



**Your
Education
Ally.**

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:

Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes.

Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



Current University Partners (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations.

(Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term

Registrations Accepted
July 16-March 15
Coursework Due*
April 15

Summer Term

Registrations Accepted
December 16-July 15
Coursework Due*
August 15

Fall Term

Registrations Accepted
March 16-October 22
Coursework Due*
November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details

The Rigor of Teaching Channel Graduate-Level Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.

Course Name	Docs, Slides, and Forms in the Classroom: Your Next Level Google Guide
Course Number	OL 5099
Course Credits	3 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

In this course you'll go beyond the basic features and functions of Google tools, to explore what's possible with G Suite. You'll learn how to take Slides, Sheets, and Forms to the next level with interactive, dynamic elements that incorporate 21st-century skills like collaboration, communication, and creativity. You will learn how to design a digital portfolio template to showcase student growth using the versatile Sites platform. We will also show you how to set up your Google Drive and Chrome browser for maximum efficiency and introduce you to Keep, a lesser known, but powerful Google tool to organize and track your digital workflow. Advance your skills and knowledge of G Suite with this intermediate level course.

Goals and Objectives:

Upon completion of this course, participants will be better prepared to:

1. Use provided prompts specific to Google Apps, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Implement the use of Slides by creating alternative activities that include interactive and dynamic elements.
3. Design innovative uses of Sheets and Forms.
4. Prepare activities to provide collaborative and differentiated instruction.
5. Develop a template to challenge the status quo related to student portfolios using Google Sites.
6. Identify Chrome extensions that can improve productivity and/or achievement of students.
7. Demonstrate the advanced use of features and functions of the following Google™ tools: Drive, Team Drive, Chrome, Docs, Slides, Sheets, Forms, Google Classroom, Keep, Tour Builder and Sites.

Required Text/Reading:

All readings and resources are linked within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

Knowledge Base:

Knowledge base, in part, is affirmed in the writing and research of these references:

- Christensen, C., Johnson, C. & Horn, M. (2008). *Disrupting Class: How disruptive innovation will change the way the world learns*. New York: McGraw-Hill.
- Clark, H. A. (2019). *Google Infused Classroom: A guidebook to making thinking visible and amplifying student voice*. S.l.: Elevate.
- Couch, J. (2018). *Rewiring education: How technology can make every student successful*. Dallas, TX: BenBella Books.
- Davis, N. (2017). *Digital technologies and change in education: The arena*. London, UK: Routledge.
- de Vries, M. (2017). *Handbook of technology education*. New York, NY: Springer.
- Graham, M., Borgen, J. (2017). *Google tools meets middle school, 1st Edition*. Thousand Oaks, CA: Corwin Press.
- Hattie, J. (2014). *Visible learning and the science of how we learn*. Thousand Oaks, CA: Sage Publications.
- Horn, M., Staker, H. (2017). *Blended workbook: Learning to design the schools of our future*. New York, NY: Jossey-Bass.
- Kolb, L. (2017). *Learning first, technology second: The educators guide to designing authentic lessons*. Portland, OR: International Society for Technology in Education.
- O'Sullivan, E., O'Neill, E., Hathaway, M. (2017). *Transformative learning: Fostering educational vision in the 21st century*. London, UK: Zed Books.
- Schrum, L., & Sumerfield, S. (2018). *Learning supercharged: Digital age strategies and insights from the edtech frontier*. Portland, OR: International Society for Technology in Education.
- Website: www.iste.org

Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

All coursework is to be completed in the Teaching Channel online environment.

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.

Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

All coursework is to be completed in the Teaching Channel online environment.

Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want the time you spend learning to be purposeful and applicable to your professional practice. To get the most from professional learning, the research says we must first identify our goals and motivations. Next, we must assess our prior knowledge and previous experiences to create deeper connections to the course material.

Using the guidelines below, develop your Statement of Intention and Awareness. At the end of the course, you will be asked to reflect back on your Statement of Intention and Awareness and identify your growth and transformation from the beginning of the course to the end.

Your evaluator will only review your Statement of Intention and Awareness for a response to each prompt. If you do not respond to each prompt, the Statement will be returned to you for resubmission. Your Statement of Intention and Awareness will be evaluated as part of the Reflection in Module 3.

