

Activating Annotation in Canvas

UC Merced, August 2023



<https://bit.ly/UCMercedHypothesis>





Your Hypothesis Team

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Hypothesis in Teaching & Learning

The image displays several overlapping Hypothesis annotations on various web pages. The central focus is a video lecture titled "5. The American Revolution" from "Week 10 Video Lecture". The video player shows a man speaking, and the surrounding text includes study questions and a discussion about the American Revolution. Other annotations are visible on a page titled "ENGLISH 528 FALL 2015" and a page titled "THE AMERICAN". The Hypothesis interface shows various tools like "Annotations", "Page Notes", and "Annotations 17".

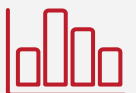
ENGLISH 528 FALL 2015
Charlotte Perkins Gilman, "The Yellow Wallpaper" (1892)

THE AMERICAN
5. The American Revolution

Week 10 Video Lecture
Study Questions:
What political ideas develop in the colonies as a result of Great Britain's failure to fully define the colonies' relationship to the empire?
What are the Sugar, Currency and Stamp Acts? How do colonists respond to these new laws?
How do protests begin to broaden to include members of colonial societies new to public political participation?
How do slaves and slavery point out the contradictions within the American Revolution?

Annotations 17
Public
mpomposon
Week 10 Video Lecture
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**What does it look like to
annotate with Hypothesis?**

Hypothesis makes reading



Active

"I want students to learn the profits and pleasures of careful, engaged reading... Hypothesis finally delivers on the promise of digital annotation."

Lawrence Hanley, Professor,
Department of English, San
Francisco State University



Visible

"Their annotations give me a window to their thoughts and understandings that I couldn't access otherwise... I wouldn't get this depth of interaction in a threaded discussion."

Linda Parsons, Associate
Professor, The Ohio State
University



Social

"Hypothesis is my literary Facebook. When I'm reading I sometimes wonder, does anyone actually understand this? Am I crazy? With this brilliant tool I know I'm not alone."

Shannon Griffiths, Student,
Plymouth State University

Case Study - UT Austin



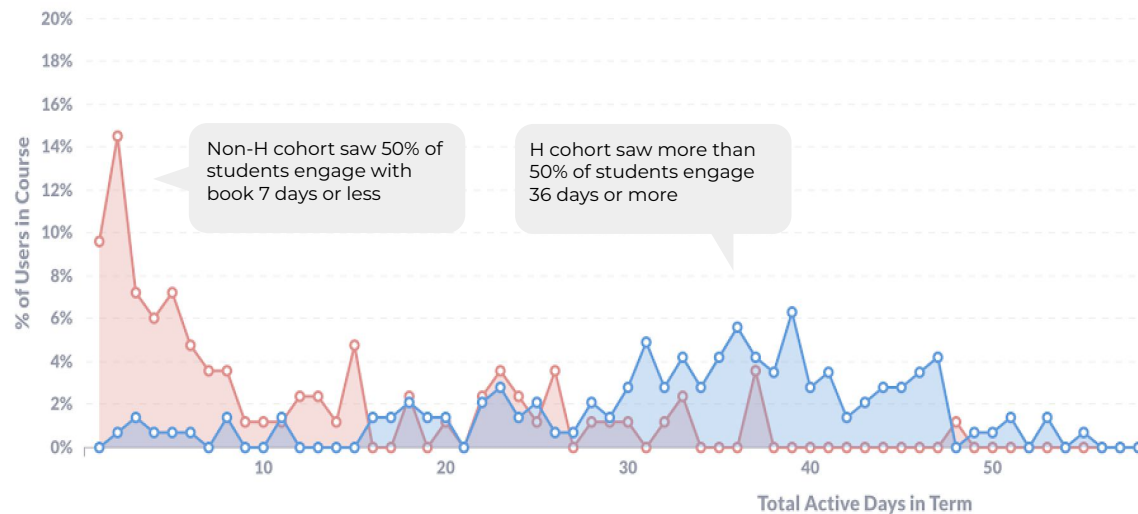
TEXAS

The University of Texas at Austin

Hypothesis sustains student engagement 5x+ longer on texts

Bookshelf Engagement Power Curve - study vs. prior course compare

● Comparison Course ● Pilot Course



7

Median days
active w/o H

36

Median days
active w/ H

Reading helps students be prepared before they come to lecture. This semester, after using Hypothesis, when I pose questions during lecture, I get responses that say, "Oh, they understood the basics." When they're reading, we're already a step ahead and what we can do is solve problems that are a little bit more difficult.

- Viranga Perera, Physics Professor, UT Austin

The amount of engagement Viranga got from his students is outstanding. Upper echelon across all of VitalSource.

