Transcript for Edtech Sandbox Series: Exploratory Learning – Effectively Integrating AI with Hypothes.is
BCcampus EdTech session hosted on January 22, 2025
Presenters: Julia Grav and Emily Schudel
Host: Britt Dzioba

BRITT DZIOBA:
So in the interest of time, we're going to get started here. So, good morning, everyone. My name is Britt Dzioba. I'm hosting today's session. I'm an advisor on the Learning and Teaching Team at BCcampus. And today, I'm so excited to welcome Emily Schudel and Julia Grav from Camosun College, who are going to be talking to us today about Hypothes.is in AI.

First, I'd like to start us off in a good way by saying that I live on the traditional and unceded territory of the hən̓q̓əmin̓əm̓ and Sḵwx̱wú7mesh sníchim speaking Peoples, which is so-called Burnaby, B.C. So there are several Indigenous nations who share territory in Burnaby, and all speak hən̓q̓əmin̓əm̓ or Sḵwx̱wú7mesh sníchim. The central Coast Salish Nations who share the territory are Tsleil-Waututh, Squamish, Musqueam, Sto:lo, and Qayqayt.

Before we get started, I just wanted to highlight two BCcampus events that are coming up. So we have a wonderful three-day in-person event called the Digital Pedagogy Lab, and this is going to be in February, and it's in person at Kwantlen Polytechnic in Richmond. This is going to be unlike any conference you've ever been to before. It's extremely experiential and immersive. Gwen, who's here today, Gwen Nguyen from BCcampus is leading this conference, and I just know it's going to be phenomenal. We have some awesome people facilitating. Kelsey is going to pop a link in the chat if you'd like to check it out. Then I also just wanted to mention, we do have one more Sandbox Series in this 2024 into 2025 fiscal year, coming up and that's in February, and we're going to be looking at Animaker. And do keep an eye out in our newsletter for our call proposals for our next year's iteration of the EdTech Sandbox series. So if you love working with EdTech tools and you have some ideas, we are going to be putting out a call. And so we are going to be running these sessions again in the coming months. And now I'm going to stop sharing and hand it over Emily and Julia.

EMILY SCHUDEL:
Thanks very much, Britt. I'm now just going to share my screen. Just get that going here. Thanks very much. Welcome to our Sandbox Session today. Nice to see you all. I can't really see you all right now, but thank you for coming. We're going to be talking a bit about effectively integrating AI with Hypothes.is. But before we start, we just want to situate ourselves as well. Thank you to BCcampus for their acknowledgment. Julia, do you want to start?

JULIA GRAV:
Yeah, absolutely. Thanks so much Emily and Britt. My name is Julia Grav. I have the privilege of living and working on the Songhees and Kosapsum First Nations. They traditionally speak

Lekwungen. That is the land that I am situated on today and I'm so grateful to be coming to you from very close to Camosun College, where also they share the same traditional lands.

EMILY:
Thanks, Julia. I'm Emily Shuttle. I am also located on the traditional lands of the Lekwungen speaking people, the lands of the Kosapsum, and Songhees Nations. I'm here in my office at Lansdowne Campus in Victoria, B.C. right now. Just to let you know a little bit about who I am. I'm an instructional designer in e-learning and Open Education at the Camosun College, and also the chair of the Centre for Excellence in Teaching and Learning. So very grateful to be here with you all today.

I have put the link to the slide deck in the chat, so you have access to the slides. I just want to give a quick overview here of what we're going to be doing today. You're going to have a lot of time to play in small groups a little bit later. Don't get too uptight about that yet. It's going to be very fun. We're going to start with some introductions from everybody. We have a little poll, we want to run to see what you already know about Hypothes.is. Then Julia is going to run us through a bit of a demo about Hypothes.is and social annotation and Hypothes.is. Talk a little bit about the integration we have with our LMS, which is D2L, and also talk a bit about the AI integration, how you can play with AI in Hypothes.is. Then we're going to have two rounds of playtime in breakout groups. Before we start as well, I just want to remind you, I just want to see if I can copy this link in here. If you haven't already set up an account in Hypothes.is, the link to do that is in the chat and if you want to take some time, there's no onus, you don't have to set up an account if you don't want to. We can have a little chat during the breakout play if you want to or you can just watch other people work in it. But it really is great if you can play a little bit Hypothes.is and get to experience it a bit. Just want to remind you about that.

As we get started here, I do want to know a bit about who's in the space. I'd like you to type this in the chat. Don't press enter quite yet. We're going to do a bit of a waterfall here. I'm going to give you a few seconds to type in your name, your institution if you are at an institution, and the traditional territory that you are coming from today. If you type that into the chat, I'll give you a few seconds here, and then we will waterfall those introductions. All right. So I'm going to give you a 5-second countdown and when I come to the end of the countdown, if you all hit Enter, and then we can see who is in the space today. Let's see if this works. Five, four, three, two, one, and hit Enter. Look at that. How awesome is that? I love it. We have somebody here from Mexico City. From the Okanagan to Mexico City. We have folks from Capilano, UVic, Norquest. Of course, BCcampus folks, and thank you very much BCcampus for putting on these events, and for helping us with the technology and everything, very much appreciated. Douglas College, Langara, few from Langara. Douglas. Coast, sorry CNC, which I always forget is... Sorry Julia, do you remember what my acronym is CNC here?

