

## Teaching with Google Apps – Part 1

Longwood University

Professional Studies *Non-Credit* Class

### ***Instructor:***

**Dr. Julie Mersiowsky**

Longwood University

**Contact information:**

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Phone (cell): 434-414-6082

**Office Hours**

By Appt.

### **Class Description:**

Learners in this class will develop an understanding of and implementation of creative uses of Google Apps: Docs, Forms and Sheets. Learners will explore how to use these applications to foster collaboration, communication and to enhance engagement. Learners will gain experience, insight, and create learning materials that can be integrated into their classroom immediately.

This is a non-credit bearing class and will not be reflected on a Longwood transcript. We recommend that it is equivalent in content and scope to a one credit graduate class or 30 recertification points. The decision of acceptance is up to your school division's contact and/or the VDOE.

### **Class Overview:**

This class is designed to be self-paced and does not require participants complete the work at the same time or participate in activities or discussions at the same time. However, reviewing what your fellow participants post and initiating discussions with them will greatly enhance your learning and overall experience.

### **Textbooks or other Resources Requirements:**

No textbook is required for this class. Readings will be posted online within the Canvas shell. Learners are encouraged to spend book funds on copies of children's books and resources for their classroom instruction.

### **Course Level Goals & Learning Outcomes:**

Upon completion of this course the learner will be able to:

- Identify at least 5 ways to use Google Apps in their classroom.
- Demonstrate a reflective understanding of the importance and value of Google Apps to prepare digital learners for 21<sup>st</sup> century living.
- Collaboratively use Google Apps for instructional purposes with 80% accuracy.
- Apply the use of Google Docs, Sheets and Forms to a learning experience to be used with their students with 80% accuracy.

- Apply the use of Google Apps to the creation of a unit plan sketch with 80% accuracy.
- Compare and contrast Google Forms and Google Sheets with 80% accuracy.
- Evaluate Google forms, sheets, and docs for use in a unit to be designed by the learner with 80% accuracy.

SCHEDULE		
Dates	Topics	Assignments
<b>Module 1</b> <b>Week 1</b>	<ul style="list-style-type: none"> <li>• Basics of Google Apps</li> <li>• What's a Google Drive?</li> <li>• Basics of Google Docs</li> <li>• Collaborative assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Readings &amp; activities</li> <li>• Introduction Discussion Board initial post due by midnight on Friday, replies to classmates by midnight on Monday</li> <li>• Article Reflection 1 due by midnight Monday</li> <li>• Share your Google ID by midnight Monday</li> </ul>
<b>Module 2</b> <b>Week 2</b>	<ul style="list-style-type: none"> <li>• Learning Objects</li> <li>• Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Readings &amp; activities</li> <li>• Google Doc Collaborative Learning Object due by Midnight Monday</li> </ul>
<b>Module 3</b> <b>Week 3</b>	<ul style="list-style-type: none"> <li>• Basics of Google Forms</li> <li>• Basics of Google Sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Readings &amp; activities</li> <li>• Article Reflection 2 due by midnight Monday</li> <li>• Forms vs. Sheets Discussion Board initial post due by midnight Friday, replies to classmates by Monday</li> </ul>
<b>Module 4</b> <b>Week 4</b>	<ul style="list-style-type: none"> <li>• Lesson Plan development</li> <li>• Application of Google Apps to lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>• Readings &amp; activities</li> <li>• Final Project - Due midnight on Monday</li> </ul>

***Class Assignments:*** Detailed instructions are provided for all assignments within the online class modules located in Canvas. These are general descriptions of the expectations. A full rubric is supplied within each of the assignments on Canvas.

**Participate in/Complete Class Activities:**

Each module will have at least one activity that you will be asked to complete, post your results, and reflect upon.

- Complete all readings and viewings
- Share your Google account information in Google Doc
- Introduce yourself through the discussion board
- Forms vs. Sheets discussion board
- Article reflections

### **Assignment 1 – Google Docs**

Using a Google Doc, learners will create an assignment sheet/Learning Object intended to be collaborative among your students. More detailed instructions are located within the assignment and its rubric on Canvas.

### **Assignment 2 – Google Forms & Sheets**

Learners will create both a Google Form and a Google Sheet to be used by their students for data collection to support SOLs that are covered in their (most) current teaching position. More detailed instructions are located within the assignment and its rubric on Canvas.

### **Assignment 3 – Putting it all together**

Learners will apply course information to create a Collaborative Unit Plan Sketch that includes at least 5 uses of Google Docs, Forms, and Sheets. Learners will create their unit plan sketch using Google Docs. The unit plan sketch will be shared with the instructor's Google account. More detailed instructions are located within the assignment and its rubric on Canvas.

#### **Class Grading:**

Participation in /completion of Class Activities	25 points
Assignment 1 Google Doc Learning Object	50 points
Assignment 2 Google Form vs. Google Sheet	50 points
Assignment 3 Collaborative Unit Lesson Sketch	100 points
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Total Points Possible	225 points

#### **Grading Scale**

Non-credit classes are Pass/Fail. If you earn 180 points (80%), you earn a grade of Pass for the class.

#### **CLASS POLICIES**

##### **Learner Responsibility:**

It is your responsibility to inform yourself of, and to observe, all regulations and procedures required by the university. In no case will a regulation be waived or an exception granted because learners plead ignorance of the regulation or assert that they were not informed of the regulation by an advisor or other authority.

##### **Communication Policy:**

The instructor will respond to learner messages within 24 hours (except holidays), generally through email. For all assignments, feedback will be delivered within one week of the due date.

##### **Professor Contact:**

It is easiest to contact your professor through her cell phone 434-414-6082. Texting is acceptable, be sure to identify yourself the first time you text. Office hours are flexible. Appointments can be made for in person and telephone meetings as needed.

**Attendance & Participation Policy:**

Attendance for online courses is determined by how many times and for how long you access the Canvas course (this information is available for each learner to the instructor), your participation in the assignments, and your timeliness in submitting requested work or response. Online courses can get away from you if not carefully scheduled. Take the time to review your online commitments, schedule regular and consistent time to be online, and stick to the schedule. You are expected to participate in all Canvas activities. Failure to participate in Canvas activities may impair academic performance and result in a lower grade. You must assume full responsibility for an online presence.

**Technical Assistance:**

Please contact your instructor directly for assistance with Canvas.

**Netiquette:** In a fully online course, learners will interact with the professor and other learners in various online forums. The professor expects that learners will engage in online discussions, emails, and other forms of communication in a professional manner. It is important to treat all of these online interactions as if they are occurring within a classroom setting. Learners should carefully edit their written responses and ensure that Standard English is used in all posts and discussions.

**Technology Skill Requirements:** Learners will need basic technology skills to engage fully in this online course. Learners should refer to Longwood University's *Technical Skills and Requirements* webpage to ensure that you are prepared to take this course in a virtual environment. This can be found at the following link: <http://www.longwood.edu/online/28310.htm>

**Class Evaluation:**

At the conclusion of the course, each learner will have the opportunity to evaluate the class and instructor through Canvas. Your feedback is important to us. Please take the time to complete the online evaluation.