- Nick Brown, VP Product Management, VitalSource

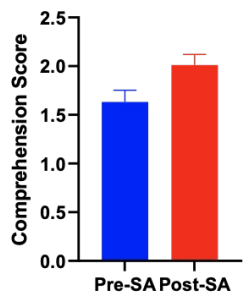
Case Study - Ohio State University



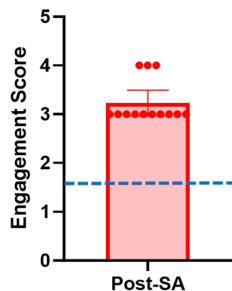
THE OHIO STATE UNIVERSITY

Hypothesis drives increases engagement, comprehension, and persistence

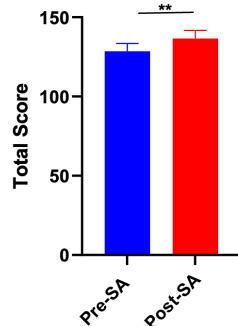
Comp Combined Average



Engagement Scores



PITS Survey



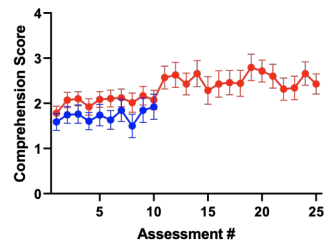
25%

Increase in
Comprehension

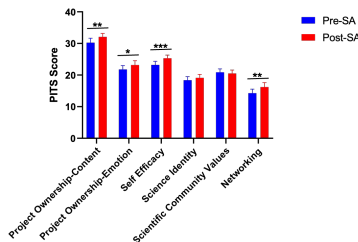
83%

Increase in
Engagement

Comp Combined vs Time



PITS Categories

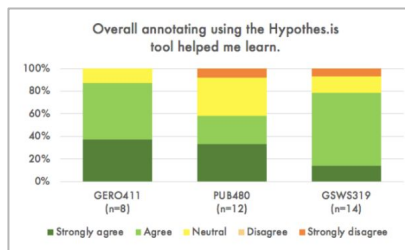


The majority of the descriptions that I heard were excellent, indicating that the students had a good knowledge of both the experimental techniques and the significance of the results presented in this paper. It was impressive to find this level of understanding regarding a sophisticated paper from a class of students.

- Nicholas Denton, Pharmacy Professor, The Ohio State University

Research shows Hypothesis' effectiveness

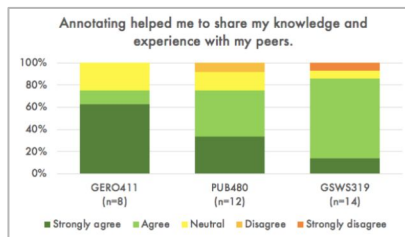
“**Impressive educational benefits**” shown in preliminary findings.



Formal research confirms what we've already learned from dozens of surveys:

Over 70% of Students say:

- It helps them learn
- It helps them feel connected
- It helps them “work through ideas together”



Note: This is with today's basic functionality

Fleerackers, Alperin, Morales and Kalir 2019 - Engaging Students with Social Annotation

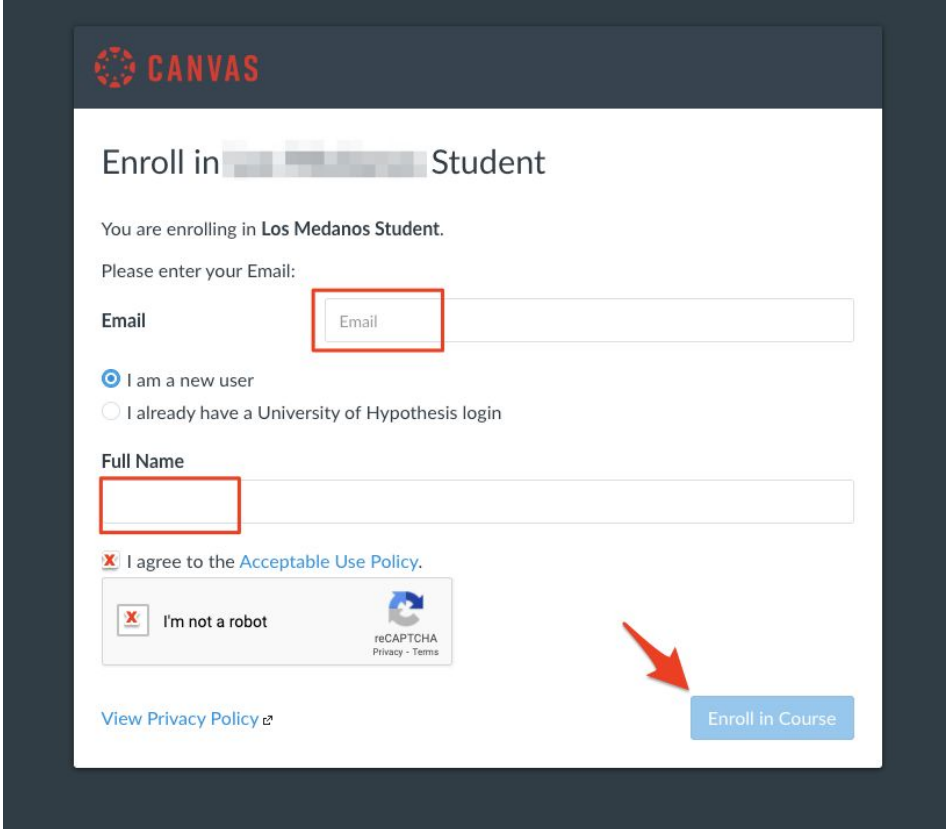
<https://www.scholcommlab.ca/2019/08/27/social-annotation/>