JULIA: No, I'm sorry you caught me at a loss as well.

EMILY: I should know.

JULIA: There's someone from Edmonton as well.

EMILY: Yeah. Up in Prince George.

JULIA: Canadian College of the Northern, no, I don't know what CNC is. No.

EMILY: I should know it. That's my bad.

JULIA: There it is. College of New Caledonia.

EMILY: Thank you, sorry about that.

JULIA: We're all learning here today.

EMILY:
We're all learning. Thank you very much for sharing your names and institutions and your acknowledgements in the chat. Always think that's a nice thing to do, so we know who we all are here.

Before we move into the demo that Julia is going to do. We just want to do a quick Zoom poll for you here. I think Kelsey is going to be putting that up. Awesome. We have a poll. What do you know about Hypothes.is? Are you an expert? Have you heard about it, but never used it? Have you played with it a little, or do you only know what you've read in the intro for this workshop? We're just going to give you a few seconds here to fill in that poll, and then we will see where we're at. Or almost, I think we're at 100% answered. Yes, perfect. Hopefully everybody is seeing the answers here. We have one person who says they're an expert, which is awesome. We have several who have heard of it, but never used it. A couple who've played with a bit, and several who have only known what they've read for this workshop. Hopefully, by the end of the day, you will maybe not be an expert yet, but you will have played with it and maybe be thinking about trying it some more. That's awesome. Thank you for that. All right. So Julia, do you want to take over and start the demo?

JULIA:
Yes. I am just doing that now. Thanks so much, Emily. All right. I'm going to talk about what Hypothes.is is and how it works. We're going to be using the public free version of Hypothes.is today in our playground session. I'm hoping you're ready to get a little bit dirty and play and maybe experiment a little bit within your groups. But essentially, Hypothes.is is a tool that's used to annotate texts. It can be used in research. It's used with students to engage them in reading and looking at video and transcript. I'm going to briefly talk about Hypothes.is for the next few minutes. But I wanted to acknowledge first my teachers, those that have taught me

about Hypothes.is, those that have given me the tools and helped me debug issues in Hypothes.is. I've been using the public version for about a year and then I finally moved into the integrated into D2L version. I'm so grateful for all the learning I've done through Hypothes.is and the teachers that came before me. If you have questions as I go through these slides, please put them in the chat. Emily is going to be monitoring the chat. When I'm finished with my descriptions and examples, I will address as many of the questions as I can about how Hypothes.is works as a tool. It allows students to have a conversation very much like a discussion board, but in context. Creating that social construct of knowledge within a piece of text or even on a transcript of a video or an audio clip like a podcast. Anyone can highlight information, as you can see in this example of the slide on the left here. The student has highlighted this text about attributions within HTML elements, asking. On the right, their annotation comes up on the right here, how much descriptive texts should we be using? An excellent question, something that I know needs to be addressed more in class and needs to be really explained in terms of that students' understanding. Also, this question could be answered by other students within the annotation as well. It allows students to question texts, it allows them to comment and bring any insights or learnings that they have to the forefront in their reading.

An annotation specifically is something that students select. Text that students select within the website or a PDF, it can be on a transcript, as I said. And then it's really something that just interacts with the text. Typically as an instructor, I'm providing instructions on how my students should be annotating the text, so they're guided in that. The guiding can be loose. It can be such as tag something that interested you. Ask a question of the tasks. What part of the text was tricky for you? There's lots of different ways that you can get students to engage with a text. What we're going to be looking at today more so is using open-ended questions and really getting students to think critically about the texts that they're being asked to read. Obviously, an annotation can require students to do research. Students can add in links from other sources. It allows really that community building and creation of a deeper knowledge within the text. I just put a few tags here on this slide just for some context, and the tags can be filtered within Hypothes.is as well, which is really nice. If you want to see all of the questions, you can click on the Q tag and it will show you a list of all of the questions students have asked within that text. I also often get my students to annotate texts in small groups, the same small groups throughout the course so that they're building again that community within a smaller group of students, and then depending on your class size, you can vary those numbers of groups.

For assignment ideas, when I was using the public version of Hypothes.is, I had students annotate all of website. They were doing critiques of websites in my web design classes, and they were actually going to a website, clicking the group for my class and then annotating that website, where they thought the design elements were really strong and where they thought the elements were a bit lacking, allowed them to really critically reflect on the layout and the structure within the websites. Also gotten students to annotate TikTok. Public TikTok reels and other social media sites. That's really fun and easy to do with the public version of Hypothes.is. But I find when I'm in the LMS version is I have to provide the links for students, so it limits a

4

little bit of that student-led learning. Here are some assignment ideas that I pull from the Hypothes.is website. There are so many great ways that this tool can be used. Again, working within the context of a reading or asking students to critically reflect on cases, looking at solutions. One of the ways in which I use AI is to get students to. I use AI to help with open-ended questions and really expanding my use of those questions. It often gives me ideas that I didn't initially think of. It's like that research piece for me. I also find that it will interestingly drill into the text and look for things that are missing. Asking students to also look for things that are missing within a text can be a really useful way for students to share their own personal knowledge in the field and also to do additional research.

I just wanted to stop briefly and check to see if there were any questions at this point.

EMILY:
 Barbara was just wondering about tags. Question mark, it looks like a question mark can be used as a tag, but she's wondering about emojis. What are the options for tags?

