

Seeing Students Read: Using Hypothesis in Canvas

Flex Day Workshop

October 20, 2020

Why Do We Ask Students to Read?

- We need them to understand concepts we are teaching
- We need them to represent that understanding in words, research papers, or other assessment tools
- We don't have time to explain everything orally or visually
- We know that in the workforce and as part of civic participation, they may have to read and comprehend complex texts
- We know that the reading is one way of understanding the complexity of ideas
- We know that reading and writing is an important mode of communication
- We know that the ability to read is important to protect oneself from being taken advantage of (political speech, subprime mortgages, research on vaccines)
- We associate reading skills with educational attainment, and we are conferring degrees
- We feel a social responsibility to educate the proletariat!

Do We Know If and How Students Are Doing and Understanding the Reading for Our Classes?

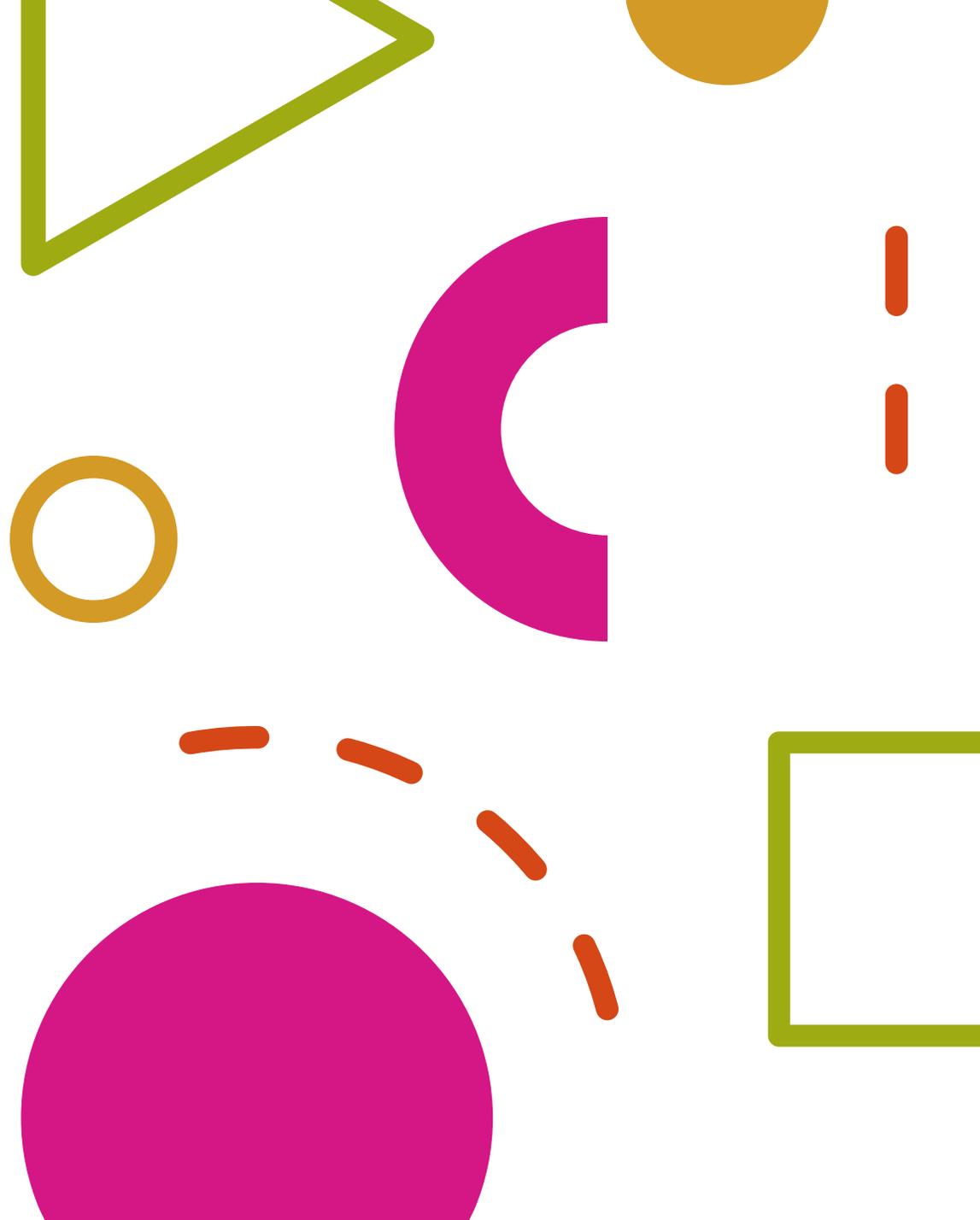
- A quiz shows us if they understood a main idea or remember a particular point
- A research paper shows us if they could find a quote that proves their point

These examples, however, do not necessarily show that students did the reading or that they understood it.