Hands on Hypothesis



Enroll in the Hypothesis Canvas course

1. Open this link:
<https://hypothesis.instructure.com/enroll/M DGN6K>
2. Enter your email address
3. Select 'I am a new user'
4. Enter your full name
5. Select 'I agree to the Acceptable Use Policy'
6. Select 'I'm not a robot'
7. Select 'Enroll in Course'

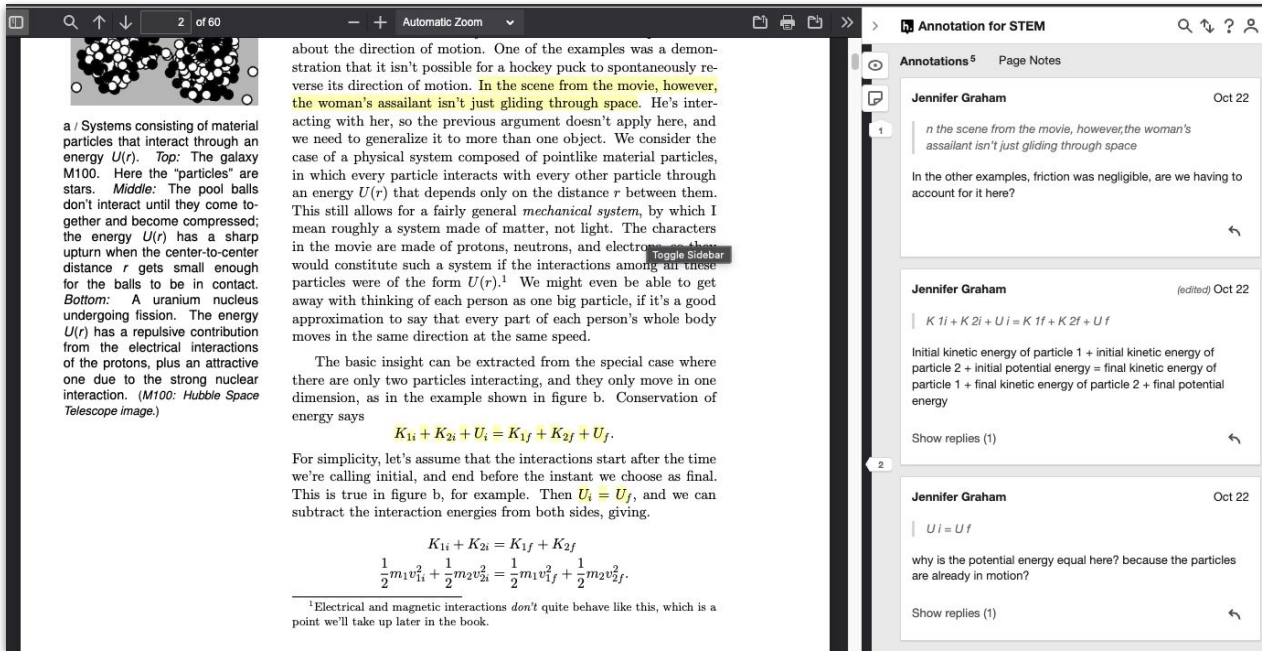


The screenshot shows the Canvas enrollment page for a course. At the top, the Canvas logo is visible. The page title is "Enroll in [redacted] Student". Below this, it says "You are enrolling in Los Medanos Student." The form asks for an email address, with a red box highlighting the "Email" label and the input field. There are two radio button options: "I am a new user" (selected) and "I already have a University of Hypothesis login". Below that is a "Full Name" field, also highlighted with a red box. A checkbox labeled "I agree to the Acceptable Use Policy." is checked. At the bottom, there is a reCAPTCHA "I'm not a robot" widget and a blue "Enroll in Course" button, which is pointed to by a red arrow. A link for "View Privacy Policy" is also present.

