



# Choice Boards and Hyperdocs

V. Ellen Burdge ~ Mlf America - March 2020



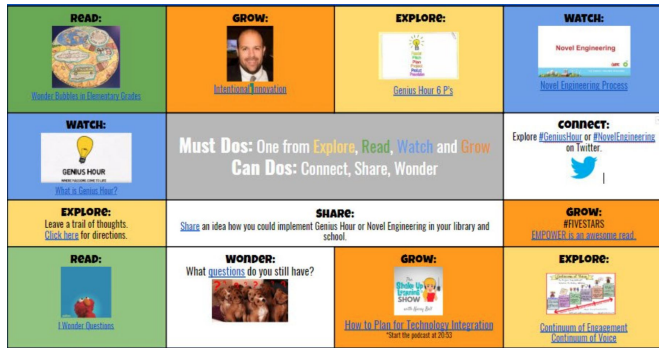


# AGENDA

- ❖ Choice Boards
  - What are they?
  - What is the pedagogy behind them?
  - How do I make one?
- ❖ HyperDocs
  - What are they?
  - What is the pedagogy behind them?
  - How do I make one?
- ❖ Explore Resources
- ❖ Ask and Answer Questions

# Choice Boards ~ What are they?




- ❖ A graphic organizer
- ❖ Allows for student choice
- ❖ Generally have 9 squares
- ❖ You set the guidelines
- ❖ The level of difficulty can vary or stay consistent











# Choice Boards ~ What is the pedagogy behind it?

- ❖ Student Agency - increasing *student voice*, *choice* and *autonomy*
- ❖ Student motivation and student engagement
- ❖ Theory of Multiple Intelligences




@Carlin-Tucker









What?	<p>Select the subject or topic</p>  <ul style="list-style-type: none"> <li>• What does the student want to focus on?</li> <li>• Is there an aspect of the larger topic they are particularly interested in?</li> <li>• Can they select the lens they look through for a particular assignment?</li> </ul>
How?	<p>Decide on the process</p>  <ul style="list-style-type: none"> <li>• How will they complete the task?</li> <li>• What steps will they take?</li> <li>• Which tools will they use?</li> <li>• How will they track their own progress toward completion?</li> </ul>
Why?	<p>Define the purpose and create a product</p>  <ul style="list-style-type: none"> <li>• Why are they doing this work?</li> <li>• What is the purpose of a task, assignment, or project?</li> <li>• Given that purpose, what type of product do they want to create? How do they want to demonstrate learning?</li> </ul>

Visual-Spatial	Verbal-Linguistic	Interpersonal	Musical-Rhythmic	Bodily-Kinesthetic	Intrapersonal	Logical-Mathematical	Naturalist
							
<ul style="list-style-type: none"> <li>• Artwork</li> <li>• Photographs</li> <li>• Graphic organizers</li> <li>• Posters, charts, graphics, pictures</li> <li>• Illustrations</li> <li>• Sketches</li> <li>• Drawings</li> <li>• Paintings</li> <li>• Pictures of props for plays</li> <li>• Demonstrations</li> <li>• Overheads</li> <li>• Storyboards</li> </ul>	<ul style="list-style-type: none"> <li>• Computer printouts</li> <li>• Recordings of readings</li> <li>• Reactions to guest speakers</li> <li>• Autobiographies</li> <li>• Biographies</li> <li>• Reactions to films or videos</li> <li>• Captions for cartoons</li> <li>• Pictures of student-made bulletin boards</li> <li>• List of books read</li> <li>• Annotated bibliographies</li> </ul>	<ul style="list-style-type: none"> <li>• Group video</li> <li>• Think-Pair-Share</li> <li>• Cooperative learning task</li> <li>• Round Robin</li> <li>• Jigsaw</li> <li>• Group songs, collages, poems</li> <li>• Rating scales</li> <li>• Class and group discussions</li> <li>• Group projects</li> <li>• Group presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Background music in class</li> <li>• Songs for books, countries, people</li> <li>• Raps, jingles, cheers, poems</li> <li>• Musical mnemonics</li> <li>• Choral reading</li> <li>• Music chosen for assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Description of field trips</li> <li>• Role playing</li> <li>• Learning centres</li> <li>• Sports/games</li> <li>• Cooperative learning</li> <li>• Simulations</li> <li>• Interviews</li> <li>• Projects</li> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Reflective learning logs</li> <li>• Journals</li> <li>• Metacognitive reflections</li> <li>• Independent reading times</li> <li>• Silent reflection time</li> <li>• Self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Puzzle</li> <li>• Patterns and their relationships</li> <li>• Formulas, abstract symbols</li> <li>• Analogies</li> <li>• Time lines</li> <li>• Outlines</li> <li>• Venn diagrams</li> <li>• Mind maps</li> </ul>	<ul style="list-style-type: none"> <li>• Nature collections</li> <li>• Soundscapes</li> <li>• Moobiles</li> <li>• Projects</li> <li>• Photographs</li> <li>• Journals</li> <li>• Diagrams</li> <li>• Maps</li> <li>• Graphs</li> <li>• Charts</li> <li>• Webs</li> <li>• Mind maps</li> <li>• Hypothesis</li> <li>• Forecasts</li> <li>• Reports</li> </ul>



