

COURSE TITLE: GOOGLE CLASSROOM 2.0: Beyond the Basics

WA CLOCK HRS: 50

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

OREGON PDUs: 50

PENNSYLVANIA ACT 48: 50

INSTRUCTOR: Charity Staudenraus
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COURSE DESCRIPTION:

Expand your use of Google Classroom. In this course, we will work to create a more organized feed so that the online classroom space is coherent and geared toward student success. We will work to maximize communication with guardians. Discussions, Rubrics, and Grading will all be explored in this course. Finally, educators will get the opportunity to experiment with various add-on functions in order to tailor an experience and course that is geared toward their individual needs. Google Classroom 2.0 represents a higher level of exposure to Google Classroom. This course is intended for educators who have taken the instructor's 'Google Classroom' course, or those who have become proficient on their own. Note: please review the 'Google Classroom' syllabus prior to signing up for this course.

This course will help educators K-12 take their use of Google Classroom to the next level. Collaboration with other educators is also possible.

This course is applicable for any K-12 teachers and/or administrators who wish to better their technology skills. There is no textbook for this class; all references and materials are located online.

Note: Google Classroom is now available to anyone with a personal Gmail account. This course is open to all educators. If you do not have access to a Google Education account through your school district you can try Google Classroom. Sign up [here!](#)

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

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1. Understand how to use Google Classroom in the classroom and general education environment.
2. Be able to organize their feed and email guardians, create a Google site, integrate Google calendar, start a discussion, add rubrics, maximize student cooperation, explore Google forms and Google Cast, and more.
3. Understand how Google Classroom can enhance collaboration both inside and outside of the classroom.
4. Understand how Google Classroom can increase productivity.

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%
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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 textbook for this class; all references and materials are located on-line.

None. All reading is online.

MATERIALS FEE

Course Materials found 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 (1-2 pgs.) including your professional situation, your reasons for being interested in this course, what you expect to garner from taking this course, and your general level of experience and proficiency with using technology and specifically Google Classroom. Post in the online response box.

Please take a quick peek at the first Google Classroom course. If you believe you should take the first course before moving on to this course then do not hesitate to reach out the Registrar to change your enrollment. [Google Classroom Syllabus](#)

Assignment #2: Organize Classwork: Reuse or Move Post & Add Topics

As an experienced Google Classroom Teacher you have a feed that is getting a bit long. The goal of this assignment is to help you organize your feed and maximize your time. Read the articles contained in the link below 'Add topics to the Classwork page' and the article 'Reuse a Post'. Include screen shots showing how you chose to either reuse or move posts as well as adding/organizing by topic. In a 1-2 page paper, discuss how these features can maximize your time and change your Google Classroom.

- [Add topics to the Classwork page](#)
- <https://www.youtube.com/embed/0rhgv70J0aA>
- Create a topic
- Reorder topics
- Reorder posts under a topic
- Reuse a Post <http://bit.ly/2cmX6T6>

• I love this naming structure from another teacher who took this course: "I have created topics to organize my classwork page into units and my assignments are labeled with the unit and the lesson number. For example, our current unit for Algebra 1 is our 4th unit so it is labeled A4. Lesson 1 is labeled A4 Day 1 and lesson 2 is A4 Day 2." I love her naming structure and I hope it

helps you as well.

Assignment #3: Guardian Emails

After years of desperate pleas from teachers Google Classroom has created a way for teachers to directly email guardians. Start by reading the articles on communicating with guardians included below.

- <https://www.youtube.com/embed/OrDvdNnKqTI>
- https://www.youtube.com/embed/8p7VeTUU_6U?start=18

You will need to complete the following steps:

1. [Set up guardian email summaries](#)
2. Turn on guardian email summaries
3. Email one student's guardian directly
4. Email all guardians in a class.
5. Have at least one guardian forward to you what they receive so you can see what things look like from their perspective.

Once you have completed these steps complete a 1-2 page including screenshots. Debrief the process including lessons learned and how having this capability has changed your guardian/teacher communication.

- Please consider sharing Google's new program [Be Internet Awesome](#). In today's environment Internet Safety = Physical Safety
- Some districts have disabled this capability. **If your district has disabled this capability please contact me for an alternate task.**

Assignment #4: Google Sites

While Google Classroom is extremely helpful, it does not have the capability to do everything we need it to do. However, by creating a simple Google Site and maximizing the use of Classroom and Site, educators can make the most of their communication with students and guardians. Start by reading a solid article on Google Classroom and Google Sites. Next, there is a fantastic guide on Google Sites. Once you have read the articles below and created your Google Site, write 250+ words debriefing the process including lessons learned. Include either the link to your Google Site or screenshots.

