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Enhancing Collaborative Reading: Applying the Hypothesis Tool to Foster Interactive Learning Among Third-Year University Students

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Hypothesis is a non-profit organization's open-source platform that facilitates dialogue across all Web material, allowing for a deep and integrated engagement that goes far beyond testing out older commenting technologies.

Hypothesis tool is used as a facilitator of interactive and collaborative reading experiences for third-year university students. With a focus on enhancing reading skills, the study delves into the utilization of the Hypothesis annotation platform to promote heightened engagement and support online information sharing within group reading activities. The research methodology involved using questionnaires, observing and analyzing the impact of the tool on student interaction and comprehension levels.

Findings reveal a notable increase in the level of interaction and collaboration among students as they utilize the Hypothesis tool to annotate and discuss materials. Through collaborative annotation, students actively engage in critical discussions, share insights, and co-construct knowledge, leading to deeper comprehension and a more enriching academic experience. The study sheds light on the potential of the Hypothesis tool to transform traditional reading practices into dynamic, interactive learning environments, positively impacting the reading skills development of third-year university students.

Online Profile

Biography

Primary author: TRINH, Huong

Presenter: TRINH, Huong

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