

INTRODUCTION

Hypothes.is adds a conversational layer over the entire web, allowing instructors and students to annotate and discuss any page on the web within the page itself! What's more, Hypothes.is allows users to create private groups, so class conversations can stay private.

Hypothes.is uses a browser extension that is easily installed on your browser. You can get it now at <https://web.hypothes.is/start/>

The screenshot shows a web page with text and a Hypothes.is annotation interface. The text on the left includes the following paragraphs:

required under tuition. How much more, then, is this the case with respect to all the of humanity!

2. Education and Communication. So obvious, indeed, is the necessity of teaching, we may seem to be dwelling unduly on a truism. But justification is found in the fact unduly scholastic and formal notion of education. Schools are, indeed, one important of the immature; but it is only one means, and, compared with other agencies, a r necessity of more fundamental and persistent modes of tuition can we make sure 2

Society not only continues to exist by transmission, by communication, but it may There is more than a verbal tie between the words common, community, and comm which they have in common; and communication is the way in which they come common in order to form a community or society are aims, beliefs, aspirations, kn the sociologists say. Such things cannot be passed physically from one to another, lie pie by dividing it into physical pieces. The communication which insures partici similar emotional and intellectual dispositions—like ways of responding to expectati

Persons do not become a society by living in physical proximity, any more than a or miles removed from others. A book or a letter may institute a more intimate assoc from each other than exists between dwellers under the same roof. Individuals do nc

The annotation interface on the right is titled "CEOEL ID" and contains the following elements:

- A title bar: "persistent modes of tuition"
- A rich text editor with formatting options (B, I, Q, E, S, L, R) and a "Prev" button.
- A text input field containing the comment: "I already pay persistent tuition, but maybe that's not what John Dewey meant?"
- An "Add tags..." field.
- A "Post to CEOEL ID" button with a dropdown arrow and a "Cancel" button with a close icon.

Example

The following are instructional use cases that you might consider implementing in your courses.

1. Teacher Annotations

As an instructor, you can pre-load webpages with questions or additional information for students to consider while reading/watching a resource. As stated on the [Hypothes.is website](#), "One of the amazing aspects of social reading is that you can be inside the text with your students while they are reading, facilitating their comprehension, inspiring their analysis, and observing their confusion and insight."

2. Annotation as Gloss

Have students define difficult words or explain ambiguous phrases within a web resource.

3. Annotation as Question

Have students highlight, tag, and annotate words or passages that are confusing to them in their readings. Encourage your students to try answering one another's questions. In this way, Hypothes.is can serve as a discussion forum embedded within your class resources.

4. Annotation as Argument Analysis

Ask students to critique arguments on the web, identifying rhetorical strategies employed by the author(s), fallacies in the logic of the argument, strengths of the argument, or inaccuracies.

5. Annotation as Fact Checking

Ask students to employ their digital literacy skills by evaluating the reputability of an article's sources, fact checking its claims, and investigating the biases of its authors.

A Closer Look

The following is a brief description of how to use Hypothes.is in a course. For a more detailed guide, see the hyperlinks under “Additional Resources” below.

Step 1: Create your Hypothes.is account: <https://web.hypothes.is/start/#>

Step 2: Get the browser extension: <https://web.hypothes.is/start/#>

Step 3: You will likely want to create a private group so that students’ comments won’t be publicly available. To do that, activate your Hypothes.is plugin, open your sidebar, click the dropdown arrow, and select “New group.” Share the URL for your group with your students. For a more detailed explanation of how to create private groups, visit <https://web.hypothes.is/creating-groups/>.

Step 4: Ask students to tag their annotations with the name of your course and the module they’re working on. That way, students can easily find their classmates’ annotations, and you can easily find your students’ annotations for grading purposes. You should be aware that Hypothes.is is technically not a part of the learning management system (LMS), so you may not be able to use all of the LMS grading tools you’re accustomed to using; however, each group in Hypothes.is has a group homepage that collates all group members’ annotations. Instructors can use this group homepage for grading student annotations.

Additional Resources

Hypothes.is Demo 2017, by Heather Staines: <https://www.youtube.com/watch?v=aY9yj2uoMiU>

This five-minute video demos the major features and functionality of Hypothes.is.

Back to School with Annotation: 10 Ways to Annotate with Students, by Jeremy Dean: <https://web.hypothes.is/blog/back-to-school-with-annotation-10-ways-to-annotate-with-students/>

This webpage goes into more breadth and depth about ideas for how to use Hypothes.is in your course.

Quickstart Guide for Teachers: <https://web.hypothes.is/quick-start-guide/>

As the title implies, this resource is intended to help you start using Hypothes.is as quickly as possible.

Teachers Resource Guide: <https://web.hypothes.is/teacher-resource-guide/>

Think of this website as the Hypothes.is owner’s manual.