@Caitlin\_Tucker







What?	<p>Select the subject or topic</p> 	<ul style="list-style-type: none"><li>• What does the student want to focus on?</li><li>• Is there an aspect of the larger topic they are particularly interested in?</li><li>• Can they select the lens they look through for a particular assignment?</li></ul>
How?	<p>Decide on the process</p> 	<ul style="list-style-type: none"><li>• How will they complete the task?</li><li>• What steps will they take?</li><li>• Which tools will they use?</li><li>• How will they track their own progress toward completion?</li></ul>
Why?	<p>Define the purpose and create a product</p> 	<ul style="list-style-type: none"><li>• Why are they doing this work?</li><li>• What is the purpose of a task, assignment, or project?</li><li>• Given that purpose, what type of product do they want to create? How do they want to demonstrate learning?</li></ul>

Visual-Spatial	Verbal-Linguistic	Interpersonal	Musical-Rhythmic	Bodily-Kinesthetic	Intrapersonal	Logical-Mathematical	Naturalist
							
<ul style="list-style-type: none"> <li>▪ Artwork</li> <li>▪ Photographs</li> <li>▪ Graphic organizers</li> <li>▪ Posters, charts, graphics, pictures</li> <li>▪ Illustrations</li> <li>▪ Sketches</li> <li>▪ Drawings</li> <li>▪ Paintings</li> <li>▪ Pictures of props for plays</li> <li>▪ Demonstrations</li> <li>▪ Overheads</li> <li>▪ Storyboards</li> </ul>	<ul style="list-style-type: none"> <li>▪ Computer printouts</li> <li>▪ Recordings of readings</li> <li>▪ Reactions to guest speakers</li> <li>▪ Autobiographies</li> <li>▪ Biographies</li> <li>▪ Reactions to films or videos</li> <li>▪ Captions for cartoons</li> <li>▪ Pictures of student-made bulletin boards</li> <li>▪ List of books read</li> <li>▪ Annotated bibliographies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Group video</li> <li>▪ Think-Pair-Share</li> <li>▪ Cooperative learning task</li> <li>▪ Round Robin</li> <li>▪ Jigsaw</li> <li>▪ Group songs, collages, poems</li> <li>▪ Rating scales</li> <li>▪ Class and group discussions</li> <li>▪ Group projects</li> <li>▪ Group presentations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Background music in class</li> <li>▪ Songs for books, countries, people</li> <li>▪ Raps, jingles, cheers, poems</li> <li>▪ Musical mnemonics</li> <li>▪ Choral reading</li> <li>▪ Music chosen for assignment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Description of field trips</li> <li>▪ Role playing</li> <li>▪ Learning centres</li> <li>▪ Sports/games</li> <li>▪ Cooperative learning</li> <li>▪ Simulations</li> <li>▪ Interviews</li> <li>▪ Projects</li> <li>▪ presentations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Goal setting</li> <li>▪ Reflective learning logs</li> <li>▪ Journals</li> <li>▪ Metacognitive reflections</li> <li>▪ Independent reading times</li> <li>▪ Silent reflection time</li> <li>▪ Self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Puzzle</li> <li>▪ Patterns and their relationships</li> <li>▪ Formulas, abstract symbols</li> <li>▪ Analogies</li> <li>▪ Time lines</li> <li>▪ Outlines</li> <li>▪ Venn diagrams</li> <li>▪ Mind maps</li> </ul>	<ul style="list-style-type: none"> <li>▪ Nature collections</li> <li>▪ Soundscapes</li> <li>▪ Mobiles</li> <li>▪ Projects</li> <li>▪ Photographs</li> <li>▪ Journals</li> <li>▪ Diagrams</li> <li>▪ Maps</li> <li>▪ Graphs</li> <li>▪ Charts</li> <li>▪ Webs</li> <li>▪ Mind maps</li> <li>▪ Hypothesis</li> <li>▪ Forecasts</li> <li>▪ Reports</li> </ul>