JULIA:
That's a great question. I don't think emojis are available as a tag. I think it needs to be plain text. I mean, you could use a colon and a bracket as a smiley face, sideways smiley face, you know the old school emoji that we used to use. But as far as I know, it's still just raw text. That means that when you're annotating in that little window here on the right side, as you can see in the screen. These are the annotations on the right in that navigation pane looking sidebar. It really doesn't allow you to put any HTML or any formatting in there. If you're adding a URL, the URL just goes right in there like raw. There's no way to hyperlink text.

EMILY: Thanks for that question. Here in this example,

JULIA:
I'm embedded, I'm using Embedded Hypothes.is in D2L, and so I've assigned a reading on this free code camp website. Students are going to the website through the Hypothes.is tool. I can see all of my students that have participated in this reading. I can give them a grade here within the tool and that grade will go directly into my LMS gradebook. Obviously, I've connected those in advance. I find it's really nice to have that integration and it integrates with most learning management systems. Yes, thanks. That's right. The old school emoji is perfect. Here's a link that you can look at for Blackboard, for those of you that are using Blackboard. Here in this example, I'll just show you that these students have been assigned a group together, and they are interacting with each other and replying to each other's questions, which is just so lovely to see and often in my assignment instructions for these types of readings, I will encourage students or make it a requirement that students reply to another's question, do a little bit of research if they need to find an appropriate response.

This is another assignment that I've done recently where students create a positionality poster in Canva, and this is the text they're using it's Critical Hope by Carrie Green, and it was actually

5

recommended to me by another BCcampus event. I decided to take this text and make it accessible. I've got it so that the text can actually be selected here. I put it through a scanner and then an OCR application. I'll talk about that in a second. Then students went into Canva, they created their positionality posters, and then as you can see, they highlighted some text and linked to their poster. And so they're introducing themselves in this activity by sharing their positionality posters. Again, they're told only to share what they feel safe sharing, and also reading the text and finding passages that resonate with them within that text.

In the LMS version of Hypothes.is now, it allows for some automatic grading and marking. You can essentially give it a little bit of a rubric here saying, From this assignment in the instructions, I said you need to create three annotations that are original with specific tags. What was surprising for you? What was interesting for you? What was tricky? Those three tags I use quite often, and then respond to another user's question or post, providing some extra, you know, research or information on what they found tricky or surprising. This calculates the number of posts the students have performed on the text. You can see that it can be all or nothing or calculated separately, depending on your preference. Then I can still give custom feedback and I can still edit that grade that Hypothes.is is initially marking for them. This is a new tool that I've noticed came out this semester. At Camosun College, we're currently piloting Hypothes.is. It's something that I'm really hoping we're going to sign on to permanently. As I see a lot of value in it for students. They talk about how they don't have to go back and forth like in a discussion board. Everything's happening in one place. They can come back to the reading and see what other students are thinking about the text and how other students are responding to the concepts within there.

Again, when it's integrated into the LMS, you get some email messages letting you know that people have participated in your Hypothes.is assignments. So here is just a digest of that email, one of the emails I've gotten.

Annotations often start with a question. I like to ask AI to develop open-ended questions that expand on various topics within an article. For example, this is a really lengthy article, and giving this prompt to Copilot, I came up with the following results. Copilot is my AI LMS. Sorry, language learning model, LLM of choice because it's integrated into my work computer by Copilot. It's easily accessible in the Edge browser. It also uses the live web for content, and it provides sources. I really value the fact that Copilot is giving me the sources of where it's got its information from that always lets me go back to the direct source of the information and verify that the AI has given me useful information and of course, a correct side. When I put this prompt, Develop some questions to critically engage with the text was data analysis. What is data analysis? This is the text here into Copilot.

A few days ago, these are the results that I got. You can read through these. I'll just give you a second here and then share my experiences with those. I teach in the School of Business at Camosun College, technology for business students, and so Business Data Analysis is one of the core courses that I teach. It's amazing to me it's a 100-level class, but how many students come

to this class with prior knowledge and working in the industry doing even low-level data analysis or working in Excel and having to look through large amounts of data. So anyway, I can personalize an assignment and give students an opportunity to use their own real world experience, just like the question here suggests. Can you think of real world examples where data analysis has clearly impact decision-making, just allows them to really use their past knowledge and use their past experience or do some research to expand on what the text is saying. There are more options. As you know, AI always gives lots and lots of suggestions. I'll just give you another minute to look through the output here. And always looking for these critical thinking pieces where, what's missing? What is not written in this text? What experience do you have that leads you to believe that analysis can be done in other ways? So I really value the ability of AI to expand on my research and to really give me new ideas and help me think in new ways. Then I usually modify it. Typically, I'll take a few of these prompts and maybe put them together as one. I'm asking students to maybe do two specific actions that are related to one another such as looking at their own personal experience of data analysis or looking through data sets as they've had experience in the course doing and talk about any limitations or potential challenges that the text does not address. So trying to use it as a tool for me to research, but also then to again co-create with the AI tool.

I think we're almost time to get into our annotation sandbox, but I wanted to just give a second for questions, if anyone had any more questions in the chat. Yes. Thanks, Barbara.