- A multiple-choice quiz may primarily show that they can choose the right answer based on logic or context
- A research paper does not show that they understood larger questions being asked by article or particularly complex ideas
- If they don't restate the quote used in a research paper in their own words, it's not immediately clear that they understand the quote, either
- Either could be completed through cheating and/or plagiarism

Hypothesis Annotation App Allows Us To:

- Monitor and improve student comprehension
- Engage students in working together to improve comprehension
- Create space for students to ask questions while reading
- Create framework for student interpretation and evaluation of readings
- Create framework for student application of readings' ideas



Getting Started

- Create an Assignment (graded or ungraded)
- For Submission type, choose External Tool
- Click on Find and Select Hypothesis as the External Tool
- Select assignment content and enter URL/select PDF
- Click Select back on External Tool pop up
- Check "Load this tool in a new tab" box
- [Hypothesis page on creating an assignment](#)

Examples!

- Katie's example of students reading and annotating a James Baldwin short story for his use of the elements of fiction (point of view, figurative language, character, setting, and others)
- Katie's example of students discussing how to edit sentences to comport with rules of American edited English
- Lucas' example of students reading and annotating a primary text and providing a model annotation of a Barthes essay
- Ashley's example of students reading and annotating a statistics textbook to help each other understand concepts
- More?

Setting up Your Assignment

- Know what format your reading is in:
 - URL?
 - Document you have on GoogleDocs?
 - Document you have on Canvas?
 - Is it “readable” by the app? Optical Character Recognition (OCR)?
<https://web.hypothes.is/help/how-to-ocr-optimize-pdfs/>
- Create an Assignment
 - External Tool
 - Choose Hypothesis
 - Choose reading
 - Load in a New Tool
- <https://web.hypothes.is/help/using-the-hypothesis-app-with-assignments-in-canvas/>

Designing Good Annotation Assignments

- Provide specific instructions regarding what kinds of annotations to make
 - Paraphrase an idea or summarize a section
 - Ask a question
 - Do some quick background research for the group and provide a definition, context, or a link
 - Make text-to-self, text-to-text, or text-to-world connections
 - Identify “hot spots,” moments in the text that are important turning points or are likely controversial
 - Give them tags to use for particular types of annotation or ideas

Designing Good Annotation Assignments, cont.

- Provide guidance on how to customize the reading/annotation experience
 - Turn off highlighting while annotating if it feels distracting
 - Tag assignments with a word that will help the student annotator or other students find important passages later
 - Discuss comment length—annotating is not like writing a discussion post or a journal response, necessarily.
 - Encourage them to enjoy posting links that will provide background context or inspire students to learn more about a topic—some students post memes, images...

Designing Good Annotation Assignments, cont.

- Some instructors might like students to annotate in smaller groups. This is trickier, but it can be done.
 - You can use Sections (though this is preferable for multiple courses in one shell)
 - You can have students access Hypothesis from outside Canvas
- Go to their [getting started page](#).
- Per the instructions on that page, create a Hypothesis account and then install either the Chrome extension or the Bookmarklet.
- Download the PDF to your computer, open it in a web browser, and [follow directions to annotate the copy stored on your hard drive](#).
- To learn more about setting up groups “in the wild,” see this page: <https://web.hypothes.is/help/annotating-with-groups/>