# Choice Boards ~ How do I make one?


- ❖ Choose a single topic or learning expectation
- ❖ Each activity should relate to one of the multiple intelligences
- ❖ Tic-Tac-Toe or random choice
- ❖ Activities should be completed individually
- ❖ An exception would be an interpersonal square

Project Choice Board

<p>Present a <b>TED Talk</b> to inspire others to take action on this issue.</p> 	<p>Make an animated <b>movie</b> to inform others about the issue and your solution.</p> 	<p>Build a <b>model</b> of a solution you designed that you believe could have a positive impact on this issue.</p> 
<p>Create a <b>poster</b> that uses visuals (e.g., pictures, charts, graphs) to help others understand the problem and your solution.</p> 	<p>Design an <b>informative slideshow</b> to teach people about this issue and possible solutions.</p> 	<p>Write a <b>children's book</b> to raise awareness about this issue.</p> 

bit.ly/ProjectChoiceBoard

Response Choice Board				
By @Jollibaucher				
Learning Objective		Teachers enter objective here.		
Directions		Choose one of these tools to complete the objective. Choose the tool that will work best for you to demonstrate your learning and show what you know!		
Talk about it  Create a Voiceover or Flipgrid explaining your answer.	Your Idea I would like to use a tool that is not mentioned here? Check in with your teacher to get it approved.	Posters  Create a poster using Google Drawings or Thinglink.		
Coding  Create a program using Scratch, Doink and Dot, or Blockly.	Paste the link to your final project here:  Use the paint bucket to self-assess your work using the rubric below.	Making Movies  Create a video using iMovie, BrainPOP, Udacity, or Doink Tweaks.		
Game Time  Create a game to test your classmates using Google Forms, Kahoot, Quizlet Live, or Quizizz.	No Tech Use paper and pencil, markers and poster board, whatever you need to share your knowledge!	Presenting  Create a slideshow using Book Creator, Explain Everything, Google Slides or Padlet.		
Expectations/Teacher Rubric				
	Not Yet	Progressing	Met Standard	Exceeds Expectations
Standard 1				
Standard 2				
Standard 3				



# What is a HyperDoc?

What is a HyperDoc? sketch note

✓ A HyperDoc is...	✗ A HyperDoc is NOT...
<ul style="list-style-type: none"><li>● transformative</li><li>● interactive</li><li>● personalized</li><li>● engaging</li><li>● a tool to help facilitate student creativity, collaboration</li></ul>	<ul style="list-style-type: none"><li>● a substitution</li><li>● a digital version of a worksheet</li><li>● standardized</li><li>● inflexible</li><li>● just another way to disseminate information to be consumed</li></ul>

(Inspired by The HyperDoc Handbook by Lisa Highfill, Kelly Hilton and Sarah Landis)



## 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

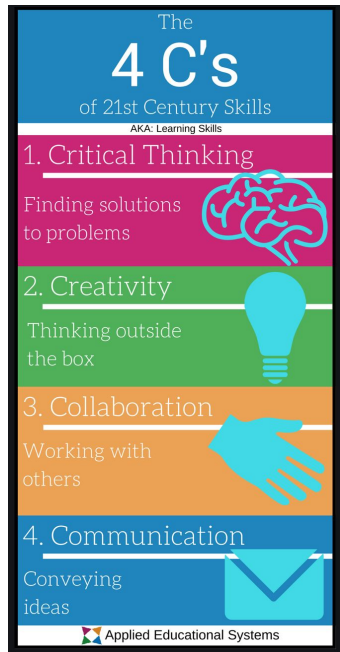
Image Created by Karly Moura @KarlyMoura  
HyperDocs are created by Lisa Highfill, Kelly Hilton and Sarah Landis