Please be certain to address the following when developing your Statement of Intention and Awareness in a total of two paragraphs, or more:

- Describe your motivation for learning about advanced Google apps.
- Summarize your previous knowledge about and/or experience with advanced Google apps.
- List two learning goals you have for the course.

3. Investigation: Read, Watch and Respond

After reading the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

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Individual and Shared Drives

If you're a Google user, then you're pretty familiar with the ins and outs of Google Drive, the online "file cabinet" used to create and store documents, folders and other multimedia files. Your Drive has always been YOUR space where you can organize, rename and color-code files in a way that works for you. Watch the following tutorials for additional ideas to maintain and organize your personal Drive.

- For those that need a refresher on the basics of Google Drive.
- Tips to organize your Drive.

After watching the tutorials above, please respond in one paragraph or more, to each of the following prompts:

- A. Describe 2 actions you can take to better organize your personal Google Drive.
- B. Explain how these actions will help you as you continue to add and create documents in Google Drive.

Enhance your Chrome Browser

In the Chrome Web Store, you'll find apps, extensions, and browser themes to enhance your Google Chrome browser. With these additions, you can do so much more with Chrome. After watching the videos below, you may wonder how you ever functioned without them!

Explore these resources for more favorite teacher extensions:

- "25+ Chrome Extensions and Chrome Tips for Teachers That Will Save You Time," by Lucie Renard
- "10 Best Chrome and Edge Extensions for Teachers and Students," by Holly Clark

Now it's time to shop! Head to the Chrome Web Store to find a few extensions that catch your eye. They may be extensions you learned about above or something new you found through searching.

- C. Add the extensions to your Chrome browser and try them out! Then, summarize, in two paragraphs or more, at least 2 extensions you discovered. Be sure to include how each extension can help improve your productivity as an educator or increase the achievement of students.

Keeping the ISTE Standards in Mind

The International Society for Technology in Education (ISTE) provides a framework of standards that work to strengthen learning and ensure students are prepared to thrive in an ever-changing digital world. Embedded within the 7 Student Standards is a theme of empowerment, advocating for students to have a voice and choice in their learning. The Standards for Educators provide a roadmap to navigate decisions about curriculum, instruction, professional learning, and the transformation of pedagogy with technology.

Familiarize yourself with the ISTE standards linked above and check out these ISTE videos to visualize them in action. Then select one of the Educator standards (Leader, Collaborator, Designer, etc) on which to focus your response:

All coursework is to be completed in the Teaching Channel online environment.

- D. In one paragraph or more, describe how you facilitate student empowerment with the standard in mind. Provide 2 or more examples from your teaching experience to support your explanation.

Module 2

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Advanced Features of Docs

Part 1: If you regularly use Google Docs for word processing, then you know about some of the great features that it offers, like easy formatting, adding images, and sharing. For an overview of some advanced features, take a look at the following series of videos.

Now that you've learned about some of our favorite features of Google Docs, we'd like you to select one to demonstrate. Follow the tutorial directions above to practice the skill, then submit the following:

Provide evidence of your mastery of the skill in one of two ways:

Option 1: Take 2-3 screenshots of your browser window that show your practice in action.

Option 2: Record a screencast (no more than 3 min) demonstrating your fluency with the selected skill. Please provide a link to the screencast from your Google Drive, as video files are too large to upload to the module submission page. **Be sure the settings are set to "Anyone with the link can view" so the course evaluator has access (see image below).

Now draft a reflection that summarizes your experience using your selected feature of Google Docs. Also, please detail how you would go about teaching and/or using this new skill in your work with students or staff. Your reflection should total one paragraph or more.

3. Application: Implement

Google Slides is often referred to as the "swiss army knife of Google tools" because it is capable of so much more than just presentations. In this application and the one that follows, you'll learn about some of the new and unexpected ways to use Slides for a more interactive, dynamic learning experience. (Watch this tutorial for a refresh of the basics).

For an overview of some advanced features, check out this series of videos.

