Make Me HyperHappy

With MANY thanks to Sarah, Kelly, and Lisa!

You can grab your copy of this presentation & follow along here:

http://bit.ly/HDocHype

[It will be in “VIEW ONLY” mode; go to File → Make a Copy]

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Children want to learn.

How are we ***MAKING*** them learn?

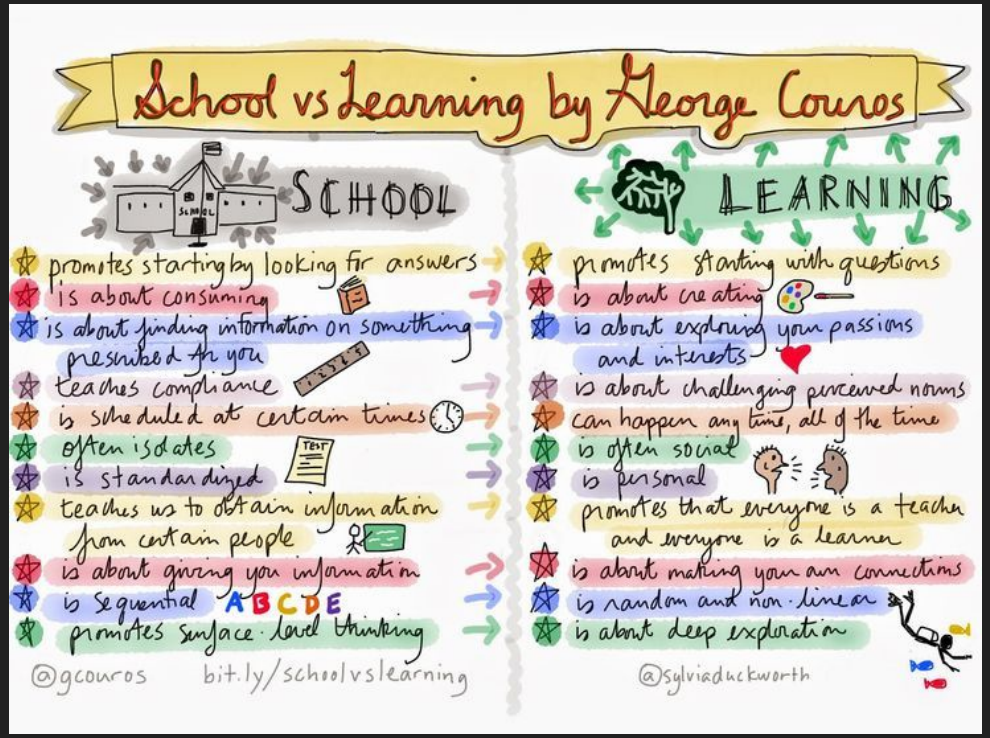
School vs. Learning

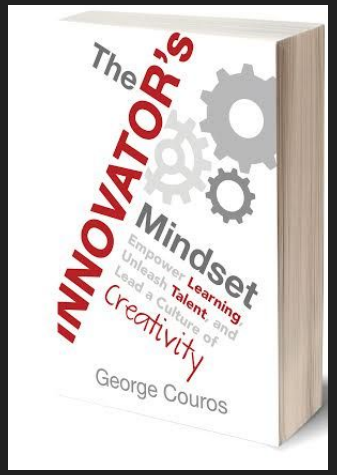
Via George Couros

School is scheduled at certain times. Learning can happen any time, all of the time.

School often isolates. Learning is often social.

School is standardized. Learning is personal.





"I don't love studying.
I hate studying.
I like learning. Learning is beautiful."

- Natalie Portman

Kids Speak Out:
How to Engage Students: 2015 Update*

1. Allow us to work with our peers.
2. Allow us to work with technology.
3. Connect the real world to the work we do (IBL/PBL).
4. Clearly love what *you* do.
5. Get us out of our seats!
6. Bring in visuals.
7. Allow us to make choices.
8. Understand us: build relationships.
9. Mix it up!
10. Be human.

