**COURSE TITLE:** **GOOGLE APPS FOR EDUCATORS & SCHOOLS**

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|---|---|
| **WA CLOCK HRS:** | **60** |
| **OREGON PDUs:** | **60** |
| **PENNSYLVANIA ACT 48:** | **60** |

**NO. OF CREDITS:** **6 QUARTER CREDITS**
**[semester equivalent = 4.00 credits]**

**INSTRUCTOR:** **Chris Hill**
**ChrisBrita@gmail.com**

**COURSE DESCRIPTION:**
Google is currently offering schools a hosted solution for their email, calendar, documents, websites, and chat through Google Apps for Education, an integrated communication and collaboration cloud-based network. Gmail: Email storage and search tools that help find information fast and instant messaging from right inside your account. Google Calendar: You can organize schedules and share events and calendars with others. Google Docs: Share documents, spreadsheets, and presentations. Collaborate in real-time with your team or with your whole school. You can publish final documents to the entire world, too. Google Sites: Work together to keep related documents, web content and other information in one place, on one site.YouTube: A video hosting and sharing solution that enables schools and other organizations to use video as an effective medium for internal communication and collaboration.

This course is dedicated to teaching how to apply Google Apps to your teaching, IT, or professional situation. Course participants will learn how Google Apps can enhance lessons inside and outside of school and support teachers in collaboration and sharing of resources and ideas. In addition to learning and implementing Google Apps, educators will create motivational and relevant classroom activities, teacher support materials, and assessment tools.

This course is applicable for any K-12 teacher, administrator, or anyone looking to increase their technology skills.

Participants in this course will become familiar and learn how to use Google Apps (Google Sites, Google Documents, Google Calendar, Google Mail, Google Groups and YouTube). There is no textbook for this course. All references and materials are located online.

**Assignments will be submitted via online forum as well as through "sharing" Google Docs to ChrisBrita@gmail.com**

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

1. Understand how Google Apps work and how to use them.
2. Understand how to apply various Google Apps in the classroom and general education environment.
3. Be able to create and share forms, spreadsheets, word documents, presentations, calendars, websites, groups, and emails through Google Apps.
4. Understand how Google Apps will enhance collaboration both inside and outside of the classroom.
5. Understand how Google Apps increases productivity.

**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**

All course materials are available online, free of charge.

None. All reading is online.

**MATERIALS FEE**

There is no additional fee to be paid after you have registered.

**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: Introduction**

\*\*If you are taking this course as a group, please create a "Team Drive" within Google Drive and add ChrisBrita@gmail.com to the group. This will be the place you add all of your assignments. \*\*

In the online forum:

- Introduce yourself by describing your professional situation
- Reasons for being interested in this course
- What you expect to take away
- Your general level of experience and proficiency with instruction that incorporates some level of technology, including the internet

**Assignment #2: Google Apps Introduction**

Watch the Google Apps intro video, concept video, collaboration video, sharing videos, and familiarize yourself with the Google Apps for Education website. Your goal should be to develop a solid working knowledge of the potential of Google Apps.

In 250-500 words, share (in a shared Google Doc to ChrisBrita@gmail.com):

- What you predict to be the most useful thing about using Google Apps
- What excites you about Google Apps
- What you want to know more about, and how you picture yourself using Google Apps

**What are Google Apps:**

https://www.youtube.com/embed/vNJUL92y9wo

**Google Concept:**

https://www.youtube.com/embed/eRqUE6IHTEA?autohide=1&controls=1&showinfo=0

**Google Concept:**

https://www.youtube.com/embed/3Y4bh1qwTJw?autohide=1&controls=1&showinfo=0

**Collaboration:**

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

**Sharing:**

https://www.youtube.com/embed/NcaPTAVqp0k?autohide=1&controls=1&showinfo=0

**Sharing:**

https://www.youtube.com/embed/POIR37Hmydg?autohide=1&controls=1&showinfo=0

**Google Apps Website**

**Assignment #3: Gmail**
In a shared Google Doc, answer the following after looking through the resources below:

- Use the 'Manage labels' and 'Create new label' feature to organize your emails. Do you feel like you will use this feature? Why or why not?
- What are three similarities and differences between Gmail and other email hosts?
- What is the difference between archiving an email and deleting an email?

**Intro Video**

https://www.youtube.com/embed/CFf7dlewJus?autohide=1&controls=1&showinfo=0

**Gmail Search**

https://www.youtube.com/embed/9JPRXNHZxvE?autohide=1&controls=1&showinfo=0

**Gmail Basics**

https://www.youtube.com/embed/Acmr4i1G698?autohide=1&controls=1&showinfo=0

**Gmail Labels**
https://www.youtube.com/embed/U75wuP9XnMw?autohide=1&controls=1&showinfo=0

**Assignment #4: Google Drive & Google Slides**
For this assignment, you will share a Google Doc answering questions as well as share a Google Slides presentation.