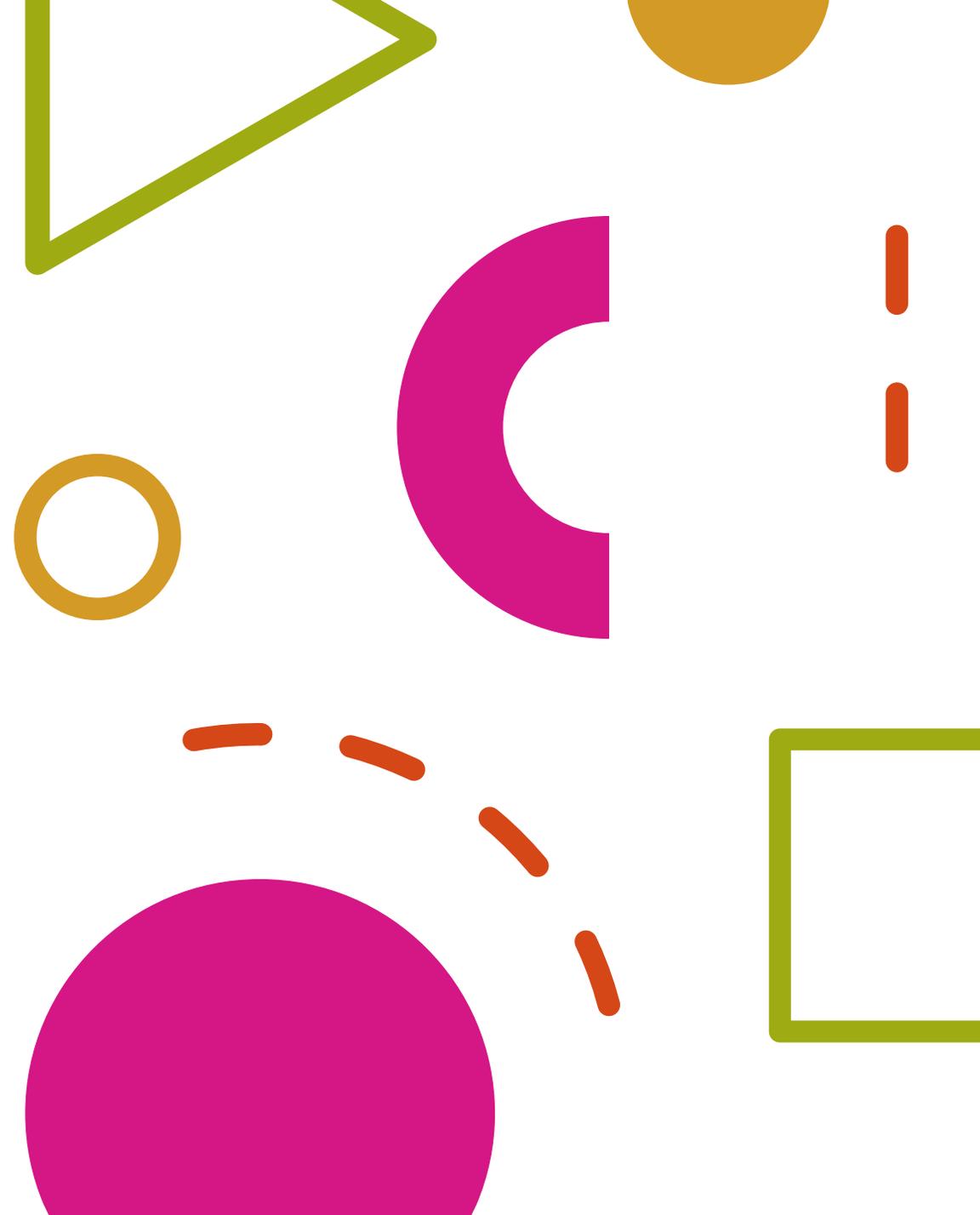
After Annotating

- You can have a separate assignment that asks students to read through the class annotations
- You can ask students to answer student questions and/or do it yourself and then have students read question and answer
- Students can search for names of posters, tags, or words
- Students (and you!) can take note of passages that got lots of comments and highlights
- You can have a follow-up discussion assignment that asks students to reflect on some of the passages that generated lots of highlights, questions, or confusion.