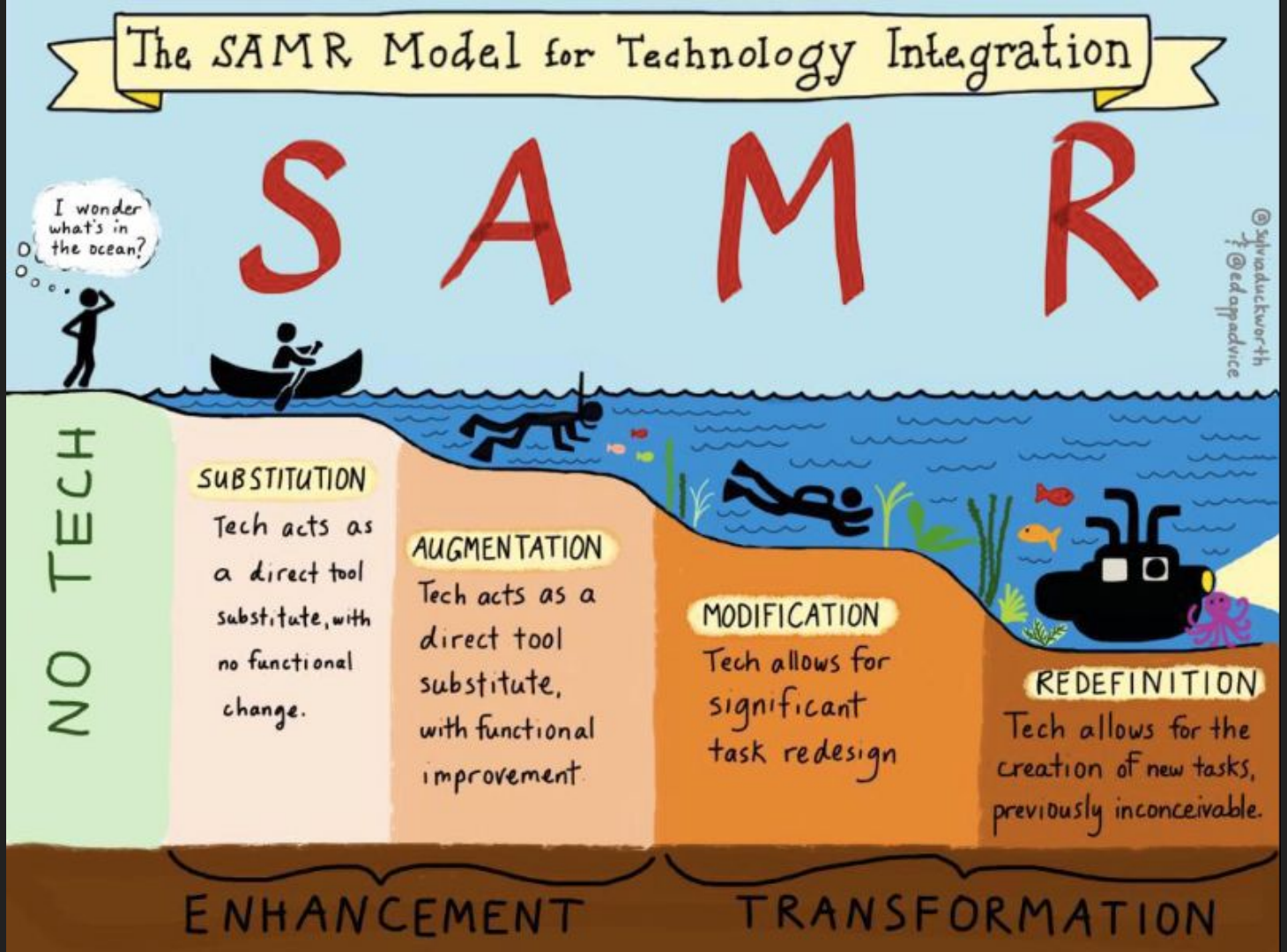
SOURCE

** Heather Wolpert-Gawron will be releasing her 2016 results as a book! Students can still participate in her study: http://bit.ly/HWGKidsTell*

HyperDocs are SO much more than just a doc with hyperlinks!

HyperDocs	A Doc with Hyperlinks
Allow for students to collaborate with one another through links embedded in the doc and or through sharing before, during or after.	Students click on links to get to a specific site.
Something is created either within the doc or through a link embedded in the doc. Students really "show what they know".	No opportunity for students to create within the doc.
A key piece of a quality HyperDoc assignment is that students reflect upon their learning and engage in a process that allows for students to apply what they have learned.	Students are consuming information through the sites they are linked to.
Students connect what they have learned to other subject areas, topics, and even the apply what they have learned to the real world.	No student connection or extensions in an explicit way. May provide links to games or activities

Image Created by Karly Moura @KarlyMoura
HyperDocs are created by Lisa Highfill, Kelly Hilton and Sarah Landis



Thanks, @syviaduckworth!!

