

ACCEPTED SUBMISSION TO 2018 NCTE ANNUAL CONVENTION:

Kalir, J., Dillon, J., & Dean, J. (2018, November). *The Marginal Syllabus: Educators annotating the web as professional development about educational equity*. Research panel presented at 2018 National Council of Teachers of English Annual Convention. Houston, Texas.

The Marginal Syllabus: Educators Annotating the Web as Professional Development about Educational Equity

Abstract: This panel features a literacy educator, researcher, and technology developer who will discuss how educators annotate the web as professional development about educational equity. Each research presentation examines the Marginal Syllabus, a public effort that convenes and sustains conversations with K-12 educators about equity in education via open web annotation.

Background

Web annotation allows a reader to raise their voice by writing upon online text. Web annotation use in education primarily supports student reading comprehension, critical thinking, and collaboration (i.e. Johnson et al., 2010; McNutt, 2014; Su et al., 2010). Yet research about web annotation has seldom focused on teacher learning, despite promise as a means of creating open learning environments within which educators might exercise political agency through dialogue, question dominant schooling narratives, and critique inequitable educational practices (Blinded, 2018). In response, this panel features three presentations that examine how educators annotate the web as professional development about educational equity.

Theoretical Perspective, Research Design

This research panel draws upon conceptions of intertextuality (Bakhtin, 1981; Gee, 2004) to understand how educator annotation of online texts connects to the sociopolitical contexts of students' lives and voices. Web annotation may be understood as a community-oriented technology (Wenger, 2001) that mediates intertextual linkages between text and context (i.e. Brown & Duguid, 1996; Marshall & Brush, 2004). Panelists will describe how intertextual perspectives on writing, media, and learning contribute to a social design experiment (Gutiérrez & Vossoughi, 2010), a democratizing form of research oriented to inquiry and change. Social design experiments are rooted in commitments to equity among project stakeholders; this approach to research design is an appropriate means of exploring how web annotation mediates educator learning across sociopolitical texts and contexts (Blinded, in review).

The Marginal Syllabus

This research examines a public effort that convenes and sustains conversations with K-12 educators about equity in education via collaborative web annotation. This project embraces an intentional political and technical double entendre; the Marginal Syllabus partners with authors whose writing may be considered marginal – or contrary – to dominant education norms, and online conversations with authors and educators occur in the margins of online texts using the web annotation platform Hypothes.is. A successful 2016-17 pilot engaged 63 educators in nine annotation conversations (Blinded, in review). The 2017-18 Marginal Syllabus is currently hosted by the National Writing Project (NWP), organized around the theme “Writing Our Civic Futures,” and features eight annotation conversations with 12 partner authors.

Results

Three panelists will speak to an overarching research question: How can open web annotation support educator professional development about educational equity? Responses to this question will be shared by project stakeholders, including: (1) A representation from Hypothes.is, who will discuss the technical infrastructure of open web annotation; (2) A high school literacy educator and Marginal Syllabus co-facilitator, who will detail educator participation and implications for classroom practices; and (3) A university researcher, who will describe analyses of public annotation data as a form of learning analytics. A NWP

representative will also join the panel (if accepted) to discuss the Marginal Syllabus as a form of connected learning (Ito et al., 2013). Prior to audience questions, a discussant will offer concluding and cross-cutting remarks about the Marginal Syllabus as a model of educator professional development. Individual presentation titles are included elsewhere in this proposal.

References

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