



The Google Infused Teacher: Advanced Applications of Google Classroom and Chrome Online Participant Syllabus

Course Description

In this course, educators will learn how to effectively use the course stream, assign a variety of assignments within in Google Classroom, quick poll students, Google Hangouts, assess students in a wide range of ways, create blogs, learn additional Google Classroom add-on features, and how to bring parents into the Google Classroom. Participants will become skilled on how to use Google digital resources to collaborate, create, communicate, and assess students using Google Chrome Applications. Completion of the course will provide a wealth of ideas and skills to create your dynamic online classroom.

Course Prerequisites

Participant must hold a baccalaureate degree.

System Requirements

This is specific for technology or online course.

- Computer with word processing software
- Internet access connection
- Software capable of reading PDF files
- Software capable of viewing PowerPoint presentations

Text Books/Supplemental Reading

No textbook is required for this course. Critical reading of assigned articles and supplementary materials is embedded throughout the course. Assigned and recommended readings are listed in each milestone.

Global Goals of the Course

To deepen and/or apply the content and skills of the teacher's existing professional knowledge base by meeting the following global goals of the course:

1. To design and develop a comprehensive Google Classroom across curriculums (NBPTS 1; ISTE International Society for Technology in Education Standards 1; DFFET (Danielson Framework for Effective Teaching.) These are the Domains and Standards 1abe, 2bc, 3cde, 4acef)

2. To appraise key technological tools (Google Suite and Apps) and strategies for their impact on teaching and learning (NBPTS 1, 2, 3, 5; ISTE 2, 3; DFFET 1de, 2bc, 3ce, 4af)
3. To employ emerging technology tools from Google Suite to design, develop, and evaluate relevant experiences for students (NBPTS 1, 2, 3, 4, 5; DFFET 1abde, 2c, 3bcde, 4acef)
4. To employ other educational professionals to improve student learning through the use of Google Suite in the classroom (NBPTS 5; ISTE 5;10; DFFET 2c, 3ce, 4acef)
5. To demonstrate proficient knowledge of skills and concepts related to Google Suite and integration of the Chromebook to create learning experiences for students (NBPTS 1-5; ISTE 1-4; 5, 6; DFFET 1abcdef, 2c, 3cde, 4acef)

Instructional Objectives

By the conclusion of the course, each participant should be able to do the following:

1. Utilize basic features of the Google Classroom to improve student learning
 - 1.1 Understand processes and resources of the Google Classroom
 - 1.2 Explore possibilities of the Google Classroom
 - 1.3 Explore the student and teacher views of the Google Classroom
 - 1.4 Identify personal classroom use of the Google Classroom
2. Examine and utilize the stream feature in the Google Classroom to enhance collaboration and improve student learning
 - 2.1 Explore models of stream management in the Google Classroom
 - 2.2 Explore models of assignment organization in the Google Classroom
 - 2.3 Explore grouping and attaching assignments
 - 2.4 Perform basic options within the Google stream
 - 2.5 Demonstrate use of Goobric and Doctopus
3. Examine and explore assessment options in the Google Classroom
 - 3.1 Explore assessments structures within the Google Classroom
 - 3.2 Explore assessments methods using the Google Classroom
 - 3.3 Create a Google Form assessment with multiple assessment techniques
 - 3.4 Explore Google Forms classroom applications and response options
4. Examine and explore Google Classroom blogs and parent/guardian options
 - 4.1 Explore blog options in the Google Classroom
 - 4.2 Appraise methods of blogs in the Google Classroom
 - 4.3 Explore and demonstrate options for parents/guardians in the Google Classroom
5. Examine and utilize Google Hangout in the classroom
 - 5.1 Learn about Google Hangout in the classroom
 - 5.2 Appraise methods of Google Hangout use in the classroom
 - 5.3 Explore and evaluate lessons that use Google Hangout

