

# EDKU 9852 Hyperdocs – Reinvent Your Teaching

1 Semester Credit/Unit

Instructor – Joe Herz

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## Course Syllabus

### 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) or by pdf. Submit completed work to the course Assignment drop areas in Brightspace. Assignments can also be share via Google Drive with [jherzedscourses@gmail.com](mailto:jherzedscourses@gmail.com). Be sure to share each assignment piece as completed and give editing rights and generate a Notice. Just placing items in a shared folder will not generate a share notification to me. Thanks!

**If you have course questions, please email me at [jherz@edsonline.com](mailto:jherz@edsonline.com)**

A Course Assessment Rubric is located in this document.

## Course Modules

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 |  |
|----------------------------------|--|
| <b>Overview</b>                  | Effective HyperDoc usage takes students on 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.  |
| <b>Objective</b>                 | 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.   |
| <b>Assignments</b>               | <p>1. Read or View the following link content on the structure and purpose of Hyperdocs</p> <ul style="list-style-type: none"> <li>Let's start by watching a couple of videos defining their use: <a href="#">Hyperdocs Explanation</a> and <a href="#">Introduction to HyperDocs</a>.</li> </ul> <p>Next, read the following:</p> <ul style="list-style-type: none"> <li><a href="#">Hyperdocs – Engage Every Learner</a></li> <li><a href="#">How Hyperdocs can Transform Your Teaching</a></li> <li><a href="#">What is a HyperDoc? A Quick Look</a></li> </ul> <p>Submit to <b>Assignment 1</b> or by Drive, an in-depth 2-page document or multi-slide (10 or more) 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"> <li>Project Goal/Purpose</li> <li>Your own definition of Hyperdocs.</li> <li>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.</li> </ul> |

| Module 2 – Understanding the Structure and Models of Hyperdocs |  |
|--|--|
| <b>Overview</b>  | 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. Use of a basic HyperDoc template can help guide your development of designs that best suits your students for use with varying curriculum objectives. |
| <b>Objectives</b>  | 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.  |
| <b>Assignments</b>   | <p>1. Read or View the following link content on the structure and purpose of Hyperdocs</p> <p>Template Resource <a href="#">Hyperdocs Templates for Getting Started</a></p>   |

## HyperDocs Templates

Many HyperDocs examples are based on the template, using all 7 steps or, for younger students, at least 4.

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. This is where you could teach a whole group lesson with direct instruction, or, add additional resources for students to explore.
4. **Apply:** What do you want students to create to demonstrate their learning? Give instructions for the assignment.
5. **Share:** Provide a way for students to share their work and receive feedback.
6. **Reflect:** Pause for reflection (whole class, think-pair-share, etc.) or link them to a digital way to share their thoughts.
7. **Extend:** This portion is great for early finishers. Provide extra activities, additional online resources, or challenge them with an extension assignment to extend their thinking.

2. Develop a Drive or Office document **chart** that defines what a HyperDoc is and what it isn't. You are wanting to show why and how Hyperdocs can make a difference Your chart needs to include at least 8 comparisons. Two are modeled below. You'll find many comparison charts online but make one of your own based on what you have learned about Hyperdocs that typically use little other than the Substitution level found in the SAMR model. Submit your chart and analysis to **Assignment 2** or by Drive.

Use an actual assignment you have used for the comparison chart or make the comparisons using a variety of instances not associated with one assignment.

| <b>The different between an assignment that uses various tech and even some non-tech, and one designed as a true HyperDoc – Use an assignment Topic from your area</b> |   |
|--|---|
| <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 relate and support each assignment objective.  | Select from a list of digital tools that would best communicate what you have discovered about the topic.                 |
| 3.   |   |
| 4. (continue to 8)   |   |

3. Analyze 6 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. Look for unique features and student-centered objectives that could keep students focused and attentive or not do either.