**1. After reviewing the resources below, answer the following questions in a shared Google Doc:**

- List two things you learned about Google Drive

- In Slides, what do you notice is similar to PowerPoint? What is different from PowerPoint?
- What is an advantage of being able to share this document?

2. Create a Presentation for your students, parents or other staff members. The presentation can be a lesson in a subject area, conference, or book you want to share with coworkers or to parents. The Presentation must include at least 5 slides, 2 images, 1 different background and a theme. Share with your instructors (ChrisBrita@gmail.com)

**Google Drive**

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

**Google Slides**
https://www.youtube.com/embed/kYA6GLAzz9A?t=1s?autohide=1&controls=1&showinfo=0
**Google Drive Training and Help**
**Google Slides Training and Help**


**Assignment #5: Google Sheets & Google Forms**
For this assignment, you will share a Google Doc answering questions, share a Google Sheet, and share a Google Form.

1. After reviewing the resources below, answer the following questions in a shared Google Doc:

- What are 5 different topics that you could use with Sheets: they can be professional or personal
- What are 3 different ways you can use Google Forms professionally?

2. Create a spreadsheet that includes different colors, column widths, professional formatting and headings. Share with ChrisBrita@gmail.com

3. Using Forms, create a survey that can be given to the staff at your school, or create a quiz/exit slip. The quiz should apply to your own classroom, or course of study for future classrooms. If neither applies, create a survey for the co-workers in your company. In this, include at least 5 questions and four different types of question formats. Share with ChrisBrita@gmail.com

**Collaboration**

https://www.youtube.com/embed/S0MPkBUBMO0?autohide=1&controls=1&showinfo=0

**Sheets intro**

https://www.youtube.com/embed/9AyoRkr4I3U?autohide=1&controls=1&showinfo=0

**Forms intro**

https://www.youtube.com/embed/IzgaUOW6GIs?autohide=1&controls=1&showinfo=0

**Quizzes in Google Forms**

https://www.youtube.com/embed/Lt5HqPvM-eI?autohide=1&controls=1&showinfo=0

**Forms**

https://www.youtube.com/embed/cm3KyqbaMJA?autohide=1&controls=1&showinfo=0

**Forms teacher tips**

https://www.youtube.com/embed/W1YYNGWU4_s?autohide=1&controls=1&showinfo=0

**Sheet instructional reading**
**Forms instructional reading**


**Assignment #6: Google Sites Intro**
In a shared Google Doc, answer the following after looking through the resources below:

- What is your experience in creating a website?
- How could you see yourself using Google Sites in your profession?

**Sites Intro**

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

**Assignment #7: Google Site**
Create a basic site by using a template (or start from scratch); include a heading, side or top menu and insert one picture. Share with ChrisBrita@gmail.com

**Assignment #8: Google Calendar intro**
Review the resources below and answer the following questions in a shared Google Doc:

- What type of calendar do you use in the workplace and personally?
- If you use Google calendar, what features do you use the most? Which features are you now going to try? If you do not use Google calendar, which features look helpful and why?

**Calendar overview**

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

**Creating events in Calendar**

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

**How to share a calendar**

https://www.youtube.com/embed/DmU02MRdXtk?autohide=1&controls=1&showinfo=0

**Assignment #9: Google Calendar**
1. Update your calendar with at least 3 events for the current month

- One event includes start and end time
- One event spans over multiple days
- One event ongoing or repeats weekly

2. Share your Calendar with instructors

3. Create an event

- Add guest (instructor)
- Allow us access to modify the entry

**Calendar Instructional Reading**

**Assignment #10: Google Classroom**
Review the resources below and create a Google Class through https://classroom.google.com

- Classroom video: https://youtu.be/GIN-EtPa0lw
- Classroom video: https://youtu.be/-apCIbV9YKA
- Classroom training center
- Classroom help center
- Classroom forum

1. Create a Class through Google Classroom
   -You can create a class with any Gmail account (does not have to be one connected to a school)
2. Invite ChrisBrita@gmail.com to your Class
3. Create an assignment and upload one of the Google docs, slides, sheets, or forms you created earlier.

**Assignment #11: YouTube**

In a shared Google Doc, answer the following after looking through the resources below:

- In your professional setting, when will you use YouTube?
- What are some strategies for using YouTube to address different learning styles?

https://www.youtube.com/embed/bgBi-J8Y018?autohide=1&controls=1&showinfo=0

**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: Google Sites**
Create a site for your parents/students to access regarding your classroom.  (You can expand on the one you created in Assignment #7)

- Embed an updated calendar
- Embed a video
- Embed a document
- Add links for resources
- Embed pictures

Share with ChrisBrita@gmail.com

**Assignment #13: School Websites**
In a 400-100 word paper, answer the following questions about school websites: (If your school does not have a policy, answer these questions as if you were to put in place a policy, or your hopes/predictions about staff web sites)

- What is the current status is in your school/district regarding teacher websites?
- Are staff web sites required by your district?
- What is required to include on the site, or what do you think should be included?
- Do you already have one? If so, is it a Google site?
- Do you find it a useful tool for your parents and students?
- What are the pros and cons of having a class web site?

