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Collaborative Adaptation Authoring and Social Annotation in MOT

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Abstract

The Web is constantly evolving, in fundamental and innovative ways. Social annotation and collaborative authoring facilitate and change the process of creating and sharing information. In this work, we propose a new design of the authoring system MOT (*My Online Teacher*), focusing on *collaborative* authoring and *social* annotation. The goal behind this is to define improved adaptive materials based on personalization and recommendation. Collaborative authoring and social annotation are two faces of same coin: both rely on cooperation, but in different ways. Whilst *collaborative authoring* (annotation and editing during writing) creates/modifies the actual web resources, *social annotation* (or annotation during reading) facilitates the adding/editing/modifying of information in a web resource, without changing the resource itself. The main goal for defining cooperation (collaborative authoring and social annotation) in MOT is to allow multiple authors to contribute in the authoring process. Thus, the authored materials foster a new level of knowledge (both of creation and of use) by aggregating information from many users. In principle, the more users that contribute to the authoring process, the more valuable the final *stable* material is. Stability is important to reach, as systems such as Wikipedia show, because only then a consensus of the community is certain. Whilst a resource is still changing, its value is less certain to that community. Thus, the prototype is focusing on utilizing two aspects: 1) *Collaborative authoring*: where multiple authors can contribute in the authoring process. 2) *Social annotations*: where multiple users (authors and/or students) can annotate the content (tag/rate/feedback) and share this annotation with other users. We start the collaboration design process by discussing its features, characteristics and creating a survey with a group of third-year students in a “Web Programming” course at the University “Politehnica” of Bucharest. Results confirm a consistent association between the authors and the students in the proposed prototype; the key elements of the collaboration are rating and tagging, in addition to feedback the content; moreover, the privileges (or levels of authorization) are also required to permit the collaboration process.