Barbara is asking if I use Copilot to answer the prompts or ask students to Copilot as the props. I do not get my students to use AI in the classroom unless we are working together in the classroom, and this is an online asynchronous class that I use. I shy away from asking my students to use AI in those courses because I don't want them to... Yeah, I don't want them to use AI inappropriately. Yes. Yeah, I've had my students use ChatGPT and Copilot definitely in their classes to respond. But I don't see them doing it in Hypothes.is the same way that they were doing it in the discussion boards. I think that's because they're having a conversation with their peers. I also don't ask them to summarize the text. I ask them to tell me what's tricky about the text. I suppose you could ask Copilot to find something tricky in the text. But it's also not that difficult to read the short texts that I'm providing. I don't see a lot of texts that look like AI responses in the Hypothes.is tool from my students. Obviously, we know the structure of how AI outputs their responses. It's typically with these headings and then bullets that go into it. Instead, my students are really creating much smaller, more personalized responses. That's the piece exactly. Like you said, personalizing the questions, really asking them to talk about their experience, gets away from that problem of them using AI to respond. Heaven forbid, AI is talking to AI within the Hypothes.is tool and AI is marking the tool, and there's no legitimate interaction happening. I think if I were to suspect that, then I would move on from that assignment in that reading and find something that again was more like this assignment where they had to create something unique, and then they had to link it to something that made sense for them within the reading. Yeah. Thanks for that question, Barbara.

I've got a little gift here on this slide that shows you from the Hypothes.is extension in the Chrome browser, how you get into a group. Sometimes I find the little navigation pane is hidden on the right. This is the task that we're going to be working on. We're going to do a bit of a meta playground where we're going to annotate a reading about social annotation and work together in small groups to respond to a prompt. You're going to be put into breakout groups.

And for our round one, we've got around 30 minutes for you to play in the space. But I am going to ask that you take a minute to read the article first before you get into your groups. And open up Chrome. Chrome is the browser that has the Hypothes.is extension enabled. If you're able to open Chrome now, that would be wonderful and enable the Hypothes.is extension. That'll just make this experience a lot faster and quicker as we get into our groups. Then I'm going to put an article in the chat here. This is the...

EMILY: I put it there.

JULIA:
Thanks so much, Emily. You're ahead of me. This is the article we're going to be annotating. And so I will hand it over to Emily, and she'll explain the rest of the playground session.

EMILY:
 Thanks, Julia. I will switch sharing here. We discussed this before the session. I share differently. When I share my slides in Chrome, It drives me crazy to do the slide show because I can't see what's coming, so I have to show everything at once. If you can go to the article right in the chat, we're going to give you a few minutes to skim it. We're just going to have some silence for a few minutes here. Then after that, we will send you into breakout rooms, and you will each get a group for the Hypothes.is article that you can work together in. Right now you're just skimming the article yourselves, but then we will break you out into groups and give you specific groups within Hypothes.is to work in. That sound right, Julia? Just give a couple minutes here.

All right. So hopefully you've had enough time to skim the article a bit. You'll have a bit of time also in your groups if you need to continue reading a little bit. The minute we mention great breakout rooms, people leave the room. We have much fewer people here to break up. Julia, how many people do we want in breakout rooms?

JULIA: Yeah, I think we're going to have four breakout rooms, potentially three in each.

EMILY:
 Okay. I think Kelsey is setting that up for us? Yes. Correct. Awesome. There'll be three or four people in each breakout room, and you will get a link to the group that you're supposed to join in Hypothes.is. If you have any problems, you can message to let us know that you're having issues. I think we can get this off the ground.

JULIA:
Looks like we've got three groups. And so when you see your breakout group, you can go ahead and click on the group for your Hypothes.is as well there.

EMILY:
Welcome back. Welcome back, everybody. I hope you all had a bit of a chance. I think there was a bit of a snafu with the groups, but that's okay. I think a lot of people had a chance to try some annotations in Hypothes.is. Just wondering for those of you who were able to give it a go. What happened? How did that go for you? What kind of insights did you gain? What questions do you have? There were a few questions in one of the groups that I visited. But, I'm putting it out to the groups. What would you like to talk about before we try a little AI integration? Rhonda?

RHONDA:
Hi, yeah. Thank you. I found initially, it was not intuitive for what the next steps were, but I feel like had we been in a course or for our students, we would have been able to do the specific step by steps on what the expectations were and how to make sure you're in the group and not the public or whatever. I think initially, I wasn't even sure if I was doing it correctly and if things were displaying. But then once we got it going, I can really see some excellent ways to incorporate this just with the questions and that Julia was providing us with this great information of what to do, and I'm quite excited to try this.

EMILY:
Great to hear. I think that's awesome. The nice thing about the LMS integration is that there's even less to worry about when you're setting students up because they don't have to create accounts, they don't have to figure out what groups to go to. We let you guys fly a little bit by the set of your pants. But we knew that you would all be able to figure it out. Thanks. I'm glad you see some applications possible.

RHONDA: Thank you.

EMILY: Barbara.

BARBARA:
Yeah. It was fun to experiment. Yeah. We also felt it was a little clunky to get into our group and had to log in twice. Also, what was interesting, so in order to see the annotation that was added by everyone in the group, we had to keep clicking on that, kind of download at the top right. There's one. Is that each time you have to, it doesn't refresh automatically? It seems kind of, yeah, like so many stops like and waiting and waiting for it to appear. It just seems. Yeah, I'm just wondering if we're doing that correctly or eventually it does appear, and you don't have to say download. .

