

***Grant Wood Area Education Agency  
Professional Development Course Proposal***

Course Title: **Integration Strategies For Your Classroom Using Google Apps**

**Number of credit hours: 1**

**This course addresses the following Iowa Teacher Standards:**

- Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals
- Demonstrates competence in content knowledge appropriate to the teaching position
- Demonstrates competence in planning and preparation for instruction
- Uses strategies to deliver instruction that meets the multiple learning needs of students
- Uses of variety of methods to monitor student learning
- Demonstrates competence in classroom management
- Engages in professional growth
- Fulfills professional responsibilities established by the school district

**This course addresses the following Iowa Standards for School Administrators**

- Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community
- Advocating, nurturing and sustaining a school culture, and instructional program conducive to student learning and staff professional development
- Ensuring management of the organization, operations, and resources for safe, efficient and effective learning environments
- Collaborating with families and community members, responding to diverse community interests, and needs and mobilizing community resources
- Acting with integrity, fairness, and in an ethical manner
- Understanding, responding to and influencing the larger political, social, economic, legal, and cultural context

**Instructor(s):**

Vita on file \_\_\_\_\_

**Course Description:**

Is your school/district using a Google Apps Domain? Are you just starting to use (relatively speaking) many of the Google Apps tools and are looking for ways to integrate these applications into your

instruction to enhance student learning? In this course participants will have the opportunity to learn how to use many of the Google Apps and explore, through hands-on experiences, the various features and opportunities of Google Apps to support instructional strategies as encouraged by Iowa's Characteristics of Effective Instruction. This course will focus on Google Drive (and the tools within Drive), Sites, Calendar, Google+ and the Chrome browser.

### **Target Audience:**

Educators interested in improving their technology skills and application of the Google Apps tools. This can include PreK-12 Teachers, Teacher Librarians, Administrators, and AEA Staff.

### **Indicators of Quality** (Ch. 17 IA Admin. Code, Renewal of Licenses)

The course assists educators in improving teaching evidenced through the adoption or application of practices, strategies, and information.

The course will address the above indicator by assisting educators in creation of an online companion to their course of study, incorporate instructional strategies to engage learners, and develop online assessment tools.

### **Rationale/Research:**

#### **Item 1**



In the summer of 2010, Iowa announced its [endorsement of Google Apps for Education](#), a version of Google's web-based application and productivity suite tailored for educational institutions.

Source: <http://www.geek.com/articles/news/google-apps-for-education-wins-over-iowa-and-colorado-20100628/>

As buildings and districts within the Grant Wood AEA establish Google Apps for Education Domains, professional development is needed to assist educators in the appropriate use of these collaborative tools.

### **Google Apps provide schools innovative tools for the connected classroom:**



**Free** – Google Apps is free (and advertising-free) for students, faculty, and staff at qualifying educational institutions.



**Secure** – SSAE 16 Type II audited. Your data is private and secure, with 99.9% uptime and best in class disaster recovery at no charge.



**Anytime, Anywhere** – Since it's all browser-based, it's easy for teachers and students to work from any computer, without purchasing expensive software.



**Protected** – Define email filters to limit messages within your school domain and configure your sites and documents for school-only sharing.



**Collaborative** – Increase classroom engagement and assessment with real-time collaboration tools.

Source: Google Apps for Education website: <http://www.google.com/apps/intl/en/edu/k12.html>

## Item 2

Although a little dated, the research from “Contemporary Issues in Technology and Teacher Education” is still appropriate and relevant:

"Two significant facts attest to the acute need for effective integration of technology into classrooms:

1. A growing body of scientific evidence indicates that appropriate uses of technology positively impact student learning when teachers are competent and well prepared.
2. America's economic growth depends on a highly educated workforce capable of using rapidly developing and ever-changing information technology.

Both of these factors make it imperative that teachers have opportunities to teach and learn effectively with technology."

Source: Bull, G., Byrom, E., David, N. Knezek, D., McLaughlin, B., & Thompson, A. (2003). Position paper for the catalyst leadership retreat, November 2002. Contemporary Issues in Technology and Teacher Education.

## Item 3

And, that the Essential concepts and Skill Sets of the [Iowa Core Curriculum](#) include the [21st Century Technology Skills](#) (These skills are taken directly from the above ISTE Student Standards.)

**“Each Iowa student will be empowered with the technological knowledge and skills to learn effectively and live productively.**

This vision, developed by the Iowa Core Curriculum 21st Century Skills Committee, reflects the fact that Iowans in the 21st century live in a global environment marked by a high use of technology, giving citizens and workers the ability to collaborate and make individual contributions as never before. Iowa’s students live in a media-suffused environment, marked by access to an abundance of information and rapidly changing technological tools useful for critical thinking and problem solving processes. Therefore, technological literacy supports preparation of students as global citizens capable of self-directed learning in preparation for an ever-changing world.”