Hypothesis in Canvas



Make your course documents annotatable



The screenshot shows a document viewer interface. On the left, a document page is displayed with a dark sidebar on the far left. The document text discusses energy $U(r)$ and particle interactions. A yellow highlight is visible on the text: "In the scene from the movie, however, the woman's assailant isn't just gliding through space." On the right, an "Annotation for STEM" sidebar is open, showing three annotations by Jennifer Graham. The first annotation is a quote from the document. The second is a question: "In the other examples, friction was negligible, are we having to account for it here?". The third is a physics equation: $K_{1i} + K_{2i} + U_i = K_{1f} + K_{2f} + U_f$, followed by a question: "why is the potential energy equal here? because the particles are already in motion?".

about the direction of motion. One of the examples was a demonstration that it isn't possible for a hockey puck to spontaneously reverse its direction of motion. In the scene from the movie, however, the woman's assailant isn't just gliding through space. He's interacting with her, so the previous argument doesn't apply here, and we need to generalize it to more than one object. We consider the case of a physical system composed of pointlike material particles, in which every particle interacts with every other particle through an energy $U(r)$ that depends only on the distance r between them. This still allows for a fairly general *mechanical system*, by which I mean roughly a system made of matter, not light. The characters in the movie are made of protons, neutrons, and electrons, so they would constitute such a system if the interactions among all these particles were of the form $U(r)$.¹ We might even be able to get away with thinking of each person as one big particle, if it's a good approximation to say that every part of each person's whole body moves in the same direction at the same speed.

The basic insight can be extracted from the special case where there are only two particles interacting, and they only move in one dimension, as in the example shown in figure b. Conservation of energy says

$$K_{1i} + K_{2i} + U_i = K_{1f} + K_{2f} + U_f.$$

For simplicity, let's assume that the interactions start after the time we're calling initial, and end before the instant we choose as final. This is true in figure b, for example. Then $U_i = U_f$, and we can subtract the interaction energies from both sides, giving,

$$\frac{1}{2}m_1v_{1i}^2 + \frac{1}{2}m_2v_{2i}^2 = \frac{1}{2}m_1v_{1f}^2 + \frac{1}{2}m_2v_{2f}^2.$$

¹Electrical and magnetic interactions *don't* quite behave like this, which is a point we'll take up later in the book.

- Students signed in automatically
- Private groups created for courses



Make YouTube videos annotatable

h. Ancient & Medieval Medicine: Crash Course

Search...

Play

Annotation for STEM

Annotations⁵ Page Notes

Christie DeCarolis 48 mins ago

epistēmē

I'm not sure of the difference between how he's using "techne" and "episteme" here. How does "practically oriented knowledge" compare to "world-ordering theories"?

Christie DeCarolis 46 mins ago

etiology, or what causes different diseases, and symptomatology,

So did TCM not have these aspects?

Christie DeCarolis 44 mins ago

Each of these corresponds to one of the four elements of Empedocles: blood, made of air, phlegm, made of water, yellow bile, made of fire, and black bile, made of earth.

It seems like a lot of these theories involve defining different elements that make up the body and balance of some kind

Christie DeCarolis 40 mins ago

He is considered by many historians to be one of the founders of several disciplines, from psychology to [More](#)

Auto-scroll

- Annotate YouTube video transcripts while watching a video



Use Canvas Group Sets for small group work

Link Resource from External Tool ×

Assignment details

Assignment content *PDF file in Canvas*

Group assignment This is a group assignment

Group set Select group set ▾

Continue

h Reading Group 1 ^

SEARCH ↕ ? 👤 ▾

CURRENTLY VIEWING

- h Reading Group 1
- Reading Group 2

... this group. and clicking the “

button.

Getting started with Hypothesis social annotation



What can you annotate?

PDFs

The Atlantic website interface. The top navigation bar includes 'Popular' and 'Latest'. The main content area features an article titled 'As We May Think' with a sub-headline 'Consider a future device ... in which an indivi communications, and which is mechanized so th flexibility. It is an enlarged intimate supplement' and a byline 'VANNEVAR BUSH JULY 1945 ISSUE'. Below it is a news article titled 'Census Bureau Releases Quality Indicators on 2020 Census' with a sub-headline 'FOR IMMEDIATE RELEASE: MONDAY, APRIL 26, 2021'. The article text includes: '...the Census Bureau released methods: (1) analyses that compare the first census results to other ways of measuring the population, and (2) metrics that provide insight into the census operations.'

