

# Hypothes.is

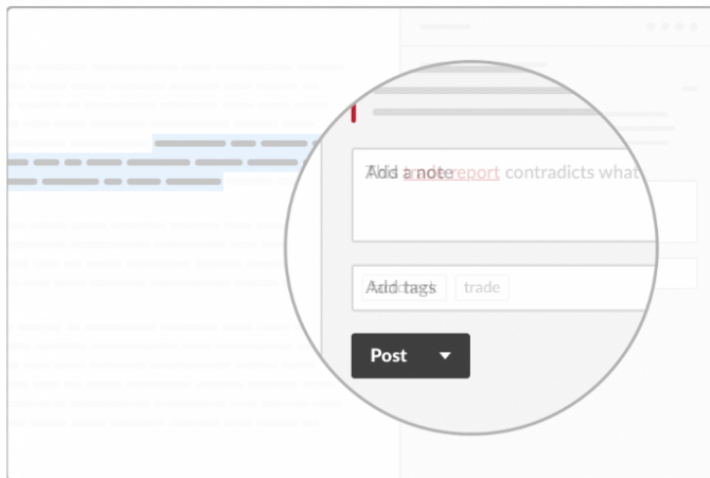
Connectivism

Learning Management Systems

Social Constructivism

Annotation

[Hypothes.is](#) is an online **social annotation tool**. It allows users to [annotate](#) openly on websites, blogs, online journals, and news articles. Hypothes.is allows users to create [groups](#) to share online text, resources, links, and annotations. It can be used as a private note-taking and critiquing tool or a collaborative annotation tool. Using the [Chrome Extension](#) or [bookmarklet](#) (bookmark with JavaScript), users can annotate directly on a webpage or online text.



## Select text to **annotate**.

Add tags and post publicly or save privately.

## Reply to or **share** any annotation.

Link to notes or whole pages.

## Annotate together in **groups**.

Collaborate privately with others.

## **Search** your notes.

Explore all public annotations and profiles.

## Hypothes.is Overview

Using Hypothes.is, traditional annotation activities (typically done in isolation) are transformed into collaborative knowledge-building activities. With public Hypothes.is pages, students can **see annotations and comments by other individuals**, including their peers and even experts in the field, and add their own annotations and comments that build on what they learned from others while reading a digital text (see [examples of public Hypothes.is pages](#)). Online class materials can be annotated in advance to lead to deeper, richer discussions during class time. A really exciting way to use Hypothes.is is to organize a “[flash mob annotation](#)” for topic of interest. This establishes a community of practice driven by interest and curiosity. During a flash mob annotation, participants meet online at a specific time, and simultaneously annotate a document or image, creating an exciting conversation.

Institutions can integrate [Hypothes.is with their Learning Management Systems](#) (LMS). For the duration of 2020, in support of institutions confronting the Covid-19 crisis, [fees are being waived](#).

## Tool Snapshot

<b>Price</b>	Free for individual use. Paid plans for institutional use.
<b>Learning</b>	<a href="#">Social constructivism</a> , <a href="#">Connectivism</a>
<b>Ease of Use</b>	★★★★☆
<a href="#">Privacy</a>	★★★★☆☆
<a href="#">Accessibility</a>	★★★★☆☆ ( <a href="#">VPAT Report</a> )
<b>Class Size</b>	Not Applicable
<b>Login</b>	Yes
<a href="#">ISTE*S</a>	Knowledge Constructor, Global Collaborator
<b>COPPA/ FERPA</b>	Yes, when a LMS (Learning Management System) app is used. No, when a non-LMS version is used (for personal use).
<a href="#">GDPR</a>	Yes

### Ease of Use

The user can quickly learn how to use the tool with relative ease. There are tutorials and FAQ information available if the user runs into an issue with the tool.

### Privacy

The user has to share some personally identifiable information (e.g., email address, name, location) when creating an account. The privacy policy clearly states how the information is used or shared. However, when the application is used through an institution's LMS, the system is COPPA and FERPA compliant.

## Hypothes.is Overview Video



[Watch on YouTube](#)

[Video Transcription](#)

## Hypothes.is & the SAMR Model

Dr. Ruben Puentedura's [SAMR model](#) offers a lens for examining how technology is adopted in a classroom. As you strive to incorporate online tools into your classroom, we encourage you to use this model as an analytic tool.

Here is an example of how Hypothes.is might fit within the SAMR model:

- **Substitution:** Students read and annotate text online instead of on a hard copy.
- **Augmentation:** The instructor annotates a class digital text ahead of time on Hypothes.is to guide students' thinking, annotations, and comments.
- **Modification:** Students engage in annotating and discussing articles with peers outside of class time. Students critically analyze the archive of the annotations and discussions for a text.
- **Redefinition:** Students engage in collaborative annotating with experts and professionals from around the world.

## Learning Activities

### Math

- Annotate news articles to identify math in everyday life.
- Annotate the charts and graphs in news articles.
- Critique the credibility of Wikipedia pages about famous mathematicians.

### Science

- Facilitate an open Hypothes.is discussion on a science article of interest.
- Use Hypothes.is to annotate media/news articles to evaluate the credibility and accuracy of scientific studies.

## English/Language Arts

- Synthesize observations on a popular English poet's work, referring to highlighted texts and collective annotations.