Troubleshooting

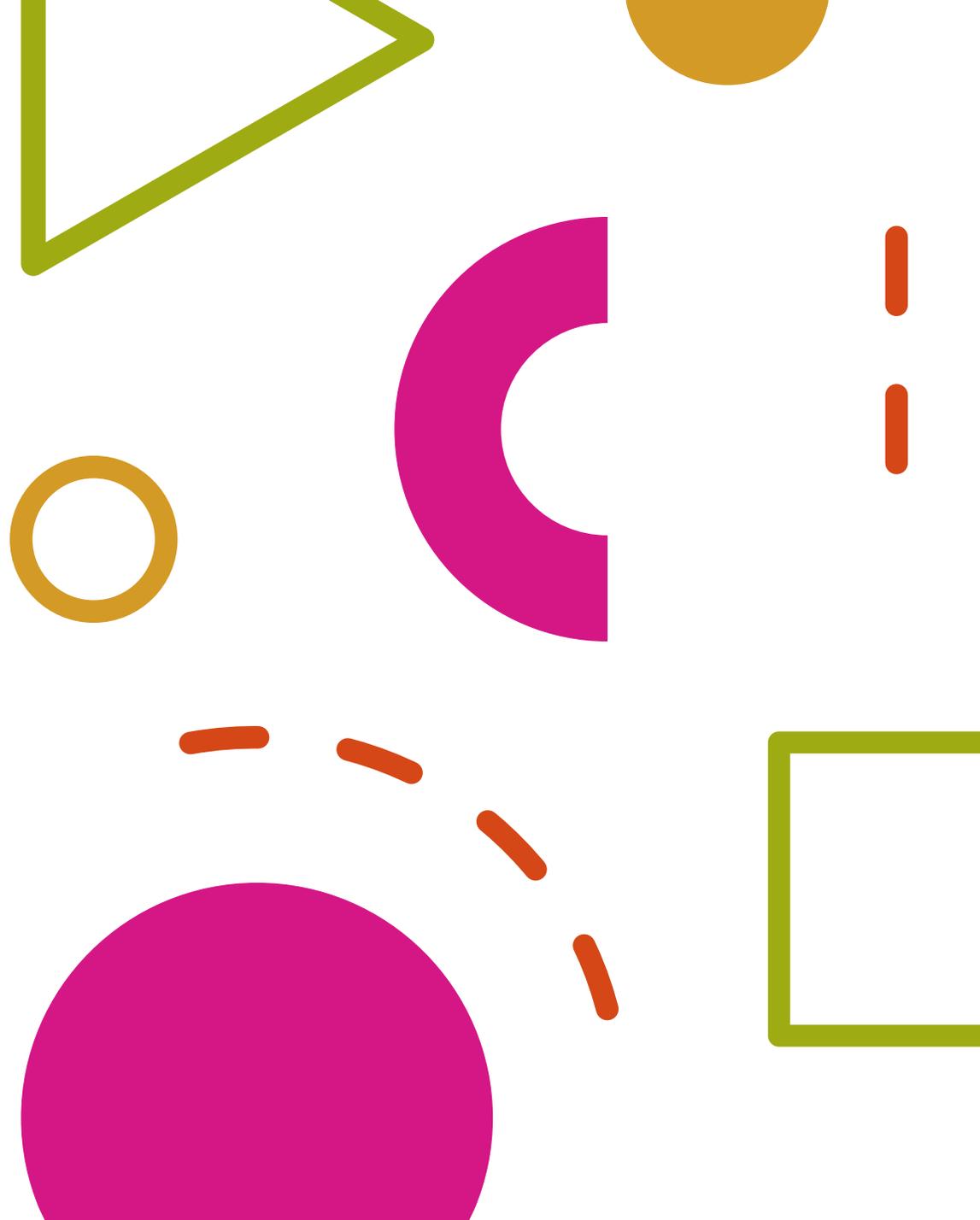
Sometimes, students are being asked to authorize the opening of the article. This is due to cookies issues:

- To turn a web page into a PDF
- Go your web page/article
- Press control-P (command-P on a Mac)
- For a printer, choose "Save as PDF" (if your browser doesn't have this option, let me know and we can figure out how to get it added).



