Social Reading with

SHRIMP

Social Reading

For collaborative work on texts in PDF format, there are social reading platforms where text material can be uploaded and worked on collaboratively in an academic context. In addition to exploring the content of a text, users also develop their digital literacy skills. The SHRIMP tool offers numerous features for this purpose.

How can SHRIMP be used in a course?

Social reading with SHRIMP not only offers opportunities for individual text work, but also promotes collaborative learning, the exchange of knowledge, and the structured organization of content. Three central features can be used for this purpose.

1 Annotations & Comments

The annotate function allows users to add private notes to text passages that are only visible to them. This allows thoughts, questions, or ideas to be recorded directly in the text. The comment function allows users to discuss text passages via public comments that are visible to all users. This promotes collaboration and knowledge sharing.

2 Links

The linking function allows text passages to be tagged with keywords ("tags") or links, making it easier to quickly find specific topics or concepts and relate them to each other. This reveals intertextual connections.

3 Social interaction with emojis

Social reading adds a social component to collaborative text work. An essential part of this is interaction with emojis. This opens up new possibilities for communication in and about the text.

Use cases

1 Annotations & Comments

Independent text work

Students highlight and comment on relevant passages in the text in order to prepare the most important points for later discussion in the seminar or exam.

> enables efficient preparation and structured organization of the learning material

Discussion of text content

Students and teachers leave public comments on specific passages to clarify ambiguities or offer new perspectives. This approach is also suitable for collaboration among students in their learning groups.

> promotes an open culture of discussion with joint knowledge construction

Feedback and learning support

Teachers use comments to give students specific feedback on their understanding of the text or to recommend further reading. This also allows feedback on a term paper to be recorded directly in the text.

> enables individual support and targeted learning support

2 Links

Creating an overview of topics

Students tag sections of a text with keywords such as "theory," "method," or "results" in order to better understand the structure of the text and to access specific topics in a targeted manner.

> enables better orientation and quick access to relevant content

Linking texts

Users create links within a text or between different PDFs. This virtually maps already existing intertextuality.

> promotes networked thinking and establishes intertextual references

Literature research

Students link relevant passages in the text to external sources such as scientific papers.

> enables the classification of a text in an overall context

3 Social interaction with emojis

Responding with emojis

Incorporating everyday communication habits such as responding with emojis adds a social component to the exchange. This additional layer allows for further interaction with the text, including non-verbal expressions.

> opens up further possibilities for expressing your own reactions to the text

Setting markers

Emojis are highly recognizable and can therefore be used optimally as visual markers. An eye-catching symbol draws attention to key passages in the text.

> promotes clarity and facilitates navigation within the text

Feedback with likes

A like (thumbs-up emoji) is a quick and easy way to signal agreement with a comment. This lowers the inhibition threshold for expressing agreement and ensures a clear appearance in the comments.

> promotes interaction between users