COURSE TITLE: **GOOGLE CLASSROOM**

WA CLOCK HRS:	**50**
OREGON PDUs:	**50**
PENNSYLVANIA ACT 48:	**50**

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

INSTRUCTOR: **Charity Staudenraus**
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COURSE DESCRIPTION:

Discounted by 20% thru May 31, 2024

Unlock the full potential for students with Google Classroom! Google Classroom is a powerful platform that empowers educators to enhance their teaching, streamline administrative tasks, and foster stronger connections with students. With its intuitive interface, you can effortlessly create assignments, deliver announcements, and initiate thought-provoking discussions, all in one digital space. This not only saves valuable time but also ensures your classes are well-organized, making learning more efficient and enjoyable.

As an educator, you can utilize Google Classroom to attach resources from Google Drive, share informative videos, and provide direct links to educational websites. The platform allows you to establish due dates for assignments and offers a convenient grading system, simplifying the evaluation process. Plus, with class announcements and real-time discussions, you can engage with your students instantly, fostering interactive learning without the constraints of traditional classroom schedules.

Our comprehensive course is designed to empower K-12 educators to harness the potential of Google Classroom. Through this course, you'll have the opportunity to create your own Google Classroom, or utilize your existing classes, and put your newfound knowledge into practice by designing and delivering engaging lessons to your students. Additionally, you'll have the chance to collaborate with fellow educators, sharing insights and best practices to enrich your teaching toolkit.

This course is applicable to all K-12 educators who aim to enhance their technological skills and transform their teaching strategies. There's no need for a textbook, as all references and materials are readily available online. For educators not currently teaching courses, our instructor is available to discuss alternate assignment options to suit your unique circumstances.

Notably, Google Classroom is now accessible to anyone with a personal Gmail account, extending its reach to educators beyond Google Education account holders. Whether you're new to Google Classroom or looking to refine your expertise, this course welcomes educators from all backgrounds.

To get started, if you don't already have a Google Education account through your school district, you can easily sign up for Google Classroom using your personal Gmail account. Embrace the digital era and sign up today!

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

1. Gain Profound Insight into Google Classroom:

   • Develop a deep understanding of the functionality and mechanisms of Google Classroom, enabling you to navigate and utilize the platform effectively.

2. Harness Google Classroom for Educational Excellence:

   • Learn how to leverage Google Classroom as a versatile tool for enriching the teaching and learning experience, both inside and outside the traditional classroom setting.

3. Master Google Classroom's Key Features:

   • Acquire the skills to create classes, craft engaging assignments, make impactful announcements, send emails, and seamlessly share multimedia resources, including videos and web links through Google Classroom.

4. Foster Collaboration and Engagement:

• Explore how Google Classroom promotes collaboration among students and teachers, breaking down barriers within and beyond the classroom walls. Understand how to create an inclusive and collaborative learning environment.

5. Boost Productivity and Organization:

• Discover the time-saving capabilities of Google Classroom and learn how to maintain a well-organized digital classroom space. Effectively manage assignments and communication for improved productivity.

6. Implement Knowledge Instantly:

• Acquire the ability to apply newly gained knowledge immediately in your teaching practice, ensuring that you can start using Google Classroom with confidence as soon as you complete the course.

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

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
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 your general level of experience and proficiency with using technology in the classroom.

Assignment #2: Google Classroom Introduction
Welcome to Google Classroom. This is where you will become familiar with Google Classroom and the options available to you with this exciting new resource. You should be able to get around Google Classroom and be familiar enough to explain what Google Classroom is to a colleague. Watch the videos below, review the attached documents, and become familiar with Google Classroom. In 250-500 words, discuss what you believe will be most useful about Google Classroom, one innovation you have discovered, what you want to know more about, and how you will use Google Classroom with your classes.

- Previewing a new Classroom by Google:

https://www.youtube.com/embed/JUiLc0If0CI?autohide=1&controls=1&showinfo=0

- Classroom 101 Video:

https://www.youtube.com/embed/DeOVe2YV2Io?autohide=1&controls=1&showinfo=0

  - Sign in to Classroom Document
  - Change Account Setting Document

Assignment #3: Explore Google Classroom
Google Classroom is now yours to explore, modify, and make your own. Start by choosing an appropriate theme for your class. Make your first announcement. Invite students to join your Google Class! Once you have reviewed the document below and completed the instructions, write a 2-3 page document including screen shots explaining the course you chose to create for a class and why you chose that particular theme. Explain your first announcement and include a screen shot. Explain why you chose to have students join in a particular manner and describe how that process worked including what lessons you learned in the process.