**Assignment #14: Google Apps Reflection**
Write a 300-600 word reflection paper regarding all of the apps you learned throughout this course.

- Which apps are you currently familiar with and using regularly?
- What new app do you want to integrate into your profession?
- Which apps do you see yourself using most?
- Are there any apps you predict you will not use? And why

**Assignment #15: (500 Level ONLY)**
Complete one of the following:

- Prepare a Presentation for an in-service for other teachers on what you learned through this course. Share your presentation with ChrisBrita@gmail.com

- Work collaboratively with a colleague to develop a conceptualized plan that describes how you would use Google Apps in a cross-curricular application. Write and post a 500-1000 word paper describing the plan, emphasizing the advantages of using

Google Apps, as compared with other means.

- Evaluate the online Google Apps course material in 1000-1500 words and and share with ChrisBrita@gmail.com

## 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:
Chris Hill, M.E.T., received his Master of Educational Technology from Boise State University and currently teaches Marketing, Leadership, and Digital Media at Lake Oswego High School. His diverse teaching experience includes teaching at The International School in Tegucigalpa, Honduras. He is a Google Certified teacher, and is one of fifty educators from across the country who was chosen to participate in the 2011 STEM Institute in Washington D.C. He is a member of the NorthWest Council for Computer Education and the International Society for Technology in Education. He has served as the Technology Coordinator and Activities Director at various schools.

### BIBLIOGRAPHY

### GOOGLE APPS FOR EDUCATORS & SCHOOLS

**"Free Tech for Teachers."** 2011. http://www.freetech4teachers.com/.   A great website that includes free resources, lesson plans, Google tutorials, and favorite resource lists. A technology teacher runs this site and keeps it updated with the latest and greatest free technology resources.

**"Google Apps for Education Training Center."** 2012. http://edutraining.googleapps.com/Training-Home.   An online learning environment dedicated for educators and students to learn how to effectively use Google Apps in an educational context.

Harris, Beth. **"Tech Support: Google Docs in Education."** National Science Education Leadership Association." 11 January, 2011. http://www.nsela.org/index.php?option=com_content&view=article&id=235:tech-support-google-docs-in-education&catid=73:current-issue&Itemid=86.   In this article on the National Science Education Leadership website, it talks about what Google Docs are, how they work, and how they can be used in a science classroom. There is also a video of teachers and principals talking about the usefulness of Google docs.

**Holzner, Steven and Nancy. Google Docs 4 Everyone.** Indianapolis: Que Publishing, 2009.   A great book that is all about Google Docs. It gives step-by-step instructions on how to create, share, and edit documents, spreadsheets, presentations, and templates. If you are looking for easy to follow instructions in a book form, this is for you. One problem with this book is that it was published in 2009, and Google Docs has been updated many times since then.

**"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. ISTE membership is a powerful and meaningful way for educators to connect with peers, to gather in a variety of forums to share the challenges and excitement of teaching, and to be part of a community that leads the transformation of education.

**"Northwest Council for Computer Education."** 2011. http://www.ncce.org/    NCCE is a non-profit organization dedicated to

supporting 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.

**"SmartBrief on Ed Tech."** 2011. http://www.smartbrief.com/news/edtech   This is a website designed to help you navigate this constantly evolving tech world. It helps you to make the best possible decisions for your school. It is designed specifically for education stakeholders with an interest in the education technology world, SmartBrief on Ed Tech also sends out a FREE, daily e-mail newsletter.

**"Transforming Education through Technology."** 2011. www.thejournal.com   A technology website that focuses on transforming education through technology. Some features include; articles, webinars, discussion boards, events, K-12 news.

**Whitney, Heather. "Writing Equations in Google Docs."** The Chronicle of Higher Education. 16 Dec. 2010 http://chronicle.com/blogs/profhacker/writing-equations-in-google-docs/29563   An article in The Chronicle that discusses how to use Google docs to write math equations. This articles gives step-by-step instructions on how to add equations into Google Docs.


**GENERAL WEBSITES FOR GOOGLE APPS**
**Google Apps for Education: Lesson Plans:**  http://www.google.com/enterprise/apps/education/resources/lesson-plans.html
A great site that has app-centered lesson plans broken down by subject, grade, and product.

**Google Apps Learning Center:**  http://learn.googleapps.com/   A great site that helps you get started with apps, switch over from Microsoft, become an expert, and learn about individual apps.

**Google In Education:**  http://www.google.com/edu/teachers/   A site with classroom tools, professional development, and student resources.

**Guide to Going Google:**  http://eduguide.googleapps.com/   Tools and guidelines to use as a starting point to getting your students, faculty, alumni, and community ready and excited about bringing Google Apps for Education to your campus.