- [Google Sites vs. Google Classroom](#): I'll add my personal notes here. I agree that GC is necessary, whereas, Sites is extra. However, I think of Google Sites like the outside of a restaurant. It should let you know what goes on inside and it should give you a bit of FOMO (Fear of Missing Out on that amazing class!)
- [Teacher's Guide on Google Sites](#)
- A splendid video on Google Sites if you need more ideas:
- <https://www.youtube.com/embed/M6M6tvcg4Lw>

Assignment #5: Google Calendar Integration

With Google Calendar integration you can keep both students and guardians apprised of important dates. As a Google Classroom teacher you have likely seen the Google Calendar within your 'class' and you've been posting to the calendar every time you set up a due date whether you knew it or not. It is time to take your use of Google Calendar to the next level. Embed your Google Calendar on your Google Site. Expand your use of Google Calendar by adding events, reminders, etc. to your Google Calendar so students and guardians become aware of essential information that would not appear by only posting assignment due dates within Google Classroom. Once you have completed the full integration of Google Calendar write a 1-2 page paper including screenshots in which you debrief the process including lessons learned.

- [View your assignments in a class calendar](#)
- [Use Calendars as a Teacher](#)
- [Track assignments and events on a class calendar](#)
- https://www.youtube.com/embed/aP8L6B_BLE

Assignment #6: Start a Discussion

Google Classroom has the capability to start a discussion using the Question option from the Classwork page. I highly recommend either introducing an online code of conduct or reviewing expectations prior to assigning any discussion involving student comments,

particularly when students will have the ability to reply to each other. Create a question, for this purpose students need to have the ability to reply to each other in a short answer format. You can also schedule the question for a later date. Consider whether you will allow students to edit their answers. Note that you can attach resources such as a video to your question. Once you have reviewed the articles below, posted a question, and students have completed the “assignment”, write a 1-2 page paper describing how the discussion went. Please include screen shots while protecting student privacy. Debrief the process including lessons learned.

- <http://bit.ly/29FcObg>
- Google's new program '[Be Internet Awesome](#)' contains a curriculum designed for teachers to help teach appropriate online conduct.
- [Listenwise Post on Discussion in Google Classroom](#)

Assignment #7: Classroom Split Chrome Extensions

In a perfect world students would read directions and commit them to memory. Thanks to Chrome we don't need to wait for the impossible. You can instruct your students on how to add the split extension to their Chrome browser so they can have their Google Classroom directions side by side with their work. Plus, why should your students have all the fun? By following the link below you can add an extension to your Chrome browser so you can bring up your gradebook side by side with student work. After exploring the capabilities for both students and teacher, write a 1-2 page paper describing the process. Include screen shots while protecting student privacy and debrief the process including lessons learned.

- [Install Dual Screen on your Chrome Browser](#) if you do not currently have this option.
- A split screen icon will be added to the right of the URL address bar.
- Select the leftmost tab that you want to split off into another browser window. The tabs on the right will split off to a new window on the same side.
- Some districts disable the ability to add Dual Screen to your Chrome Browser. **If your district has disabled this capability please contact me for an alternate assignment.**

Assignment #8: Student Cooperation – Docs, Sheets, Slides

We know that students enjoy working together on assignments. With Google Drive we have the ability to facilitate student cooperation on assignments. Partner assignments can be a nightmare as students can be absent due to illness, sports, or appointments. With Google Classroom students can cooperate on assignments even if one student is in another location. After reviewing the Google article below, give your students an assignment that encourages cooperation with another student either in Google Docs, Sheets, or Slides. Once students have completed the assignment, write a 1-2 page paper describing the process you went through in creating the task, assigning the task, through the students' completion of the task. Include screen shots while protecting student privacy and debrief the process including lessons learned.

- [Sharing and Collaborating with Google Drive](#)
- Alice Keeler's video might also be helpful:
- <https://www.youtube.com/embed/S7J0rN5u5ow>

Assignment #9: Google Forms

For those of us who began using Google Forms a few years ago, the integration with Google Classroom was much anticipated. With Google Forms you can create a quiz that can save time in the grading process. The Google Education Blog released an article on quizzes in Google Forms that can be very helpful. I also found the comments from various educators to be extremely insightful. Once you have reviewed the article below, viewed the video, posted a Google Form, and students have completed the quiz, write a 1-2 page paper describing the process you went through including creation of the task, assigning the task, and the students' completion of the task. Please include screen shots while protecting student privacy. Debrief the process including lessons learned.

- [Quizzes in Google Forms](#)
- EDU in 90 short video:
- <https://www.youtube.com/embed/n94fCff3a24?autohide=1&controls=1&showinfo=0>
- Helpful video from a fellow teacher:

<https://www.youtube.com/embed/vi4bDbuweKo>

Assignment #10: Applied Digital Skills

We all know that our students need the opportunity to practice and apply their Digital Skills. Google has made it even easier by integrating Google Classroom with [Applied Digital Skills](#). Once you have reviewed the resource, and used it with your "students", write a 1-2 page paper describing how the process went. Please include screen shots while protecting student privacy. Debrief the process including lessons learned.

--> If Applied Digital Skills will not work for your classroom please utilize this Alternate Assignment - Hopefully with the last assignment, you've realized the potential of Google Forms. If you'd like to take your practice to another level please send me a message and complete an Advanced Google Forms assignment. [More Innovation with Google Forms](#)

Assignment #11: Explore Grading with Google Classroom

If you took my first Google Classroom course then you are already familiar with the ability to [Grade and Return an Assignment](#). For this assignment, I'd like you to explore the many possibilities that are now possible with Google Classroom. Explore at least three of the topics below, complete the necessary steps to utilize at least one feature with students, write a 2-3 page response including screenshots and lessons learned.

