



**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	One Stop Shop: Online Docs, Spreadsheets, Slides and Forms for your Classroom
Course Number	OL 5833
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:

This course will prepare you to take your classroom to the next level using a host of Google apps. You'll learn how to set-up and organize your Google Drive and Chrome browser for optimal efficiency. We will teach you step-by-step how to leverage the creative and collaborative features of Google documents, slideshows, spreadsheets, forms and sites to increase engagement in your classroom. Participants will also design innovative lessons that enhance and extend student learning. Upon completion, you'll be able to immediately implement the skills and ideas you've gathered throughout the course to improve content delivery and teach essential 21st century skills that will help your students thrive in the digital age. This beginner level course will demonstrate the power of the Google Suite of Apps to help you design innovative learning experiences that integrate technology in meaningful ways.

Goals and Objectives:

As a result of participation in this course, students will be able to:

1. Use provided prompts specific to the use of Google Apps, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Design an integrated Site for use in the classroom to deliver content, communicate or demonstrate learning growth
3. Prepare a Slides activity to facilitate collaboration among students.
4. Implement the use of Docs into a lesson to support learning goals.
5. Develop an action plan to challenge the status quo related to the innovative use of Sheets.
6. Demonstrate the use of features and functions of the following Google tools: Drive, Chrome, Docs, Slides, Sheets, Forms, and Sites.

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

Knowledge Base:

The knowledge base of this course, 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.
- Homayoun, A. (2017). *Social media wellness: Helping tweens and teens thrive in an unbalanced digital world*. Thousand Oaks, CA: Corwin.
- 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.
- Website: www.edutopia.com
- Website: www.inacol.org
- Website: www.iste.org

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

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.

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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.

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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 Google Workspace.
- Summarize your previous knowledge about and/or experience with Google Apps and Workspace.
- List two learning goals you have for the course.

3. Application: Read, Watch and Respond

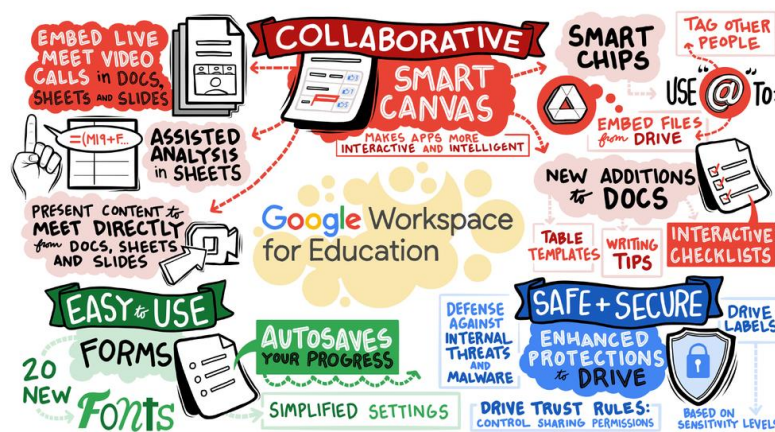
After reading the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

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

Part 1: Google Workspace for Education

Google's collection of tools for education, also known as the Google Workspace, have been integrated into districts and classrooms around the world. Read this Guardians Guide (geared towards parents, but helpful for educators, too!), then watch the video below for an overview of what Workspace for Education has to offer:

Now check out this great sketchnote illustrating how Workspace (called Google Apps For Education here) can be used in your classroom. Whoot, whoot! It's time to get on the Google train!



Now, read the article, "8 Benefits of Using Google Apps in the Classroom," by Jamie Durisko, to understand the features of each tool and how its use can enhance the learning experience in your classroom. Finally, respond in one paragraph or more, to each of the prompts that follow:

- Describe the benefits of Google Workspace for Education for both you and your students?
- Summarize any concerns you have about using Google Workspace.

Part 2: Launching into the Google-sphere

Please watch the following video which highlights each of the key (see the online course)

Now, we'd like to help you get access to your own Google Drive.

- If you do not have a Google account, watch this tutorial called "How to Create a Google Account in Less Than 5 Minutes" and then visit the Google Login page to begin setting up your own Google account. You will need this account for the rest of the course, so it is very important that you do this now. Once you have a Google account, proceed to the Google Drive tutorials below.
- If you already have a Google account (personal or professional) that you can use for the course, you may move on to Part 3.