Design a Slides Project

Please review these "next level" project ideas using Google Slides:

Collaborative Group Projects	Hyperdocs
Self-Grading Quizzes	Pear Deck Add-on

Now that you've uncovered some of the multipurpose uses for Slides, we'd like you to select one of the 4 highlighted above to try out. Follow the tutorial directions to learn how it's done, then submit the following:

- A copy of your Slides project (5 or more slides). If you choose the hyperdoc option, please submit 1 slide with 5 or more hyperdoc links. Please copy/paste the direct URL for the Slides into the document you will submit for Module 2 **Be sure the settings are set to "Anyone with the link can view" so the course evaluator has access (see image below).
- A reflection of 2 paragraphs or more describing the context for which this project was created:
 - What are the learning targets/objectives?
 - Who is your intended audience?
 - How will the Slides be used (to deliver lesson content, as an individual or collaborative assignment, a summative assessment, etc.) and why do you believe it will be better than a different method of delivery?

4. Application: Innovate

While Google Forms are traditionally used for collecting data, Sheets are often relegated to the task of organizing and sorting the data. For this assignment, we want you to think outside of the box to create an alternative application for either Google Sheets or Forms. If you need an overview of the basics, watch our beginner tutorials for Sheets and Forms, then proceed.

Next, check out some of these "outside of the box" ideas:

Forms:

- Choose Your Own Adventure Story
- Use Forms to Collect Student Data
- "Seven NEW Ways to Use Google Forms In the Classroom," by Jessica Parker

Sheets:

- 30 Ideas for Using Google Sheets with Your Class
- "Build Interactive Learning Databases," by Eric Curts
- "4 Creative uses of Google Sheets," from EdTech Teacher

All coursework is to be completed in the Teaching Channel online environment.

Create an Innovative Form or Sheet

Now design a Google Form or Sheet on a topic of your choosing to be used in your work with students or staff. You may try one of the ideas above or craft your own. Remember, the intention is to think outside the box and explore the possibilities of your chosen platform -- Forms or Sheets!

Please include the following in your submission:

- A direct URL to the form or spreadsheet** copied/pasted into the document you will submit for Module 2.
- In addition to submitting your direct link, please include a reflection of 1 paragraph or more (in your module submission doc), describing the following:
 - Who is your intended audience?
 - How do you plan to use this alternative application of Forms or Sheets?

5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content that enhance your professional practice, and deepen your understanding of the concepts.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google, Bing, etc.) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, such as gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges your beliefs, *and* explain two ways this resource will impact your professional practice.

Module 3

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Collaborate

One of the core apps available through the Google Workspace for Education is Google Classroom (GC), a free learning management system where educators can create classes, distribute assignments, send feedback, and see everything in one place. It works seamlessly with other Google Apps. For a refresher on all of the slick features, watch the tutorials below:

All coursework is to be completed in the Teaching Channel online environment.

One of GC's previous updates allows educators to easily differentiate and personalize learning by giving each student the opportunity to learn in a way that suits them best. Watch the EDU in 90 overview below for instructions:

Next, read the blog post, "Triple Differentiation in Google Classroom - Beginning, Middle, and End," by Eric Curts for some applicable ideas to help you adapt assignments in your GC stream. Note: Some of the screenshots don't reflect current updates to the platform, but we feel the content of the article provides great inspiration for differentiation in your classroom.

Now, armed with the knowledge and tools you need to differentiate, we'd like you to create an assignment in either a new or existing Google Classroom that demonstrates a differentiated approach. If you don't have a Google Classroom from which to post an assignment, follow the tutorials above to create one for this application (it's free!).

Finally, design a Google Classroom assignment on a topic of your choosing that demonstrates differentiation of one or more of the following:

- Grouping - Only a select group of students will receive the assignment
- Process or Content - Provide options for how the learning happens or what content is available
- Product - Provide options for how students show what they know

When you're ready, follow the directions below:

1. Create the differentiated assignment posts in your Google Classroom stream. Be sure to:
 - Create a title and description
 - Assign a due date of your choosing
 - Attach any files (docs, videos, weblinks, etc) necessary for the assignment
2. Finally, take screenshot(s)** of your assignment posts that shows you followed all of the steps above and paste these screenshots into the document you will submit for Module 3.

***If you need help with directions for taking a screenshot, check out this Mac helpsheet and this PC guide.*

3. Along with your presentation, submit a reflection of 2 paragraphs or more describing the personalized and/or differentiated assignment elements, including:
 - Who is your intended audience?
 - What are the learning goals or objectives for the assignment(s)?
 - How will the assignment offer a differentiated approach to learning?