Webpages & online articles

THE
BLUEST
EYE

A NOVEL
Toni Morrison

Open textbooks & OER

Complete Mitochondrial Genomes of Ancient Canids Suggest a European Origin of Domestic Dogs

O. Thalman,¹ B. Shapiro,² P. Cui,³ V. J. Schuenemann,⁴ S. K. Sawyer,¹ D. L. Greenfield,⁵ M. B. Germonpre,⁶ M. V. Sablin,⁷ F. López-Gordillo,⁸ X. Domingo-Baura,⁹ T. H. Nijpstra,¹⁰ H.-P. Uerpmann,¹¹ D. M. Lippman,¹² A. A. Acosta,¹³ L. Gernoux,¹⁴ J. W. Schmitz,¹⁵ B. Worthington,¹⁶ J. E. Balkstra,¹⁷ A. Drexler,¹⁸ A. S. Graphodatos,¹⁹ N. D. Ovodov,²⁰ N. Wahlberg,²¹ A. H. Freedman,²² R. M. Schweizer,²³ K.-P. Koepfli,²⁴ J. A. Leonard,²⁵ M. Meyer,²⁶ Charles Storz,²⁷ Jennifer Vraljevic

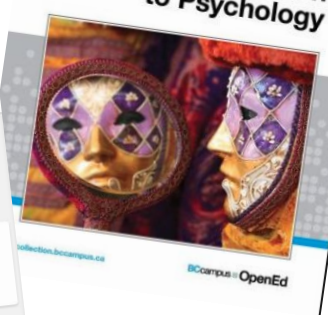


Vital Source®

JSTOR & VS articles/e-texts

YouTube video player interface. The video title is 'Ancient & Medieval Medicine: Crash Course'. The transcript overlay shows the following text:
4:47 Greek. We know something of his life—he died when Aristotle was in his teens—but we don't have many surviving works by him.
4:57 (Remember, the secret math cult?) But his skepticism—or doubt that certain knowledge is possible—set Hippocratic medicine apart from a lot of Greek natural philosophy.
5:06 Hippocrates emphasized reason, observation, and medical prediction. He emphasized that diet and the environment influence health, not the direct will of the

YouTube video transcripts



What can you put in an annotation?

Lorem ipsum dolor sit amet, consectetur adipiscing elit, **Text** usmod tempor incididunt ut labore et dolore magna aliqua.

