

COURSE TITLE: GOOGLE CLASSROOM 3.0: Going the Distance

WA CLOCK HRS: 50

NO. OF CREDITS: 5 QUARTER CREDITS
[semester equivalent = 3.33 credits]

OREGON PDUs: 50

PENNSYLVANIA ACT 48: 50

INSTRUCTOR: Charity Staudenraus
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COURSE DESCRIPTION:

In the original Google Classroom course, we were introduced to the basic features of Google Classroom and put them to use with students. In the second Google Classroom course, we took our practices to the next level by building a simple website, upping our communication with parents/guardians, and rocking some rubrics. In this course, we will explore features that are desperately needed in today's learning environments. We will explore grading and returning question answers, attach videos we've made ourselves, as well as an individual assignment where you explore the EDU 90 series to find what works best for you.

This course will help educators K-12 learn how to use more advanced Google Classroom features to improve instruction and student engagement. Educators in this course will utilize their own Google Classroom and implement one or more lessons with students. Collaboration with other educators is also possible.

This course is applicable to any K-12 teachers and/or administrators who wish to better their technology skills. There is no textbook for this class; all references and materials are located online.

Please turn in individual assignments upon completion. Educators who are not currently teaching courses should contact the instructor to discuss alternate assignment possibilities.

Note: Google Classroom is now available to anyone with a personal gmail account. This course is open to all educators. If you do not have access to a Google Education account through your school district you can try Google Classroom. Sign up here!

LEARNING OUTCOMES: Upon completion of this course, participants will have:

1. Learned how to create and attach screenshot videos
2. Learned how to create and attach in person videos.
3. Explored and become familiar with Grading & Returning Question Answers
4. Explored and become familiar with Google Classroom's many new features.
5. Instantly applied knowledge acquisition to personal classrooms and other educational sites, and responsibilities.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
2. Completion of Learning Application assignments 40%
3. Completion of Integration Paper assignment 30%

CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

There is no required printed textbook for this course. All required reading and resources are online

None. All reading is online.

MATERIALS FEE

None

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

Assignment #1: Introduce Yourself

Please take a few minutes to view the videos below from Google's 2020 Teachers of the Year. Then briefly introduce yourself (250-500 words) including your professional situation, your reasons for being interested in this course, what you expect to garner from taking this course, and how you've been using Google Classroom. Please include which features you use the most often, which you don't utilize, and which features you are looking forward to exploring in this course. I'll admit that this assignment is a bit cathartic, but it puts us in the right frame of mind for this course.

<https://www.youtube.com/embed/zGFUcJps3Go>

<https://www.youtube.com/embed/uggk6-fXV70>

<https://www.youtube.com/embed/n3pdoe1hfuE>

<https://www.youtube.com/embed/oyRaxmoeXic>

<https://www.youtube.com/embed/nl2cVq35V5A>

Assignment #2: Distance Learning from our colleagues across the pond

View the video below, after you have viewed the video, please respond in 2-3 pages with screenshots if applicable.

- What resonated with you in the video?
- What challenges have you experienced with teaching students who are not physically in the classroom?
- What successes have you experienced with teaching students who are not physically in the classroom?
- What hopes do you have for the future?

<https://www.youtube.com/embed/583ma2maNbU>

Assignment #3: Individual Assignment

Create an Individual Assignment (you could provide a differentiated assignment for one student or a group of students). Once you have utilized the new feature with students, write a 1–2-page paper describing the process and lessons learned. Include screenshots in your response.

- Google Classroom [directions](#). Under "Create an Assignment" open "Select individual students"
- This is a nice video from a teacher:
- <https://www.youtube.com/embed/e2IKLmjo5tc>

Assignment #4: Attach and Anotate PDF Files

Attach and Annotate a PDF file while creating a post in Google Classroom. This [video](#) explains how to edit PDFs. Once you have utilized the new feature with students, write a 1-2 page paper describing the process and lessons learned. Include screenshots in your response.

Alternate task if you do not use PDFs: Record Audio on a Google Slides Presentation. Here is a helpful [article](#) showing the process, and an [article](#) with a video, and one more useful [video](#) for you to review. Here is a helpful [resource for recording audio](#) online in a Google Presentation.

Assignment #5: Attach your own in-person video

There are so many choices for recording videos. You can utilize YouTube directly, Loom, Screencastify, FlipGrid, etc. Once you have created your own video, and students have completed the assignment, write a 2-3 page paper describing why you chose that video for creation and distribution via Google Classroom. Be sure to include the assignment and screenshots. Debrief how the process went including lessons learned.

Assignment #6: Creating and Sharing a Screen-Share Video

Access the videos I created to explain the steps of attaching your own screen-share video in Google Classroom. Once you have reviewed the attached videos and created your own, and students have completed the assignment, write a 2-3 page paper describing why you chose that video for creation and distribution via Google Classroom. Be sure to include the assignment and screenshots. Debrief how the process went including lessons learned.