*Pro Tip-- Google regularly makes helpful updates to the Classroom app. Be the first to know about them by visiting What's new in Classroom.

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3. Application: Challenge The Status Quo

Google Sites is an ideal platform for showcasing 21st-Century skills like critical thinking, creativity, and collaboration while helping to empower students to engage in the wider global community. Many G Suite schools are challenging the status quo, leveraging technology to implement digital portfolios as a way for students to demonstrate learning and growth over time. Watch these Google Sites Beginner Tutorials to get yourself up to speed on the basics. Then, take a look at the portfolio resources below. We think you'll find some great inspiration for designing your own.

- "How to Create Powerful Student ePortfolios with Google Sites," by Kasey Bell
- Getting Started Creating a Google Sites Portfolio
- 20 Google Sites Tips and Tricks from Ditch That Textbook

Now, develop a template for a digital student portfolio using Google Sites, following the directions below:

- A. Create a "new" Google Site.
- B. Title the Site, "Digital Portfolio Template." Determine the purpose of your portfolio based on the type that suits your needs (student showcase, growth over time, learner profile, etc.) and build your template that includes:
 - A theme of your choice.
 - An introductory message on the Home page indicating the purpose of the portfolio.
 - 2-3 additional pages for housing a bio and various multimedia student artifacts.
 - Optional: You may choose to insert applicable content such as Docs, Slides, Forms, Sheets, videos, web links, images, etc.)
- C. Publish your Site using the steps outlined in this quick help video-- Google Sites: Publish Your Site.
- D. Copy Published Site URL and paste it into the document you will submit for Module 3.
**Please make sure the site has been published so the course evaluator has access (see image below).

4. Application: More Google Apps

Choose from one of the options below:

Option 1: Google Keep

Keep is now one of Google's primary offerings in its suite of free tools. This note-taking app can streamline your workflows both in and outside of the classroom. With its ability to capture images, audio, text, and drawings, as well as its seamless integration with other Google apps, Keep's potential is limitless! Take a look at how it works, and see how other teachers are using this "go to" app in the classroom.

Google Keep Features and Implementation:

- "Google Keep: A Busy Teacher's Best Friend," by Marcee Harris
- How To Use Google Keep as a Teacher
- "10 Ways Google Keep Can Help Streamline Life at School," by Matt Miller

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When you feel comfortable enough to move on, please follow the directions below:

- Go to keep.google.com and create several notes that demonstrate a combination of 3 or more of the following:
 - Types of notes: Text, image, drawing, audio recording and web links
 - Features: checkboxes, add collaborators, reminders, label
- Finally, take screenshot(s)** of your Keep notes that show you followed all of the steps above and paste this screenshot into the document you will submit for Module 3.
- Along with your screenshots, submit a reflection of one paragraph or more describing two ways you intend to use Google Keep in your classroom.

Option 2: Google Jamboard

Another great addition to G Suite in recent years is the collaborative whiteboard app Jamboard! With either the Jamboard app for mobile devices or the web-based application, you can engage and interact with your students in the classroom or across distance. Take a look at what Jamboard can do!

Google Jamboard Features and Implementation:

- Google Jamboard Masterclass
- Sample Jamboard Activities
- "20 Ideas for Using Jamboard in Class (+ FREE Templates!)," by Matt Miller
- 5 Google Jamboard Ideas to Build Classroom Culture
- "How to Use Google Jamboard with Other Apps for Distance Learning Success," by Kimberly Mattina

When you feel comfortable enough to move on, please follow the directions below:

- Go to jamboard.google.com and create a "Jam" or whiteboard slide that demonstrates a combination of 3 or more of the following:
 - Usage of tools for writing, drawing with different colors/pens, text insert, sticky notes, shapes, backgrounds, etc
- Finally, take screenshot(s)** of your Jam(s) that show evidence of 3 or more tools above and paste this screenshot into the document you will submit for Module 3.
 - Along with your screenshots, submit a reflection of one paragraph or more describing two ways you intend to use Google Jamboard in your classroom.

5. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

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And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

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