

COURSE TITLE: GOOGLE JAMBOARD BASICS

NO. OF CREDITS: 3 QUARTER CREDITS
[semester equivalent = 2.00 credits]

WA CLOCK HRS: 30
OREGON PDUs: 30
PENNSYLVANIA ACT 48: 30

INSTRUCTOR: Rachelle Mulder
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COURSE DESCRIPTION:

Are you looking for a class that will allow you to create digital resources for your students? Then this is the perfect course for any K-12 educator interested in furthering their skills. This course is designed to lead you through the process of making digital Google Jamboards for your students. It is practical and a great use of your time to meet the diverse needs of your students.

Many assignments will begin with an introduction video that will lead you through creating a new digital tool. Then you will decide how to apply this new learning to a project that will meet the needs of your unique students. We all know that teachers are very busy and need time to develop effective and valuable tools for the differentiated learning needs of their students.

This course will help all K-12 educators develop digital tools to promote authentic engagement and rigor in your classroom.

The class is PERFECT for teams of teachers to take together to create a plethora of new digital Jamboards to engage their learners. Take this course collectively or individually.

Please turn in assignments as you complete them. Educators who are not currently teaching courses should contact the instructor for alternative assignments.

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

- Explored and became familiar with the various tools in Google Jamboards.
- Explore and create a Google Drawing.
- Explored and created a Google Jamboard game.
- Explored and designed Google Jamboards to meet the needs of your students.

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 reading is done online. However, you must create a Gmail account if you don't already have one.

None. All reading is online.

MATERIALS FEE

No materials fee. You must create a free Gmail account if you do not have one already.

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

Please post your responses to these questions on [FLIPGRID](#) to share with others taking this course. [9bc072f9](#)

Introduce yourself, where you teach, what you teach, how long you have been teaching, demographics of the students you teach.

1. Tell me about your family, pets, hobbies, anything that will help me know you better.
2. Talk about your familiarity with the Google Jamboards.
3. Discuss one of the challenges you are facing using digital tools.
4. Share a little about your comfort level with digital tools, and what have you used in the past?
5. What are some things that you hope you learn in this class?

Post your response.

Assignment #2: Basic tools in Jamboards

1. **Watch** this [Youtube](#) video I made about the basic features in Google Jamboards. <https://youtu.be/mlgFAWNL2qM>
<https://www.youtube.com/embed/mlgFAWNL2qM>
2. **Watch** this second [Youtube](#) video for more background information.
https://www.youtube.com/watch?v=0_3b9cuxoS
https://www.youtube.com/embed/0_3b9cuxoSI
3. Here is the [link](#) to the Jamboards in the video. Make a copy of the Jamboard.
Now it is fully editable by you.
<https://jamboard.google.com/d/1OhfVMsUrkzEPGTfmBdmtqBmvVJC-NbbamCknSBeiQE4/copy>
4. **Project:** Create a one-slide Jamboard that uses the "Basic Tools" presented in the video.

This can be similar to the projects I presented or create your own that would meet the needs of your students.

Post the link to your Jamboard project

Assignment #3: Importing Images & Backgrounds

1. Watch this video on how to add images and backgrounds to your Google Jamboard.

<https://www.youtube.com/watch?v=IRJYdpJQY1Q>

2. Project: Create a Google Jamboard slide that asks students to sort images you have imported.

Here are a few examples to get you started.

You will be asked to "make a copy" when you click on each of the links)

- Favorite things picture sort:
<https://jamboard.google.com/d/1bgv65sSQ7ApmtPIWldcsGJdujYGsgdwArP5-HGtepDs/copy>
- Alphabet missing picture sort:
<https://jamboard.google.com/d/1UtASb0UrT8OZMRiLD0sMKL5kXFF4zelQokvZqjXmBEI/copy>
- What's missing picture sort:
<https://jamboard.google.com/d/1j1t76xUX24ykYbdpO2nXVbp6i3bYjHzUUgIfZiq1Fes/copy>

3. Project: Create a Google Jamboard slide that uses a GIF image.

Post the links to your two Jamboard projects.