- Screen capture explaining how to use [Loom](#).
- To create a Loom video, follow these steps: 1. Go to loom.com 2. Click on the sign up for free button 3. Teachers get the Pro version for free!!! 4. Add the Chrome Extension to Chrome browser. There are helpful hints as you get started to help you pin the loom logo to the browser for easy access. 5. When you click on the loom logo it brings up options to record your screen. 6. You can choose to simply record whatever it is you're doing on the screen, or you can record a small picture of yourself doing whatever it is you're doing while you're doing whatever it is you're doing on your screen.
- Screen capture explaining how to use [Screencastify](#).

Assignment #7: Originality Reports

Teachers can now turn on originality reports. For students, the reports highlight source material in their work and flag missing citations so they can improve their writing. View more regarding this feature [here](#) as well as the video below. View the resources, utilize this feature with students, respond in 2-3 pages regarding how this will be helpful for you and your students including screenshots.

<https://www.youtube.com/embed/lw0T0uotAE8>

Assignment #8: Highlighting with Google

Google for Education has created a new feature with a focus on Highlighting. This was originally created for students with vision issues, but I believe this feature can be helpful for all students. After viewing the video below and utilizing this feature with students, respond in 2-3 pages regarding which features will be the most helpful for you and your students, including screenshots.

<https://www.youtube.com/embed/GiMhHyY-yhQ>

Alternately, if you do not use Chromebooks, I'd encourage you to check out this video, Edu OnAir: Strategies for Healthy Emotion Regulation During Uncertain Times and respond with how this information can inform your instruction.

<https://www.youtube.com/embed/oN0jz3eV624>

Assignment #9: Google in Offline Mode

Google for Education has a feature I love because not everyone has access to high-quality wifi. After viewing the video below and utilizing this feature with students, respond in 2-3 pages regarding how this will be helpful for you and your students including screenshots.

https://www.youtube.com/embed/_JemMkQ_bL8

Assignment #10: Select to Speak and Voice Typing

Both of these features were originally created as accessibility tools, but I find them to be helpful for students and teachers. After viewing the videos below and utilizing this feature with students, respond in 2-3 pages regarding how this will be helpful for you and your students including screenshots. Alternately, if you do not have Chromebooks, there are Chrome-add-ons such as Read-Write or there may be device specific resources you can use to accomplish the same task.

<https://www.youtube.com/embed/ofs4AiyUF0w>

<https://www.youtube.com/embed/Hq6eLFnwzsl>

Assignment #11: Keyboard Shortcuts

This video was created to highlight accessibility tools, but I find keyboard shortcuts to be helpful for students and teachers. After viewing the video below and utilizing this feature with students, respond in 2-3 pages regarding how this will be helpful for you and your students including screenshots.

<https://www.youtube.com/embed/HiUjFhOpVJU>

- Here is a great [video if you are utilizing a Mac](#).

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. ?Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

Assignment #12: Take Distance Learning a step further

Part A to be completed by all students:

In this hour-long video, Google for Education highlights powerful tools to extend learning to home environments. Some of this will be review, but there are golden nuggets even for those of us who have been using Google Classroom since it was in Beta. Please take notes as you are viewing the video. Please share your notes in your response. (Pictures of your notepad are great!).

<https://www.youtube.com/embed/gslpx7Q8mhc>

Choose either Assignment B or Assignment C depending on whether or not you currently have students:

Assignment B:

- Adapt or create a lesson or project reflecting on what you've learned in this course.
- Implement your lesson/project with students in your classroom.
- Write a 400-500 word commentary on what worked well and what could be improved.
- Include any student feedback or noteworthy student products.
- Submit your lesson to your instructor via the [lesson](#) tab below and submit your written reflection in the space below (or upload doc)
- Share what you've learned with other teachers taking our courses by checking the [lesson library box](#) when you submit your lesson.
- Use The Heritage Institute [lesson template](#) or one from your district.

OR

Assignment C:

- Use this option if you do not have a classroom available.
- Adapt/create a lesson to reflect what you've learned in this course. (Do not implement it.)
- Write a 500+ word article concerning any noteworthy success you've had as a teacher with one or more students.
- Please refer to the guidelines for our [blog What Works: Teaching at its Best](#) prior to writing your article.
- When you submit your article to your instructor, please also email a copy to Renee@hol.edu THI blog curator and media specialist.
- Indicate whether or not you are OK with having your article considered for publishing on our website.
- Submit your article to your instructor via the Response field and the modified lesson via Submit Lesson.
- As you submit your lesson, consider sharing it with other teachers taking our courses by checking the [lesson library box](#).

Assignment #13: Making the most of Google Meet

There have been some privacy concerns with Zoom, and with so many districts using Google Suite, many teachers are using [Google Meet](#). Here are some helpful extensions to make the most of Google Meet. Please read the descriptions. Watch the videos, and make use of at least two of the extensions with students. In your 2-3 page response, include your experience, lessons learned, insights, and screenshots of your experience. If you have any other suggested extensions please include them so that others taking this course can learn from your expertise. Here is the EDU in 90 videos on [Google Meet](#) and one more with even [More Google Meet](#).

