

COURSE TITLE: GOOGLE CLASSROOM

NO. OF CREDITS: 5 QUARTER CREDITS
[semester equivalent = 3.33 credits]

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WA CLOCK HRS: 50
OREGON PDUs: 50
PENNSYLVANIA ACT 48: 50

COURSE DESCRIPTION:

Unlock the full potential for students with Google Classroom! Google Classroom is a powerful platform that empowers educators to enhance their teaching, streamline administrative tasks, and foster stronger connections with students. With its intuitive interface, you can effortlessly create assignments, deliver announcements, and initiate thought-provoking discussions, all in one digital space. This not only saves valuable time but also ensures your classes are well-organized, making learning more efficient and enjoyable.

As an educator, you can utilize Google Classroom to attach resources from Google Drive, share informative videos, and provide direct links to educational websites. The platform allows you to establish due dates for assignments and offers a convenient grading system, simplifying the evaluation process. Plus, with class announcements and real-time discussions, you can engage with your students instantly, fostering interactive learning without the constraints of traditional classroom schedules.

Our comprehensive course is designed to empower K-12 educators to harness the potential of Google Classroom. Through this course, you'll have the opportunity to create your own Google Classroom, or utilize your existing classes, and put your newfound knowledge into practice by designing and delivering engaging lessons to your students. Additionally, you'll have the chance to collaborate with fellow educators, sharing insights and best practices to enrich your teaching toolkit.

This course is applicable to all K-12 educators who aim to enhance their technological skills and transform their teaching strategies. There's no need for a textbook, as all references and materials are readily available online. For educators not currently teaching courses, our instructor is available to discuss alternate assignment options to suit your unique circumstances.

Notably, Google Classroom is now accessible to anyone with a personal Gmail account, extending its reach to educators beyond Google Education account holders. Whether you're new to Google Classroom or looking to refine your expertise, this course welcomes educators from all backgrounds.

To get started, if you don't already have a Google Education account through your school district, you can easily sign up for Google Classroom using your personal Gmail account. Embrace the digital era and sign up today!

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

1. Gain Profound Insight into Google Classroom:
 - Develop a deep understanding of the functionality and mechanisms of Google Classroom, enabling you to navigate and utilize the platform effectively.
2. Harness Google Classroom for Educational Excellence:
 - Learn how to leverage Google Classroom as a versatile tool for enriching the teaching and learning experience, both inside and outside the traditional classroom setting.
3. Master Google Classroom's Key Features:
 - Acquire the skills to create classes, craft engaging assignments, make impactful announcements, send emails, and seamlessly share multimedia resources, including videos and web links through Google Classroom.
4. Foster Collaboration and Engagement:
 - Explore how Google Classroom promotes collaboration among students and teachers, breaking down barriers within and beyond the classroom walls. Understand how to create an inclusive and collaborative learning environment.
5. Boost Productivity and Organization:

- Discover the time-saving capabilities of Google Classroom and learn how to maintain a well-organized digital classroom space. Effectively manage assignments and communication for improved productivity.

6. Implement Knowledge Instantly:

- Acquire the ability to apply newly gained knowledge immediately in your teaching practice, ensuring that you can start using Google Classroom with confidence as soon as you complete the course.

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

There is no required printed textbook for this course. All required reading and resources are online

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

Briefly introduce yourself including your professional situation, your reasons for being interested in this course, what you expect to garner from taking this course, your general level of experience and proficiency with using technology in the classroom, and any specific tools or apps that you are extremely familiar with.

Submission Options:

1. 250-500 words in the Heritage Online Response, Upload a PDF, or Share a Google Doc that has been shared as "everyone can view".
2. 3-5 minute video answering each of the questions above.
3. Multimedia presentation.