## Social Studies

- Read two versions of a historical event and compare and contrast the two versions, including their accuracy and what the differences might mean in terms of the viewpoints of the writers.

## Other

- Collect articles with divergent opinions or solutions and discuss with others the rationale underpinning the divergence in ideas.

## Resources

- [Official how-to use Hypothes.is video](#)
- [Hypothes.is in Education](#)
- [The Pedagogy of Collaborative Annotation](#)
- [Official Hypothes.is Youtube channel with tutorial videos](#)
- [Social Reading and Remote Learning with Hypothes.is](#)
- [Hypothesis Animated Intro](#)
- [Annotation: 10 Ways to Annotate with Students](#)
- [Quick Start Guide for Teachers](#)
- [Annotating with Groups](#)
- [Teacher Resource Guide](#)
- [Grading Student Annotations in Moodle](#)
- [Grading Student Annotations in Blackboard](#)
- [Grading Student Annotations in Canvas](#)
- [Enhancing Student Engagement with Course Materials through Digital Social Reading](#)

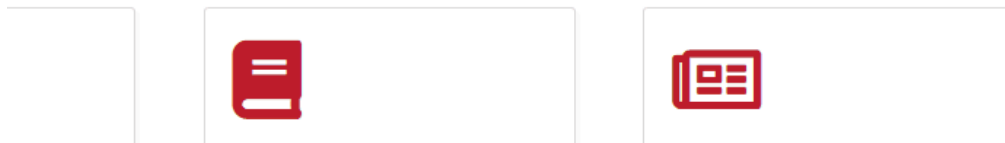
## How to Use Hypothes.is

Go to [web.hypothes.is/start](http://web.hypothes.is/start) (Note: Hypothesis is only available on a computer) and click "Get Started."

We're a **on a mission** to bring an open conversation over the whole web. Use Hypothesis right now to hold discussions, read socially, organize your research, and take personal notes.

GET STARTED

or see **how it works**.



Create a new account.

## Get started.

1

### Sign up to annotate.

You need a free account to start annotating.

CREATE A FREE ACCOUNT

2

### Add Hypothesis to your browser.

Install our Chrome extension or add the bookmarklet to your preferred browser.

Click the button below to install the Hypothesis extension from the Chrome

For any browser, drag this button to the bookmarks bar, or right-click/control-click

After your create the account, install the Chrome extension. (Note: If you are not using Google Chrome, install the "bookmarklet.")

CREATE A FREE ACCOUNT

2

## Add Hypothesis to your browser.

Install our Chrome extension or add the bookmarklet to your preferred browser.

Click the button below to install the Hypothesis extension from the Chrome Web Store.

CHROME EXTENSION

For any browser, drag this button to the bookmarks bar, or right-click/control-click to bookmark the link.

HYPOTHESIS BOOKMARKLET

3

## Start annotating.

Go to any page (or open a PDF or EPUB file in your browser), select text, and annotate.

You are now ready to annotate. Start by visiting any website and by selecting any text, and then by clicking “Annotate.”

ahead of the growing need. But with the number of cases escalating toward a peak that could come within about a week, providers are thinking about how they would make choices that could determine who lives or dies.

The state's guidance is not mandatory. It advises hospitals to give patients a score that emphasizes healthier patients who have a greater chance of surviving COVID-19, and living longer overall. It gives further advantage to medical personnel, and to women further along in pregnancy. In the event of tie scores, younger patients are given priority.

Department of Public Health officials said in a statement that the guidelines were developed “to ensure fair and equitable critical care decision making processes during this pandemic and only in the event of an extreme scarcity of medical resources.”

The department said it hoped the standards would “mitigate against unconscious biases, including but not limited to race, disability, gender, sexual orientation, gender identity, ethnicity, ability to pay, socioeconomic status, perceived social worth, perceived quality of life, immigration status, incarceration status, homelessness, or past or future use of resources.”

“We recognize that people of color, the poor, the sick, the elderly, and those with no or limited access to health care, are most vulnerable [to] this illness,” the department’s statement said.

2. State announces /U more cases
3. The latest coronavirus nur
4. Social distancing is workin normal, and what will that
5. This mom went on a Twitte her first-grader. A few hou Guggenheim Fellow
6. 'Saturday Night Live' retur Tom Hanks
7. Which NFL Draft prospect: a quarterback?
8. Fauci says US reopening c
9. Fauci says US reopening c
10. Food banks see surge in n

A Hypothes.is window slides out from the right side of your screen to input your annotation comments.

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will play a major role.

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of the organizers of the letter.

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affected.

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ih said.

had previously written Baker

That's it! All your annotations, highlights and notes are now saved to your Hypothes.is account. You can find them by visiting <https://hypothes.is> anytime.

## Research

Bonn, M., & McGlone, J. (2014). New feature: Article annotation with Hypothes.is. *Journal of Electronic Publishing*, 17(2). <http://dx.doi.org/10.3998/3336451.0017.201>

Kennedy, M. (2016). Open annotation and close reading the Victorian text: Using Hypothes.is with students. *Journal of Victorian Culture*, 21(4), 550-558. <https://doi.org/10.1080/13555502.2016.1233905>.

## Authors

This page was created by Constance M. Cook and Sai Satish Gattupalli.



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