# HyperDocs ~ What are they?








- ❖ Allow students to *collaborate, think critically, combine information* from multiple sources and *create through technology*
- ❖ Allow you to create and package a digital lesson plan **tailored to fit the needs** of your students
- ❖ **Increase student motivation and engagement**
- ❖ Allow you to include all the elements you would typically include in a successful lesson (engage, explore, explain, apply, share and extend)
- ❖ Allows you to **connect with individuals or small groups** of students


# HyperDocs ~ What is the pedagogy behind it?



# Hyperdocs ~ How do I make one?


- ❖ Engage
- ❖ Explore
- ❖ Explain
- ❖ Apply
- ❖ Share
- ❖ Reflect
- ❖ Extend

	<b>Engage</b> To <b>engage</b> students at the beginning of a lesson, insert video, image, quote, or another inspirational hook in this box.
	<b>Explore</b> Curate a collection of resources (articles, videos, infographics, text excerpts, etc.) for students to <b>explore</b> a topic.
	<b>Explain</b> Use this section of the HyperDoc to <b>explain</b> the lesson objective through direct instruction using your favorite web tool, or gather students together to teach the content.
	<b>Apply</b> Create an assignment for students to <b>apply</b> what they learn by using web tools to create, collaborate, and/or connect beyond the classroom.
	<b>Share</b> Collect student work to provide feedback, and/or include a section for students to <b>share</b> work with an authentic audience.
	<b>Reflect</b> Include an opportunity for face-to-face or digital <b>reflection</b> to guide students along their learning progression and set new goals.
	<b>Extend</b> Add links to more activities and online resources to <b>extend</b> the learning.




**bit.ly/goodideaahd**

Want to learn how to teach with this HyperDoc? Click [HERE](#) for a screencast explanation of the thinking behind this lesson. Delete before using with students.




**Why Hotels Are Hosting Bees On Their Rooftops**

- What layers of clever do you see happening?
- What problems are being solved?
- What other ideas does this inspire?




**Good Ideas Playlist**

- With a partner watch some of the videos listed above
- Post ideas you are curious to explore further [HERE](#) include the underlying issues/conflicts/problems associated with the idea.
- Do any of them inspire a good idea?




**Research-Evaluating credibility**

- Select an idea from the poster, or a new one- What is the base topic? Post your topic [HERE](#)
- Research the topic for:
  - Background information
  - Explain the issue/conflict/problem
  - Use evidence to share solutions already created
- Take notes [HERE](#)
- Cite all sources using [CiteSpace](#)



**Create using Adobe Spark Pages**


- Practice Spark
- Create a Page that educates others about the topic
- Include the four areas of research you conducted



**Turn your Page in [HERE](#)**

Review Pages [HERE](#)

See Reviews [HERE](#)




**Reflect**

- Who would you need to connect with to make a project happen?
- Is this idea going to have a local, State, National, or Globally effect?
- Which idea is important to you? Which would you pursue? Why?
- Why do projects like this exist?

Created by [Jill Castka](#)



- 
- ❖ <https://blog.tcea.org/creating-a-choice-board/>
  - ❖ <https://blog.tcea.org/choice-boards-2/>
  - ❖ <https://www.alfiekohn.org/article/choices-children/>
  - ❖ [https://hyperdocs.co/buy the book](https://hyperdocs.co/buy_the_book)
  - ❖ <https://www.cultofpedagogy.com/hyperdocs/>
  - ❖ <https://www.verywellmind.com/gardners-theory-of-multiple-intelligences-2795161>









### Title

Explore	Your Task
Insert links, images, videos, or articles which allow students to independently build background knowledge for a topic.	Add instructions, guiding questions, or expectations for their exploration.
Explain	Your Task
Add video, articles, or pause for a whole group lesson to explain the content.	Post learning expectations for students. Will they take notes? Possibly share their thinking digitally or on paper?
Apply	Your Task
Post instructions for the method students will be using to apply their knowledge from the lesson.  Tip: Use images and bullet point steps to simplify the process.	Include expectations for student creations. This could include due dates, links to rubrics, and instructions for turning work in.

