HyperDocs: A Meaningful Learning Structure in Your Online Classes
Contents

- What are HyperDocs
- Why use HyperDocs
- How to use HyperDocs
- Steps to create a HyperDoc
- Components of HyperDocs
- Conclusion
The End
“A new energy around digital lesson planning!”
Bryan Goodwin
A digital module

- Self-contained unit or module
- Theme based
- Includes all content/skills/tasks
- Multi-media enriched
- Includes self-assessment
- Includes tests/quizzes
Why use HyperDocs?

- Put the learning in the hands of your students
- Self-paced
- Students explore, communicate, collaborate, & create.
- Share the “big picture” of what you teach
- The students won’t miss the point of your presentation
- Easy to recycle, revisit, and share
Steps

1. Determine your learning outcomes & assessment
2. Chart the learning journey and the packaging
3. Align content, tasks, & multi-media

A pedagogy shift as YOU design HyperDocs
What is a HyperDoc?

<table>
<thead>
<tr>
<th>A HyperDoc is...</th>
<th>A HyperDoc is NOT...</th>
</tr>
</thead>
<tbody>
<tr>
<td>transformative</td>
<td>a substitution</td>
</tr>
<tr>
<td>interactive</td>
<td>a digital version of a worksheet</td>
</tr>
<tr>
<td>personalized</td>
<td>standardized</td>
</tr>
<tr>
<td>engaging</td>
<td>inflexible</td>
</tr>
<tr>
<td>a tool to help facilitate student creativity, collaboration</td>
<td>just another way to disseminate information to be consumed</td>
</tr>
</tbody>
</table>

(Inspired by *The HyperDoc Handbook* by Lisa Highfill, Kelly Hilton and Sarah Landis)
BUILDING BLOCKS

HyperDocs: Connect content to the essential skills/learning outcomes

1. Engage
2. Explore
3. Explain
4. Apply
5. Share
6. Reflect
7. Extend
Lesson Title

Lesson Objectives:
- ....
- ....

Suggested Timing:
- ENGAGE
- EXPLORE
ENGAGE

STEP 1: THE HOOK
**STEP 2: Ss INVESTIGATE**

**DECIDE WHICH ARTICLE TO READ/VIDEO TO VIEW**

<table>
<thead>
<tr>
<th></th>
<th>JOT your thinking here:</th>
</tr>
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<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<td>3</td>
<td></td>
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</tbody>
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**STEP 2: Ss INVESTIGATE**

<table>
<thead>
<tr>
<th></th>
<th>JOT your thinking here:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>What do you notice? Respond on Padlet</td>
</tr>
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</table>

**Post Here**

Pick ONE of the items and use it as the title of your post. Be clear which publication you are describing.
STEP 3: IT IS YOUR TURN
Choose a TOOL from below, and choose a PROMPT:

- Create an E-poster / Infographic to xxxx
- Create a Cartoon to xxxx
- Create a Slide Dec to xxxx
- Create a Diagram to xxxx

- Use ONE of the following tools to respond to ONE of the prompts.
- Turn in your assignment on our XXX.
STEP 5: IT IS SHOW TIME

Presentation

- Duration
- Guidelines
- Grading criteria
STEP 6: WRITING

Reflect

Respond to the questions or prompts. Turn in your assignment on our XXX.

- Word limit
- Guiding questions
STEP 7: Think outside the BOX

Choose a PLATFORM from below:

- Project
- Video
- Website
- Blog
- Awareness campaign
Main Components

Engage & Explore

Apply, Create & Share

Reflect & Extend

MUST HAVEs

01

02

03
<table>
<thead>
<tr>
<th>How to ...</th>
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</table>

| **Objectives** | Class Level?  
|               | Content/Skill Area(s)?  
|               | Length of Lesson?  
|               | Specific Objective(s)?  
|               | Desired Outcome (explore, apply, assess)?  |
| **Cycle of learning** | What specific steps will students follow?  |
| **Packaging** | (Docs, Slides, Maps, Sites) Why?  |
| **Workflow** | Push out content, Collect work & Provide feedback + Assessment  |
| **Design** | Page color, Fonts, Images & Space to jot thinking  |
GOAL:
To promote exploration before delivering direct instruction