Hypothesis: Using Web Annotation in the Online Classroom

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Online, a book can be a gathering place, a shared space where readers record their reactions and conversations.

– Jennifer Howard, "With 'Social Reading,' Books Become Places to Meet" (2012)

The Hypothesis Organization

Open source, open standards

The Web works because, through standards, everyone can build on it — and no one owns it. The conversation over the web should be the same, and the organization behind it should be aligned with that outcome.

Our Team

100% dedicated to education

1. Technology
2. Services
3. Integrations
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Annotation as Ed-Tech

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We have all seized the white perimeter as our own
and reached for a pen if only to show
we did not just laze in an armchair turning pages;
we pressed a thought into the wayside,
planted an impression along the verge.
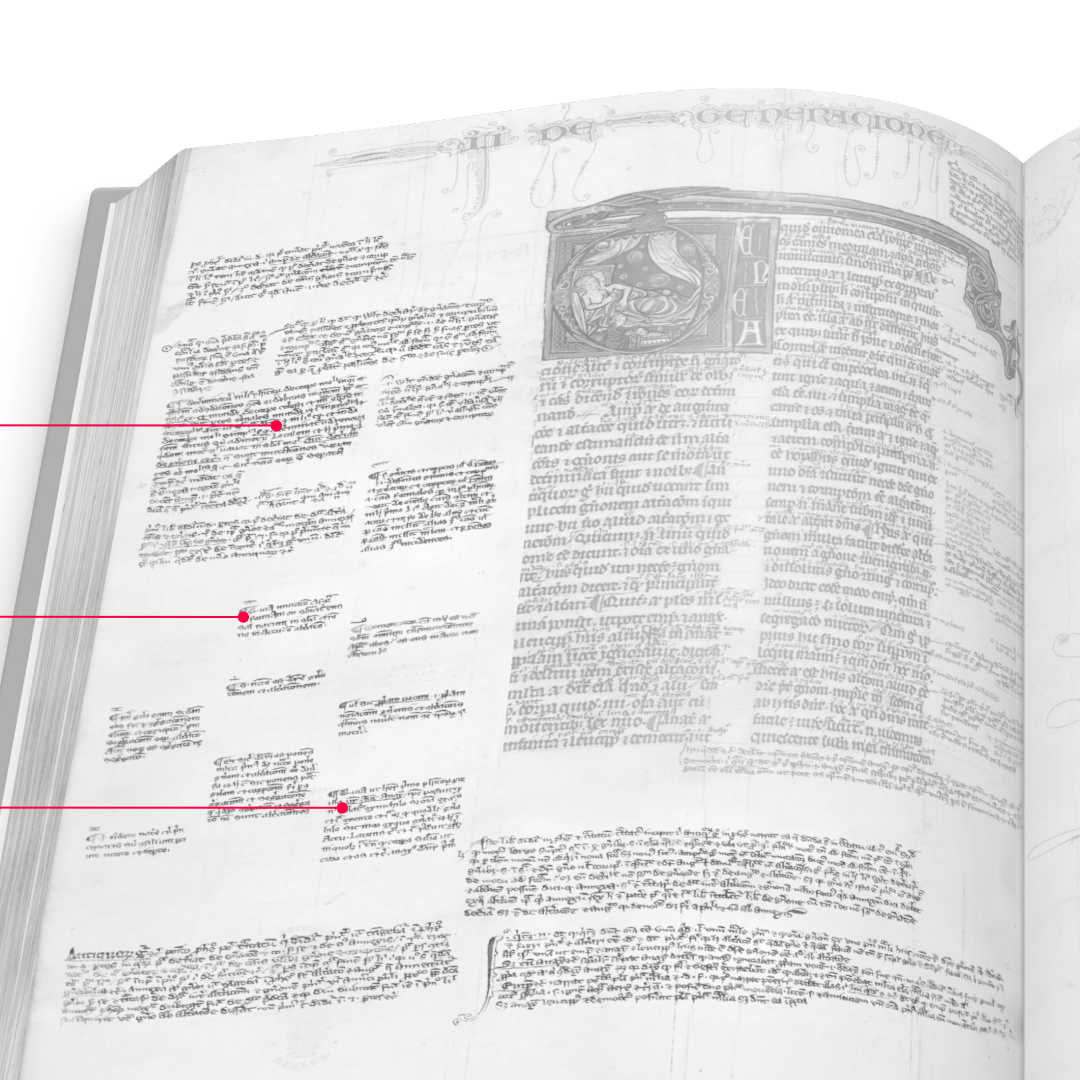
– Billy Collins, "Marginalia"