<https://www.youtube.com/embed/YX4HxzB1xIQ?autoplay=1&controls=1&showinfo=0>
<https://www.youtube.com/embed/Wyop2l-N9mM?autoplay=1&controls=1&showinfo=0>

- [Grade and return question answers](#)
- [Write notes on student work](#)
- [Give feedback on assignments](#)
- [View and manage grades](#)
- [Set up grading](#)
- [Add a grade category to posts](#)
- [Email all students who submitted or didn't submit work](#)

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 Add-ons

Google Classroom has many opportunities to make the most of Add-ons. Whether you are looking for a program to create graphs within a Google Doc (g(Math)) or Grammarly for assistance spotting plagiarism there are add-ons to facilitate learning for teachers in every area. The purpose of this assignment is to give you the opportunity to experiment with a Google Classroom Add-on. I highly recommend using Google and searching for "Google Classroom Add-ons (your subject area)". You will find a wide array of possibilities. Once you have utilized a Google Classroom Add-on, write a 1-2 page paper describing how the process went. Please include screen shots while protecting student privacy. Debrief the process including lessons learned. I would like to encourage teachers to share their favorite Google Classroom Add-ons in the Group Forum.

- If you cannot find an add-on that pertains to your area of expertise I would like you to explore the [EDU in 90](#) video series and find an innovation that you can utilize.

Assignment #13: Grading with Rubrics, more add-ons, or EDU in 90

Please complete one of the following:

A) Explore Grading with Rubrics in Google Classroom. Review: [Create rubrics for assignments](#) and [Grade with a Rubric](#) and grade a student assignment using a rubric within Google Classroom. Write 2-3 pages including screenshots, a reflection, and lessons learned.

OR

B) Take your exploration of Google Chrome add-ons further. Explore new add-ons not addressed in previous tasks and utilize at least one add-on with students. Write 2-3 pages including screenshots, a reflection, and lessons learned.

OR

C) [EDU in 90](#) is a new video series from Google for Education, with new short episodes three times each month. Explore the videos and utilize at least one of the innovations with students. Write 2-3 pages including screenshots, a reflection, and lessons learned.

Assignment #14: Reflection

You have become a Google Classroom Teacher Guru! In this assignment you are asked to reflect on the experience and give students a survey using Google Classroom as to how felt about the experience of using Google Classroom and the add-on(s).

Write a 1-2 page reflection regarding your use of Google Classroom throughout this course.

- Which aspects of Google Classroom are you most familiar with and do you use routinely?
- What feature of Google Classroom do you want to integrate into your teaching?
- In the future, which features of Google Classroom do you expect to use the most?
- Are there any features of Google Classroom that you do not expect to use? Why?

Post in the online response box.

Assignment #15: (500 Level ONLY)

In addition to the 400 level assignments, complete one of the following:

Option A)

Prepare a Presentation for an in-service for other teachers on what you learned through this course.

OR

Option B)

Utilize at least 3 additional Google Classroom add-ons or innovations from EDU in 90. Write 2-3 pages including screen shots and examples of how you were able to utilize the add-ons or EDU in 90 with your class(es).

OR

Option C)

An assignment of your own choice in which you take a previous assignment to the next level. With the instructor's prior approval.

Post in the online response box

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 2.0: Beyond the Basics

Keeler, A., & Miller, L. (2015). **"50 things you can do with Google Classroom."** San Diego, CA: Dave Burgess Consulting.

Brumbaugh, K., & Calhoon, E. (2014). **"Creating a Google Apps classroom: The educator's cookbook."** Huntington Beach, CA: Shell Education.

Beck, M., & Wallace, J. (2015). **"Google Classroom for Teachers & Educators from A to Z: From Good to Great Effortlessly!"** CreateSpace Independent Publishing Platform.

Websites

Alice Keeler. <http://www.alicekeeler.com/teachertech/2015/07/16/google-classroom-creating-a-discussion-board/>

Alice Keeler has a fantastic blog "Teacher Tech" that I highly recommend following. She is tech savvy and the tips she gives save significant time and headache.

"International Society for Technology in Education." 2011. <http://www.iste.org/welcome.aspx>

This website is the premier membership association for educators and education leaders engaged in improving learning and teaching by advancing the effective use of technology in PK-12 and teacher education.

"Northwest Council for Computer Education." 2011. <http://www.ncce.org/>

NCCE is a non-profit organization dedicated to supporting effective uses of technology in education. In addition to hosting the largest educational technology conference in the Pacific Northwest, NCCE provides its members with resources and professional development opportunities throughout the year.

The mission of NCCE is to promote and support the effective use of technology in all aspects of education as Technology plays a fundamental role in lifelong learning and is used in all aspects of education such as teaching, learning, assessment, evaluation, record keeping, personal productivity, and communication systems. They put on an amazing conference every year in the Northwest.