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Bridging Linguistic Borders: Peer-Mediated Social Annotation in Academic Reading

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Abstract

Digital learning platforms have become essential to improving the educational experience as the higher education landscape changes, providing unique opportunities for engagement and interaction that are not achievable with traditional approaches. Among the many resources available, Perusall has become a leading platform for encouraging reading engagement through peer interaction and group learning. The adoption of platforms like Perusall is particularly timely given the rise of remote and hybrid learning environments, where maintaining student engagement presents unique challenges. While prior research highlights the potential of digital platforms to improve comprehension and motivation through interactive reading experiences, less is known about Perusall's specific effects, particularly regarding its usability, its role in fostering peer interaction, and its influence on students' motivation to engage with assigned readings. This study, conducted by a team of teacher educators who are also PhD students, approaches the investigation of digital tools with a critical academic perspective. By employing quantitative methods, including surveys and statistical modeling, the study seeks to provide valuable insights for instructors, course designers, and institutions aiming to leverage technology to foster active and effective learning. By addressing these areas, this research contributes to the growing body of knowledge on digital learning tools in higher education, informing the more effective integration of collaborative technologies and ultimately supporting deeper student engagement, improved academic performance, and more inclusive learning experiences.

Keywords: Collaborative Learning; Perusall; Higher Education; Student Engagement; Student Motivation