

HYPOTHESIS SOCIAL ANNOTATION

Hypothesis empowers students and instructors to highlight and comment on digital course materials, helping to develop reading comprehension and critical thinking skills, increase student engagement, and create community in online, hybrid, and in-person courses.

HYPOTHESIS FOR PUBLIC UNIVERSITIES

Social annotation works right on top of existing course content to:

- Develop foundational and advanced skills in reading, writing, and critical thinking
- Build connections that support community within the class and across campus
- Encourage peer-to-peer learning and strengthen digital collaboration skills
- Provide instructors with early and ongoing insight into student engagement, comprehension, and skill development

SAMPLE PUBLIC UNIVERSITY COURSES USING HYPOTHESIS

English and Composition | Foreign Languages | Biology | History and Government |
Education | Nursing and Healthcare | First Year Experience

SOME HYPOTHESIS PUBLIC UNIVERSITY PARTNERS

UNIVERSITY of
WASHINGTON



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"As students work to make meaning from a text in and through social annotation, they not only engage with their own meaning-making practices, but also the attempts of their peers."

JUSTIN HODGSON
INDIANA UNIVERSITY



[See our full collection of social annotation resources](#) ►