- 5.4 Explore and evaluate websites that share “tips and tricks” of Google Hangout
- 6. Examine and utilize apps and add-ons of Google Chrome that can be used to collaborate in the classroom
 - 6.1 Explore and evaluate apps and add-ons that can be used to collaborate
 - 6.2 Explore and evaluate websites that discuss collaboration apps and add-ons
 - 6.3 Identify and explain strategies, lesson plans, and ideas for use of collaborative add-ons in Google Chrome
 - 6.4 Synthesize goals and initiatives of collaboration using an app or add-on in your classroom
- 7. Examine and utilize apps and add-ons of Google Chrome that can be used to communicate in the classroom
 - 7.1 Explore and evaluate apps and add-ons related to communication in the classroom
 - 7.2 Explore and evaluate websites related to communication in the classroom
 - 7.3 Synthesize goals and initiatives of communication using an app or add-on in your classroom
 - 7.4 Identify and explain strategies, lesson plans, and ideas for use of communication add-ons in Google Chrome
- 8. Examine and utilize apps and add-ons of Google Chrome that can be used to create artifacts
 - 8.1 Explore, evaluate, and construct artifacts using a variety of add-ons and apps in Google Chrome specific to your content area
 - 8.2 Discuss the pros and cons of a variety of apps and add-ons that can be used to create artifacts

Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a guided, graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

- 1. Online methodologies include instructor/expert presentations, directed skill practice, asynchronous class and group discussions using threaded discussion questions, peer evaluation, self-evaluation, portfolio development, and the synthesis of new knowledge and skills in designing grade-specific lesson plans or other educational applications of knowledge and skills.
- 2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback. Class participants interact with other professionals via the Forum by replying to existing posts as well as creating new threads on topics of their choice.

3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
4. Course content, activities, and assignments are organized into “milestones” that participants complete during the 8-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching situation.

Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the course via discussion, critiques, peer- and self-evaluations, journal entries, instructor feedback, small-group sharing and activities requiring participants to make sense of new knowledge and/or skills within their realm of teaching. Additionally, three formative assessments are embedded within the course. Summative assessment for the course occurs in the form of a final project which requires each participant to synthesize class content and apply it within the teacher's specific teaching environment.

Final Projects

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge in an applied final project linked to the instructional objectives of this course. Assessment of the project should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work.

Participants taking courses for professional development unit (not-for-credit) must follow the same Participation Expectations as posted in the course syllabus. Participants will complete readings and tasks as outlined in the Task List. Forum Postings are also required. However, participants will be exempt from completing the Formative and Summative assignments unless otherwise noted. Proof of seat hours will be presented to the participants after completing the state required course evaluation located on the student portal.

Final projects are due and will be submitted to the instructor within the 8 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

Assessment and Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position;

goes above and beyond requirements; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

The assessments for this course are weighted as follows:

Participation and Reflection	30%
Formative Assessments	30%
Summative Assessments	40%

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants will have 8 weeks from the time of their first date of login to complete the course. It is the expectation that participants will post initial responses to Forum discussion questions by Thursdays. In addition, participants are to respond to at least two other participant posts by Sundays. Projects are only due in specific Milestones. Forum postings, assignments, and assessments must be completed by due dates specified within the course.

Late Work and Make-Up Policy

Participants are expected to keep pace with assignments and expectations. If a situation arises in which an assignment cannot be completed, the participant is expected to make arrangements with the instructor for the timely submission of such work. Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website

Alignment to the Danielson Framework for Effective Teaching

The *Danielson Framework for Effective Teaching* is designed to provide educators with a structure for analyzing and assessing teacher practice and in constructing techniques to strengthen that practice.

Danielson, C. (2009). *Implementing the framework for teaching in enhancing professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

Compliance with National Board of Professional Teaching Standards (NBPTS)

The NBPTS represents the highest level of professional achievement in the continuum of teacher professional development.

National Board for Professional Teaching Standards, www.nbpts.org

Compliance with Council for the Accreditation of Educator Preparation

CAEP advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

Council for the Accreditation of Educator Preparation. (2016, June). www.caepnet.org