Assignment #4: Google Drawings Basics

1. Watch this [Youtube](#) video on Google Drawing Basics and follow the tutorial to create shapes and words.
<https://www.youtube.com/embed/mq1I9ivQbD0>
2. Use Google Drawings to create a background for the game you will create in Assignment #5. Please use a page setup of 28 by 18. See this quick tutorial on how to do that.
<https://www.loom.com/share/2f49d8e6d82344fdbf6aef9719dcf89b>

Here are some examples:

- https://docs.google.com/drawings/d/1_qRNhUVjWBxbK_KXAYIF72Me6KXYsN8vGDLTcRwhFpc/copy
- <https://docs.google.com/drawings/d/1JH716pQ2q74Dc775kRL3r1SCPQqmDeb6bNdFi7jzQpA/copy>
- <https://docs.google.com/drawings/d/15kX5SQnICzkfA5Q6iuiuY8KLuSxoVVFA-sO49yDDwpA/copy>

Post the links to your Google Drawings (One from the video and one for your gameboard)

Assignment #5: Create a Learning Jamboard Game

Create a learning Jamboard game with a Google Drawings background you created.

1. Get creative and design a Jamboard game for your students. Use the things you learned in Assignment #3 and #4 to create a game that uses your Google Drawing imported as background. Then create interactive elements in Jamboard to create your game.
2. Watch this video on how to use your Google Drawing as a background in Google Jamboard.
<https://www.loom.com/share/7e938cbd3a944490b3d5ddf291b4cb9d>
3. Review these Jamboards for ideas to get you started for your own game development.

Silly words game:

https://jamboard.google.com/d/1u5P_hW5yY5h769itKX-ak4CeXddUQ7-xkBcsrYx5AOE/copy

Word Family Memory:

https://jamboard.google.com/d/1K-MXPBS9js1OI9_jqxdSqccL1cXmhqeV9IS9E5L_8A/copy

Sparkle Game(similar to Chutes and Ladders)

<https://jamboard.google.com/d/1F5luPgvE0k0iVq3Jx5-BSYhtEx7QdRquNNpMTuNE3ZU/copy>

Post the link to your Jamboard game.

Assignment #6: Create a Jamboard Unit

Create a Jamboard unit that follows one of your ELA, Math, Science, or Social Studies units. Make sure to include interactive elements to encourage active engagement. This should have a minimum of 5 slides, 3 of which must have interactive elements for the students.

Post your response.

Assignment #7: Creativity Challenge Project:

Use all the tools and skills you have learned about in this class to design a Jamboard project that will meet the needs of your individual students. Please email Rachelle, rachelle.mulder@mead354.org, to get prior approval for your project.

Post your response

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 #8: Lesson Plan Development

Complete one (1) of the following:

Option A)

Adapt/create a lesson reflecting what you've learned in this course, with appropriate discussion strategies.

- Implement your lesson with students in your classroom.
- Write a 450-500 word commentary on what worked well and what could be improved.
- Include any student feedback or noteworthy student products.
- Submit your lesson to your instructor via the lesson tab below.
- View the [lesson template](#) for instructions.
- Share what you've learned with other teachers taking our courses by checking the [lesson library](#) box when you submit your lesson.

OR

Option B)

Use this option if you do not have a classroom or students available.

Adapt/create several lessons to reflect what you've learned in this course. (Do not implement it.)

Write a 500+ word article concerning any noteworthy success you've had as a teacher with one or more students with respect to enhancing student learning with digital tools and applications.

- ? Please refer to the [guidelines](#) for our blog What Works: Teaching at its Best prior to writing your article.
- ? When you submit your article to your instructor, please email a copy to Renee Leon (renee@hol.edu), the THI blog curator. Please indicate whether or not you are OK with having your article considered for publishing on our website.
- ? Submit your article to your instructor via the Response field and the modified lesson via Submit Lesson.

? As you submit your lesson, consider sharing it with other teachers taking our courses by checking the [lesson library](#) box.

Post your response.

Assignment #9: Online Research

Research online how other teachers in your grade level or curricular area have used Jamboards with their students. Use these new ideas and integrate them into a Jamboard project to meet your student's learning needs. Focus on a particular feature of Jamboard that you find particularly valuable. This should be a minimum of 4 Jamboard slides.

Post your response.

Assignment #10: (500 Level ONLY)

In addition to the 400 level assignments, complete two (2) of the following three assignment options:

Option A) Presentation for teachers

Prepare a Jamboard unit for teachers in your school/district that address a standard in any subject area. Include your suggestions for using this Jamboard with students. Presentations should be a minimum of 8 slides.