JULIA:
Were you clicking on a link that said Share, by chance? Is it like a share link or? Yeah, there's no anything to download. I'm surprised you were

BARBARA:
I mean, yeah, we don't have. Like they wouldn't appear. Annotations wouldn't appear. And so where it says show it's like a hanging like a black box with the arrow like a download, and it says, like a number one or number two, depending on how many annotations there were that haven't been downloaded to our working page. None of us in our group, we couldn't see one another's annotations unless we kept clicking on that download. I don't know if any other groups have that.

JULIA:
Yeah, I've never experienced that. I'd love to hear from other groups if they have that experience.

BARBARA: If I put my mouse, it just says Load one update. And then load it.

JULIA: Oh yeah. I can actually see that too in the group that I'm sitting in right now.

PARTICIPANT: Yeah, I had that too, and then you just click it and then the new posts up here.

BARBARA: That doesn't happen in the LMS integration? I mean, they're automatically just coming in?

JULIA:
They don't need to create accounts or join groups. That's all done from the instructor side. So when I create groups at the beginning of this semester, students are randomly enrolled in those groups as well. No, that doesn't happen. With the LMS integration, it looks quite a bit different. I was just showing it before you came in here that students are assigned to groups by default. I can see the groups, I can see which students are in which groups and I can mark students individually, see who's participating in which group, see if one group has no annotations or one group has all the annotations. Yeah, it's quite a bit more seamless inside the LMS. It's also not browser specific. I'm not sure if you were using the Chrome extension, but if you enable the Chrome extension, I think it might work a little bit better.

BARBARA
I thought I had it. I have the extension added and it's pinned. I don't know if necessarily, I had clicked on that before, but then when we sent us to the enroll in a group, I don't know if then that changes the configuration. I'm not sure, but I do have it. I could play around with it.

JULIA:

We'll play around with it a little bit more. It's good you were able to debug some of those issues. I'll jump into your group next time and see if I can help with some pointers for that as well.

EMILY: I know there was a question, sorry, Rhonda, you go ahead first and a great question from the group I was in.

RHONDA:
Sorry, just another quick question. I see how this can be really effective when you're doing some group work in a hybrid or online course. Would you find that when you're doing an in-class face-to-face, could you put students in groups and they could still work on this and talk and collaborate? Is it as effective in person class as well?

JULIA:
I usually use it as a flipped model, so my students are doing these readings outside the classroom, and then in the classroom, they're doing activities and assignments in person. But I've heard of instructors having great success doing a short or quick reading with the whole class and annotating it in class. I think you'd have to be really cognizant of how long the reading is and how deep you want students to be reading. But, yeah, I think it could be really useful actually as an in-class activity.

RHONDA: Okay. Thank you.

EMILY:
 There was a question in the group that I dropped into around when you're actually analyzing or really looking at what students are posting, the difference between the qualitative and the quantitative. It's easy to quantitatively see how many students post and how many replies they make. But can you talk a little bit, Julia, about going a little bit deeper and how do you look at those posts in a qualitative, deeper way?

JULIA:
Yeah, absolutely. The automatic grading is like a point system. Did they write some texts? It could be anything. You want to make sure that there is good quality there. I typically participate in these annotation readings with my students throughout the week. They're annotating and I'm answering questions. I'll check in maybe two or three times throughout the week on these readings to make sure that students are providing quality annotations. Sometimes I'll call them out. For example, the annotation where they were posting their positionality posters. Some of those links didn't work. I asked them to make sure that link is sharable or reshare the link so everyone can actually see their posters. There's definitely a level of checking in you want to do and making sure that students see that you're there, you're reading it with them, you're going through their questions and answering their questions while they're going through the assignment. Sort of like a discussion board, like you would want to be doing for a discussion board. Really, that's what I do to keep the quality of responses high. I also, someone says, This

11

surprised me. Why? I'll prompt them to give me a little bit more and I won't take This surprised me. Annotation as a full mark, that would be 0.25. You said some words, but there was no context to why it was surprising. Yeah. Definitely context and quality matter in making sure, especially in the first few iterations, when students are getting used to using Hypothes.is, you want to make sure you're setting the bar really high and that students know that you're reading those annotations and that you're expecting quality responses.

EMILY:
Thanks, Julia. Are there any other questions about the Hypothes.is experience right now before we maybe jump into doing one more group activity with some AI integration?

JEN:
I have a question actually. Can you upload a collection of articles, let's say a case study, and you want them to move between four different articles. Can you have multiple articles annotated together as a group?

JULIA:
If you were to create one PDF with those four articles in it, then yes, I don't see a problem with that. If you need those articles to be separate documents, then you would need separate assignments in the LMS. That's the way the LMS works.

JEN:
Okay. I was just saying my online students are doing a case study this week, and they've got four websites to pull the information from. And I haven't downloaded them and made them into a document because I want them to stay current. Yeah. I was just wondering if there was a way I can make a folder and have four in there.

JULIA:
I wish. That's why I actually really liked using the public version, even though, as you may have noticed, it's a little clunky to get into your group and there can be some hurdles to overcome for students. The public version just allows the students to annotate any part of the web. Then if they're annotating websites, so long as they're in your class group, you can find those annotations and they can share their annotation link with you. It just makes it a lot more versatile in terms of what content you can annotate.

