HYPERDOCS

Hyperdocs with Lisa, Sarah and Kelly

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Blog: http://hyperdocs.co
Book: "The Hyperdocs Handbook"

Lisa: There are lots of buzzwords that teachers try to incorporate into the classroom PLUS adding technology. How can we get it all in? They came up with Hyperdocs as a way to utilize and maximize the devices they had in schools.

Kelly: Wanted to make it seamless so that device was integrated with the lesson. The heart of it was good instruction with technology. It wasn't about tech, it was about teaching with tech.

Sarah: So much of the tech use was consumption-based. Students needed to be able to create. Hyperdocs was a student-facing use of technology.

Lisa: We were struggling with using textbooks in the classroom. We wanted to make our textbooks clickable. It wasn't giving us enough information. How can we "tech up" this textbook?

Sketch above by Carrie Wilson @itsmyschool (http://twitter.com/itsmyschool)
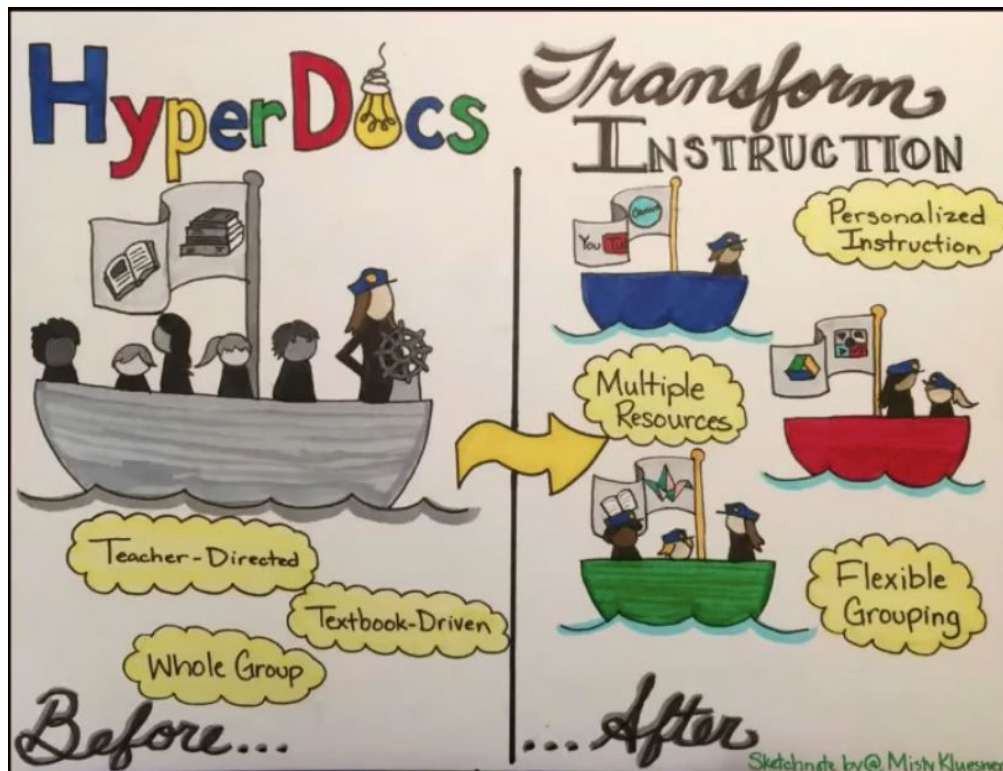
Sketch above by Misty Kluesner @MistyKluesner (https://twitter.com/mistykluesner)

HyperDocs ARE … / HyperDocs are NOT …

HyperDocs are SO much more than just a doc with hyperlinks!

HyperDocs	A Doc with Hyperlinks
Allow for students to collaborate with one another through links embedded in the doc and or through sharing before, during or after.	Students click on links to get to a specific site.
Something is created either within the doc or through a link embedded in the doc. Students really "show what they know".	No opportunity for students to create within the doc.
A key piece of a quality HyperDoc assignment is that students reflect upon their learning and engage in a process that allows for students to apply what they have learned.	Students are consuming information through the sites they are linked to.
Students connect what they have learned to other subject areas, topics, and even the apply what they have learned to the real world.	No student connection or extensions in an explicit way. May provide links to games or activities

Image Created by Karly Moura @KarlyMoura
HyperDocs are created by Lisa Highfill, Kelly Hilton and Sarah Landis

Graphic above by Karly Moura @KarlyMoura (http://twitter.com/karlymoura)

The quality of the Hyperdoc is based on students' application of learning and reflection and whether or not they're sharing and if they're reaching the 4 C's.

