

C2 - Educational use of Social Annotation Systems for Peer Feedback

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Abstract

Social annotation systems provide a way for several students to annotate shared documents in an online environment (Novak, Razzouk & Johnson, 2012). We have for a number of years used social annotation systems in order to allow students to comment on each other's work, and have very positive experiences for using it in academic writing in bachelor theses (Hedin, 2012; Pargman, Hedin, & Hrastinski, 2013). In this roundtable we present and demonstrate the method that is used, and add the experiences from using social annotation systems in two other courses, with more strict guidelines for what constitutes good feedback practice inspired by Nicol & Macfarlane-Dick (2006), and by De Bono's "Six thinking hats" (De Bono, 1999).

After introducing social annotation systems in bachelor thesis writing, the throughput has increased from 78% to almost 100%, even though a causal effect cannot be established. The attitudes of the students have been very positive, where both giving and receiving feedback to and from fellow students has been seen as activities well worth the effort. The feedback guidelines have increased the quality of the feedback given by freshmen students.

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