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

Part 3: Navigating through the Google-sphere

HOW TO

As you are watching and reading the tutorials linked below, we encourage you to pause the videos intermittently so you can try the features and skills demonstrated. This will help you get familiar with using the Chrome browser and Drive.

Google Drive Video Tutorial. (see the online course)

Now watch the following videos which provide an overview of the Chrome features: (see the online course)

- Overview of the Chrome Basics for those starting at the very beginning
- See video below for some additional hacks and tips!

NOW DO

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

DRIVE--

1. Create a Google Drive folder titled "Last Name, First Name: One Stop Shop" (insert your name)
2. Share the folder with a colleague, friend or with yourself (using a different gmail account if you have one)
3. Star this folder (as one of your favorites)
4. Finally, take a screenshot** of your folder within your Drive that shows you followed all of the steps above and paste this screenshot into the document you will submit for Module 1.

CHROME--

1. Create at least 5 bookmarks for your Chrome browser bar.
2. Change the color scheme of your browser.
3. Take a screenshot** of your bookmarks bar (including the theme you've chosen) to show you followed all of the steps above and paste this screenshot into the document you will submit for Module 1.

**If you need help with directions for taking a screenshot, check out this Mac helpsheet and this PC guide. (see the online course)

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

Module 2

1. Tell us about yourself!

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

2. Application: ISTE Standards

While technology tools can certainly engage, enhance and extend, it's important to remember that the focus of any tech integration should always be on deeper, more connected learning for students. The International Society for Technology in Education (ISTE) provides a framework of standards that work to strengthen learning and ensure that students are prepared to thrive in an ever-changing digital world.

The ISTE Standards support and deepen the learning derived from other content-area standards, making them not an additional set of standards, but rather a useful guide for supporting and deepening any educational content or initiative. The ISTE Standards serve as a groundwork for what's possible in learning using technology.

The ISTE Standards for Students: The Groundwork for What's Possible in Learning

Review the ISTE standards as well as the article, "Refresh Your Teaching with the ISTE Standards for Students," by Fanny Passeport to learn more about what's expected of students and educators. Then respond in one paragraph or more to each of the following prompts:

- Summarize your understanding of how ISTE standards help to amplify learning with technology.
- Which of the 7 ISTE Standards for Educators do you find to be a strength?
- Select 1 standard that you wish to improve upon through your own future professional learning and explain 2 action steps to get you there.

3. Application: Implement

HOW TO

Google's word processing app, Docs, allows you to create documents, edit text, add images and collaborate with others in the process. Watch how one teacher uses Google Docs to transform group projects:

Below you'll find some Google Docs tutorials. As you are watching and reading, we encourage you to try the features and skills demonstrated. This will help you learn the ins and outs of Docs!

New to Google Docs? Start here! [Google Docs Basics](#). (see the online course)

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

Looking for tips and tricks to enhance your usage of Google Docs. Watch the video below:

Now that you understand the basics of Google Docs, let's look at how teachers are integrating this app in their classroom. Read through this list of example projects from the Cult of Pedagogy blog and these 10 Lessons To Teach Using Google Docs.

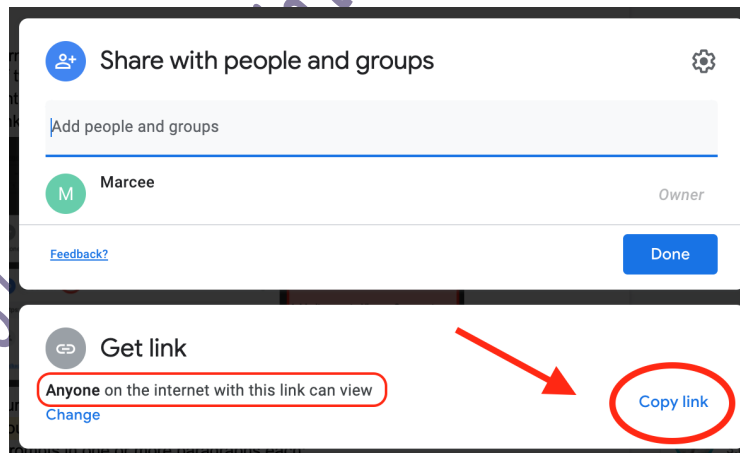
NOW DO

Design a Lesson Plan

Time to put your new skills and ideas into play by designing an engaging lesson plan to use in your own classroom! Develop and submit a lesson plan that incorporates Google Docs either as part of your content delivery (teacher created), or as an activity in which students can participate (student-created), or both! Please compose your plan using the Google Docs Lesson Template (you'll be asked to make a copy), or create your own version in Google Docs. Finally, copy/paste the direct URL for the lesson plan into the document you will submit for Module 2.