Assignment #2: Google Classroom Introduction

Welcome to Google Classroom. This is where you will become familiar with Google Classroom and the options available to you with this exciting new resource. You should be able to get around Google Classroom and be familiar enough to explain what Google Classroom is to a colleague. Watch the videos below, review the attached documents, and become familiar with Google Classroom. In 250-500 words, discuss what you believe will be most useful about Google Classroom, one innovation you have discovered, what you want to know more about, and how you will use Google Classroom with your classes. Please include, a reflection as to how Google Classroom's features could solve current challenges you face.

- Previewing a new Classroom by Google:

<https://www.youtube.com/embed/JUilLc0If0CI?autoplay=1&controls=1&showinfo=0>

- Classroom 101 Video:

<https://www.youtube.com/embed/DeOVe2YV2Io?autoplay=1&controls=1&showinfo=0>

- [Sign in to Classroom](#) Document
- [Change Account Setting](#) Document

Assignment #3: Explore Google Classroom

Google Classroom is now yours to explore, modify, and make your own. Start by choosing an appropriate theme for your class, making your first announcement, and inviting students to join. Once you have reviewed the document below and completed the instructions, write a 2-3 page document, including screenshots, explaining the course you created and why you chose that particular theme.

In addition, explain your first announcement and include a screenshot. Describe why you chose to have students join in a particular manner and how that process worked, including what lessons you learned. Reflect on how you plan to engage students using Google Classroom beyond the basic setup and share any creative ideas you have for enhancing student interaction.

If possible, share your setup with a colleague and gather feedback. Include their feedback in your response to show how collaboration helps refine your classroom setup.

Resources:

- [Create a Class Document](#)
- [Create a Class Video](#)
- [Invite Teachers to Your Class](#)
- [Create an announcement for students in the 'Stream' ?](#)
- Decide how you will have students join - invite or share the class code (if you are [completing this course while you are not teaching](#) then you will need to use another email address so you can be your own student)
- *Pro tip: Have all of your students bookmark their class so they can easily login the next time they visit the class*

Assignment #4: Manage Class Settings

Each class is unique, and Google Classroom allows you to customize settings for different needs. After setting your "Class Settings," write a 1-2 page paper describing why you chose those specific options. Reflect on whether your choices would change depending on the course or grade level you are teaching.

To extend your reflection, choose a specific course or scenario and explain how your settings might be adapted to fit that situation. For example, consider how settings might differ for a younger group of students versus high school students, or for a large class versus a small one. Discuss how you would handle these situations and provide screenshots of your settings choices.

Additionally, research the "Be Internet Awesome" curriculum and share how you might incorporate its principles into your class settings to promote online safety.

Resources:

[Manage Class Settings?](#)

[Be Internet Awesome](#) In today's world Internet Safety = Physical Safety.

Assignment #5: Get Started with Classwork by Adding Resources

Now that you've set up your 'Stream,' it's time to tackle the 'Classwork' page, where you can add resources to support student learning. Google Classroom gives you the ability to add materials such as documents, videos, or links to help students exceed expectations in your class.

Once you've added at least three resources, write a 2-3 page paper explaining your choices. Include screenshots of your resources and provide an explanation of how each resource will support student learning in your course. In addition to uploading your own materials, research and share external resources (e.g., subject-specific videos or tools) that you believe would be useful for your students.

If possible, collaborate with a peer to review their resources and give feedback. Include their suggestions in your response.

Resources:

- [Add materials to the Classwork Page](#)
- [How to Add Materials](#)

Assignment #6: Create an Assignment

It's time to create your first assignment! You can use a **Google Doc**, Word document, or PDF, and choose from several options in Google Classroom to distribute it. Whether it's a **written assignment**, quiz, or project, be sure to reflect on the specific learning objectives you're targeting.

Once students have completed the assignment, write a 2-3 page paper explaining why you chose that assignment for Google Classroom. Include screenshots of the assignment, and reflect on the process of assigning it, how students interacted with it, and what lessons you learned. Be sure to debrief any technical or pedagogical challenges you encountered.