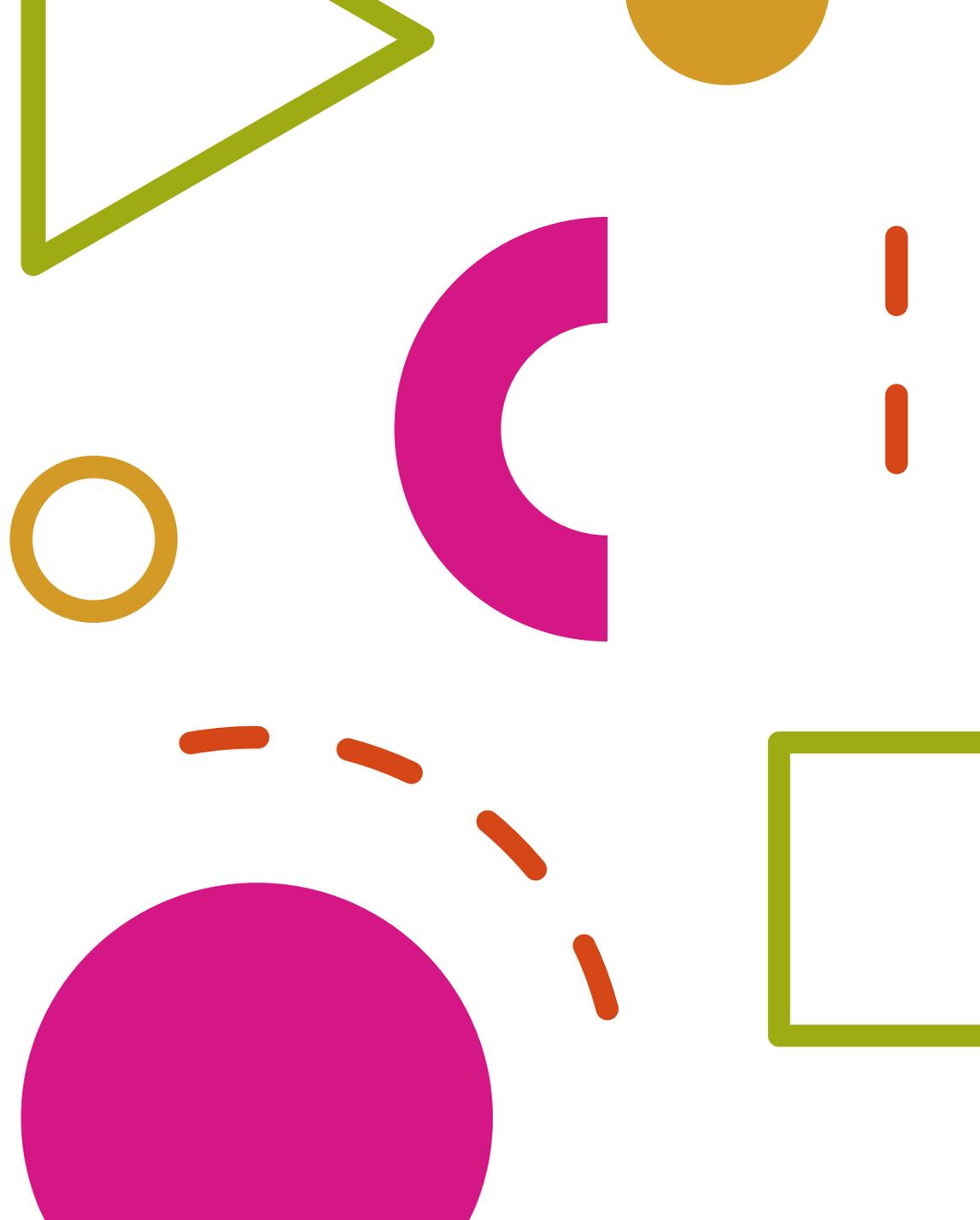
Troubleshooting, cont.

- In the Speedgrader, the submission date will show as Dec. 31, 2000.
- This is because Hypothesis does not have a "submit" button—Hypothesis creates submissions when students launch assignments
- They have chosen this date that will not be mistaken for your student's submission date