AND/OR

Option B) Presentation for parents

Prepare a Jamboard homework unit for students and parents in your school/district that address a standard in any subject area. Include your suggestions for using this Jamboard to engage students with their families in learning. Presentations should be a minimum of 8 slides.

AND/OR

Option C) Create an Assignment

Create another assignment of your own design with the instructor's prior approval.

Post your response.

C. INTEGRATION PAPER

Assignment #11: (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:

Rachelle Mulder received her Master of Science in Education (M.S. Ed.) from Dominican University and her B.A. in Elementary Education from Pacific Lutheran University. Rachelle Mulder is an experienced educator with over 25 years of elementary and college teaching experience. In addition to her teaching responsibilities, she has served as an ELA Instructional Coach for the State of Washington. This has provided invaluable experience working with teachers in their classrooms, planning and presenting professional development, and modeling and co-teaching lessons with classroom teachers. Rachelle has had the privilege of working with thousands

of students and hundreds of teachers. She has taught Kindergarten-4th grade, Special Education, LAP, Library, PE, and Music. In addition, Rachelle has served as an Instructor at Whitworth University as well as supervising practicum students. She has taught in the following schools and districts; Shining Mountain Elementary, Bethel S.D., Liberty Ridge, Sumner S.D., Laura B. Sprague School, Lincolnshire, S.D, Brentwood Elementary, Mead School District, Prairie View Elementary, Mead School District. Teaching is a calling and privilege in her life.

BIBLIOGRAPHY

GOOGLE JAMBOARD BASICS

BOOKS:

Google Jamboard User Guide: A Quick Manual illustrating digital whiteboard teaching with images, tips, and tricks. Gomez, Katty Erica. 2021. Independently published.

This book will help you bring fun and content into your classroom making it easy for kids to learn.

Teaching with Google Jamboard: 50+ Ways to Use the Digital Whiteboarding Tool. Keeler, Alice, & Mattina, Kimberly. 2021. Dave Burgess Consulting, Inc. San Diego, CA.

This is a comprehensive guide to using Jamboard in your classroom. It will help you know when and how to use Jamboard, and it's filled with teaching tips and tricks for your classroom.

ARTICLES:

"6 Ways to Jam on Jamboard: Using the Digital Whiteboard in a Hybrid Classroom." Edutopia, www.edutopia.org/article/6-ways-jam-jamboard-using-digital-whiteboard-hybrid-classroom. Accessed 21 Mar. 2021.

This article gives 6 suggestions for Jamboard use in a hybrid classroom.

WEBSITES:

5 Reasons to Use Google Jamboard | Digital Learning & Innovation | Boston University. 20 July 2020, digital.bu.edu/5-reasons-to-use-google-jamboard/.

This website article has some great ideas for how to use Jamboards in your classroom. The graphics and examples are very helpful.

VIDEOS:

"Jamboard Introduction." YouTube, uploaded by Rachelle Mulder, 26 Nov. 2021, www.youtube.com/watch?v=mlgFAWNL2qM.

This is the introduction to Jamboards LOOM video that reviews the basic tools.

Cox, Megan. "Getting Started with Google Jamboard." YouTube, uploaded by Rachelle Mulder, 1 Apr. 2020,

www.youtube.com/watch?v=0_3b9cuxoSI.

Google Jamboard is an interactive whiteboard tool that allows you to sketch, add images, notes, annotations, and collaborate with others in real-time. Google Jamboard is a built-in part of the Google Suite Tools for Education.

Kerry, Sam. "Video_image." Kapwing, uploaded by Rachelle Mulder, 5 Jan. 2020,

www.kapwing.com/videos/61a11ff04ca8e001672c8b87.

This is the "ultimate" guide to Google Jamboards and explores advanced techniques to use when creating a Jamboard.

Modtech, HL. "Google Drawings in Minutes." YouTube, uploaded by Rachelle Mulder, 29 Apr. 2019,

www.youtube.com/watch?v=mq1I9ivQbD0

This video explores the basic tools used in Google Drawings.

"How to Create a Google Jamboard Game." Loom, uploaded by Rachelle Mulder, 26 Nov. 2021,

www.loom.com/share/7e938cbd3a944490b3d5ddf291b4cb9d.

This Loom video explores how to create a Jamboard game that is interactive for students.