Annotation Assignment for ENL 259: English major foundation course on theory and methods

What is annotation?

The practice of annotation can often be a helpful first step in the process of close reading. Annotating a piece of literature involves making notes about specific words, phrases, and sentences. Usually these notes emphasize aspects of the language that the reader thinks are interesting, important, or puzzling. When we annotate, we do not necessarily produce a definitive argument or answer all of our questions. Annotation is a form of note taking, and it is more about carefully observing the details of a passage and responding to those details with thoughts and questions relevant to the literary work. For the purposes of our class, annotating a literary text from a particular theoretical perspective will give you an opportunity to practice applying the theories we’re learning about, to prepare for class discussion, and to brainstorm ideas for future essays.

Requirements

- Due dates for the annotations are on the course calendar. As you’ll see, each annotation assignment is due by 8 a.m. on that particular day. This deadline gives me (and others) time to read your annotations before our scheduled class discussion.
- You should write at least 3 annotations for each assignment. You can write more if you want. Each annotation should be at least a couple of sentences. Your annotations should be from the theoretical perspective indicated on the course calendar for that day. For example, if the calendar asks you to annotate from the perspective of structuralism, you’ll want to discuss the kinds of things you think a structuralist critic might bring up about the text.
- You can annotate individual words, phrases, or sentences.
- Your annotations can focus on any of the following:
  - Interpreting particular words, phrases, or sentences from the assigned theoretical perspective.
  - Discussing the connections between one part of the text and another based on the assigned theoretical perspective.
  - Raising questions about part of the text based on the assigned theoretical perspective.
  - Responding to the annotations of your classmates. You are welcome to annotate the same word or phrase that a classmate
has already annotated, and your annotation can respond to what
that classmate said.

• At least three of your annotations for each assignment should be writing,
  but if you want to do extra annotations that involve images, video, or links,
  you are welcome to do so. You should have fun with this assignment. Just
  make sure you’re also being rigorous.
• Please use my sample annotations on Annotation Studio as a guideline

Instructions for Posting Your Annotations on Annotation Studio

Where to Find It:

There is a link to Annotation Studio on our myCourses site. You can also just
google “Annotation Studio” and then click sign in.

Registering Your Account:

• When you go to the site for the first time, click on register or sign up.
• Put in your name, email, your affiliation (UMass Dartmouth) and a
  password (something you’ll remember easily). Where it says “class,” close
  the little box that says “public” and instead write ENL 259 and press
  enter/return. This will sign you up for our class site. Check the little box
  that says you agree to the terms of service and then click register.
• Once you’re signed into the site, click on where it says My Profile at the
  top. Make sure it says ENL 259 in the box for classes. In the box for
  Groups, type ENL 259 and hit enter/return. Type your password at the
  bottom and click update. This will ensure that you see the readings I post
  on the site as well as the annotations of your classmates.

How to Post Annotations:

• On your dashboard, you’ll see a list of the documents that I’ve assigned.
  Click on the one you want to annotate.
• At the upper right, you’ll see an icon for tools. It looks like it has little gears
  on it. If you click on that, you’ll see options for filtering the annotations.
  You should click on filter annotations by groups or by classes. That way,
  you’ll be able to see the annotations that other students have already
  made to the document. If you don’t click on that, you’ll only see the
  annotations you make. **Before making your own annotations, read
  through the annotations made by other people.**
• When you’re ready to make your own annotations, highlight the portion of
  text you want to annotate.
• After you do that, a little icon will appear above the highlighted text. Click
  on that.
• Type your annotation into the text box. If you want to include an image,
  video, or link, you’ll see you can also do that.
• You’ll see a spot where you can add tags. You are not at all required to use tags, but you can if you want.
• Once you’ve written your annotation, click the little box that says “Allow my groups to view this annotation.” It is very important that you click this box to make your annotation visible. If you don’t click it, no one else (including the teacher) will be able to see your annotations.
• After you’ve clicked the box, click save. You’re all set!

Suggestions for Further Reading


Some Digital Annotation Sites and Browser Extensions

• Annotation Studio: https://www.annotationstudio.org/
• Adobe Acrobat Reader: https://get.adobe.com/reader/
• Diigo: https://www.diigo.com/
• MyStickies: https://www.mystickies.com/
• Genius: https://genius.com/