Literature Circles (Literature Clubs)

<S>

Students write their responses on a Google Doc.

<A>

Students write responses on a shared Google Doc.

<M>

Students write their responses on a Padlet.

<R>

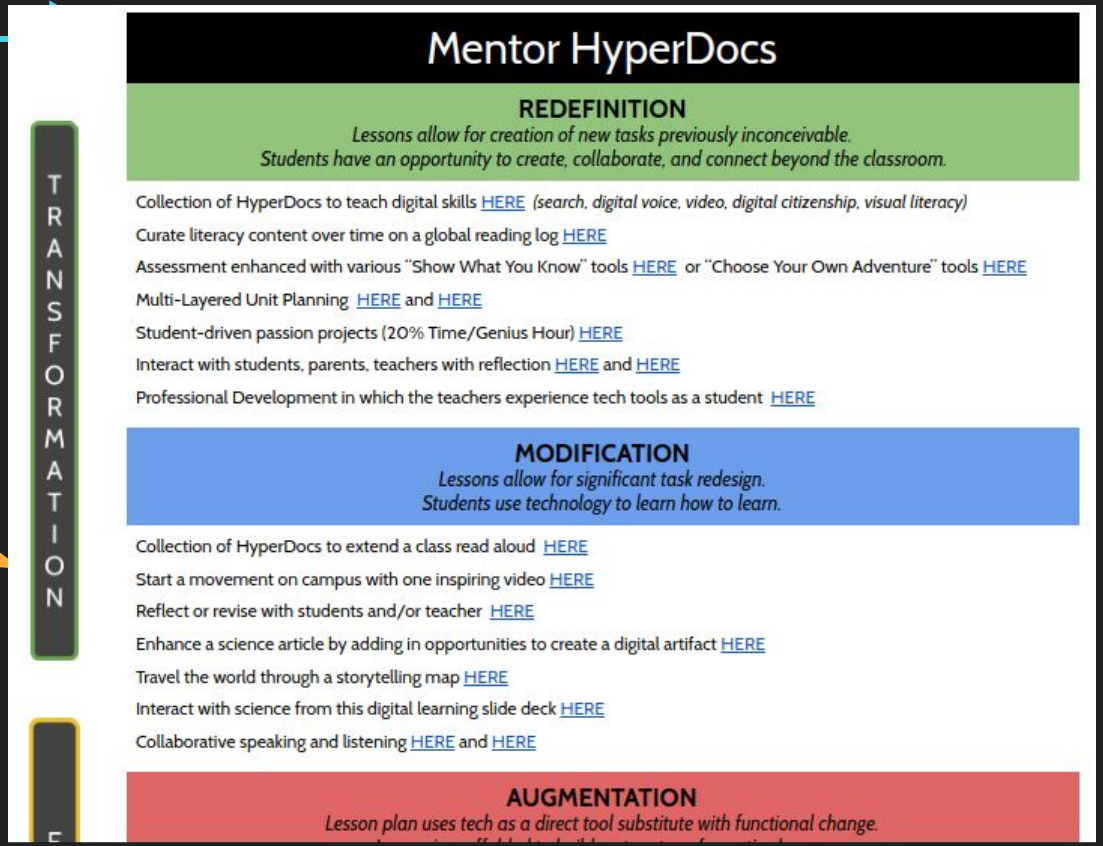
Students write their responses on a blog that is shared with another class, in another place, who is reading & responding to the same book.

"R" doesn't necessarily mean RAD. PEDAGOGY IS KEY!

Approaching the SAMR Model: Using HyperDocs

[Link to full page →]

we need students to be **CREATORS** of content, not consumers!



Mentor HyperDocs

TRANSFORMATION

REDEFINITION

Lessons allow for creation of new tasks previously inconceivable.
Students have an opportunity to create, collaborate, and connect beyond the classroom.