<https://>

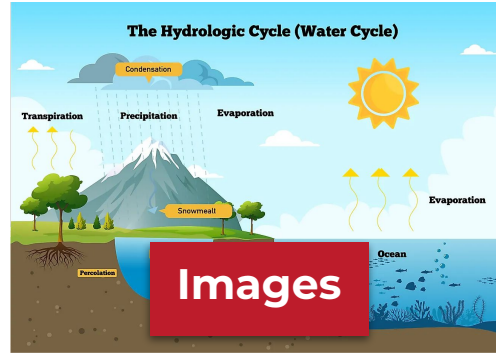
Links

Tags

#thesis



Emojis



$$\int_a^b f'(x) dx = f(b) - f(a)$$

$$\frac{d}{dx} \int_a^x f(t) dt = f(x)$$

Equations



The danger of a single story

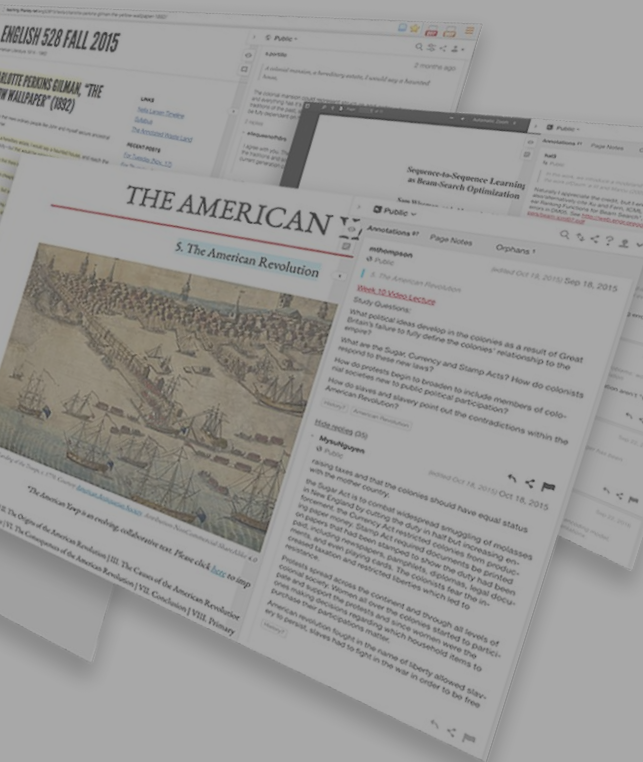
Videos

**YouTube
Vimeo**

Help docs on [adding links/images](#) and [adding videos](#) to annotations



PDFs must have a selectable text layer



The Process Approach to Writing Instruction *Examining Its Effectiveness*

Ruie J. Pritchard *and* Ronald L. Honeycutt

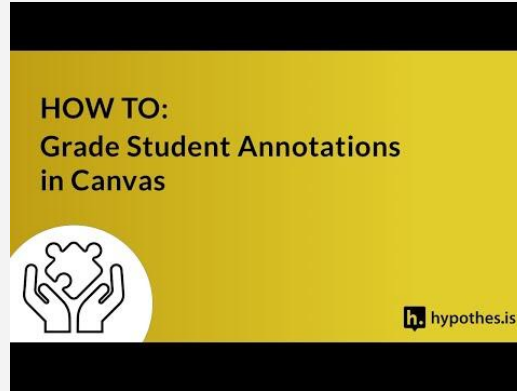
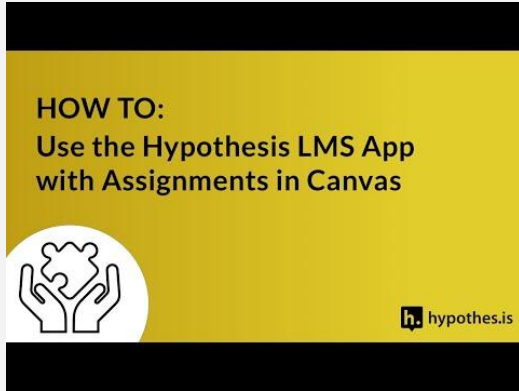
Our goal in this chapter is to review theory and research on the writing process, as well as research concerning the influence of the National Writing Project (NWP) in training teachers and in advancing the pedagogical principles associated with the writing pro-

cess. For the most part, our sources are research articles published in professional journals; however, our review of the literature also extends to dissertations and research published in edited books. We have sought to include an infor-

If you can't select text, copy, and paste, you can't annotate ([more on PDF text layers](#))



Hypothesis in Canvas Resources



- [How to set up Hypothesis readings through Canvas Modules](#)
- [How to set up Hypothesis readings through Canvas Assignments](#)
- [How to annotate YouTube videos with Hypothesis in Canvas](#)
- [How to grade Hypothesis annotations in Canvas](#)
- [Using Group Sets with Hypothesis in Canvas](#)
- [A student guide to Hypothesis in Canvas](#)

More [here](#).

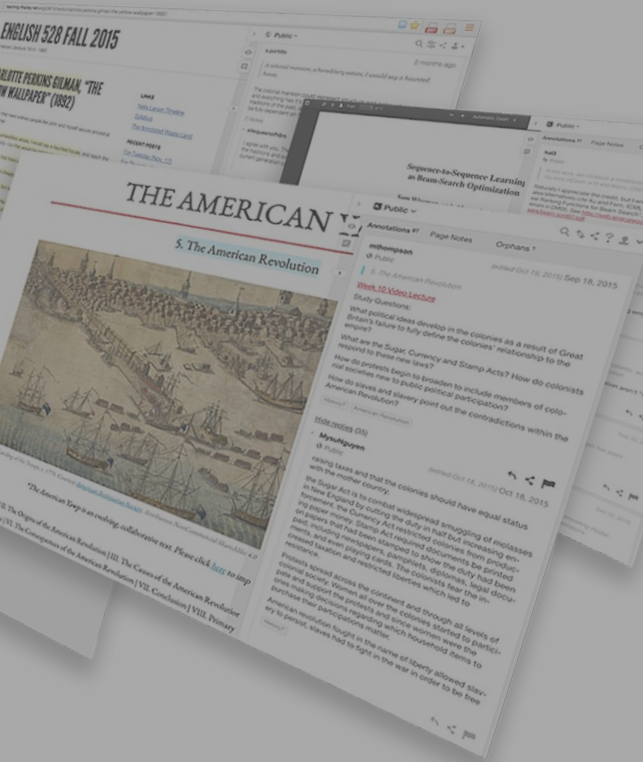


Hypothesis Teaching and Learning Resources

General Hypothesis resources useful to teacher and students:

- [Annotation tips for students](#)
- [An Illustrated Guide to Annotation Types](#)
- [Adding Images, Videos, and Links to your Annotations](#)
- [Partner-created Resources](#)
- [Examples of classroom use](#)

More [here](#).



Hypothesis in the Classroom

The image displays several overlapping Hypothesis browser windows, illustrating its use in a classroom. The windows show various educational resources and annotations:

- ENGLISH 528 FALL 2015**: A course page for Charlotte Perkins Gilman's "The Yellow Wallpaper" (1892), listing links, highlights, and recent posts.
- Sequence-to-Sequence Learning as Beam-Search Optimization**: A technical article with annotations.
- THE AMERICAN**: A page titled "5. The American Revolution" featuring an illustration of a colonial settlement and a video lecture. Annotations include study questions and a video link.
- History 101**: A page discussing the American Revolution, with annotations about the Sugar, Currency, and Stamp Acts, and the role of women.
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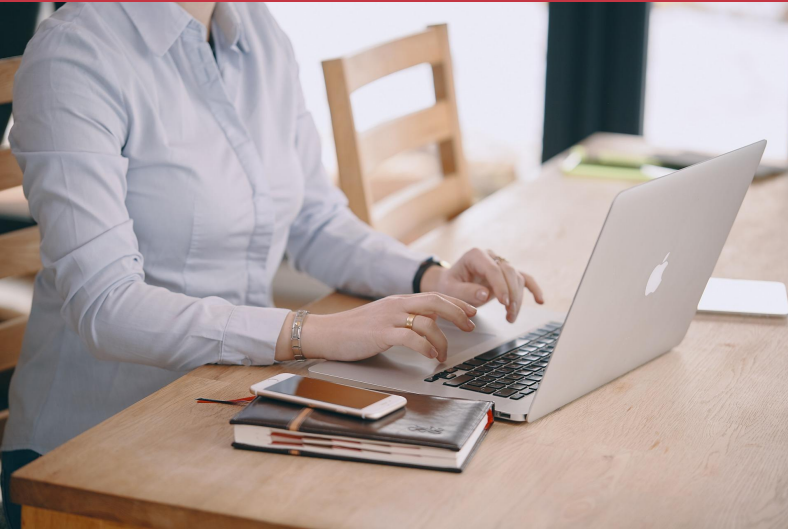
Annotate in face-to-face classes...



Use annotations as a springboard.

Open with an annotation summary activity.

...or in fully online classes



Replace your discussion boards.

Use annotation as a space to invite the student voice and build community.

COURSE
UNIV 112 Focused Inquiry II: Fall 2016

REQUIRED FOR ALL UCU STUDENTS IN GEN ED COURSE FALL SEMESTER

Dempster
ycu.edu

05 Harris Hall

do not use except in an emergency that affects BOTH of us—for instance, to get in going to have a to miss a meeting that requires me to drive into campus from my d): 804-387-3981

1, 2-3 W, 12-12:30 TR, and by appointment

THURSDAY

WHAT WILL BE ACCOMPLISHED DURING THIS SEMESTER

of a two-semester course sequence (UNIV 112) Focused Inquiry II) will help you to g skills while continuing work on your critical thinking, ethical reasoning, the ability to communication, and information fluency skills (UNIV 112 is designed to provide you (modal analysis, textual analysis and synthesis, and argumentative writing supported This practice will prepare you for the types of writing you will encounter and be throughout your university career (and perhaps even beyond). Like UNIV 111, UNIV on of the "spiral curriculum", in that you build your skills by repeating key concepts complexity of those concepts with each subsequent unit.

critical thinking: continue to apply critical thinking to texts and ideas, with a specific focus on and creating academic arguments that make sound claims and support conclusions

proficiency: create formal and informal pieces of writing in a variety of genres to (modal, analytical, and ethical reasoning argument)

Peer Learning: continue to work with peers on group assignments, projects and activities; practice peer response to writing assignments

communication: continue to build communication skills through active participation in sessions and formal presentations

Information Fluency: retrieve information through YCU Libraries, evaluate source reliability, ly read and respond to texts

Civic Responsibility: consider multiple ethical points of view; apply methods of oning to texts and arguments

Quantitative Literacy: evaluate quantitative information when used as evidence

will continue to develop your ability to interpret, analyze, evaluate, and infer based on e. The course will emphasize writing, revising, and proofreading. By the end of the ce work that reflects your ability to appropriately frame writing according to both ce. More specifically, you will be equipped to narrow your topics to an academic e texts, analyze and synthesize multiple texts, construct an argument based on ethical arly evidence which contends with counter-arguments, shape your ideas for an correct mechanical problems in your writing, and cite sources appropriately.

up into three theoretically and thematically connected units. These units are:

Culture/Text

Argument

FUNDAMENTALS OF ARGUMENTING

UNDERSTANDING WORDS BUT UP TO THE ABILITY TO CONSTRUCT AN ARGUMENT



Start by annotating the syllabus.

- Set expectations.
- Provide space for questions.
- Practice annotating.





Guide your students through the reading.

Model annotations.

Ask questions.

Provide clarification.



Open the reading for a seminar-style discussion online.

Create discussion threads.
Anchor the conversation in text.





Have students annotate your lecture.

Provide space for questions
Clarify course concepts.



