Professional Development Institute

Flex Course Syllabus

Mastering Google Apps for Education (K-12)

PDI Course Number: 103T02

UCSD Course Number: EDUC40148

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, please click here.

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Is your school a Google-centric environment? Do you use many of the apps in Google Workspace for Education? Do you wish you knew how to use Google apps to improve teaching and learning? This online course is designed to help teachers learn the basics of the most critical Google apps as well as how to integrate them into your classroom and curriculum. The course begins with an overview of the most popular Google apps as well as an introduction to technology configurations and integration. Then, we jump into an in-depth look at how to use the following apps within the context of the curriculum starting with the apps that help most with productivity including Gmail, Drive, Docs, and Calendar. Then, the course moves to apps that can help students be more efficient including Search and Translate. Teachers will be introduced to apps that can be used in a wide variety of contexts in the classroom from teaching to simply making a teacher's life easier. These apps include Forms, Slides, Sheets, Keep, and Photos. The basics of two robust Google apps, Earth and Maps will be shared. Teachers will also learn how to effectively use Google Classroom and Sites to make their curriculum more accessible to students. The final step is putting it all together by integrating and using several Google apps into a single lesson. By the end of this course, teachers will be proficient in both using and integrating all the most popular Google apps.

Educational Outcomes

1. Teachers will learn the basic history of Google as well as the development of Google Workspace for Education.
2. Teachers will learn the principles of integrating technology into the curriculum.
3. Teachers will be introduced to the TPACK model of technology integration.
4. Teachers will be introduced to the SAMR model of technology integration.
5. Teachers will learn how to use Gmail to send and respond to e-mails, translate e-mails, and create e-mail templates.
6. Teachers will learn how to use Google Drive to store and share files.
7. Teachers will learn how to back-up and sync files.
8. Teachers will learn how to transfer all their files to Google Drive.
9. Teachers will learn how to differentiate assignments shared with students through Google Docs.
10. Teachers will learn how to use Google Docs for writing assignments, note taking, literature circle participation, research projects, book reviews, brainstorming activities, creating charts and tables, developing templates, and science lab assignments.
11. Teachers will learn how to use Google Calendar to keep track of their appointments and share important dates and events with others.
12. Teachers will learn how to use extensions to create an online appointment booking system for Google Calendar.
13. Teachers will learn how to do a basic, as well as advanced, search for information and images using Google Search.
14. Teachers will learn how to create a custom search engine.
15. Teachers will learn how to use Google Forms to create surveys and quizzes as well as manage assignment submissions and projects.
16. Teachers will learn how to use Google Translate to translate documents and announcements into any language.
17. Teachers will learn how to use Google Hangouts to instant message, make phone calls, and have video call conferences.
18. Teachers will learn how to use Google Slides to create multimedia presentations.
19. Teachers will learn how to use Google Sheets to calculate grades as well as create charts and graphs.
20. Teachers will learn how to create geographic, science, and mathematics lessons using Google Earth and Maps.
21. Teachers will learn how to effectively use Google Classroom for teaching and learning.
22. Teachers will learn how to use Google Photos to add visual aides to their documents, lessons, and presentations.
23. Teachers will learn how to use Google Sites to create a website, WebQuest, or student project.
24. Teachers will learn how to integrate Google apps into content lessons.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Cumulative Assignment/Project: Course Collaboration/Share Ideas with the Class (10% of final grade)
- Google Integrated Lesson Plans (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Introduction to Google and Google apps
- Integrating Technology
- Gmail
- **Assignment #1**
  Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about using Google apps in your classroom. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Google Drive
- Google Docs
- Google Calendar
- **Assignment #2**

As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.

- **Test #2**

Unit Three

- Google Search
- Google Translate
- Chromebook Basics
- **Assignment #3**
  Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to using Google apps in the classroom and will make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.
- **Test #3**

Unit Four

- Google Forms
- Google Slides
- Google Sheets
- **Test #4**

Unit Five

- Google Earth and Google Maps
- Google Classroom
- Google Photos
- **Test #5**

Unit Six

- Google Sites
- Google Keep
- Using Google Apps in the Classroom
- **Assignment #4**
  Create three very detailed lesson plans that integrate a minimum of three Google apps in each lesson. The lesson plans must be appropriate to the grade level and subject area (if applicable) you teach. They must also have a very strong curriculum connection. Use the following format for each of your lesson plans.

1. *Lesson plan title*
2. *Google apps used (minimum of three in each lesson)*
3. *Curriculum Standards*
4. *Introduction to the lesson*
5. *Detailed activity step-by-step instructions*

For example lesson plans, review the Integrating Google Apps in the Classroom section of the course. Keep in mind that this assignment is a cumulative project and therefore, you are expected to demonstrate the knowledge you gained from the course and your ability to apply what you have learned in a practical setting.

- **Assignment #5**

The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

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