PARTICIPANT:
As long as we've made the group private, we don't have to worry about any of the sharing of student information or public stuff.

JULIA:
Yeah. When my students create their accounts, I'll let them know that you're posting to a private group. If you post to the public, then everyone's going to see your annotations. I also tell my students to create user names that have some anonymity to them that are not their first

and last names, and they share those user names with me at the beginning of the course. Again, this is when I'm doing the public version of Hypothes.is.

JEN: Thank you.

JULIA: Yeah. Great question, Jen. Yeah. Barbara.

BARBARA:
You're saying that, because we were able to put in hyperlinks and images, but you're saying that within the LMS, they can't do that because they don't have access to the content or because you said something you can't do emojis, you can't do hyperlinks. I was a little confused about when or where they can only link to something already in the LMS? So I'm a little confused.

JULIA:
Yeah. When you're creating a Hypothes.is assignment, it depends where you're coming from. If you're working from an LMS, you're restricted to a single web page for the assignment. Someone clicks a link off that webpage, they're not in the assignment anymore. But the public version allows for even the student to annotate any part of the web, any document on the web that they find. The LMS version is more limited. But no, in the annotations, you can definitely do hyperlinks. If you want to use the ASCIImojis, you can. You can use tags on both of them. Yeah.

EMILY:
 All right. I'm just going to put in the chat. The next section. The next piece. Do we want to use the same groups or do we want to just make maybe only two groups this time? What do you guys think? Julia, do you think just two groups this time, if that's okay with? For sure. We're going to have two breakout groups, and I have put the questions for you to think about in the chat. Go to your favourite AI tool and ask it to enhance the question that you explored in round one. Talk in your groups about how effective that AI integration that AI enhancement of the question was. Thinking about that in the context of social annotation. We'll come back then and just chat a little bit about how that worked for you. Then we have a few questions at the end to prompt a little bit more discussion before the session finishes. Julia, do you think 10, 15 minutes in the breakouts, I think?

JULIA:
Yeah, that sounds reasonable. And you might also want to throw in the URL into your AI conversation as well so that it has that context for your question. Yeah, that's right.

EMILY:
 Yeah, that's right. Thanks. All right. So have some fun with AI and Hypothes.is.

EMILY:

All right. Welcome back, everybody. Thanks for that. It's always exciting to go into the groups and hear what people are thinking. Let's open the floor for a little bit of conversation. We'll do maybe a little bit more than one word. But what was the most interesting thing you discovered? What were challenges that you faced when you were doing this AI? I called it a soft integration in the group that I went into because it's not actually integrated into Hypothes.is. How did that go for you?

RHONDA:
Well, I can just say what I said with our other group is that we utilized the question from two different people in our group entered the question as instructors teaching completely different courses and with a different thing, but the AI prompted us with the same response. So what we were discussing was that it's a good tool to highlight to students why AI isn't very specific in some areas, but it can be a good starting point to give you a prompt to go dive deeper into it, but not to rely on it, that you still want to use your knowledge as the content expert as well to just give you some ideas, but not actually design it fully because it's just very general.

EMILY:
Yeah, I think, Julia, you probably have some comments about that as well.

JULIA: I was wondering, Rhonda, which tool you were using. I'm curious.

RHONDA:
We did both. Actually, we did ChatGPT and Copilot, but the responses were very similar on both of them. It was interesting and not really surprising from what we've known already and have utilized. But just highlights again that as content experts, we're not losing our jobs quite yet to AI because we still have that knowledge piece that the AI just really touches the surface on. It can maybe introduce us to things we haven't quite thought of. But as content experts, you would then take that point and expand on it further to fit your actual expertise.

EMILY: Stephen.

STEPHEN:
You know, I think this looks really useful to me in terms of you could create an assignment where students create something in a ChatGPT or Microsoft Copilot or some other tool. And then they put it into Hypothes.is, and then the whole class can annotate it and fact check it and things like that. So I think that is that looks like a valuable tool. Hypothes.is looks like a valuable tool for that of analyzing what the AI output is.

JULIA:
Yeah. I would agree for misinformation, especially. If you can find an article or a tweet or a post that provides misinformation, getting AI to give some fact checking on it and having students report back. This creates an amazing opportunity for conversations about legitimate sources and digital literacy.

EMILY:
I think anytime that you can use a set of tools to help students learn how to critically think about the information that they're receiving from any source is important and having that conversation. They can have that conversation with each other about it as well, which again, they're not in isolation. They're actually working in groups of peers, which I really love. Julia, I think you were going to give a quick peek at the LMS, a little bit more of the LMS integration for folks. Let's maybe do that.

JULIA:
Yeah. Feel free to keep turning on your mics or putting your questions in the chat as they come up. I'm sharing my course with you here. ABT 270 is called Maintaining an Online Presence. It's delivered at Camosun College. I'm in D2L right now. I'm viewing as a student. I've got my Hypothes.is social annotation assignment here. This is just one of the examples that I provide. I think in this course, I have them annotate eight different readings throughout the semester. Not every week, they're annotating attacks, but most weeks, they are asked to do this type of reading. They will read these instructions, so provide any annotation that has some caveats and needs to be constructed, consider it substantive, and a question, a comment, etc. These are the instructions, and then they click into the link itself to take them into Hypothes.is. I need to exit out from being a student before I can click in because I'm not actually in any of the groups. My experience as an instructor looks a little bit different than what the students see.