Hypothesis Starter Assignments

Assignment instructions that are ready to use or adapt in your courses

- Annotation starter assignments
 - Some examples:
 - ▶ General annotation assignment
 - ▶ Instructions for annotating using group roles
 - ▶ Annotation assignment for STEM texts



Hypothesis Partnership Program



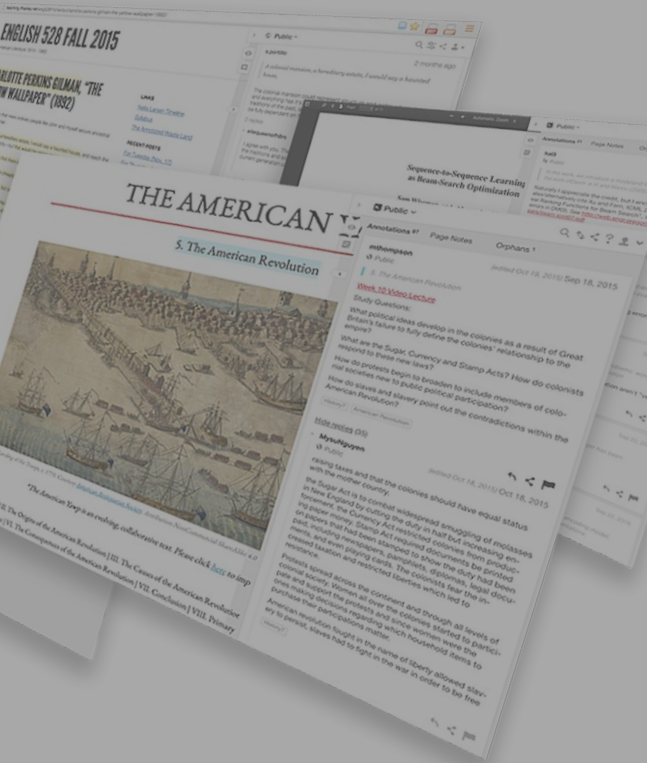
Pedagogical support

Custom training and instructional design

- [1:1 instructional design consultations](#)
- Webinars

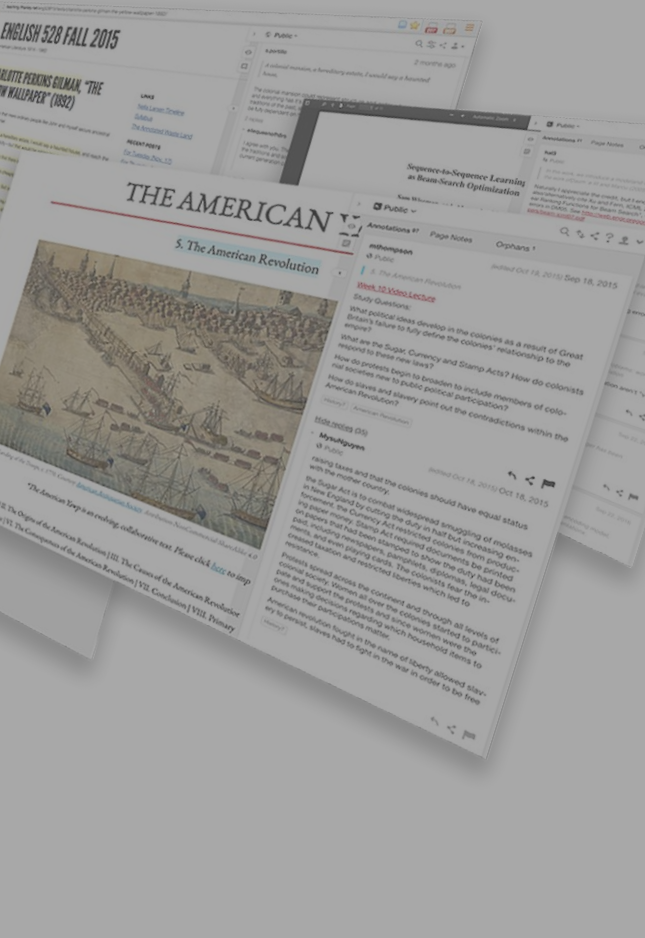
More partner resources

- Check out our faculty panel discussions, [Liquid Margins](#), for inspiration
- Find assignment ideas in [Resources for Social Annotation](#)
- Join the [Hypothesis Educator Forum](#)
- Technical support from support@hypothes.is



Hypothesis Academy

- Earn a **Hypothesis Certified Educator Credential**
- Hypothesis Academy are two-week asynchronous courses designed to teach you not only how to use the Hypothesis tool, but how to design social annotation assignments to best support your students' learning.
 - Social Annotation 101
 - Social Annotation in the Age of AI
- **[Learn more and register for the next cohort](#)**



Register for our Partner Workshops

Tuesdays at 10am PT/1pm ET

**Activating
Annotation in
your LMS**

**Using
multimedia
and tags in
annotation**

**Annotate your
syllabus**

**Grading and
feedback for
social
annotation**

**Creative ways
to use social
annotation**

**Show-and-tell
participatory
workshop**

**Using
Hypothesis
with small
groups**

**Annotating in
STEM subjects**

Thank you!

cdecarolis@hypothes.is

gina@hypothes.is

