

PRDV: 71327 Google Classroom:

Requirement: You need to have a Google account with Classroom Access and a private Gmail account.

Online: 1 Credit

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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 the basics of how to set up their Google Classroom, how to grade assignments, use built in tools and how the advanced apps and extensions work within Classroom.

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. Set up a Google Classroom with each of their students.
2. Create assignments and provide additional resources for students within the Classroom.
3. Comment and grade students work in a paperless environment.
4. Learn about the different 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%
Google Classroom setup and assignment creation.	15	
Grading, commenting and returning student work.	10	
Google Forms & Auto grading	15	
Google Classroom Apps, Extensions and Add-On's that enhance your student's overall experience.	10	

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**.

Unit 1: Google Classroom Setup and Creating Assignments.

1. Teachers will create Google Classrooms for each course they teach and be able to have students join their classroom.
2. Teachers will learn how to create an assignment for multiple classes and provide students resources within the classroom shell.
3. Teachers will practice using the different Suite of Apps in creating their assignments.

How to Videos will be posted in the course shell.

Unit 1 Assignment:

1. Create at least one Google classroom and have each of your students join your class.
2. Create an Assignment, Question and Announcement in the Classroom Shell.
3. Add resources to the classroom shell.
4. Review recent Google Classroom updates.
5. Article reflection blog response.

Article Reading:
Will be posted in course.

Unit 2: Collaborating in Google Classroom.

1. Teachers will learn how to make comments & suggestions within Google Classroom as well as teach students to collaborate with one another.
2. Teachers will explore other collaborative activities options for students.
3. Learn how Google organizes your Google Classroom within Google Drive.
4. How to Videos will be posted in the course shell.

Unit 2 Assignment:

1. You will collaborate on a Google Document with your colleagues in this course and experience the comment and suggestion features.
2. Teachers will have students submit assignments and grade them. A spreadsheet of grades will be created and this will be your assignment submission. You will learn how to enter grades in classroom and print reports.

Article Reading will be posted in course.

Unit 3: Google Classroom Grading

1. Teachers will learn how to use Google Forms with auto correcting. Other correcting Add-On's using Flubaroo and Doctopus will also be reviewed.
2. How to Videos will be posted in the Class..

Unit 3 Assignment:

1. Teachers will create a "Form " as an assessment and learn how use the auto Quiz correction for grading.
2. Advanced users: Will use the script Flubaroo or Doctopus to grade a written assignment with a rubric.

Article Reading: Will be posted in course.

Unit 4: Google Classroom Apps and Extensions:

In this unit Teachers will explore the different apps and extensions available for Google Classroom.

1. Chrome Apps for Educators. Teachers will explore the Google apps that complement Classroom and or assignments they create.
2. Extensions for Chrome: Teachers will explore extension for their Google Classroom.

How to Videos will be posted in the course shell.

Unit 4 Assignment:

1. Teachers will choose their top 3 favorite Extensions/Apps for Classroom and give a brief description of each and include them in our shared Doc.
2. Teachers will learn how to use the outline feature as we organize the Extensions/Apps.
3. Teachers will learn how to publish this shared resource as an epub publish it as an iBooks resource.

Resource to checkout: [The Google Teacher Tribe](#)

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.