- Collection of HyperDocs to teach digital skills HERE *(search, digital voice, video, digital citizenship, visual literacy)*
- Curate literacy content over time on a global reading log HERE
- Assessment enhanced with various "Show What You Know" tools HERE or "Choose Your Own Adventure" tools HERE
- Multi-Layered Unit Planning HERE and HERE
- Student-driven passion projects (20% Time/Genius Hour) HERE
- Interact with students, parents, teachers with reflection HERE and HERE
- Professional Development in which the teachers experience tech tools as a student HERE

MODIFICATION

Lessons allow for significant task redesign.
Students use technology to learn how to learn.

- Collection of HyperDocs to extend a class read aloud HERE
- Start a movement on campus with one inspiring video HERE
- Reflect or revise with students and/or teacher HERE
- Enhance a science article by adding in opportunities to create a digital artifact HERE
- Travel the world through a storytelling map HERE
- Interact with science from this digital learning slide deck HERE
- Collaborative speaking and listening HERE and HERE

AUGMENTATION

Lesson plan uses tech as a direct tool substitute with functional change.

The Padagogy Wheel V4.0

http://tinyurl.com/posterV4

App Selection Criteria

from the APPitic App Lists for Education Website

Understanding: Apps that fit into this "understanding" stage provide opportunities for students to explain ideas or concepts. Understanding apps step away from the selection of a "right" answer and introduce a more open-ended format for students to summarise content and translate meaning.

Understanding Criteria

Remembering: Apps that fit into the "remembering" stage improve the user's ability to define terms, identify facts, and recall and locate information. Many educational apps fall into the "remembering" phase of learning. They ask users to select an answer out of a line-up, find matches, and sequence content or input answers

Remembering Criteria

Applying: Apps that fit into the applying stage provide opportunities for students to demonstrate their ability to implement learned procedures and methods. They also highlight the ability to apply concepts in unfamiliar circumstances.

Applying Criteria

Analysing: Apps that fit into the "analysing" stage improve the user's ability to differentiate between the relevant and irrelevant, determine relationships, and recognise the organisation of content..

Analyzing Criteria

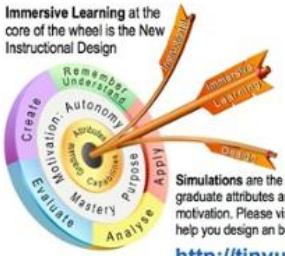
Evaluating: Apps that fit into the "evaluating" stage improve the user's ability to judge material or methods based on criteria set by themselves or external sources. They help students judge content reliability, accuracy, quality, effectiveness, and reach informed decisions.

Evaluating Criteria

Creating: Apps that fit into the "creating" stage provide opportunities for students generate ideas, design plans, and produce products.

