



**The Chromebook Classroom  
Google Apps and Productivity Tools for Classroom Collaboration  
Online Participant Syllabus**

### **Course Description**

Educators will learn how to use a Chromebook, Google Apps, and various other applications for delivering any course content to their students. Educators will become skilled on how Chromebooks can promote their content area, differentiate instruction, provide multiple representations, and motivate their own professional development. Educators will gain understanding of Internet resources, Google Chromebook applications, Google Play, Google Classroom, the flipped classroom, videos, and more to maximize the learning environment.

### **Course Prerequisites**

This course is recommended for K-12 school personnel who require a greater understanding of Chromebooks and their impact on teaching and learning across curriculums. Participants must hold a baccalaureate degree.

### **System Requirements**

This is specific for technology or online course.

- Computer with word processing software
- Internet access connection
- Any Chromebook

### **Text Books/Supplemental Reading**

No text required. Readings will be provided through the online course.

### **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 21<sup>st</sup> century skills across curriculums (NBPTS 1; ISTE 1; InTASC 1, 3, 5, 7; DFFET 1abe, 2bc, 3cde, 4acef)
2. To appraise key technological tools (Chromebooks and Apps) and strategies for their impact on teaching and learning (NBPTS 1, 2, 3, 5; ISTE 2, 3; InTASC 1, 2, 4-8; DFFET 1de, 2bc, 3ce, 4af)

3. To employ emerging technology tools and Chromebooks to design, develop, and evaluate relevant experiences for students (NBPTS 1, 2, 3, 4, 5; InTASC 1-8; DFFET 1abde, 2c, 3bcde, 4acef )
4. To employ other educational professionals to improve student learning through the use of Chromebooks in the classroom (NBPTS 5; ISTE 5; InTASC 9,10; DFFET 2c, 3ce, 4acef )
5. To demonstrate proficient knowledge of skills and concepts related to Chromebook Apps and integration of a Chromebook to create learning experiences for students (NBPTS 1-5; ISTE 1-4; InTASC 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 the basic tools of Chromebooks to enhance delivery and improve student learning
  - 1.1 Evaluate management options of Chromebook classrooms.
  - 1.2 Understand basic features of a Chromebook: screen commands, browsing the Internet, downloading an App, using other basic features
  - 1.3 Understand Chromebook support options
  - 1.4 Identify personal classroom management structure
2. Examine and utilize Google Drive and Google Docs to enhance delivery and improve student learning:
  - 2.1 Create a Google Drive account
  - 2.2 Explore features and options within Google Drive
  - 2.3 Explore Google Docs features and options
  - 2.4 Perform basic options with text, photos, and tables within Google Docs
  - 2.5 Demonstrate collaborating, revision tracking, and working offline with Google Docs
3. Examine and utilize working in cloud applications such as Google Docs, Microsoft Word Web App, Google Sheets, and Microsoft Excel Web Apps
  - 3.1 Explore more advanced features in Google Docs
  - 3.2 Explore the Microsoft Word Web App and its features compared to Google Docs
  - 3.3 Explore Google Sheets and its basics features
  - 3.4 Explore Microsoft Excel Web Apps
  - 3.5 Demonstrate an understanding of word processing and spreadsheet capabilities using Chromebooks
4. Examine and utilize working in cloud applications such as Google Slides, Microsoft PowerPoint Web App, online photo editors, and Google Calendar.
  - 4.1 Explore features and options within Google Slides
  - 4.2 Explore features and options within Microsoft PowerPoint Web App

