COURSE TITLE: **GOOGLE CLASSROOM 3.0: Going the Distance**

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**
                                    charity.heritage@gmail.com

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.

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

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
Take a few minutes to introduce yourself (250-500 words), describing your professional role, how you use Google Classroom in your current teaching environment, and what you hope to gain from this course. Mention specific Google Classroom features you're most familiar with and those you want to explore further. You may also reflect on how your use of technology has evolved over the years.

Assignment #2: Insights from Global Educators
Watch the video featuring educators from around the world. Reflect in a 2-3 page response:

- What resonated with you in the video?
- What new ideas could you incorporate into your teaching practices?
- What do you see as the future of technology integration in the classroom?

https://www.youtube.com/embed/cBsZxy1cg1c?si=i6QZzpWSujODCVrx

Assignment #3: Individual Assignment
Create a personalized assignment in Google Classroom, using the "Assign to individual students" feature. Once you've used this with students, write a 1–2-page reflection about the experience, including lessons learned and challenges faced. Include screenshots for clarity.

- Google Classroom directions. Under "Create an Assignment" open "Select individual students"
- This is a nice video from a teacher:

- https://www.youtube.com/embed/e2lKLmjo5tc

Assignment #4: Annotate PDF Files or Use Google Slides Audio
Use the PDF annotation tools in Google Classroom to create an assignment, or alternately, record audio on a Google Slides presentation. Write a 1-2 page reflection on how you implemented it, the student response, and lessons learned. Be sure to include screenshots.

- I really like this teacher's explanation in using Google tools to reuse your old PDFs

Assignment #5: Creating Video Content for Your Classroom
Create an instructional video using a tool like YouTube, Loom, or Screencastify. Share this video through Google Classroom and reflect on the process in 2-3 pages, detailing why you chose the format, how students responded, and what you learned from using video as a teaching tool. Include the assignment and screenshots.

Assignment #6: Screen Recording for Classroom Instruction
Use a screen-recording tool (e.g., Loom or Screencastify) to create a video tutorial or lesson. Post it in Google Classroom, then write a 2-3 page reflection on how the video enhanced your instruction and the impact it had on student engagement. Include screenshots and describe any challenges or successes.

Assignment #7: Originality Reports
Explore the Originality Reports feature in Google Classroom, which helps students improve their citation and source use. Use this with an assignment and reflect in 2-3 pages on how the tool helps your students develop their research and writing skills. Provide screenshots of the feature in use.

Assignment #8: Google's Highlight Tool for Accessibility and Engagement
After exploring Google's Highlight tool, used for text enhancement in assignments, write a 2-3 page reflection on how this feature could benefit students in your class, including those without accessibility needs. Share any ways you've used it and provide screenshots for reference.

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
Explore the Offline Mode feature for students who may have limited internet access. After using it in a lesson, write a 2-3 page response on its impact on your students' ability to stay engaged with coursework, even when they are offline. Provide screenshots and specific examples.

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

Assignment #10: Accessibility Tools for the Modern Classroom
Explore features like "Select to Speak" and "Voice Typing," or alternatives like Read&Write. Write a 2-3 page reflection on how these tools could support diverse learners in your classroom, from those with disabilities to general education students. Include screenshots of your work.

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

https://www.youtube.com/embed/Hq6eLFnwzsI

Assignment #11: Keyboard Shortcuts for Efficiency
Watch the video on keyboard shortcuts in Google Classroom and try using them in your workflow. Write a 2-3 page reflection on how these shortcuts could increase efficiency for both teachers and students. Provide screenshots of shortcuts you found most useful.

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: Enhancing Classroom Instruction with Google Tools
Part A (to be completed by all students):

In this hour-long video, Google for Education highlights powerful tools to enhance classroom instruction and student engagement. Some of this will be review, but there are valuable insights even for those of us who have been using Google Classroom since its early days. Please take notes as you watch the video and share your notes in your response. (Pictures of your notepad are great!)

https://www.youtube.com/embed/fRyqAyt7pV0?si=LwFEQrjUvsE1QkUc
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.

<div align="center">OR</div>

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: Gamification with Google Classroom
Gamification can motivate students by adding fun, challenge, and reward elements to their learning process. In this assignment, you'll explore how to implement gamification techniques within Google Classroom.

- Create a gamified assignment or learning activity using Google Classroom features (like progress trackers, badges, or fun quizzes).
- Use platforms such as Classcraft, Quizizz, or Google Slides interactive quizzes to enhance the experience.
- Implement the activity with your students and encourage them to engage with the gamified elements (e.g., earning badges for completing tasks or leveling up based on their progress).

Write a 2-3 page reflection covering:

- How did you structure the gamified assignment in Google Classroom?
- What was the students' reaction to this new approach?
- What benefits did you observe in terms of student engagement or participation?
- Include screenshots or examples of how you incorporated gamification.

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?

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.

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BIBLIOGRAPHY

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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.