Ancient Ed-Tech

The Annotation

In context, In layers

Focused conversations

Additive to material

Layers of Annotation

Public

My Course

My Colleagues

My Notes

Any Website, Article, eBook, Document, Multimedia
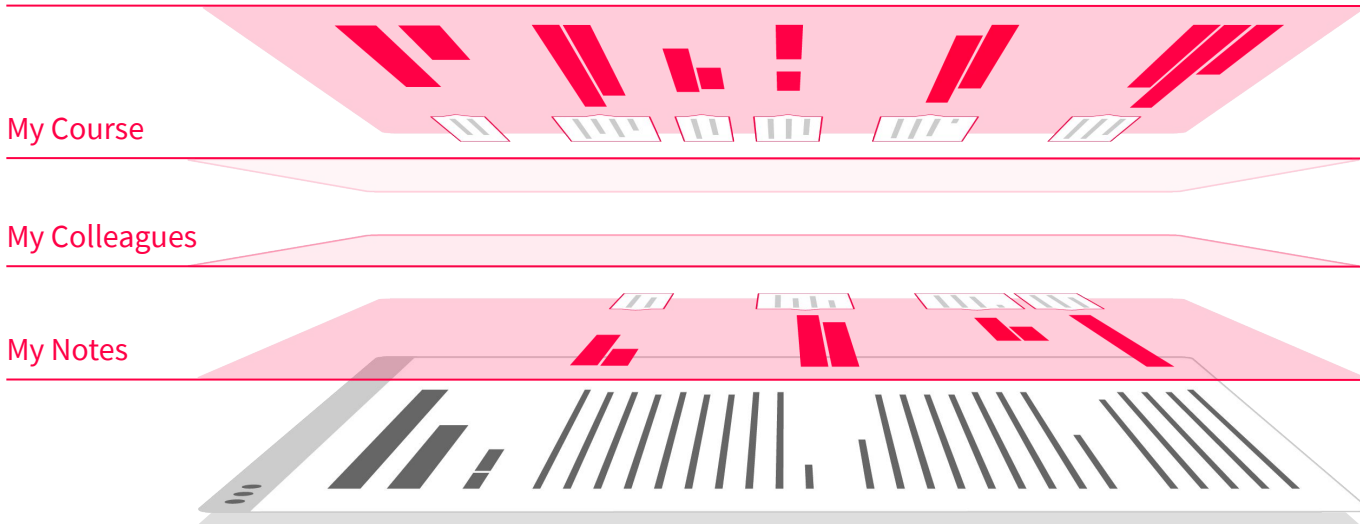
Hypothesis in Teaching & Learning

Hypothesis makes reading active

> I want students to learn the profits and pleasures of careful, engaged reading. To cultivate this kind of reading and learning, I've tried a lot of previous annotation tools but Hypothesis finally delivers on the promise of digital annotation.
>
> *– Lawrence Hanley, Professor, Department of English, San Francisco State*

Hypothesis makes reading visible

Their annotations give me a window to their thoughts and understandings that I couldn't access otherwise...I wouldn't get this depth of interaction in a threaded discussion.

– Linda Parsons, Professor, Department of Teaching and Learning, The Ohio State University

Hypothesis makes reading social

Hypothesis is my literary Facebook. When I'm reading I sometimes wonder, 'Does anyone actually understand this? Am I crazy? With this brilliant tool I know I'm not alone.

