PRDV: 70328 Google Classroom Advanced Users.
Requirement: You need to have a Google account with Classroom Access and have taken the basic Google Classroom Course or have experience using Google Classroom.

Online   1 Credit
Instructor: Barbara Murray
Email: bmurray3@framingham.edu

Course Description:

Many districts are now moving towards GAFE (Google Apps For Education). For many teachers this is another new territory. One of the most exciting Apps Google Classroom was released in August 2014. Google Classroom is a Blended Learning Platform that encourages paperless assignments where students can collaborate with other students and receive instant feedback from teachers while working.

During this course teachers will learn how to continue with Google Classroom in using the current features as well as explore creating critical thinking assignments for your students. We will also be exploring extensions and add-on's in helping you save time and giving your students a rich classroom experience.

Each week's module will focus on a different aspect of Google Classroom as you use it in your classroom with your students. Teachers will develop lessons, use Google Classroom tools and collaborate on assignment ideas.

Course Goals

Teachers will learn to develop meaningful lessons that encourage critical thinking, collaboration, communication and creativity skills in Google Classroom.

Course Objectives

By the end of this course, the participants will be able to:
1. Track student work within classroom with new features.
2. Use Classroom for collaboration with students by using, "creating the question" and "private comments" features with their students.
3. Create critical thinking and collaborative lessons for their students.
4. Implement Apps and Extensions that work well with Classroom.

Course Expectation

Participation in all assignments and course discussion is required. In the event of an unplanned absence, it is the responsibility of the student at the discretion of the instructor to complete all missed work. Participants are expected to have basic computer skills, know how to search the web, understand how to send an email and attach a file and have basic file management skills. A fairly new computer connected to the Internet works best with Blackboard and familiarity with the learning management tool is also advised. If you are new to Blackboard or online courses, please review the Blackboard student tutorial before you begin the course. By logging into Blackboard, you agree to the university Acceptable Use Policy that also covers academic honesty.

Grading Criteria

Grades are recorded in the course grade book on a weighted point system. Students may view their progress using the My Grades Tool listed under Student Tools on Blackboard. The orientation activity, posts to the discussion board and the class collaboration are all included in the Participation grade. Students are also expected to post weekly private reflections to a Blog and links to each week assignments.

Assignments	Points Possible	Weighted Grade
Participation		50%
Introduction: Who is in the room post?	5	
Weekly Blog post (4 in all)	40	
Final Journal Reflection	5	
Weekly Assignments		50%
Tracking Student work in Classroom.	10	
Communicating with students through Classroom.	10	
Collaborative & Critical Thinking activities in Google Classroom.	15	
Google Classroom Implement Apps, Extensions and Add-On's that enhance your student's overall experience.	15	

Each weekly unit will incorporate 2016 Massachusetts Digital Literacy and Computer Science Curriculum and Iste Standards for Teachers.

2016 Massachusetts Digital Literacy and Computer Science Curriculum Standard 2: Digital Tools and Collaboration (DTC)
  Digital tools are applications that produce, manipulate, or store data in a

digital format (e.g., word processors, drawing programs, image/video/music editors, simulators, Computer-Aided Design (CAD) applications, publishing programs).

Digital tools are critical for conducting research, communicating, collaborating and creating in social, work, and personal environments. The use of digital tools is integral to success in school and career.

a) Digital Tools: Digital tools are used to create, manipulate, analyze, edit, publish, or develop artifacts. Individuals and groups identify, evaluate, select, and adapt new tools as they emerge.

b) Collaboration and Communication: A variety of digital tools are used to work collaboratively anytime and anywhere, inside and outside the classroom, both synchronously and asynchronously, to develop artifacts or solve problems, contribute to the learning of others, and communicate.

c) Research: A variety of digital tools are used to conduct research, answer questions, and develop artifacts to facilitate learning and convey understanding. Access to the internet.

ISTE Standards for Teachers Strands 1-3.
1. **Facilitate and Inspire Student Learning and Creativity.**
2. **Design and Develop Digital Age Learning Experiences and Assessments**
3. **Model Digital Age Work and Learning**

Course Schedule
 (Day 1) Class orientation: Review the course syllabus and post a response to the question, "Who is in the Room" and click on the Link to respond to the online forum questions as well as add to our slide presentation.

Unit Materials Tab is where you will find each week's activities and assignments. Each unit has **two** parts: **assignment and blog response** to article reading. The last assignment also includes a **Journal Reflection.**

Introduction, Who is in the Room, Assignment:
1. Go to this slide show and create a slide introducing yourself.
2. Create a Who is In the Room Blog under the "Who is in the Room" unit tab.

 Unit 1: Navigating Google Classroom.
You now know how to set up a Classroom and create an assignment, now what?

1**.** Teachers will fully understand how ownership of assignments change and how to track student work and unlink long term assignments.

2.Teachers will explore Google Classroom App on their cell phones and explore the variety of attachments they can include in creating a lesson, including instant video directions.

Unit 1 Assignment:
1. Create directions for students in explaining how ownership of classroom assignments change from students to teachers.
2. What is [Invisible Feedback?](#)
3. Create a long term assignment, i.e. journal activity in Classroom.
4. Download Classroom App and post an assignment with a real time video.
5. Blog reflection: Article Reading: [Five Questions To Ask Before Assigning Homework.](#)

Unit 2: Differentiating Assignments in Google Classroom.

1. Teachers will use private comments, and Questions in Classroom to check in and create quick assignments for students understanding.
2. Teachers will use the "re-use" Classroom feature.
3. Teachers will be able to differentiate assignments.

Unit 2 Assignment:
1. Create a private comment assignment and post a question for student feedback.
2. Teachers will re-use feature in Google Classroom for additional assignments.
3. Create a [Differentiated assignment.](#)
4. Blog Reflection: Article Reading: Eric Curtis, [14 Chrome Extensions to Support Students with Learning Challenges.](#)

Unit 3: Collaborative Activities in Classroom.
Teachers will review Google "Drive Slide" and "Classroom Template" to create collaborative activities in Google Classroom.

1. Teachers will be able to create collaborative activities and lessons in Google Classroom.
2. Teachers will be able to add extensions and use templates for collaborative lessons.

Unit 3 Assignment:
1. Review app extensions and templates provided by instructor.
2. Create a collaborative lesson using a new extension i.e. drive slides and or template activity.
3. Blog Reflection: Article Reading: Kasey Bell, [How to Push the Boundaries with Dynamic Learning.](#)

Unit 4: Google Classroom Add-On's :
In this unit Teachers will explore Google Add-On's for Google Apps.
1. Teachers will explore "Add-On" features for each Google App to enhance their Google Classroom Experience.
2. Teachers will be able to create a new lesson using a new Add-On.

Unit 4 Assignment:
1. Teachers will choose their top 3 favorite Add-On's and give a brief description of each and include them in our shared collaborative Doc. Check out this [Google Forum](#) for additional information.
2. Teachers will use one Add On and explain to the other student's in this course how to use it. You will be expected to provide a brief video using one of the following options, screencastify, Alice Keeler's Web Cam, Quicktime Video or another video option you have access to.
3. Teachers will learn how to publish a shared document as an epub and publish it as an iBooks resource.
4. Blog Reflection: Article by Richard Byrnes, [How to Collaborate to Make Your Playlist.](#)

Accommodations:

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations, as we are necessary to ensure that its programs and activities do not discriminate or have the effect of discriminating on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments.

If you need further information please visit the website at:

[Center for Academic Support](#) or contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Advising (CASA) at 508-626-4906 or lbridges@framingham.edu.