

Hyperdocs – Reinvent Your Teaching

EDUO 9167 1 Graduate-Level Credit/Unit

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This is a Public Syllabus. For a full syllabus, please contact the instructor.

Course Overview

Redefine your teaching approach by using Hyperdocs one-document designs. Customize your own designs or use tips from existing models. Foster a Hyperdocs philosophy using your existing technology tools to support blended and personalized learning. Plan engaging, self-paced, student-centered creativity using SAMR-influenced differentiated pathways that guide deeper learning and creativity. Use of Google Drive is not required but is recommended for this course.

Course Objectives

HyperDocs usage will give all students in this course opportunity to:

- Learn the philosophy and steps to engage students in the use of HyperDoc-guided learning
- Evaluate existing Hyperdocs to help solidify understanding of true HyperDoc design and purpose
- Create from a variety of models, original Hyperdocs to use in with students or peers
- Share your designs and uses with peers.

Course Relation to Professional Standards

This course aligns to:

ISTE Standards for Teachers: <https://www.iste.org/standards/for-educators>

ISTE Standard for Students: <https://www.iste.org/standards/for-students>

CCS: <http://www.corestandards.org/>

How to Complete and Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Each assignment will have directions for preparation, content and where to submit work. Where Name each file with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each written document page. You will receive feedback within 2-5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Assignments can be completed using Word, Pages (convert them to Word) to place in the course **Dropboxes. Completing assignments using Google Drive (Document) is an option.** Shared Drive files with jherz@dominicancaonline.com. Be sure to share each assignment piece as completed and give editing rights. Just placing items in a shared folder will not generate a share notification to me.

Course Modules/Assignments

There are 4 Modules with assignment to complete plus a Forum posting and response.
All work submitted will be assessed using the Course Assessment Rubric found in the Syllabus

| Module 1 – Defining the HyperDoc | |
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| Overview | Effective HyperDoc usage takes students on a unique and highly engaging digital journey to explore, define, display and extend understanding of curriculum goals. To be a successful HyperDoc creator, their purpose and structure must be understood. Teachers must examine models of Hyperdocs at various grade and subject levels as well as understand the underlying pedagogy and assignment preparation that make HyperDoc use effective. |
| Objective | By the end of this module, participants will show their understanding of HyperDoc purpose and design when used to support learning within a technology-rich teaching pedagogy. |
| Assignments | <p>1. Read or View the following link content on the structure and purpose of Hyperdocs</p> <ul style="list-style-type: none"> Let's start by watching a couple of PowToon products: What is a HyperDoc? and HyperDocs. Next, read the following:... <p>Submit to Module 1 Dropbox, an in-depth document or multi-slide presentation you would place online or show to parents explaining the use of Hyperdocs in education and specifically in your classroom, department or other educational position. Include:</p> <ul style="list-style-type: none"> Project Goal/Purpose Explain how you would use a HyperDoc to meet a curriculum objective. Do not actually create one. That will come later. Compare and contrast it to an assignment that would not use the Hyperdocs model. |

| Module 2 – Understanding the Structure and Models of Hyperdocs | |
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| Overview | Hyperdocs have a structure. It's important to find one or more design structures you will use. Too many variations can confuse students. Within the structure you want to emphasize independence, creativity and choice in product outcomes while preserving the expected goals of the lesson. |
| Objectives | By the end of this module you will have studied HyperDoc template and design options and created several of your own templates using both suggested digital tools. |
| Assignments | <p>1. Read or View the following link content on the structure and purpose of Hyperdocs</p> <p>Template Resource https://hyperdocs.co/blog/posts/hyperdocs-templates-for-getting-started</p> <h3>HyperDocs Templates</h3> <p>Many HyperDocs examples are based on the template.</p> |

1. **Engage:** Hook your students, get them engaged, and activate prior knowledge. You might use a fun video, interactive website, or audio recording.
2. **Explore:** Link resources, such as videos or articles, for students to explore more information.
3. **Explain:** Clarify the learning objective for your students.
4. **Apply:**

2. Develop a Drive or Office document **chart** that defines what a HyperDoc is and what it isn't. Share your chart with the instructor using **Module 2 Dropbox** or by Drive.

