

# Annotate websites

Over the years, some of the best notes and explanatory diagrams in our classrooms have disappeared in a puff of chalk dust or in the swift swipes of a cloth across a whiteboard. When engaged in whole-class teaching, these notes and diagrams brought clarity to a concept and the glazed eyes of confusion were often replaced by the twinkling eyes of understanding. As a profession, ‘annotations’ are part of our teaching toolkit. The following definition of what it means to annotate may suggest that annotations do not apply to digital resources; this article, on the contrary, will describe and explore some useful online annotation tools.

## Annotate

Verb: (‘anə, tāt) annotate, *add notes to (a text or diagram) giving explanation or comment*: as in “documentation should be annotated with explanatory notes” and “an annotated bibliography”.

## Website annotations with Scribe – <https://www.scrible.com/>

Once signed up for free to *Scrible* as an educator, you can highlight text and add notes to any website you visit. These ‘annotations’ can then be shared with the students in your class. In the example below (Fig. 1) the text regarding the e-Learning roadmap has been highlighted in green for emphasis. An additional note has been created with regard to the e-Learning Handbook itself.

The following page (Fig. 2) from Scoilnet and a collection of resources for Space Week has been annotated in similar fashion. *Scrible* can be added as an

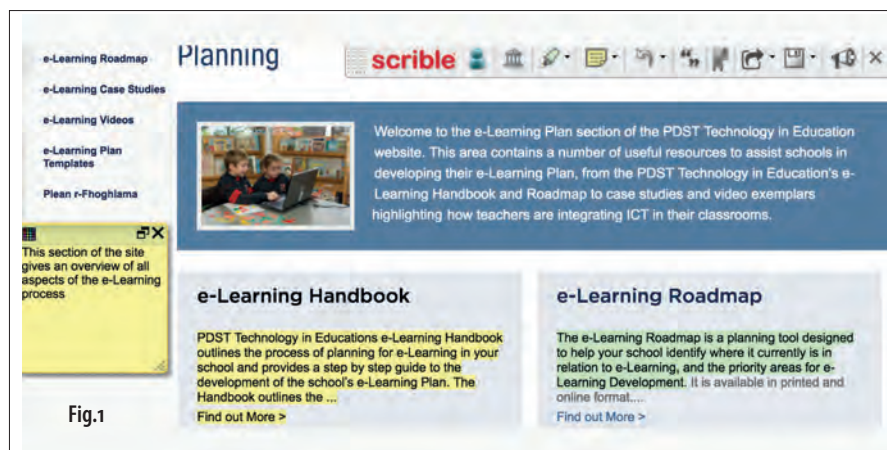


Fig.1

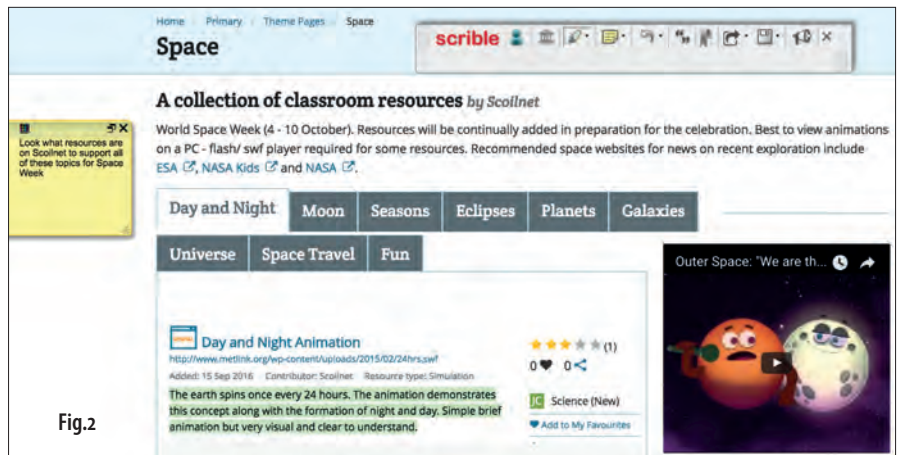


Fig.2

extension to your browser for quick and easy access.