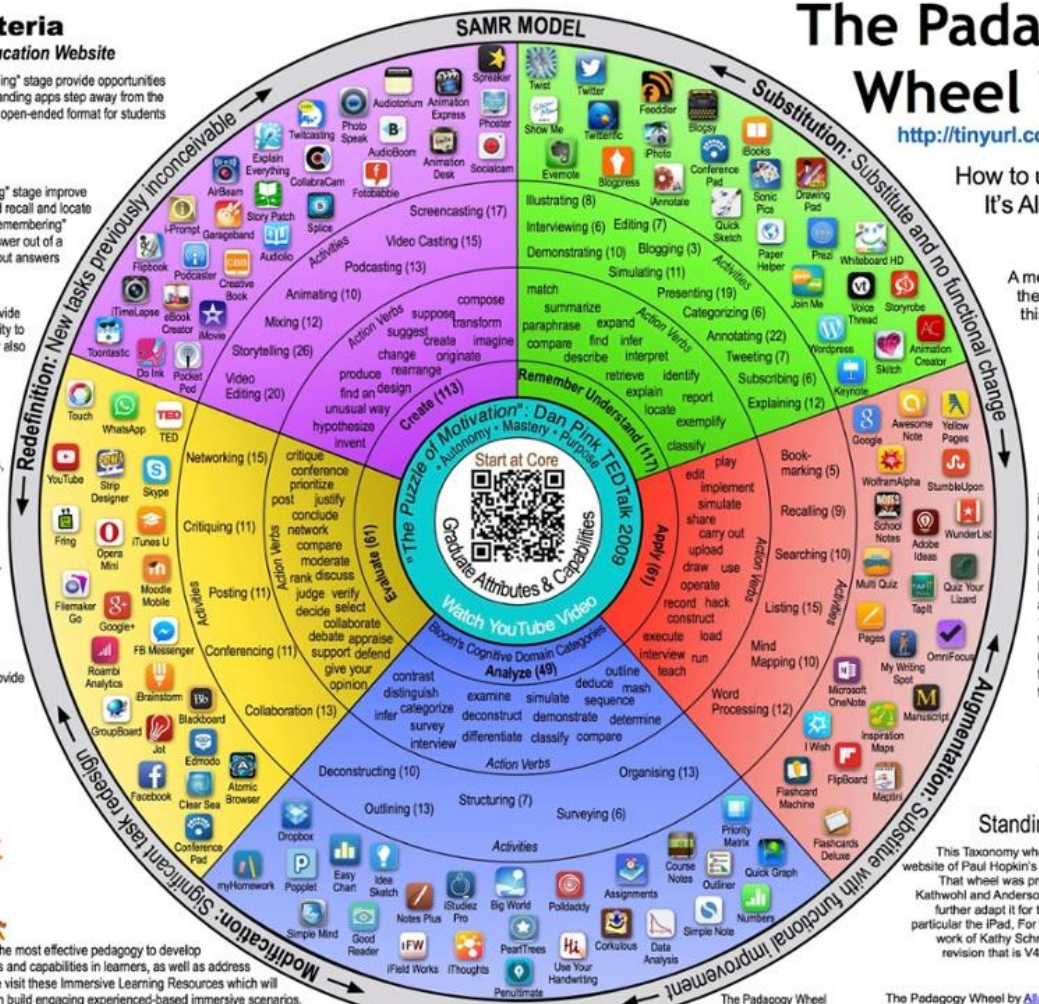
Creating Criteria

Immersive Learning at the core of the wheel is the New Instructional Design



Simulations are the most effective pedagogy to develop graduate attributes and capabilities in learners, as well as address motivation. Please visit these Immersive Learning Resources which will help you design an build engaging experienced-based immersive scenarios.

http://tinyurl.com/ILMSimulations



How to use the Padagogy Wheel: It's All About Grey-matter Grids

A methodology to get the best results with this teaching model

APPitic APP LISTS FOR EDUCATION

http://appitic.com

is a comprehensive online directory of apps for education, developed by Apple Distinguished Educators (ADEs) and is available in 19 languages. The website identifies 400 Apps by the Blooms Cognitive Domain Categories with 122 of the most popular apps individually linked from the Padagogy Wheel

Developed by Allan Carrington
Designing Outcomes Adelaide SA
Email: allan@designingoutcomes.net

Standing on the Shoulders of Giants

This Taxonomy wheel, without the apps, was first discovered on the website of Paul Hopkin's educational consultancy website mmiweb.org.uk That wheel was produced by Sharon Artley and was an adaption of Kathwohl and Anderson's (2001) adaption of Bloom (1956). The idea to further adapt it for the pedagogy possibilities with mobile devices, in particular the iPad, For V2.0 an V3.0 I have to acknowledge the creative work of Kathy Schrock on her website Bloomin' Apps For the major revision that is V4.0 I have to thank the team of ADEs who created APPitic the App Lists for Education Website.

The Padagogy Wheel V4.0 Published 010315

Allan Carrington
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It's Not About The App. It's About The Task!