The different between an assignment with online links and one designed as a true HyperDoc

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| <i>A typical digital assignment using online links as resources with knowledge displayed in a report format</i> | <i>HyperDocs assignments are designed so that students:</i> |
| 1. i.e. Students are sent to pre-selected online resources to find out facts about a specific topic. | Students are asked to search through a list of diversified resources or search on their own for relevant, unbiased facts. |
| 2. i.e. Students will create a Presentation that directly relates to... | |

3. Analyze **x** existing Hyperdocs found online at resources listed at the bottom of this document or by doing your own search. For each of the 6, list their source url, grade level, subject and, write no more than 2 detailed paragraphs that explain why or why not the Hyperdoc project differs from a standard research project.

Module 3 – Analyzing Your Need and Uses of Hyperdocs

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| Overview | What good would Hyperdocs be to your teaching position? Do you have the technology, the philosophy, tools and time to make their use worthwhile? |
| Objectives | By the end of this module, participants will have analyzed their needs and potential to incorporate HyperDocs into your area. |
| Assignments | <p>1. Read or View the following link content on the structure and purpose of Hyperdocs: Applying SAMR to Hyperdocs creation; https://docs.google.com/document/d/1oCi_v8wtt_5MHB0Wz6ejGZKRpc9kUE69q5ju-XPANek/edit</p> <p>2. Add to the course Hyperdocs Module 3 Student Forum</p> <ul style="list-style-type: none"> • Your understanding of Hyperdocs. • Respond to a peer post |

| Module 4 – Creating Hyperdocs | |
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| Overview | You've researched HyperDoc purpose, design and templates, examined existing examples and have analyzed how you can infuse HyperDoc as a digital learning into your classroom. |
| Objectives | By the end of this module the student will create, depending on grade level and subject area, several new HyperDocs to use with students. |
| Assignments (will be shared using Google Drive and Classroom) | <p>Before proceeding: Read or review all your work done thus far on the structure and purpose of Hyperdocs. Make sure you fully understand their use and design.</p> <p>1. Create Original Hyperdocs:</p> <p>The older the student, the more complex each Hyperdocs project should be. Refer to the Module 2 template points to help guide the rigor and expected outcomes appropriate for grade level and students in your classroom or program. If you are unsure or need guidance, email the instructor with details about your concerns.</p> <p>Submit each of your projects separately in the Module 4 Original Hyperdoc Uploads and Descriptions Forum.</p> |

Hyperdocs Resources; Examples, Information, Discussions. (more listed in full syllabus)

<https://www.pinterest.com/hiltonintown/hyperdoc-digital-lesson-plans---hyperdocs/>

<https://www.sutori.com/story/hyperdocs-for-secondary>

Course Assessment Rubric

| <p>EXCELLENT Meets or Exceeds Course Objectives: A to A-</p> | <p>ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-</p> | <p>NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below</p> |
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| <p>Shows exemplary understanding of course objectives evidenced by completion of required course assignments.</p> | <p>Shows basic understanding of course objectives evidenced by completion of required course assignments.</p> | <p>Needs more time to develop an understanding of course objectives.</p> |
| <p>All course assignment requirements were completed per instructions. Written work, project files, postings within Moodle and to any sites outside of Moodle were completed.</p> <p>Quality of media work is exceptional and supports assignment objectives.</p> <p>Assignment responses reflect necessary research, reflective thoughts and summations.</p> | <p>The majority of course assignment requirements were completed per instructions. Written work, project files, postings within Moodle and to any sites outside of Moodle were completed</p> <p>Quality of media work is exceptional and supports assignment objectives.</p> <p>Assignment responses reflect necessary research, reflective thoughts and summations.</p> | <p>Needs more time to develop assignment requirements per instructions, including written work, project files, postings within Moodle and to sites outside of Moodle.</p> <p>Quality of media work is not acceptable.</p> <p>Assignment responses do not reflect necessary research, reflective thoughts and summations.</p> |
| <p>All responses are organized very well. Work is original. Supporting material easy to locate, clearly labeled and related to the corresponding assignment.</p> | <p>Organized fairly well. Work is original. Supporting material somewhat hard to locate and loosely related to corresponding assignment. Is generally organized and labeled.</p> | <p>Organized poorly. Not all work is original. Supporting material difficult to locate or not present and/or not related to corresponding assignment. Assignments are poorly labeled.</p> |
| <p>Free of spelling and grammatical errors. Word processing files and other document files were completed using required formatting.</p> | <p>Most work is free of spelling and grammatical errors. Most word processing and other document files were completed using required formatting.</p> | <p>Numerous spelling and grammatical errors. Word processing and other document files are poorly formatted.</p> |