- Grid View - Please note that my Google Meet now allows me to do this without the extension. Please see if that has been enabled for your school and play around with it. Grid view makes it possible to see all of your students on-screen at one time. I don't recommend grid view for students as it can interfere with their ability to see a large version of your presentation screen. -- Install Grid View: <https://tinyurl.com/ybm23v3l>
- Create Breakout Rooms in Google Meet.
- <https://www.youtube.com/embed/MeB-tGZTYjg>
- Nod - This Chrome extension adds in facebook-like reactions to Google Meet. Students can clap, raise their hands, or LOL during your session without interrupting the speaker. - Install Nod: <https://tinyurl.com/ya9l6afm>
- Meet Attendance - This extension records session attendance instantly to Google Sheets. - Install Meet Attendance: <https://tinyurl.com/u3lo727>
- Push to Talk - When this extension is installed, you can use your spacebar to mute and unmute your mic. This is a great extension for young students who struggle to push the mute/unmute button. - Install Push to Talk: <https://tinyurl.com/ydy7mmdf>
- Dualless window splitter - Use Dualless to split your screen into two windows so that you can screen share AND monitor your class at the same time. - Install Dualless: <https://tinyurl.com/kdnof76>
- Change your background - [Visual Effects for Google Meet](#)

<https://www.youtube.com/embed/dw1rVmDc6mc>

Assignment #14: Reflection

You have become a Google Classroom Teacher Super-star! In this assignment, you are asked to reflect on the experience and give students a survey using Google Classroom as to how they felt about using Google Classroom in a Distance Learning Environment.

Write a 1-2 page reflection regarding your use of Google Classroom throughout this course.

- Which aspects of Google Classroom are you most familiar with, and do you use routinely? What feature of Google Classroom do you want to integrate into your teaching?
- In the future, which features of Google Classroom do you expect to use the most?
- Are there any features of Google Classroom that you do not expect to use? Why?

Post in the online response box.

Assignment #15: (500 Level ONLY)

In addition to the 400 level assignments, complete two (2) of the following:

Option A)

Distance/Hybrid Learning is not an easy transition for students or teachers. Prepare a Presentation for an in-service for other teachers on what you learned through this course please also include at least three outside resources.

AND/OR

Option B)

Complete an entire unit utilizing what you've learned in this course in Google Classroom. Write 3-4 pages including a minimum of five (5) screenshots and examples of how you were able to use Google Classroom for an entire unit. Please include links to your lessons.

AND/OR

Option C)

An assignment of your own choice with the instructor's prior approval.

C. INTEGRATION PAPER

Assignment #16: (Required for 400 and 500 Level)

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments)

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
 2. What aspects of the course were most helpful and why?
 3. What further knowledge and skills in this general area do you feel you need?
 4. How, when and where will you use what you have learned?
 5. How and with what other school or community members might you share what you learned?
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INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:

CHARITY STAUDENRAUS, M.A.T., received her BA from Willamette University, her MAT from Willamette University. Charity has experience teaching math, science, social studies, business, and language courses at the middle and high school level. She is currently serving on the 2014-2017 Oregon Science Content and Assessment Panel as well as the Oregon Instructional Materials Criteria Development Committee. In addition Charity is consulting on a Rutgers University and WPI project funded through multiple Department of Education and National Science Foundation Grants.

BIBLIOGRAPHY**GOOGLE CLASSROOM 3.0: Going the Distance**

Keeler, A., & Miller, L. (2015). "50 things you can do with Google Classroom." San Diego, CA: Dave Burgess Consulting.

Brumbaugh, K., & Calhoon, E. (2014). "Creating a Google Apps classroom: The educator's cookbook." Huntington Beach, CA: Shell Education.

Beck, M., & Wallace, J. (2015). "Google Classroom for Teachers & Educators from A to Z: From Good to Great Effortlessly!" CreateSpace Independent Publishing Platform.

Alice Keeler. <http://www.alicekeeler.com/teachertech/2015/07/16/google-classroom-creating-a-discussion-board/>

Alice Keeler has a fantastic blog "Teacher Tech" that I highly recommend following. She is tech savvy and the tips she gives save

significant time and headache.

“International Society for Technology in Education.” 2011. <http://www.iste.org/welcome.aspx>

This website is the premier membership association for educators and education leaders engaged in improving learning and teaching by advancing the effective use of technology in PK-12 and teacher education.

“Northwest Council for Computer Education.” 2011. <http://www.ncce.org/>

NCCE is a non-profit organization dedicated to supporting the effective uses of technology in education. In addition to hosting the largest educational technology conference in the Pacific Northwest, NCCE provides its members with resources and professional development opportunities throughout the year.

The mission of NCCE is to promote and support the effective use of technology in all aspects of education as Technology plays a fundamental role in lifelong learning and is used in all aspects of education such as teaching, learning, assessment, evaluation, record keeping, personal productivity, and communication systems. They put on an amazing conference every year in the Northwest.