Resources:

[Create or Modify an Assignment](#)

[Create an Assignment Video](#)

- Note: you have 3 options available to you: Students can view file, Students can edit file (every student will have the ability to edit your master file), or **make a copy for each student**.

Assignment #7: Post a Question

As a Classroom teacher, you can post short-answer or multiple-choice questions to quickly assess student comprehension or spark discussion. After reviewing the process of posting questions in Google Classroom, create a question and choose whether it will be short-answer or multiple-choice. You can also draft the question for later posting, or post it to individual students.

Write a 2-3 page paper describing how the question process went, including the rationale behind your choice of question type. Reflect on the different options available to you, such as scheduling the question for later, posting it to select students, and allowing students to reply to each other. Be sure to include screenshots of your question and the student responses (while protecting privacy).

Additionally, reflect on the benefits and challenges of using this feature for quick assessments. Would you use it for formative assessments, exit tickets, or to foster discussions? Include any lessons you learned and how this feature could support various teaching scenarios.

Resources:

[Post a Question](#)

Assignment #8: Attach a Video

Videos are powerful tools for enhancing student understanding, especially when students need additional clarification on a topic or when addressing current events. Google Classroom allows you to attach videos directly to the stream or the classwork tab, and now includes the option to add questions for videos to promote active learning.

Attach a video to your Google Classroom and consider embedding questions for students to answer as they watch the video (e.g., through EdPuzzle or Google Classroom/YouTube). Once your students have completed the "assignment," write a 1-2 page paper describing the process. Include the reasoning behind your choice of video, how you decided to attach it (stream vs. classwork tab), and a reflection on how the process worked, including screenshots.

In your reflection, focus on how adding questions to videos can engage students and enhance comprehension. Did the embedded questions foster better interaction with the content? Reflect on lessons learned and how you might use videos and interactive questions in future assignments to increase student accountability and participation.

Resources:

[How Attachments Are Shared in Classroom](#)

[YouTube Edu](#) and [YouTube Teachers](#) are both quality resources for pre-vetted content

[EdPuzzle](#) is a great resource to help you engage students and reinforce accountability.

Assignment #9: COURSE FORUM - Grade an Assignment

Google Classroom simplifies grading and allows you to provide timely feedback to your students. After reviewing the resources on how to grade assignments in Google Classroom, grade an assignment and return it to the student. Be sure to explore the basic grading options and understand how student submissions and grades are organized in the platform.

Write a 1-2 page paper describing your experience grading an assignment. Include screenshots of the grading process while ensuring student privacy. Reflect on how the system streamlined grading compared to traditional methods, as well as any challenges or areas for improvement that you encountered.

In your reflection, consider how the grading workflow in Google Classroom can help you manage assignments, track student progress, and communicate feedback more effectively. Also, share any tips or lessons you learned during the process.

Resources:

[Understanding the Assignment Flow](#) (Scroll down for a great visual representation)
[Grade and Return an Assignment](#)

- If you have any tips or tricks to share with your fellow educators, please post them in the Heritage Institute's On-line Forum.

Assignment #10: COURSE FORUM - Explore EDU in 90

Explore Google's "EDU in 90" video series to discover new features and tools in Google Classroom and Google for Education. Find a feature that is new to you or one that looks interesting and applicable to your teaching. Implement this feature in your Google Classroom by using it with students or in a test class.

Once you've had a chance to try it out, write a 1-2 page paper describing the process and lessons learned. Include screenshots of the feature in action and reflect on how it enhanced your teaching or classroom management. Be sure to discuss the potential impact of this feature on your students' learning experience and how it could be applied in different scenarios.

As part of the assignment, share your findings in a discussion post or video so that your classmates can also benefit from what you've discovered. Collaboration and knowledge-sharing are key components of improving our collective understanding of Google Classroom's capabilities.

Resources:

[EDU in 90](#)

Assignment #11: Email a Student

Google Classroom allows you to email students directly about their assignments, providing feedback or clarification without needing one-on-one class time. You can email individual students or send private messages via Classroom for immediate communication, especially if students have enabled notifications on the Google Classroom app.