## Annotations on video with VideoAnt – <https://ant.umn.edu/>

Videos are a great way to add to understanding and there are a number of tools like *VideoAnt* (developed by the University of Minnesota) to enable us add annotations/questions to videos so they can be noted while viewing. In the example illustrated (Fig. 3), there is a nice video created by Jonathan Bird profiling different types of shark especially the Bull Shark. (As a teacher, it is important to check all videos in advance of sharing to ensure appropriate content, irrespective of level of content filtering in existence in the school.)

1. It is best to register for the site as all annotated videos can be archived and used/shared again in future years. Once the url of the video you wish to use is pasted in, it will load into *VideoAnt*.
2. You can change the title of the video –

otherwise just ‘Start Annotating’!

3. The video will display in a window on the left with a timeline and an ‘Add an Annotation’ button on the bottom. To begin, press play beside the timeline or on the video.
4. When you get to a place in the video where you would like to make an annotation, click on the ‘Add an Annotation’ button and the video will pause with a ‘New Annotation’ box appearing on the right. Type in the subject/title of this annotation, add the note/question/annotation, and then click on ‘Save Annotation’.
5. The video will resume playing from where it was paused. Continue to add annotations and they will continue to appear on the right-hand side. A succession of annotations have now been created for the video mentioned at the outset (Fig. 4).
6. Any annotation can be edited or deleted by clicking on the edit/‘pencil’ icon under each comment.
7. To share your video with the annotations, just copy the URL from the top of the browser and share it with the people you wish to join into the conversation. As teacher, you can see the number of responses for each annotation.

## Adding questions to video with EDPuzzle – <https://edpuzzle.com/>

Assigning a video to view to enhance understanding is one thing, what we want to assess is whether our pupils are engaging with the content and the key messages/details.

Using *EDPuzzle*, we can search and

# and video

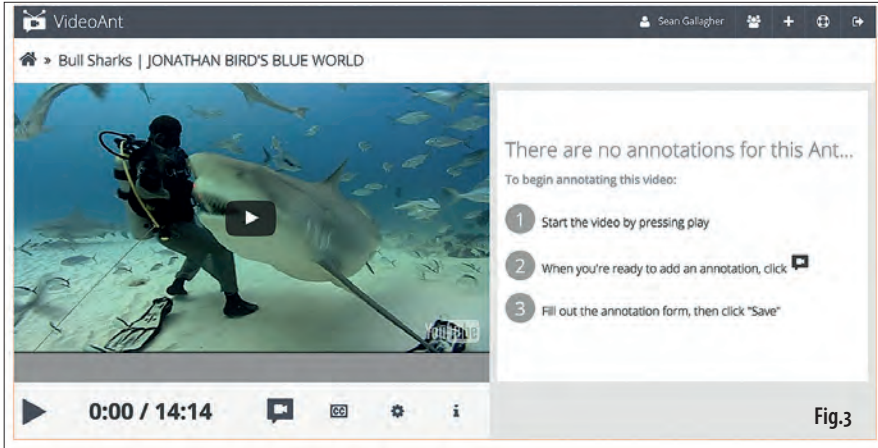


Fig.3

EDPuzzle allows us to trim the video (Fig. 6) so we can zone in on the sections of the video applicable to the class in question. Rather than accepting the narrative accompanying the video, our own voiceover and questions can be added.

Multiple-choice or open-ended questions can then be embedded in the video selected and the resulting information provides immediate formative data based on each pupil's response. (Fig. 7)

When an account has been created for free with EDPuzzle as a teacher, classes can then be created as required. Each class gets its own code that students use for joining thus ensuring that videos can be shared safely.