Engage
To **engage** students at the beginning of a lesson, insert video, image, quote, or another inspirational hook in this box.

Explore
Curate a collection of resources (articles, videos, infographics, text excerpts, etc.) for students to **explore** a topic.

Explain
Use this section of the HyperDoc to **explain** the lesson objective through direct instruction using your favorite web tool, or gather students together to teach the content.

Apply
Create an assignment for students to **apply** what they learn by using web tools to create, collaborate, and/or connect beyond the classroom.

Share

Collect student work to provide feedback, and/or include a section for students to **share** work with an authentic audience.

Reflect

Include an opportunity for face-to-face or digital **reflection** to guide students along their learning progression and set new goals.

Extend

Add links to more activities and online resources to **extend** the learning.

[Basic HyperDoc lesson plan template above available by clicking here.](#)

Sarah: We did our own research on learning theory and made this hybrid of multiple theories. Use this as a launchpad (above) to think through your own lessons.

Examples:

[Digital Storytelling Hyperdoc (for students):](#) [(Master template)](#)
- A unit of study (1-2 week)
- Encourages digital publishing
- Lesson design is built-in (students can go step-by-step on their own)
- Has some fun (includes a digital campfire video for telling stories by the fire!)
- Gives variety of tech/web tools that they can use to create
- Includes sharing options for having an authentic audience

[Learning Spaces PD Hyperdoc (for teachers):](#)
- Provides videos that participants can go back to and watch again (if necessary)
- Provides text, infographic/images and videos as resources
- Does direct instruction via video
- Lets teachers design a learning space in Google Drawings
- Uses a shared folder, letting participants see each other's work and comment on it
- Includes the lesson plan template/learning theory above

[Google Apps Show What You Know Bingo](#)
- Lets kids show what they know and gives them a choice
- Preserves the face time between teacher and student by not forcing students to present to the whole class

- Includes some tools that the teacher didn't know how to use (but let students figure it out on their own if they wanted to!)
- Includes tutorial videos for students

"Workflow is an important part of designing a lesson … any lesson!" (Lisa Highfill)

How do I make one of these Hyperdocs myself?
1. Start from scratch yourself (if you have a good foundation with digital tools/Google Apps) [(Hyperdocs How-To template)](#) [(and in a Google doc)](#)
   a. What's your teaching objective?
   b. What specific steps will students follow? (Cycle of learning)
   c. How will you "package" your lesson? (Docs, Slides, Sites, etc.)
   d. What's the workflow for students/yourself?
   e. How will you design it? "How can I make this content engaging?"
2. Start from a sample created by another teacher. [(Find one in this HyperDocs Padlet (Click here))](#)
   a. Open a sample Hyperdoc
   b. Go to File > Make a copy … to copy that sample into your Google Drive
   c. Modify your own copy in your own Drive to suit your needs
3. Use a blank template to design your own.
   a. Find them at [Teachers Give Teachers](#)

Common roadblocks/missteps in using Hyperdocs:
- Less is more. (Lisa) "We don't teach like this every day all the time for sure." Tech up something in your unit that you're tired of teaching.
- Start with low cognitive load. (Lisa) Let kids play with a tech tool to explore and learn. Don't skip that … if you want to start by bringing in your content without this, it'll be a management issue!
- See the pedagogy/lesson design in Hyperdocs. (Lisa) See past the links! "The pedagogy is hidden." There's a flow between on-tech and off-tech.
- Have a balance between creating and consuming in a Hyperdoc. (Lisa) Also, are they following the four C's (critical thinking, collaborating, communicating, creating)
- Explore, explain, apply (Kelly)
- Think about what you want a Hyperdoc to accomplish before you start creating it. (Sarah)

[The Hyperdocs Handbook (on Amazon)](#)

[Hyperdocs online course](#)

[Teachers Give Teachers (5,700 teachers involved)](#)
- [@TsGiveTs](#)
- [YouTube channel](#)

- [Pinterest](#)
- [HyperDocs on Air (video show)](#)