- 4.3 Explore and demonstrate photo editing capabilities in a cloud based format
- 4.4 Demonstrate basic knowledge of Google Calendar
- 5. Examine and utilize the Google Play/App Store and the Google Educational App Store to enhance classroom opportunities and improve student learning
  - 5.1 Launch the Google App Store
  - 5.2 Explain App evaluation criteria
  - 5.3 Appraise rubrics used to evaluate Apps
  - 5.4 Explore and evaluate Apps that support work productivity
  - 5.5 Explore and evaluate websites that share tips and "tricks" of Chromebooks in the educational classroom
- 6. Examine and utilize Apps that enhance classroom management to improve student learning
  - 6.1 Explore and evaluate Apps that support classroom management
  - 6.2 Explore and evaluate websites that discuss Apps that improve classroom management
  - 6.3 Identify and explain strategies for classroom management using Chromebooks
- 7. Examine and utilize Chromebooks and Apps related to the educator's content area and create, demonstrate, and evaluate lessons plans using a Chromebook as an assessment tool in the classroom to enhance student learning
  - 7.1 Explore and evaluate Apps related to teaching content area
  - 7.2 Explore and evaluate websites related to teaching content area
  - 7.3 Synthesize goals and initiatives of content App use in your classroom
  - 7.4 Formulate use of Chromebook Apps within a content area or unit of study
  - 7.5 Discuss instructional design with Chromebook lesson plans
  - 7.6 Review sample formats and templates of lesson plans using Chromebooks
  - 7.7 Construct a lesson plan that effectively incorporates Chromebooks
  - 7.8 Analyze and evaluate Apps involving assessment
- 8. Examine and evaluate models of the Google Classroom Web App to enhance delivery and promote student learning
  - 8.1 Explore the Google Classroom model
  - 8.2 Discuss the Google Classroom Flipped classroom
  - 8.3 Explore, evaluate, and construct a Google Classroom

### **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. Copies of the course performance assessment rubrics are included in Appendices A-C.

### Topics Agenda

#### **Milestone One: Introduction to Chromebooks and Setting Guidelines for Classroom Use**

Getting started with Chromebooks: Chromebook buttons and switches, searching in Chromebooks, the keyboard, screen commands, browsing the Internet, downloading an App, using the camera, and Chromebook support will be explored and evaluated. Discussion of first steps with Chromebooks in the classroom: clear expectations, organization structure, meaningful activities, and setting aside time for technology.

#### **Milestone Two: Introduction to Google Drive and Google Docs**

Participants will learn how to navigate Google's two most powerful applications. The creation and use of a Google Drive Account will be demonstrated and used to create word processing documents that can be stored and shared in a variety of ways. Participants will explore and review these programs to educate themselves and become a resource for their students and a variety of tips and tricks of these applications will be shared.

### **Milestone Three: Exploring Advanced Google Docs Features, Google Sheets, and Microsoft Web Apps of Word and Excel**

Educators will explore the two major word processing and spreadsheet applications available on Chromebooks and how to effectively use their features. Participants will become familiar how these programs are intertwined with other Chromebook features and available applications in the Google App Store.

### **Milestone Four: Exploring Google Slides, Microsoft PowerPoint Web Apps, Online Photo Editors, and Google Calendar**

Educators will explore the two major presentation applications available on Chromebooks and how to effectively use their features. Participants learn of a variety of web editing programs to manipulate photos, as well as, integrate the Google Calendar into your classroom and other devices. Participants will become familiar how these programs are intertwined with other Chromebook features and available applications in the Google App Store.

### **Milestone Five: Introduction to Google Play/App Store & Google Educational App Store**

Participants will learn how to choose Apps. The creation and use of an App rubric to evaluate Apps will be explored. Participants will explore and review Apps they can use to support work productivity and a variety of tips and tricks of Chromebook websites.

### **Milestone Six: Exploring Apps Related to Classroom Management**

Educators will explore apps that can be used to support classroom management and engage in a discussion of management challenges and tips when using Chromebooks in a classroom.

### **Milestone Seven: Exploring Apps Related to the Educator's Content Area, Creating Lesson Plans and Using a Chromebook as an Assessment Tool**

Educators will explore and analyze apps related to their content area and develop goals and initiatives related to these apps. Educators will discuss instructional design and review sample formats/templates of lesson plans that involve the use of one or more apps related to their content area. Participants will create a lesson plan that effectively incorporates a Chromebook as a teaching and learning tool. Apps involving assessment will be explored and analyzed too.

### **Milestone Eight: The Google Classroom**

Participants will explore the idea and concept of the Google classroom. Numerous examples of the Google Classroom will be analyzed for a variety of content areas. Chromebook resources and Apps will be discussed, reviewed, and created to develop a Google Classroom.

## 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. For Valparaiso University Graduate School Student Learning Objectives please visit: [www.valpo.edu/gradschool](http://www.valpo.edu/gradschool)

### **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.

### **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.

### **Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards for Teachers**

InTASC is guided by the basic premise that an effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to ensure that all students learn and perform at high levels.