### Homework

If pupils have device/broadband access at home, the use of EDPuzzle is something that might be considered as all interactions with the video can be viewed by the teacher.

### Face to face ICT courses

These tools and a variety of others are contained in PDST Technology in Education face-to-face courses. Contact

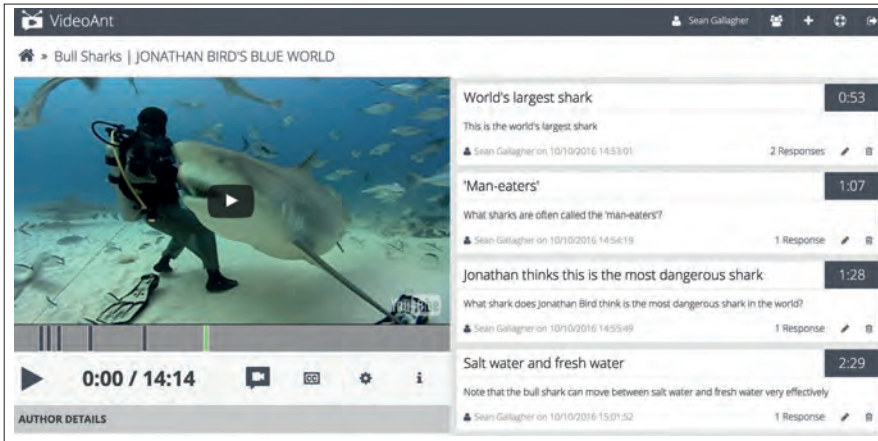


Fig.4

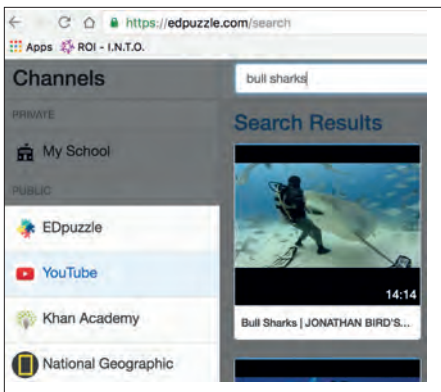


Fig.5

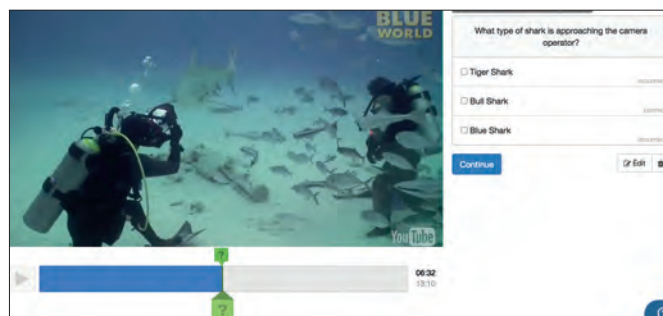


Fig.7

upload videos from YouTube, TED-Ed, Vimeo, Khan Academy, National Geographic and other sites ( the Bull Sharks example is shown again in Fig. 5).

your local Education Centre to see what courses are on offer at the moment. School leaders can also request school based support so that ICT can be embedded in teaching, learning and assessment.

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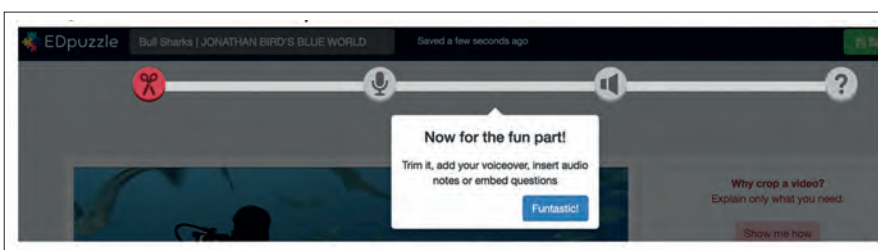


Fig.6