After completing this task, write a 1-2 page paper describing the process. Include screenshots of the email or message while maintaining student privacy. In your reflection, discuss how the email or message facilitated communication and improved the feedback process. Consider the advantages of using Classroom's messaging system versus traditional in-person feedback, particularly for students who miss class or need extra support outside school hours.

Finally, reflect on how Classroom's communication tools can enhance student engagement and allow for more consistent, real-time feedback.

Resources:

[Email a Student](#)

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: Experiment With Creating A “Flipped Classroom”

Google Classroom enables you to centralize lesson resources in one location, facilitating a “flipped classroom” model. In this assignment, you will experiment with creating a flipped classroom where students engage with instructional content, such as videos or readings, at home or during class while you are focused on other tasks. Then, students complete the application or hands-on portion of the lesson during class time, where they can receive your support.

Build a comprehensive lesson in Google Classroom, including a description of the lesson objectives, and attach multiple resources (documents, videos, links) within one assignment. Organize the content clearly so that students can easily access and complete the learning portion independently. After implementing the flipped classroom model, share images of your assignment and write a 1-2 page reflection on the process. Address the following in your reflection:

- How did the flipped model impact student engagement and understanding?
- What challenges did you encounter, and how did you address them?
- How could this model be adapted for different subjects or grade levels?

Resources:

[How to create and organize assignments in Google Classroom](#)

Assignment #13: Assign Students a Lesson with Mid-Process Feedback

Google Classroom allows you to give real-time feedback during the student work process. For this assignment, assign students a lesson that requires them to submit their work midway through for feedback before they complete it. Review each student's progress and provide constructive feedback on their work while they are still developing their ideas or project.

After the students have completed their assignments, write a 1-2 page reflection on the impact of providing mid-process feedback. Be sure to include screenshots of the feedback process, while protecting student privacy, and consider the following questions:

How did providing feedback during the writing or creation process impact the quality of student submissions?
Did students respond to the feedback and improve their work before submitting the final version?
How will this experience influence the way you handle similar assignments in the future?

Resources:

- [Give feedback on assignments](#)

- [Write notes on student work](#)

Assignment #14: Becoming a Proficient Google Classroom Teacher

By now, you have gained significant experience with the features of Google Classroom. This assignment will provide an opportunity for you to reflect on your journey and gather feedback from your students on their experience using Google Classroom.

First, create and distribute a survey using Google Forms or Google Classroom to ask students about their experience with the platform. Focus on questions about how easy it was to navigate, the effectiveness of the resources, and how the platform supported their learning.

Next, write a 1-2 page reflection on your own experience with Google Classroom throughout this course. In your reflection, address the following:

- Which features of Google Classroom have you mastered, and how do you use them routinely?
- What new features do you plan to integrate into your teaching moving forward?
- How has Google Classroom impacted your classroom management, student engagement, and overall teaching practices?
- Are there any features you found less useful, and if so, why?

This final reflection will help you assess your growth and plan for future improvements in using Google Classroom to enhance your teaching.

Resources:

[Create a Survey with Google Forms](#)

[Google Classroom: Gather Student Feedback](#)

Assignment #15: (500 Level ONLY)

In addition to completing the 400-level assignments, select and complete one of the following options. Each option requires a deeper exploration of Google Classroom's capabilities and its impact on your teaching practice. Whichever option you choose, ensure that your submission includes practical examples, screenshots, and a thoughtful reflection on your experience.

Option A: Prepare a Professional Development Presentation

Create a comprehensive presentation for an in-service or professional development session for your colleagues. The presentation should highlight what you've learned throughout this course, focusing on key Google Classroom features, tips, and best practices. Consider including:

- An introduction to Google Classroom's core functions.
- How it improves classroom management, student engagement, and communication.
- Practical examples of how it can be integrated into different teaching contexts.