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**

The Learning Progression of the HyperDoc Creator

The 4 Stages to Becoming a HyperDoc Hero

1 CURIOUS "crawl"	2 CREATION "walk"	3 IMPACT "run"	4 TRANSFORMATION "fly"
			
• Explore new solutions for teaching with tech • Learn web tools • Utilize Google Apps • Imagine the potential	• Create single lesson plans • Customize design • Practice workflow • Reimagine previous lessons	• Package lessons in new ways • Develop units of study • Reflect on progress • Consider new possibilities	• Share lessons • Transform your space into blended learning environment • Demonstrate shifts in pedagogy • Make connections beyond classroom
Stage 1: CURIOUS Like a baby learning to crawl and take in the new world, HyperDoc users are curious about ways to make learning more innovative. During this stage you might wonder: How do we effectively use Google Apps for Education which have been newly adopted in our district? Which web tools are appropriate for my grade level and content? How can Chromebooks help us meet the needs of every child? Often times an educator has identified a need and wants to find a solution. This early stage allows the curious educator to reach out, begin exploring tools, and imagining the potential of HyperDocs.	**Stage 2: CREATION** After "crawling" around and exploring the technology world, you are now ready to stand on your own two feet. During this stage in the HyperDoc Continuum, users begin to "walk" through the creation process. Most often, teachers will enter the HyperDoc gateway by creating Multimedia Text Sets (pre-collected content) first. This is a simple way to create and package lessons and build up a teacher's confidence level. Also during stage two, educators learn how to push out Google Docs to their learners in an effort to try new ways of lesson delivery. During stage two, educators will create single lesson plans, learn to customize Docs, and further ponder the potential of technology. However, there can still be frustration at this level - but this is how our students feel at times when they attempt something new, out of their comfort zone. During this stage we witness teachers who are eager to create lesson plans.	**Stage 3: IMPACT** HyperDoc users are now ready to "run"! Teachers are ready to makeover previous lesson plans to have a larger impact on students, and begin to rethink lesson design. This period of impact might include creating Units of Study on a HyperDoc, trying different Google Apps to package lessons, or considering new ways to push student learning through technology. The impact might be on teachers, students, families, or other colleagues. Often times during the Impact stage, teachers are self-reflective and notice that HyperDocs allow them to work face-to-face with more students or they feel engaged with their curriculum again! Observing the student experience will further motivate teachers to consider, "What can I do now that I couldn't do before?"	**Stage 4: TRANSFORMATION** And now the HyperDoc user is ready to "fly"! This is a time for educators to feel confident in their ability to create HyperDocs, but continue to push themselves to develop lessons in new ways. Shifts in pedagogy are accomplished at this point, and a classroom will have the look and feel of a blended learning environment. During the Transformation Stage, teachers will begin to connect with others and share their lessons - further growing the HyperDoc community (Teachers Give Teachers, Pinterest, Facebook). The stages of confidence and competence continue to improve as teachers implement this highly transformative method of instruction!

Lisa Highfill
@lhighfill

Be a learner!

Go here:

bit.ly/HappyPlaceHDoc

Templates & More

Basic Template (SUPER similar to NGSS Learning Cycle!)

Many Templates

Templates in the Book!

Ideas for Student Creation / Reflection

A Perfect Pairing

Karly Moura (@karlymoura) has curated this list of HyperDoc / Google Expeditions combos:

Google Expeditions + HyperDocs Cheatsheet

bit.ly/PerfPairs

Some of my creations

Root Tree

Superhero Explorers

US Regions

Book Projects

Notice & Note Signposts

The Ghost of Specter Elementary (StoryWork

Battles of the American Revolution

Line Plots

Get Going!

Now you are ready to create your own HyperDoc!

1. Decide if you are going to "File>Make a Copy" from a HyperDoc template **(hyperdocs.co/templates)** or just start a new Google Doc or Slide from scratch.

2. Consider:
   (1) **Objective**: Content, Timing, Desired Outcome (explore? apply? assess?)
   (2) **Cycle of Learning:** Which template style is best?
   (3) **Packaging:** Which GAFE tools are best?
   (4) **Workflow:** How will you push out content? collect work? give feedback?

Think About It… Empower Your Students!

If students designed their own school… (14:25)

What if students controlled their own learning? (15:24)

Release the power… (13:00)

High expectations - ours or theirs? (3:02)

Inspiring the students of the future (17:41)

I love teaching so much … I quit (17:18)

The surprising truth about learning in schools (16:27)

How school makes students less intelligent (8:43)

More information:

The HyperDoc Girls!

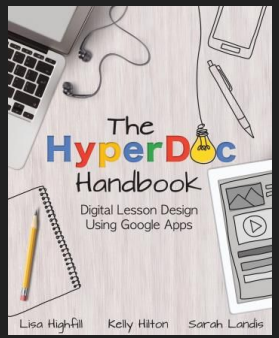
Contact any of the girls with your questions. They are so encouraged by all of our work and want to help in any way! Kelly & Sarah are super genuine, crazy, fun friends. Tell them that I sent you: we ate tacos and chased Pokemon together this summer. :-)

hyperdocs.co (<-- yes, without the 'm'!)

hyperdocs.co/teachersgiveteachers

Get the book!

On amazon or available at the EdTechTeam table THIS WEEKEND!



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