*Please make sure the settings are set to "Anyone on the internet with the link can view" so the course evaluator has access (see image below).

**NEED HELP WITH SHARE SETTINGS? Here's a quick video reminder: [Google Share Settings Tutorial](#)



4. Application: Innovate

Google Forms, allows you to create surveys, quizzes and collect data all within the Google suite. Take a look at the resources below for details on all of the great features Forms has to offer!

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HOW TO

Video Tutorial (see the online course)

We believe that once you have used Google Forms you will be amazed at the ways you can engage your students, all while saving precious time! Here are some ideas for how Forms can be used:

- "Seven NEW Ways to Use Google Forms In the Classroom," by Jessica Parker
- "25 Practical Ways to Use Google Forms," by Matt Miller

NOW DO

Create a Form

We would now like you to design a Google Form on a topic of your choosing that you can use in your work with students or staff. Please include the following:

- At least 5 questions (three or more different types)
- At least one image or video embedded into your Form

Now, copy/paste the direct URL link for the form into the document you will submit for Module 2. Click on the Send button in the upper right to find the URL link. Be sure your Google Form settings enable viewers outside your school/district to access your Form. Watch this video to learn how!

In addition to submitting your Form, please include a reflection of 2 paragraphs or more (in your module submission doc), describing the following:

- Who is your intended audience?
- In what context do you plan to use this form?
- How will the implementation of Google Forms help to increase the efficiency and/or effectiveness of your work?

5. Investigation: Resource Review

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

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.

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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, i.e.: 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 assumptions, *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

HOW TO

The beauty of Google Slides is that groups can collaborate in real time, any time. Work is saved, and available 24/7 from any online device. No more presentations from a memory stick, and no more, "I left it at home!" For these reasons and more, we think you will love Google Slides.

Take a look at the following resources, designed to teach you about the basic features of Google Slides, best design practices and collaborative lesson ideas. Nothing to submit here, just soak up wisdom for the application that follows.

Beginner Tutorial Playlist (see online course for video)

Using Slides as a Collaborative Workspace (see online course for video)

Check out this blog with "10 Essential Google Slides Tips," from Airtame.

NOW DO

Now that you are well versed in all that Google Slides has to offer, generate a presentation (topic and content of your choice) that includes the following elements:

Your presentation should total 5 or more slides and include the following components:

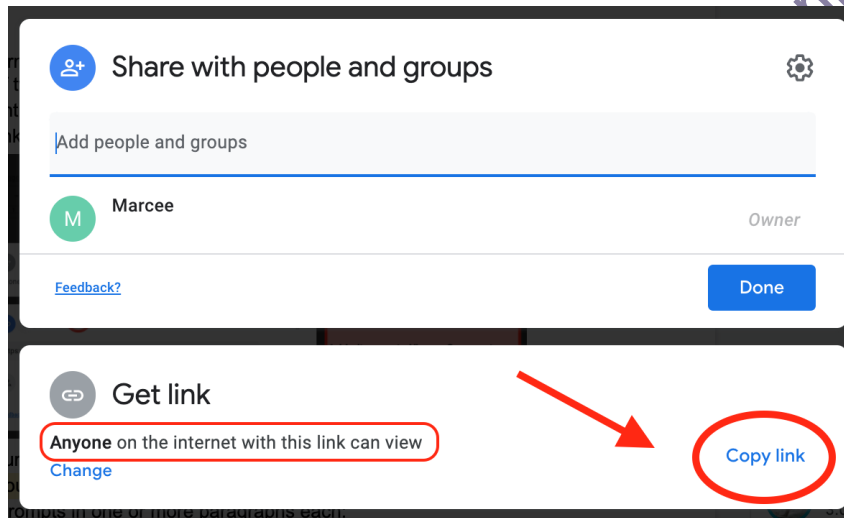
All coursework is to be completed in the Teaching Channel online environment.

- At least 4 images
- At least 2 text boxes with font style changes (size, color, placement or shape)
- Change theme or slide background color
- At least 1 link (to external website or to another slide in the presentation)

Then, copy/paste the direct URL for the presentation into the document you will submit for Module 3.

*Please make sure the settings are set to "Anyone on the internet with the link can view" so the course evaluator has access (see image below).