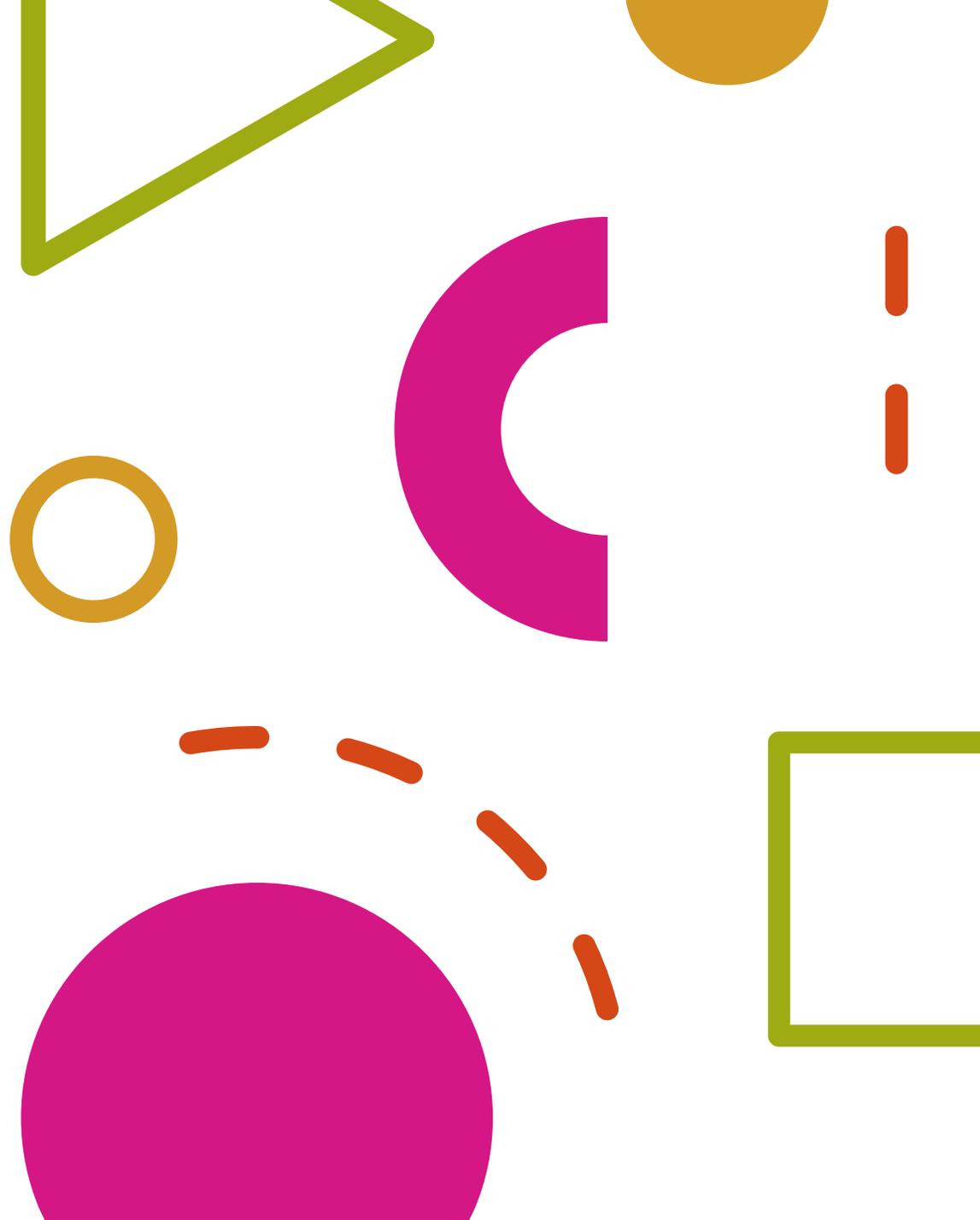
Troubleshooting, cont.

- If you have a strict late submission policy, you can see the date/time stamp for the annotation within the annotation itself.
- For an image of what this looks like, see https://hypothesis.zendesk.com/attachments/token/1ZqcYmALtXNrdLre3srANndnP/?name=date_and_time_stamps.png



Troubleshooting

- Related to the fact that Hypothesis will create a submission even if your student doesn't annotate, make sure that your students click "Post" after every annotation.
- Occasionally students will say they annotated, and they are not showing up in Speedgrader. Make sure they have not set their annotations to be viewable by "Only Me" and advise that they don't open article in multiple windows/tabs over time.





Getting Help

- We have prioritized tech. support as a part of this pilot, so take advantage of it!
- Email Hypothesis support at support@hypothes.is