| Module 3 – Analyzing Your Need and Uses of Hyperdocs |  |
|--|--|
| <b>Overview</b>                                      | What good would Hyperdocs be to your teaching position? Do you have the technology, the philosophy, tools and time to make their use worthwhile?   |
| <b>Objectives</b>                                    | By the end of this module, participants will have analyzed their needs and potential to incorporate HyperDocs into their area of teaching.   |
| <b>Assignment</b>                                    | <p>1. Understand the relevance and application of SAMR to technology integration by reading <a href="#">A Powerful Model for Understanding Good Tech Integration</a><br/>Follow up with examples of aligning Hyperdocs and SAMR <a href="#">Mentor Hyperdocs based on SAMR</a></p> <p>2. Add to the course <b>Hyperdocs Module 3 Student Forum</b></p> <ul style="list-style-type: none"> <li>• Your understanding of SAMR and its connection to Hyperdoc usage</li> <li>• Your current technology tools and level of tech use that will make Hyperdocs possible.</li> <li>• How and Why you plan to use Hyperdocs</li> <li>• An example of an existing (not your own) Hyperdocs that could be used in your classroom</li> <li>• Respond to a peer post</li> </ul> |

| Module 4 – Creating Hyperdocs |   |
|-------------------------------|---|
| <b>Overview</b>               | 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.   |
| <b>Objectives</b>             | By the end of this module the student will create, depending on grade level and subject area, several <i>new</i> HyperDocs to use with students.  |
| <b>Assignments</b>            | <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 <b>Original</b> Hyperdocs:</p> <ul style="list-style-type: none"> <li>• K-3 teachers: Create 3 projects with at least 4 steps (i.e. Engage, Explore, etc.)</li> <li>• 4-8 teachers: Create 2 projects with at least 5 steps</li> <li>• 9-12 teachers: Create 2 projects with 7 steps</li> </ul> <p><b>The older the student, the more complex each Hyperdocs project should be.</b> 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.</p> <p><b><u>Their structure must include use of the terms: Engage: Explore: Explain: Apply: Share: Reflect: Extend.</u></b> This will help my evaluation of each Hyperdoc you create. When you use them with students you can remove them if you prefer a less structured appearance.</p> <p>If you are unsure or need guidance, email the instructor with details about your concerns. Submit each of your projects separately in the <b>Module 4 Original Hyperdoc Uploads and Descriptions Forum</b> by Starting a New Thread. For each Hyperdoc project, write a short project background paragraph stating project rationale, your classroom’s and your students’ ability to support the technology needed by students and most importantly, how you feel each project will enhance and deepen student understanding of the intended curriculum objective(s).</p> <p>Each project will be reviewed. Instructor feedback will be provided for each project.</p> |

### End of Course Assignments

## Course Assessment Rubric

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

### *Suggested Hyperdocs Resources, Examples, Information, Discussions.*

These are but a few. I encourage you to search for others that will benefit your understanding and use of Hyperdocs with your students.

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

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

<https://www.livebinders.com/play/play?id=2209620> (requires an account)

<https://www.middleschoolmind.com/the-teachers-blog/hyperdocs>

<https://www.cultofpedagogy.com/hyperdocs/>

<https://blog.schoolspecialty.com/hyperdocs-applications-elementary-middle-high-school/>

<https://faheystech.blogspot.com/2016/07/the-hyperdoc-effect-7-ways-using.html>

### *Course Bibliography*

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Moran, K. (2017). *Introduction to HyperDocs*; <https://www.youtube.com/watch?v=d7zXqK9e5y4> 9.10.20

Gonzalez, J. (June 11, 2017). *How Hyperdocs can Transform Your Teaching*.  
<https://www.cultofpedagogy.com/hyperdocs/>

Clark, H. *What is a HyperDoc? A Quick Look*; <https://www.hollyclark.org/2020/05/03/what-is-a-hyperdoc/>  
9.8.20

HyperDocs and Viaduct. (June 2017) *Hyperdocs Templates for Getting Started*  
<https://hyperdocs.co/blog/posts/hyperdocs-templates-for-getting-started>

HyperDocs and Viaduct; *Mentor Hyperdocs based on SAMR*  
[https://docs.google.com/document/d/1oCi\\_v8wtt\\_5MHBoWz6ejGZKRpc9kUE69q5ju-XPANek/edit](https://docs.google.com/document/d/1oCi_v8wtt_5MHBoWz6ejGZKRpc9kUE69q5ju-XPANek/edit) 9.10.20