Get **HYPED** for Hyperdocs

This presentation is a remix of presentations & resources from Nikki Warfield, Nicole Beardsley, Kim Lindskog, Sarah Landis, Karly Moura & more... put together for you by Shannon Steimel


https://tinyurl.com/wsdhyper

@ShannonSteimel shannonsteimel.com

sststeimel@liftforlifeacademy.org
The HyperDoc Handbook
Digital Lesson Design Using Google Apps

Lisa Highfill  Kelly Hilton  Sarah Landis

The Hyperdocs Girls (#hyperdocs) DitchSummit.com

HYPERDOCS.CO
Sometimes a HyperDoc is a collection of Google Slides, called a **Slide Deck**

Click here to see an example of a Slide Deck HyperDoc in action
Sometimes a HyperDoc is “packaged” as a Google Doc.

Click here to see an example of a Google Doc HyperDoc.
A HyperDoc can even be created with Book Creator.

Click here to see an example of a Book Creator HyperDoc.
However we do it, the purpose behind using HYPERDOCS is to make learning more:

Engaging  Interactive  Inspiring
Make sure to include Student Choice & Student Voice when creating your HyperDocs.

Where do you see Student Voice in this HyperDoc? Where do you see Student Choice in this HyperDoc?
There will always be an interactive component

- Sometimes you’ll post to a Padlet
- Sometimes you’ll respond on a whole-class Google Doc
- Sometimes you’ll respond directly on the HyperDoc itself
- Sometimes you’ll respond on a different tool, like AnswerGarden or Tricider or Google Form or whatever other fun tool we discover and try out!

Add your own idea and then read your classmates’ responses as well. You can vote for ones you really like!
What’s this about being on a Whole-Class Google Doc?

Rather than waiting for each person to raise their hand and be called on by the teacher, why not just post our responses to a Google Doc?

This makes it easier to share if you’re feeling shy or unsure if your answer is “right” and makes sure all voices are heard equally.

By reading your classmates’ responses, you’ll verify that your thinking is aligned with others’, or you’ll expand your thinking through reading others’ responses.
In order for a Whole-Class Google Doc to work, we need a few ground rules:

1. No deleting or editing anyone else’s writing but your own
2. If you accidentally delete something, remember: the UNDO button is your friend!
3. Leave fonts, sizes, colors, and other formatting alone, unless you have specific permission from the Doc creator to change them. Unless it’s to add more lines to a filled-up table, in which case you don’t need permission!
4. Participate with on-task comments and be professional.
5. If you can’t say something nice, log out.

Ready to try it out? Click the purple Doc to get started!
A true HyperDoc is much more than a document with links...

Basic Hyperdoc Template

Examples for each part
To **engage** students at the beginning of a lesson, insert video, image, quote, infographic or other inspirational hook in this box.

**Pro Tip:** For sanity’s sake, whenever there’s a video to watch, make sure students have headphones or earbuds to use with their Chromebooks.
Explore

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

Pro Tip: Alert students that whenever they see underlined text that is also a different color than the rest of text in the HyperDoc, it’s probably a link, so click on it!
**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.

**Pro Tip:** Ways to reach out to students: YouTube playlists around the subject, Google slide book, screencast, use various Chrome apps and extensions, infographics created in Google Draw
Create an assignment for students to **apply** what they learn by using web tools to create, collaborate, and/or connect beyond the classroom.

**Pro Tip:** Example directions may look something like this: Click [Here](#) for Adobe Spark. Create an artifact as an example for an upcoming project. Share using the [Google Form](#).
Collect student work to provide feedback, and/or include a section for students to share work with an authentic audience.

**Pro Tip:** Leave comments/notes in a Google class Doc, create a screencast and share with a QR code, or use the new Google sites make student portfolios.
Reflect

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

Pro Tip: Possible ways to collect reflections: Google Forms, Google Drive Word Cloud, Google Slides, Google Classroom. The key is a well thought out question.
Extend

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

**Pro Tip:** This is a great opportunity for students that finish early to have more fun with the topic. Offer online games, challenges, or creation opportunities.
Collaborate and Create a HyperDoc for Your Classroom or Create a Staff Development HyperDoc

HyperDoc Tip

There is not one right way to create HyperDocs! You are the architect of learning-build a HyperDoc lesson that meets the needs of your students.

@Lhighfill

For more info, go to hyperdocs.co
More Pro Tips for HyperDoc Creation

- Include Thinking Routines
- Guide students to use Research as evidence
- Use authentic, relevant, current resources
- Encourage students to become creators by requesting different response types, not just text, (links to videos, presentations etc)
- Use a mixture of Factual, Conceptual and Debatable questions
Questions to think about when using HyperDocs IRL

+ Workflow
+ How will students access?
+ Which parts will I grade?
+ How will students turn it in?
+ What’s the timeline?

+ Early finishers
+ Non-finishers
+ How will I provide feedback?
+ Which parts will I provide feedback on?
## Hyperdocs... where does it fit? Revision Checklist

### HyperDoc Checklist

<table>
<thead>
<tr>
<th>SAMR Tech Integration</th>
<th>DOK Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REDEFINITION</strong></td>
<td><strong>LEVEL 4</strong></td>
</tr>
<tr>
<td>Does your lesson allow for creation of new tasks previously inconceivable?</td>
<td>Does your lesson allow students to engage in high levels of critical thinking?</td>
</tr>
<tr>
<td>Do your students create, collaborate, or connect beyond the classroom?</td>
<td>Does your lesson offer extended thinking through an investigation, with time to think and process multiple conditions of the problem?</td>
</tr>
</tbody>
</table>

- **CREATE** Students direct video projects, design a project to synthesize information, develop games or websites, and/or demonstrate mastery of a topic.
- **APPRAISE** Students evaluate their own work or the work of others.
- **CONNECT** Students connect new ideas with previous ideas.
Insane folder of Resources
Steimel’s Collection of Resources
HyperDoc Padlet
Facebook HyperDoc Group
Hyperdoc.co
Teachers Give Teachers Twitter
Google+ HyperDoc Group
THANKS!

@ShannonSteimel shannonsteimel.com
sstteimel@liftforlifeacademy.org