Course Syllabus

Google as a Classroom Tool for Learning (K-12)

PDI Course Number: 67B02-U
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Contact PDI’s office for assistance and information regarding registration, grade processing and documentation, technical issues, and general questions by emailing Becky Elizalde at becky@webteaching.com.

Course Timeline

Participants have six months from the date of registration to complete the course. Participants must spend a minimum of three weeks in this course.

Required Text

“The World Is Open” by Curtis J. Bonk

Course Description

This course will teach educators how to effectively use Google products and services for educational purposes. Teachers will learn how to create a Google account and learn its many benefits for the classroom. Teachers will practice navigating through the general interface of Google products. The searching, organizational, communication, and collaboration components of Google products will be highlighted to help teachers develop a deeper understanding of how Google can enhance learning among and between students. Teachers will learn to utilize the basic tools of many educationally-relevant Google products and, with the use of such products, will become skilled in creating standards-based lessons that will help students learn in an efficient, effective, and engaged manner.
National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate a high level of knowledge, skills, abilities and commitments. This course aligns with propositions two and three of those standards.

Educational Objectives

1. Teachers will learn policies and laws that surround Internet safety for students.
2. Teachers will learn how to support students in safe online navigation by teaching student netiquette.
3. Teachers will understand the importance of creating a Google account.
4. Teachers will learn how to use Google’s advanced search tools to locate reading level-specific content for students.
5. Teachers will gain an understanding of how to use various search tools such as Google Images, Google Videos, and Google Scholar to yield relevant search results in a desired format.
6. Teachers will learn how to create a custom search engine to regulate the online sources accessible to their students.
7. Teachers will become knowledgeable on how to use Google Talk to text, voice and video chat to promote collaboration between students.
8. Teachers will learn how to create a classroom calendar to organize school events and set homework reminders using Google Calendar.
9. Teachers will understand how to access educational apps that can be used to enhance learning.
10. Teachers will develop an understanding on how Google Drive’s capabilities can help students collaborate on projects from home.
11. Teachers will recognize how Google+ can digitally connect them with colleagues, students, and parents and help them deliver information to predetermined groups of professional contacts.
12. Teachers will understand how Picasa and Picasa Web Albums can serve as platforms for integrating digital media and photography into the classroom.
13. Teachers will learn how to use Google Sites to create classroom websites and understand how Google Sites can foster technology-based projects.
14. Teachers will see the benefit in using Blogger to nurture the exchange of knowledge and ideas between students.
15. Teachers will become skilled on how to use Google News to find primary and secondary sources in both modern and historical contexts and learn how to create custom news sections.
16. Teachers will learn how to use Google Maps to find and view locations from various perspectives, generate directions between various points, and develop an understanding on how the creation of custom maps can enrich their curriculum.
17. Teachers will understand how Google Earth can be used to provide students with a clear and accurate view of the Earth and galaxy.
18. Teachers will acquire knowledge on how Google Groups can serve as a medium through which effective online discussions can take place.
19. Teachers will learn how to access YouTube’s educational channels and create their own channel for classroom use.
20. Teachers will be presented with Google-based lesson plans that support curriculum standards at all grade levels.
21. Teachers will be given specific ideas and resources that teach them how to integrate Google products into their classroom.

**Instructional Media**

- Online Discussions
- Instructor Feedback
- Instructor Interaction
- E-Mail
- Online Resources and Websites
- Supplemental Instructional Materials

**Evaluation**

- Write an Autobiography and Article Reflection (20% of final grade)
- Create a Google Calendar (12% of final grade)
- Develop a Google Drive Project (12% of final grade)
- Create a Classroom Blog (12% of final grade)
- Create Google Apps Activities (12% of final grade)
- Develop a Google Lesson Plan (12% of final grade)
- Reading/Learning Log (20% of final grade)

**Topical Outline**

**Unit One**

- Introduction to Google
- Internet Safety
- Why Create a Google Account?
- Google as a Search Engine
- A Googol of Search Tools
- Assignment #1

*Part One: Write an autobiography including information about yourself, your grade level and what you specifically hope to learn in this course. Your autobiography should be a minimum of three paragraphs.*

*Part Two: As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article that*
is relevant to the specific course content. Read the article and then write an essay with your thoughts.

Unit Two

- Managing your Gmail
- Getting Connected with Google Hangout
- Using Google Calendar to Stay Organized
- Assignment #2
  
  Create a classroom calendar using Google Calendar. Following the steps in the preceding section, create a new calendar for the purpose of communicating school and classroom events, activities, and information to parents. Fill out the necessary information in the Calendar Details page and be sure to include your name. Add at least five classroom or school events to your calendar along with a description for each event. Then, write a minimum one-paragraph summary explaining how you plan on sharing your calendar with parents.

Unit Three

- All About Apps
- The Educational Possibilities of Google Drive
- The Many Layers of Google+
- Assignment #3
  
  Using Google Docs, compose instructions for a group project that must be completed by students using Google Drive. You may develop a new project or adapt a group project you have implemented in the past. In the instructions, include the project objectives and requirements. Then, instruct students on how they can use Google Drive to communicate and collaborate on the project. Your instructions must be at least two paragraphs in length.

Unit Four

- Capturing your Classroom’s Attention with Picasa
- Creating a Classroom Website with Google
- Blogger: A Google Blog
- Assignment #4
  
  Follow the steps in Unit Four to create a classroom blog using Blogger. Your blog must include an appropriate classroom title. Write a blog post and include a minimum one-paragraph welcome message and discuss the purpose the blog will serve in your classroom.

Unit Five

- Staying Current with Google News
- Get Lost in Google Maps
• Student Exploration of Google Earth
• **Assignment #5**
  *Visit Google Chrome’s Web Store. Browse the Web Store and select two free Apps that teachers can use in the classroom. For each app, include the name of the app, link to the area where the app can be downloaded, a summary of the app, and an activity that utilizes the app in the classroom.*

**Unit Six**

• Using Google Groups to Promote Online Discussion
• A New View on YouTube
• Google Lesson Plans and Resources
• Google Going Mobile
• **Assignment #6**
  *Select one Google product or service covered in this course and create an in-depth lesson plan. You may wish to refer to the list provided in the last section of this course for an outline of the products. The lesson plan must be appropriate to the grade level and subject area you teach. They must also have a very strong curriculum connection. Use the format presented in the course content for your lesson plan.*

• **Assignment #7**
  *Submit the reading/learning log you developed as you read each chapter of the required text for the course.*

**Assessment Rubric**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>B</td>
<td>80 – 89</td>
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<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
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**Students with Disabilities**

Any students with disabilities or other special needs, who need special accommodations in this course are invited to share these concerns or requests with the instructor as soon as possible.

**Academic Honesty Statement**

All work in this course must be completed in a manner consistent with NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct (http:www.ndsu.nodak.edu/policy/335.htm).
Print Bibliography