Source: [http://www.educateiowa.gov/index.php?option=com\\_content&view=article&id=2480&Itemid=4596](http://www.educateiowa.gov/index.php?option=com_content&view=article&id=2480&Itemid=4596)

#### **Item 4**

Further, the National Education Technology Standards for Teachers ([ISTE, 2008](#)) state that Teachers will:

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
4. Promote and model digital citizenship and responsibility
5. Engage in professional growth and leadership

Source: <http://www.iste.org/standards/nets-for-teachers.aspx>

#### **Item 5**

And last, this course will support and reflect the design of the [Iowa Professional Development Model](#) as participants create, implement, and evaluate professional development activities for their buildings/districts.

Source: [http://educateiowa.gov/index.php?option=com\\_content&task=view&id=232&Itemid=1286](http://educateiowa.gov/index.php?option=com_content&task=view&id=232&Itemid=1286)

### **Outline of Course Content:**

#### ***Session One:***

Participants will review a variety of resources to support their learning and how to use these with students. This will include use of the Iowa AEA Online Resource Atomic Learning.

Engage in interactive activities that illuminate the many instructional and collaborative features in Google Docs (Documents, Presentations, Spreadsheets).

Learn to design, distribute, and analyze data collected using a Google Form as a potential formative assessment tools for teachers.

### ***Session Two:***

Participants will identify personal and professional uses of a Google Calendar, along with it's sharing and communication potential with students, staff, families and colleagues.

Learn instructional methods on how to design, edit, and structure a Google Site as a tool for classroom instruction or a student project.

Participants will design and share implementation strategy of content provided in this workshop.

### **Objectives/Outcomes, Course Design, Evaluation**

*Each participant will be able to...*

- 1) Identify a variety of online resources to assist teachers with learning and implementation strategies of the many Google Apps.
- 2) Participate in activities to enhance the integration of Google Docs in classroom instruction.
- 3) Design a Google Form for the collection of data or as a formative assessment tool.
- 4) Design a Google Site for classroom instructions or student project.

*The course design and instructor methods to accomplish these objectives...*

- 1) Instructors will model a variety of instructional methodologies to integrate Google Apps tools.
- 2) Participants will have hands-on practice to design instructional methodologies to integrate Google Apps tools.
- 3) Relate collaborative features of the Google Apps tools to the Iowa Core and 21<sup>st</sup> Century Technology Skills.

- 4) Participants will take ownership of a prepare Google site that they will be able to tailor to the needs of their classroom, colleagues, and families.

*Participants will demonstrate they know and understand these objectives by...*

- 1) Participating in prepared activities involving Google Apps tools
- 2) Develop instructional strategies to introduce and utilize Google Apps tools
- 3) Demonstrate an understanding of the Iowa Core as it relates to 21<sup>st</sup> Century Technology Skills and Google Apps tools.

### **Course Requirements:**

1. Attendance at all sessions.
2. Participation in oral and online class discussions.
3. Online exploration of Google Apps resources and material.
4. For Graduate credit: To be completed outside of class:
  - a. Review teacher training material provided by [Google Apps for Education Training Center](#) - approximately 22 hours. There are six modules of training content available. Each module has several chapters with many lessons. After reviewing the entire training course, an individual will have a solid understanding of all the products in the Google Apps suite. Learning objectives include:
    - [Gmail module](#) - approximately 3 hours
    - [Google Docs module](#) - approximately 8 hours
    - [Google Calendar](#) module - approximately 3 hours
    - [Google Sites module](#) - approximately 5 hours
    - [Other Tools module](#) - approximately 2 hours
    - [Google Apps for Education module](#) - approximately 1 hour
  - b. After completion of the above module, participants will develop instructional strategies to introduce and utilize Google Apps tools as they relate to the Iowa Core & 21st Century Technology Skills (gmail, docs, calendar, sites) - approximately 4 hours.
  - c. Develop a Google Apps implementation plan for their classroom for each of the tools covered- approximately 4 hours.

### **Course Materials:**

#### Main Resources:

Iowa AEA Online Resources: <http://www.iowaaeaonline.org>

Grant Wood AEA Online Resources: <http://www.aea10.k12.ia.us/media/electronic.html>

Course Website: <http://goo.gl/h7Q8T>

Dept of Ed website [Iowa Core](#)

**Application /Implementation:**

Course requires participants to utilize their newly learned skills and resources in the development of instructional material aligned to their respective instructional curriculum through the use of Google Apps tools.

**Follow-up:**

Grant Wood AEA Technology Consultants will be available to offer support after the completion of the course.

**Attendance/Make-Up Policy:**

Attendance is required at all sessions, covering a minimum of 15 hours of participation. If an unavoidable conflict arises, and participant must miss all or part of a session, it will be the responsibility of the participant to arrange for a special session with the instructor or Technology Consultant to make up the missed time.