Here I am in Hypothes.is. Again, this is integrated into D2L. This is the reading that they have. It's actually an open textbook that I wrote, that I turned part of it into a PDF. I was having a little bit of problems with Pressbooks and then editing it live on the web. Basically anything you have on the web, you can print as a PDF and create it into something that they can annotate more in a document format. Here I've got the ability to edit the assignment, change the file, if I wanted to. I've enabled automatic marking, which means I also need to go in and actually make sure that those posts are of quality, that they're not just saying one word or two words, that they're actually performing actions on the texts that are substantive. But it is going to calculate the total number of annotations here. I'm looking for three annotations. I think the goal is three and it's just calculated cumulatively. Then I can see the groups. I could change groups potentially if I wanted to.

I use the same groups for their readings as I do for their peer feedback. On some assignments, the students give each other feedback to elevate their submissions before they submit their final versions to me. They're in the same groups for that activity as they are for these social annotation readings. Then I can see here, my students. This is the list of my students. If I click this drop down, I can see all of their names. If I click on this arrow here, it will go through the students one by one to see their grades. This is where I would assign the grade, it's out of eight, and this is where I would click to submit that grade to the gradebook. That would go automatically to the gradebook. I am always hiding my gradebook items until I'm finished marking that assignment. And so I would submit all the grades, and then I would go to the

gradebook and release the grades so students can see them in D2L. As I said, if I pop this open, I can see the various groups, but I can also see my student names in here. I'm not going to open that up right there, but just so you know there are four different groups and I can toggle through the groups by checking on the group names. Just because the students are in groups does not mean they're being marked in groups, they are being marked individually. They're just annotating in a smaller cohort of the course. The other thing I can see here, I'm just going to pop this out for a second.

There are my lovely children. If I go to the dashboard, one more step here. The dashboard is part of my profile and Hypothes.is.

I can see all of the courses where I've used Hypothes.is integrated into the LMS. When the last time it was launched, how many assignments I have within those courses that are Hypothes.is assignments. These are Hypothes.is specific assignments. Then I can see the specific assignments themselves and the number of annotations on each. Sometimes the name shows up for the assignment, sometimes it doesn't. I just usually go by the date of the last activity. I can also see all of the students that are in this course and their specific statistics on how many annotations they performed, how many replies, when they last participate, etc. If you have any questions on that, I'm happy to poke around a little bit again, being mindful of keeping my students' identity private.

EMILY:
Thanks, Julia. I really like the dashboard because it really gives you that overview of everything and you can dig down nice and deep where we need to go.

JULIA:
It is really nice. It's a new feature that I've been really enjoying this semester. Also, I can see whether the grades have been synced for a specific assignment or not, which if it's not synced, then you have the option to sync them into the gradebook and go through the steps that way.

EMILY: Great. Okay.

JULIA: I think it's time for a debrief.

EMILY:
Yeah, we just have one more little debrief to do and I put the questions into the chat. And of course, if you have any other questions.

So we just have three questions. You don't need to answer them all today. We do have a Google Doc where you can share your responses. We are curious about what you think the most valuable aspect of social annotation might be to support teaching and to support your student learning. According to the article you read or according to your thoughts about that. What challenges do you see using a tool like Hypothes.is to support student learning? Because

where benefits come, there are also challenges. Do you have any questions still about social annotation that we or the article that you read did not address? If anybody has any comments on this or any questions for us right now as we come to the last few minutes of the session, please. Or any other thoughts that you'd like to share about today's activities and what you learned, that would be awesome. Stephen.

STEPHEN:
Yeah, I was mucking around a bit trying to get a document into Blackboard, and I finally did. But I'm thinking because my team creates support instructions and things like that. Does Hypothes.is have a repository of resources on how to integrate it into Blackboard? Like we already have it in the content market, so we can grab it and put it in. But that's what I spent time mucking around trying to figure out how to actually get the document to show up, and it finally did. I'm not sure what I did.

JULIA:
I just put a link in the chat that goes specifically to the different LMSs and how Hypothes.is works within those LMSs.

STEPHEN:
Okay. Perfect. So hopefully that's going to give you the context you need. It integrates here in Canvas, Blackboard, D2L, and Moodle.

STEPHEN: Okay. Thanks.

JULIA: You're welcome. I'd be happy to see what you create and if you've willing to share, how the experience goes for you. Feel free to do that in the Google Doc as well, there, Stephen.

STEPHEN: Okay. Yeah, I will. Thank you, Julia.

EMILY:
I do want to comment on that, so we've been piloting Hypothes.is. We have not. I've been working with the faculty who are piloting it right now and we haven't had a lot of challenges. Julia mentioned one challenge with some Pressbooks, open texts. For the most part, they work, there were some glitches with some of them. But very few support requests came in to me from faculty members over the past several months. The ones that did come in, I found the Hypothes.is support team really fast and helpful. I've been really impressed with them as a vendor. Now I know they're piloting it with us, so they want us to purchase it. I'll be honest that sometimes you want to get people in, but I've actually found them really easy to work with and we haven't had a lot of issues with integrating it into D2L. It's been pretty smooth and it's a very simple tool to learn, which isn't the case with. We are also piloting a tool called Bongo, which creates video assignments. That tool is, faculty love it, but it is very time consuming to use and to figure out how to use and create things with. So we're thinking about how can we leverage a tool that's going to give us the best bang for our buck and still not cause a lot of stress for

17

faculty and for our support team. Hypothes.is, I think, meets that bill as being a lower stress integration for our LMS.