– Shannon Griffiths, undergrad at Plymouth State University

Hypothesis in the Classroom

5 Ways to Annotate for and with Students

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1. It's not about annotation, it's about community

Yes, we want our students to do the reading. We want them to understand it. We want them to think critically about it. And annotation is a great way to help cultivate those skills and practices. But beyond just being an annotation tool, *Hypothesis is also a great way for students to connect online in a substantive way, to ask each other questions, to share ideas, and to collaborate around their learning.*

2. Just make your readings annotation-enabled

Don't worry about coming up with an annotation activity or assignment. Don't worry about assessment. ***Just turn annotation on for your students, give them some basic guidance on how to use the Hypothesis tool, and see how they make use of the digital margins.***
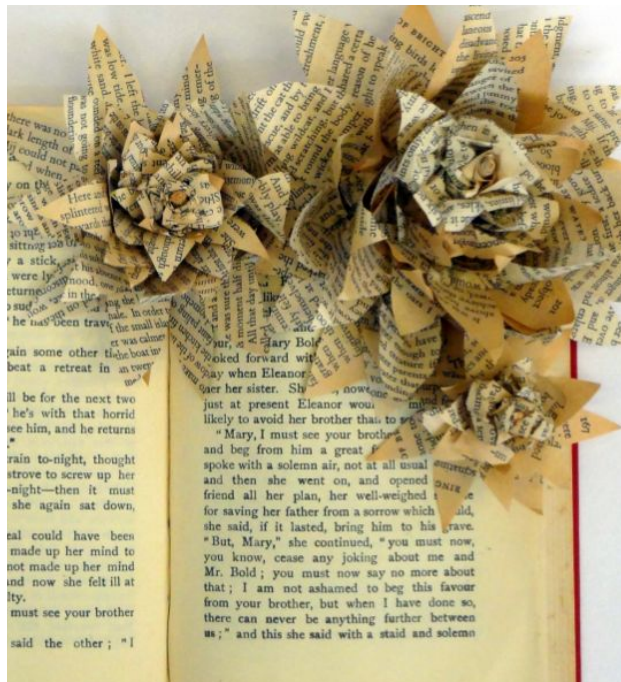
3. Guide your students through the reading

Don't worry about making students do a new activity or learn a new tool, just annotate the texts yourself for their benefit. **This is a very real way to be present in their learning when you can't physically be in the same place.**

4. Seminar-style discussion online

Collaborative annotation is about as close to a seminar-style experience as one can have with a class online. Everyone has the book open, our conversation is grounded in the text and in each other's comments about it. Even if you are meeting "face to face" through video conferencing, annotating the reading together ahead of those synchronous meetings will help make better use of that precious time.

5. Have students annotate your lecture

Post your lecture notes and slide deck as a PDF online and ask students to annotate them with questions...Like in-class clickers, the notes students make will help you better understand where students are confused and enable you to clarify course concepts. You might even get some feedback on how to improve your own teaching materials!

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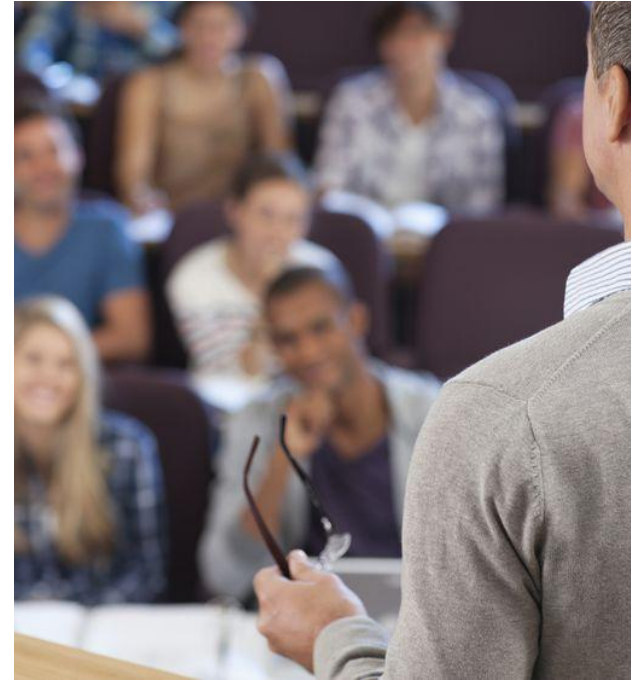
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