**Participant Evaluation/Grading Rubric:**

<b>Objectives</b>	<b>0 Points</b>	<b>1 Point</b>	<b>2 Points</b>	<b>3 Points</b>
Participating in prepared activities involving Google Apps tools.	Did not participate.	Participating in two prepared activities involving Google Apps tools.	Participating in most prepared activities involving Google Apps tools.	Participating in all prepared activities involving Google Apps tools.
Develop instructional strategies to introduce and utilize Google Apps tools	Did not develop instructional strategies.	Develop one instructional strategy for Google Apps tools.	Develop instructional strategies for most Google Apps tools.	Develop instructional strategies for all Google Apps tools.
Demonstrate an understanding of the Iowa Core as it relates to 21 <sup>st</sup> Century Technology Skills and Google Apps tools.	No participation in discussions.	Participation in online discussion only.	Participation in classroom discussion only.	Participation in online and classroom discussions.
Develop a Google Apps implementation plan for their classroom.	No plan posted.	Plan posted, but not related to material presented in the course.	Plan posted related to material presented in the course	Project posted related to material presented in workshop, with comment to other

				projects.
<b>Earned points</b>				

**Grading For The Course**

Grading for Graduate Credit:

- A = 12 points
- B = 11 points
- C = 9-10 points
- D = 7-9 points
- F = 0-6 points

Grading For Recertification credit:

- S = 9-12 points
- U = 0-6 points

# Hybrid Course Time Estimate Form

## 1 Credit

### Course Title:

### Integration Strategies For Your Classroom Using Google Apps

**Dates: May 13<sup>th</sup>, May 20<sup>th</sup>, May 27<sup>th</sup>**

Complete this form to document the time to be spent in various course activities. (Feel free to break down the hours in each group by specific media, such as saying 3 1-hour webinars or 13 threaded discussions)

1. Face-to-Face with instructor: 14 Instructional Hours

#### 2. Online Learning

##### A. Participation in 2-way synchronous interactive discussions:

1 Instructional Hour using Adobe Connect Pro on May 27<sup>th</sup>, 4pm to 5pm, to share activities created from the course.

\_\_\_\_\_ Course related activity hours for graduate credit

*Possible media include:* Polycom

Webinars

VoIP videoconferencing (e.g. Skype, iChat)

Web-based whiteboard (e.g. Elluminate, Adobe Connect Pro)

Virtual environment (e.g. Second Life)

Other: \_\_\_\_\_

##### 1 Participation in asynchronous discussions/collaboration online.

\_\_\_\_\_ Course Instructional Hours or

\_\_\_\_\_ Course related activity hours for graduate credit

*Possible media include:* Threaded discussions (in Moodle)

Wiki or GoogleDocs collaboration

Blogging/commenting

Completing online assessments/surveys

Viewing & commenting on other student projects

Other online collaborative projects (e.g. creating a group podcast, graphic organizer, repository of information, timeline, lesson plan, etc.)

Other: \_\_\_\_\_

##### 2 Participation in long-distance “instructor-led” direct instruction

\_\_\_\_\_ Course Instructional Hours or

\_\_\_\_\_ Course related activity hours for graduate credit

*Possible media include:* Podcast/Profcast of lesson

Instructor-created learning module (e.g. virtual tour, tutorial, screencast, simulation, orientation in Moodle)

Other: \_\_\_\_\_

**Total**

\_\_\_15\_\_\_ Instructional

Hours (minimum of 15 hours per credit)

\_\_\_\_\_ Course related activity hours for graduate credit

\*\*\*\*\*1 and/or 1 and 2 must equal 15 hours per credit of Instructional Hours\*\*\*\*\*

Course related activity hours for graduate credit (Drake EDMA and Morningside) must equal a minimum of 15 instructional hours + course related activity hours equal to 45 hours per credit.

**Additional activities that would not be part of the 15 instructional hours for either face to face or online instructional learning include:**

For Graduate credit: To be completed outside of class: *(except from Course Proposal)*

1. Review teacher training material provided by [Google Apps for Education Training Center](#) - **approximately 22 hours**. There are six modules of training content available. Each module has several chapters with many lessons. After reviewing the entire training course, an individual will have a solid understanding of all the products in the Google Apps suite. Learning objectives include:

- [Gmail module](#) - approximately 3 hours
- [Google Docs module](#) - approximately 8 hours
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- [Other Tools module](#) - approximately 2 hours
- [Google Apps for Education module](#) - approximately 1 hour

After completion of the above module, participants will develop instructional strategies to introduce and utilize Google Apps tools as they relate to the Iowa Core & 21st Century Technology Skills (gmail, docs, calendar, sites) - **approximately 4 hours**.

Develop a Google Apps implementation plan for their classroom for each of the tools covered- **approximately 4 hours**.

Total hours = 30 hours