JULIA:
I would also say that there are events that they put on, their webinars are all free and really I found a lot of value in them as I was learning and experimenting with Hypothes.is and getting ideas for how I could use this in my courses. There are just so many resources available. Even if you want to just read the website, the educator resource section is full of great ideas, real use cases, and then their webinars are really wonderful and accessible. For people that are just starting out or even those that have a little bit more intermediate skill level like I do, I always find I learn something at their events.

EMILY:
 We're not sales pitch people. We just appreciate a really good customer support model.

JULIA:
Yes, absolutely. Well, and a tool that they really found a use case in the education sphere for their product. It really does engage students and allows them to, I think, like Britt said, really have a more embodied experience of the text. I'm making the text my own. I'm bringing the text into my own realm of consciousness and asking questions about the text in conversation with other students in my classroom. This is just such a powerful experience for students to express themselves.

EMILY:
 Are there any other questions or comments as we come to the end of our session today? I want to thank everybody who hung out to the end and played in our sandboxes and got dirty in those sandboxes.

JASON:
Yeah, I'll just have just a few comments. I'm working as a tech support at an institution that does not have Hypothes.is, and I just learned so many great examples of, well, like you've said, just engaging with any text or document or website, I don't think there's anything comparable. And if you look at all of the activities we're asking these learners to do in a learning management system, and they're so disconnected, it seems to me, from the material and from each other, which is where I see this as the. I mean, that sense that you're in a shared space with somebody is what stood out for me. And so, I guess I will be looking for instructors that want to add some engagement to their classrooms because I mean, I honestly don't think we'll have cash to adopt this. I don't think that's a thing that's UVic, by the way. But I do know that it can be used in the browser, and that's probably good enough. So I don't know if it was mentioned or if it was in the group, but I love the idea of using it to get students to engage with the syllabus and having an activity directly at the beginning of the semester because that's the number one complaint. I'm so tired of hearing that complaint because there are ways around it,

and I think this would be top of my list. Thanks to the presenters again, for a great presentation. I loved everything. Thanks.

EMILY:
Thanks, Jason. Let me know how it goes. But yes, I think Just like Jen said, you don't have to have the LMS integration, it is free, completely free to use outside, which I really appreciate about this tool. Maybe Julia can just confirm what Jen is asking if those are the steps.

JULIA:
Yeah, that's great. Jen, thanks for putting that in the chat. Yeah. For using the public version, you definitely want to have students in the first week of the course set up their account, download the browser extension, tell them they need to use Chrome. That's the only place that the browser extension works. Then either give them a website link or give them a link to the group. I've used the same group for all of my public annotations, just like the name of my course is the group name. Whenever students publish to that group on the specific web page, I can see the annotation, I can see the date it was made. I get my students to also create user names in Hypothes.is that are anonymized. They're protecting their identity within that space. Then they share that user name with me in like a survey in the LMS, again, like a week one survey. Get ready survey. Yeah. Definitely happy to support, Jason, if you have questions or you want to see examples or have faculty that are curious. I'm super happy to show you what I've done in the public sphere with Hypothes.is and that goes for anyone. Please do reach out and I'll just put my email here in the chat. I'm happy to connect with others around this. I've had really great success and really really enjoy the tool. Even if my college does not adopt it after this pilot, I will still be using it in the public sphere. I might not use it quite as much because the marking load. It does require a little bit more time and effort for that marking piece. But overall, I think it's a really fun tool for students to engage with content online.

PARTICIPANT:
I know what I'm doing this weekend.

JEN:
Can I have a quick comment? Yes. I was just playing around. We use Moodle at College of New Caledonia. We do not have this integrated and we will not have the money to have it integrated. But I just opened up my Moodle shell and opened up a PDF document I had uploaded to Moodle, and they're able to annotate that PDF document and post to the group, even though it's uploaded only inside the Moodle core shell.

EMILY: Oh, well, that's fantastic.

JULIA:
Yeah, that's great. I was under the impression that any sort of, like, authenticated space would be limited for annotations. But that's wonderful, Jen. That's great news.

JEN:
Yeah. I mean, I don't know if it's just because I'm like working on the computer that, you know, uploaded the document, but I don't think it's drawing from the file in OneDrive, right? So it's got to be just drawing from within Moodle.

JULIA:
Yeah. That's great. Feel free if you want to share that link with me, if you want to share your group link with me, I can check it out from the other side. Happy to be a tester with you as well. Although I'm not going to work on the weekend, Jen. [laughs]

JEN: Thanks.

BRITT:
Well, thank you, both Emily and Julia. This was a fantastic session. We do have a survey. If Kelsey has the link to pop in the chat, if anyone here could complete that. That would be awesome. It really helps us plan for future events, and we do read all your feedback and take that into consideration. Thank you to everyone for joining today and big thank you to Emily and Julia for this awesome and very interactive session.

EMILY:
Thanks, everybody, and thanks to BCcampus for hosting and always providing some fabulous learning opportunities. Fantastic.