Collaborative annotations in times of physical distancing

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Abstract

A workshop session is proposed that will tackle the following objectives: To present the benefits of annotation in multimedia documents to improve autonomous learning outcomes; To introduce co-annotation as a tool for collaborative annotations; To explore how debate can be promoted using engaging questions through annotations in video presentations.

Keywords: Collaborative activities. Online learning. Critical thinking.

1 Introduction

We are now living in a world in which video is being used as a communication tool massively. The times of physical distancing have allowed the spreading of video calls and meetings at all levels of communication environments, such as family and friends, education or work. In the particular case of education, video has been used with a very wide range of applications, from allowing the virtual presence of students to lectures in a lock-down scenario, to promote remote meetings, assistance, presentations or assessments, working in synchronous mode. Moving to offline mode, web-based videos, available through known platforms, are being used to share lectures, laboratory demonstrations, students' presentations, and other learning materials.

During the last years, different tools have been developed to ensure a richer learning experience when using offline videos. These tools include the adaptation of videos for people with disabilities (Saray et al., 2011), promoting active learning with audio-visual materials (Richard et al., 2008),), or using annotations in lectures (Malchow et al., 2018) or collaborative drawings (Koren et al., 2005) to enhance the learning experience.

In the session, we are going to work with the Co-annotation platform (figure 1), a collaborative video annotation tool that allows educators to easily arrange groups, assign different videos to each group, pre-set tags for every video and other features.

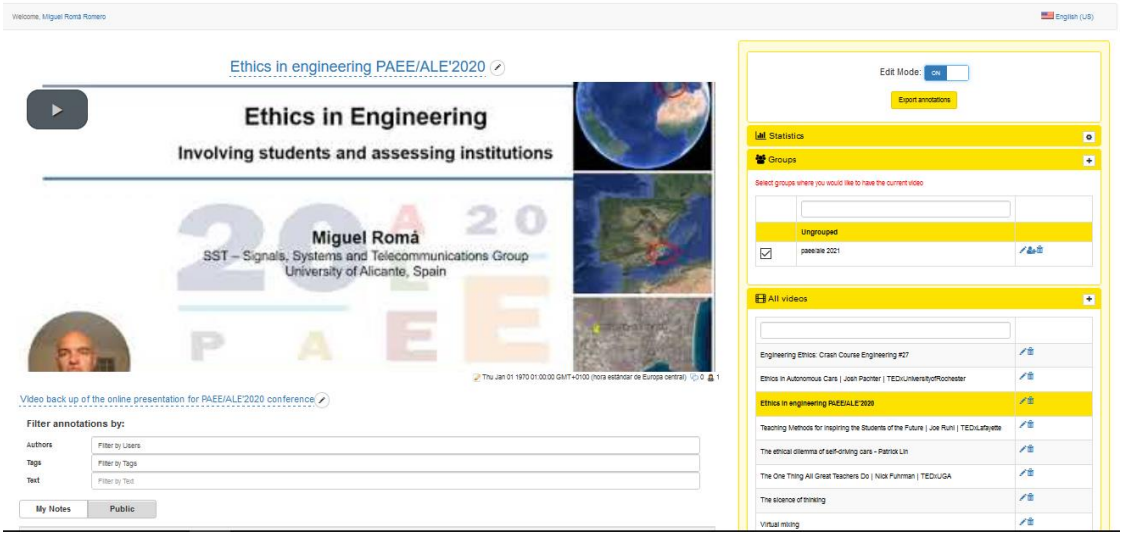

Figure 1. User interface of the Co-annotation platform.

The Co-annotation platform has been proved to be a useful learning tool to be used in university level courses, as stated in Cebrián et al. (2015).

2 Activities

The workshop session will proceed as follows:

- Introduction to the topic.
- Overview of free online tools with annotation capabilities.
- Introduction to Co-annotation platform.
- Individual practical task using Co-annotation.
- Final thoughts and conclusion.

To optimise the available time for the session, attendees are invited to register in advance in the collaborative annotation platform (https://coannotation.com/user/register), and send their email address to miguel.roma@ua.es. The registration can be done with email/password or using your existing social network credentials (figure 2).

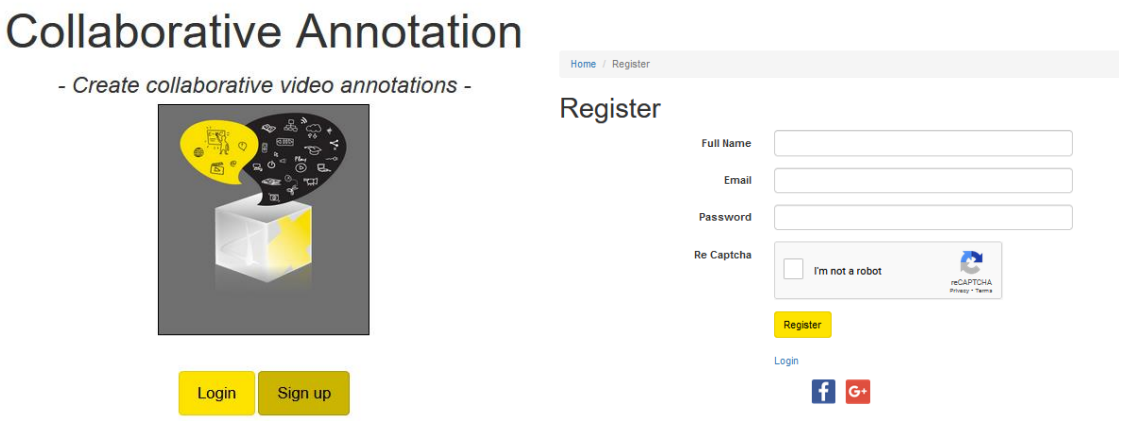

Figure 2.Login/Sign-up form.

3 Expected results

After completion of the activity, the main expected outcomes would be:

- To have a self-idea of the potential benefits of annotation tools, specially when using video material in a learning environment.
- To have an overall view of the Co-annotation platform from both teacher and student point of view.

4 References

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