  - Create a Class: http://bit.ly/1gVWFyv Document. Go through the steps in this document.
  - Create a Class Video
  - Create a class for at least one course that you are currently teaching or a "test" class if you do not currently have a class.
  - Select a Theme that represents your class
  - Create an announcement for students in the 'Stream'
  - How to Use the Stream Page
  - Decide how you will have students join - invite or share the class code (if you are completing this course while you are not teaching then you will need to use another email address so you can be your own student)
  - *Pro tip: Have all of your students bookmark their class so they can easily login the next time they visit the class*
  - If you are completing this course with another teacher, or if you team teach, be sure to invite teachers to your class: http://bit.ly/1K52o0M

Assignment #4: Manage class settings
Every class is different and Google Classroom allows you the opportunity to change the settings from one class to another. Once you have set your "Class Settings," write a 1-2 page paper describing why you chose those particular options. Discuss whether your choice would change depending on the course/grade(s) you are teaching. Describe a scenario and/or course where each of the choices below would be appropriate. In this document, I want to see that you have thought through your choices and made the best decision for your specific course.

Manage Class Settings

  - Add a Class Description and share a screenshot
  - Choose the appropriate student permissions for your Stream (detailed information below)

From your class settings review the three options from a pull-down menu on the right:

  - Students can post and comment

- Students can only comment
- Only teachers can post or comment

Choose the option that will work best for your course.

Google has recently created a curriculum called "Be Internet Awesome." Please take the time to check it out and share it with others. In today's world Internet Safety = Physical Safety.

Assignment #5: Get Started with Classwork by adding Resources
We've tackled the 'Stream' by making your first announcement and setting your permissions for student posts. The time has come to embrace the Classwork page. Students often need additional resources to exceed expectations in your class and on specific assignments. Google Classroom allows you the opportunity to add resources under 'Classwork'. Once you have reviewed the document below and completed the instructions, write a 2-3 page paper including screen shots outlining your class resources and be sure to include a screen shot of your three additional resources. Explain your reasoning for the information you are including in your resources topic.

- Add materials to the Classwork Page
- How to Add Materials
- Once inside your class click "Create" and "Material". Title your Resources (such as your syllabus), write a description, and add your topic as "Resources". Once you have a title, description, the topic is "Resources", and you have attached the appropriate materials click 'post'. Add a minimum of three (3) resources either all together or separately(document, video, or link).

Assignment #6: Create an assignment
Create your first actual assignment! In creating an assignment you can use a Word Document you have created, a PDF, or any of the many additional options available through Google. Any assignments in Google Classroom also go to your Google Drive Folder so if you are an existing Google Drive user then the switch to Google Classroom will be a seamless transition. Once you have reviewed the document below and created an assignment, **and once students have completed the assignment**, write a 2-3 page paper describing why you chose that assignment for distribution via Google Classroom. Be sure to include the assignment and screenshots. Debrief how the process went including lessons learned.

- Create or modify an assignment: http://bit.ly/1K52Xrl
- Create an Assignment Video
- Create an assignment and attach a Word Document or a doc from your Google Drive, Note that you have 3 options available to you: Students can view file, Students can edit file (every student will have the ability to edit your master file), or make a copy for each student.

Assignment #7: Post a Question
Google Classroom has the capability to quickly pose a question to all of your students using the "Create a Question" feature. This feature is very helpful for quickly checking student comprehension. Once you have reviewed the document below, created a question, **and students have completed the "assignment"**, write a 1-2 page paper describing how the question process went. Please include screen shots while protecting student privacy. Debrief the process including lessons learned.

- http://bit.ly/29FcObg
- Create a question, for this purpose you will need to choose whether you want to ask students a multiple choice or short answer question. You can also schedule the question for a later date. Consider whether you will allow students reply to each other or edit their answers. Note that you can attach resources to your question.

Assignment #8: Attach a Video
Our students live in a world with media around them 24/7. If you've ever finished a class period and thought to yourself, "that could have gone better." Google Classroom is the perfect tool! If your students need more clarity on a specific subject, or if a newsworthy event occurs, you can attach a video and assign it to students any time of the day or night. You can choose to attach a video either on your stream or your classwork tab. Once you have attached the video **and students have completed the "assignment"** write a 1-2 page paper describing the process. Please include the reasoning behind which video you chose, why you chose to attach the video in that format, screen shots, and debrief as to how the process worked including lessons learned.

- YouTube Edu and YouTube Teachers are both quality resources for pre-vetted content
- EdPuzzle is a great free resource to help you engage students and reinforce accountability.

Assignment #9: COURSE FORUM - Grade an Assignment
Google Classroom makes grading assignments easier and provides students with timely feedback. To make things even more seamless, Google Classroom Grades can now be uploaded to many Grading Software Programs. After viewing the document below and grading an assignment in Google Classroom, write a 1-2 page paper describing the process. Include screen shots while protecting student privacy and debrief the process including lessons learned.

- Understanding the Assignment flow: http://bit.ly/1J8ZQxI
- Set up grading.
- Grade and Return an Assignment: http://bit.ly/1J2kbDG
- Gradebook in Google Classroom Video
- How to use the Grading Tool in Classroom
- Grade an assignment, return the assignment back to the student.
- If you have any tips or tricks to share with your fellow educators, please post them in the Heritage Institute's On-line Forum.