**Need help with sharing settings? Here's a quick video reminder: [Google Share Settings Tutorial](#)



Along with your presentation, submit a reflection of 2 paragraphs or more describing the context in which this slideshow will be presented--

- What are the learning targets/objectives?
- Who is your intended audience?
- How will the slideshow be presented (to deliver lesson content, as an individual or collaborative assignment, etc) and why do you believe it will be better than a different method of delivery?
- How might you incorporate student collaboration in the use of these Slides?

3. Application: Challenge The Status Quo

HOW TO

For some, Google Sheets is a lesser known app that strikes fear in the hearts of many! Spreadsheets seem so complicated at first glance, however, the tutorials below will break

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down the process into easily understandable components. Soon you'll be finding all kinds of uses for them! Watch as many videos as you need to in order to feel that you have learned the "ins and outs" of the app.

NOW DO

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

- Open this Sample Google Sheet with data already populated (you'll be asked to make a copy).
- Freeze the first row of data (column headings) so these titles remain static as you scroll.
- Reformat the sheet to your liking by changing the size, color and orientation of data in the cells.
- Use the formula function to input totals for each student in the "Total Books Read" column.
- Rename the "Sample Google Sheet" sheet to "Last Name, First Name_ Reading Log" (insert your name)
- Finally, take a screenshot** of the data you've reformatted on the Google Sheet showing you followed all of the steps above and paste it 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.

Using Google Sheets in the Classroom

In addition to your Sheets screenshot, we would now like you to consider 2 ways in which you could use Sheets in your professional role. Respond to the following, in one paragraph or more, for each of the 2 ideas you submit:

- A description of how you could use Sheets.
- An explanation of how it will change your routine, instruction, or how you are able to interact with students.
- Identify a colleague or teacher friend with whom you could share this new application of technology. Who do you know that might get excited about this use of Sheets?

4. Application: Google Sites

HOW TO

Now, you can bring it all together with Google Sites! It's easy to use with just a few clicks and offers a great place to house content for students, parents and colleagues. And because it's part of the G Suite of Apps, you can easily embed and attach Docs, Sheets, Slides, YouTube videos and other

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features. Check out the following training series designed to help you set up your very own Google Site and understand the ways in which this powerful platform can function in a classroom. You know the drill-- watch as many videos as you need to, and refer back to anything for refreshers.

For more examples of how real teachers are using Google Sites, take a look at this list of 101 Examples of Teacher-Created Websites. *Note: You'll need to copy and paste the teacher site links into your web browser in order to view them.

NOW DO

Now, you'll create a Google Site, using the directions below:

1. Create a "new" Google Site.
2. Title the Site based on the topic of your choosing. (Note: This site can be for anything you'd like. For example: a class website for students or parents, a sample ePortfolio or a site with information on an area of passion)
3. Customize your theme.
4. Add a welcome message text box on the Home page.
5. Insert an applicable image onto the homepage.
6. Add a new site page and give it a title.
7. Insert 2-3 applicable pieces of content onto the second page of your site (Ideas: Docs, Slides, Forms, Sheets, Video, Web Links, etc). Please be sure the "Share" settings for each document you embed are set to: "ANYONE ON THE INTERNET WITH THE LINK CAN VIEW."
8. Publish your Site using the steps outlined in this quick help video-- Google Sites: Publish Your Site.

Publish to the web

Web address

<https://sites.google.com/view/>

Custom URL

Make it easier for people to visit your site with custom URLs like [www.yourdomain.com](#) [MANAGE](#)

Who can view my site

Anyone [MANAGE](#)

Search Settings

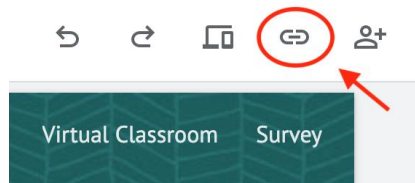
Request public search engines to not display my site [Learn more](#)

Cancel [Publish](#)

Be sure to name your site before publishing.

9. Copy Published Site URL and paste it into the document you will submit for Module 2. You can grab the published site link by clicking the link icon in the upper right corner.

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



Note: The purpose of this assignment is to familiarize yourself with the features and functions of Google Sites. While you may regularly publish content on a different platform (ie, Google Classroom, Seesaw, Moodle, Schoology or other LMS) we are asking that you build this sample Google Site to demonstrate your fluency with the G Suite of apps.

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.

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.