Include detailed speaker notes or a script and any supporting materials (slides, handouts, etc.) you would use during the presentation. In your 2-3 page reflection, discuss the thought process behind your presentation, the key points you emphasized, and how you anticipate it benefiting other educators.

Option B: Implement an Entire Unit Using Google Classroom

Design and implement an entire instructional unit using Google Classroom. This unit should consist of multiple lessons, assignments, resources, and assessments that leverage the platform's capabilities. Use a variety of tools, such as assignments, quizzes, materials, and feedback options, to create a cohesive learning experience for students.

After completing the unit, write a 2-3 page reflection. Include screenshots and examples of the assignments, resources, and student interactions. In your reflection, address the following:

- How did Google Classroom help you organize and deliver the unit?
- What were the advantages of using Classroom for a multi-lesson unit, and what challenges did you encounter?
- How did students engage with the content, and what lessons did you learn from this experience?

Option C: Create a Flipped Classroom Unit

Use Google Classroom to develop and implement a "flipped" classroom unit. For this option, students will engage with instructional materials (videos, readings, etc.) outside of class and focus on hands-on activities, discussions, or application of knowledge during class time. Build a complete unit, including multiple lessons and activities, that follows the flipped classroom model.

In your 2-3 page reflection, include screenshots and examples from your unit, and address the following:

- How did flipping the unit impact student learning and classroom dynamics?
- What tools in Google Classroom made the flipped model effective, and how did students respond to this approach?
- What were the challenges, and how did you overcome them?

- How could this model be adapted for future units or different subjects?

Option D: Customized Assignment (With Instructor Approval)

Design an alternative project that aligns with your professional goals and interests. This option allows for creativity and flexibility, but it must be pre-approved by the instructor. Your assignment should involve the advanced use of Google Classroom and offer a reflective analysis of its implementation.

Once you complete the project, write a 2-3 page reflection on your experience, including examples and screenshots. Ensure your reflection explains how this customized assignment deepened your understanding of Google Classroom and its potential impact on your teaching.

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?
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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.

BIBLIOGRAPHY

GOOGLE CLASSROOM

1. Keeler, Alice, & Miller, Libbi (2015). "50 Things You Can Do with Google Classroom." San Diego, CA: Dave Burgess Consulting.
2. Brumbaugh, Karen, & Calhoon, Erin (2014). "Creating a Google Apps Classroom: The Educator's Cookbook." Huntington Beach, CA: Shell Education.
3. Beck, Maria, & Wallace, John (2015). "Google Classroom for Teachers & Educators from A to Z: From Good to Great Effortlessly!" CreateSpace Independent Publishing Platform.
4. Keeler, Alice (Website). [<http://www.alicekeeler.com/teachertech/2015/07/16/google-classroom-creating-a-discussion-board/>]
5. Alice Keeler's "Teacher Tech" blog is a valuable resource for staying updated on Google Classroom and other tech-savvy teaching practices.
6. Google for Education Help Center: <https://support.google.com/edu/classroom/>
7. Google's official help center provides official documentation, guides, and tutorials for Google Classroom.
8. YouTube: Explore video tutorials on Google Classroom by searching for "Google Classroom tutorials" or specific topics you're interested in on YouTube.
9. International Society for Technology in Education (ISTE). (2011). <http://www.iste.org/welcome.aspx>

ISTE is the premier membership association for educators and education leaders dedicated to enhancing learning and teaching by advancing the effective use of technology in PK-12 education and teacher training.

10. Northwest Council for Computer Education (NCCE). (2011). <http://www.ncce.org/>

NCCE is a non-profit organization committed to promoting the effective utilization of technology in education. In addition to

hosting the largest educational technology conference in the Pacific Northwest, NCCE offers resources and year-round professional development opportunities to its members. The mission of NCCE encompasses the comprehensive role of technology in education, including teaching, learning, assessment, evaluation, record-keeping, personal productivity, and communication systems. They are renowned for their annual conference.