Assignment #10: COURSE FORUM - Explore EDU in 90
Check out the Edu in 90 series from Google for Education. Find a feature that is new to you which looks interesting/applicable. 1.   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.

Assignment #11: Email a Student
With sports activities, illness, and busy classroom environments, it is often nearly impossible to get one-on-one time to go over an assignment with students. Google Classroom lets you email your students directions or feedback on specific assignments. If your students have downloaded the Google Classroom App or enabled the system alerts, then they will be notified immediately when your comments are available. After viewing the document below and completing the directions, write a 1-2 page paper describing the process. Please include screen shots while protecting student privacy. Debrief the process including any lessons you've learned.

- Email a Student: http://bit.ly/1KuSWQ0
- Email a Student or (if your school district has not enabled student email accounts) send student(s) a private message providing feedback on an assignment.

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: Experiment With Creating A "Flipped Classroom"
Google Classroom enables teachers to put all of their resources for a lesson in one place. With this assignment, teachers will experiment with creating a "flipped classroom" where students watch lectures/videos at home (or during class time while you are involved in other activities/out of the classroom) and complete their homework in class where they can receive the assistance they need. Build a lesson in Google Classroom; include a description and attach multiple documents, links and/or videos within one "assignment". This puts the entire lesson in one place and allows students to complete the "learning" portion of their lesson outside of class and receive help if they need it in class for the "application" portion of their lesson. Share images of your lesson/assignment and feedback regarding the process of creating and utilizing the "flipped classroom" model.

Assignment #13: Assign Students A Lesson
Google Classroom allows you to capture the middle of the process. Assign students a lesson in which you can give feedback to them during the writing process. Access each student's assignment and provide feedback to them mid-way through the work. Give students a chance to complete their assignment prior to final grading. Write a 1-2 page reflection on the process and include screen shots while

protecting student privacy. Specifically answer the question: How did providing feedback mid-way through the writing process impact student performance? Did this exercise change the way you will handle similar assignments in the future?

- [Give feedback on assignments](#)
- [Write notes on student work](#)

Assignment #14: Proficient Google Classroom Teacher
You have become a proficient Google Classroom Teacher! In this assignment you are asked to reflect on the experience and give students a survey using Google Classroom as to how felt about the experience of using Google Classroom.

- 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?

Assignment #15: (500 Level ONLY)
In addition to the 400 level assignments, complete one of the following:

Option A)
Prepare a Presentation for an in-service for other teachers on what you learned through this course.
<div align="center">**OR**</div>
Option B)
Complete an entire unit utilizing Google Classroom. Write 2-3 pages including screen shots and examples of how you were able to use Google Classroom for an entire unit.
<div align="center">**OR**</div>
Option C)
Use Google Classroom to create a "flipped" unit. Write 2-3 pages including screen shots and examples of how you were able to "flip" your classroom for an entire unit.
<div align="center">**OR**</div>
Option D)
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?

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

1. Keeler, Alice, & Miller, Libbi (2015). "50 Things You Can Do with Google Classroom." San Diego, CA: Dave Burgess Consulting.
2. Brumbaugh, Karen, & Calhoon, Erin (2014). "Creating a Google Apps Classroom: The Educator's Cookbook." Huntington Beach, CA: Shell Education.
3. Beck, Maria, & Wallace, John (2015). "Google Classroom for Teachers & Educators from A to Z: From Good to Great Effortlessly!" CreateSpace Independent Publishing Platform.
4. Keeler, Alice (Website). [http://www.alicekeeler.com/teachertech/2015/07/16/google-classroom-creating-a-discussion-board/]
5. Alice Keeler's "Teacher Tech" blog is a valuable resource for staying updated on Google Classroom and other tech-savvy teaching practices.
6. Google for Education Help Center: https://support.google.com/edu/classroom/
7. Google's official help center provides official documentation, guides, and tutorials for Google Classroom.
8. YouTube: Explore video tutorials on Google Classroom by searching for "Google Classroom tutorials" or specific topics you're interested in on YouTube.
9. International Society for Technology in Education (ISTE). (2011). http://www.iste.org/welcome.aspx

   ISTE is the premier membership association for educators and education leaders dedicated to enhancing learning and teaching by advancing the effective use of technology in PK-12 education and teacher training.

10. Northwest Council for Computer Education (NCCE). (2011). http://www.ncce.org/

    NCCE is a non-profit organization committed to promoting the effective utilization of technology in education. In addition to hosting the largest educational technology conference in the Pacific Northwest, NCCE offers resources and year-round professional development opportunities to its members. The mission of NCCE encompasses the comprehensive role of technology in education, including teaching, learning, assessment, evaluation, record-keeping, personal productivity, and communication systems. They are renowned for their annual conference.