

Annotation assignment using Hypothes.is for Dr. Shakespeare's Qualitative Applications of GIS, Spring 2023. www.rebeccashakespeare.com

How to Annotate Readings

We'll be socially annotating some readings each week as a whole class prior to in-person class meetings. As you annotate the reading, you can:

- pose questions about the words, content, or ideas in the article,
- analyze and identify the methods employed and the research design, and
- respond to your colleague's posts with your own experiences or research.

The instruction team will also be annotating and replying to annotations to highlight important ideas and clarify tricky jargon.

Why are we doing this?

First and foremost, to help make readings for class are legible to you. Peer-reviewed publications often use field-specific language, skip steps, and assume that you know what they're talking about when they reference names or concepts. Annotating will give you a chance to flag confusing things, show the extra look-it-up work that you did, and extend ideas in the text to connect to your own experiences or planned work. Rebecca will also annotate parts of some articles to guide you through important elements.

Second, we'll use the annotations to kick off our in-class discussion of the materials. Some weeks, we will use annotations to identify specific elements of the study; other weeks, we'll look for evidence of the epistemology the author is using. This deconstruction of the articles will help focus our discussion and elevate topics that will benefit from in-class discussion.

Third, you will be practicing a form of qualitative analysis of documents. Annotation is related to qualitative coding approaches and analytical memo-writing. Engaging in this practice with course materials will hone your skills at analyzing content.

Finally, recording your thoughts and annotations will create a record that will support your final project.

Do I have to do this, and if so, how much?

You are welcome to read the readings in whatever medium you prefer (I recommend PDF for best formatting and most logical placement of maps and tables).

Try to limit annotation to 15 minutes beyond your usual reading time, unless you are finding annotation particularly supportive of your learning.

Please add at least ONE annotation to each article each week, following the prompt in the reading list – this will also appear as a page annotation within the readings. Ideally, submit this by Monday at 5pm, so that we have a chance to respond before class! An annotation can be as short as 1 sentence and may include multimedia content. We understand that life is busy, so you can skip 4 article annotations this term.

Review these documents for ways of annotating:

[Annotation Tips for Students](#)

[Varieties of annotations and their uses](#)

You may do one of the following or similar:

- Suggest a question about the text, method, or approach & provide a brief answer based on your research. *“Would this be considered a form of “context-sensitive planning” that was discussed in the Kytta paper? I think it might be because...”*
- Attempt to explain why you are confused about something, including sharing any outside research you did: *“I didn’t know the difference between moderated and mediated, so I looked them up (together). This is probably not the best source, but it made more sense to me. This sentence is also awkward, so it’s harder to see the causal relationship they’re trying to isolate. I think they’re saying URBAN DENSIFICATION -> SOCIAL OUTCOMES. How and to what extent? How would be the mediated - ways that urban densification impacts social outcomes. To what extent would be the moderated - is this relationship positive or negative? Does the intensity of the relationship vary?
[https://www.scribbr.com/methodology/mediator-vs-moderator/#:~:text=A%20mediating%20variable%20\(or%20mediator,and%20direction%20of%20that%20relationship.&text=These%20variables%20are%20important%20to%20or%20causal%20relationships%20between%20variables](https://www.scribbr.com/methodology/mediator-vs-moderator/#:~:text=A%20mediating%20variable%20(or%20mediator,and%20direction%20of%20that%20relationship.&text=These%20variables%20are%20important%20to%20or%20causal%20relationships%20between%20variables)”*
- Critique the approach providing additional information or discussion: *“They mentioned that recruitment was very difficult, even with compensation for study participants. How do they expect that enough low-income participants will volunteer their time and effort to fill out the Web portal so that it can be useful for community organizations, organizers, and policy makers?”*
- Comment on the findings, approach, or author commentary: *“i wonder if the difference between genders is due to caregiver/home responsibilities that typically fall on women; i would have thought women spent more time commuting due to longer routes taken for safety concerns”*

Ok, I'm convinced. How do I actually do this?

I thought you'd never ask!

Watch this video (embedded) for how to access the annotations [1:31]

https://www.youtube.com/watch?v=xlkUBM9MJZ4&ab_channel=Hypothesis

Click on "Page Notes" to view reading-specific instructions, if present. I recommend reading the article once without annotations, then go back and look at colleague's annotations & add your own.

[Instructions for adding multimedia and links](#)