



## Professional Development Institute

### Flex Course Syllabus

## Google as a Classroom Tool for Learning (K-12)

**PDI Course Number: 67T03**

**UCSD Course Number: EDUC41509**

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

Do you feel overwhelmed by all of the Google tools currently available to educators and are wondering what is the best way to integrate them into your teaching? This online course introduces K-12 teachers to some of the best practices for effectively integrating a variety of Google products and services into their classrooms for educational purposes. This course allows teachers to practice navigating through the general interface of many different Google products including Gmail, Calendar, Drive, Docs, Drawings, Classroom, Sites, Photos, Blogger, Maps, Earth, and YouTube. The searching, organizational, communication, and collaboration components of various Google products will be highlighted in order to help teachers develop a deeper understanding of how Google can enhance learning among and between students. Teachers will learn to utilize the basic tools of many educationally-relevant Google products and, through the use of such products, will become skilled in creating standards-based lessons that will help students learn in an efficient, effective, and engaged manner. Teachers will also be introduced to some of the basics for using Chromebooks in their classrooms. By the end of this course, teachers will feel comfortable using a wide variety of the most popular Google products.

## Educational Outcomes

1. Teachers will learn policies and laws that surround Internet safety for students.
2. Teachers will learn how to support students in safe online navigation by teaching student netiquette.
3. Teachers will understand the importance of creating a Google account.
4. Teachers will learn how to use Google's advanced search tools to locate reading level-specific content for students.
5. Teachers will gain an understanding of how to use various search tools such as Google Images, Google Videos, and Google Scholar to yield relevant search results in a desired format.
6. Teachers will learn how to create a custom search engine to regulate the online sources accessible to their students.
7. Teachers will become knowledgeable on how to use Google Talk to text, voice and video chat to promote collaboration between students.
8. Teachers will learn how to create a classroom calendar to organize school events and set homework reminders using Google Calendar.
9. Teachers will understand how to access educational apps that can be used to enhance learning.
10. Teachers will develop an understanding on how Google Drive's capabilities can help students collaborate on projects from home.
11. Teachers will learn how to create graphic organizers, flowcharts, and presentation graphics using Google Drawings.
12. Teachers will understand how Google Photos can serve as a platform for integrating digital media and photography into the classroom.
13. Teachers will learn how to use Google Sites to create classroom websites and understand how Google Sites can foster technology-based projects.
14. Teachers will see the benefit in using Blogger to nurture the exchange of knowledge and ideas between students.
15. Teachers will become skilled on how to use Google News to find primary and secondary sources in both modern and historical contexts and learn how to create custom news sections.
16. Teachers will learn how to use Google Maps to find and view locations from various perspectives, generate directions between various points, and develop an understanding on how the creation of custom maps can enrich their curriculum.
17. Teachers will understand how Google Earth can be used to provide students with a clear and accurate view of the Earth and galaxy.
18. Teachers will acquire knowledge on how Google Groups can serve as a medium through which effective online discussions can take place.
19. Teachers will learn how to access YouTube's educational channels and create their own channel for classroom use.
20. Teachers will be presented with Google-based lesson plans that support curriculum standards at all grade levels.
21. Teachers will be given specific ideas and resources that teach them how to integrate Google products into their classroom.
22. Teachers will learn how to use the Google Classroom for teaching and learning.

23. Teachers will learn the basics of using a Google Chromebook.

## 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 Lesson Plans (20% of final grade)
- Culminating Practicum (20% of final grade)

## Topical Outline

### Unit One

- Introduction to Google
- Internet Safety
- Why Create a Google Account?
- Google as a Search Engine
- A Googol of Search Tools
- **Assignment #1**  
*Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about using Google in your classroom. Your autobiography should be a minimum of three paragraphs.*
- **Test #1**

### Unit Two

- Managing your Gmail

- Using Google Calendar to Stay Organized
- **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

- All About Apps
- The Educational Possibilities of Google Drive
- Google Drawings
- **Assignment #3**  
*Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to using Google 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

- An Introduction to Google Classroom
- Organizing Images with Google Photos
- Creating a Classroom Website with Google
- Blogger: A Google Blog
- **Test #4**

### Unit Five

- Staying Current with Google News
- Get Lost in Google Maps
- Student Exploration of Google Earth
- Chromebook Basics
- **Test #5**

### Unit Six

- Using Google Groups to Promote Online Discussion
- A New View on YouTube
- Google Lesson Plans and Resources
- Google Going Mobile

- **Assignment #4**

*Select three Google products or services covered in this course and create an in-depth lesson plan for each. You may wish to refer to the list provided in the last section of this course for an outline of the products. 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 product/service used
3. Curriculum Standards
4. Introduction
5. Activity

*For example lesson plans, review the Google Lesson Plans and Resources 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.*

## **Bibliography**

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Lenhart, A. (2015). *A Majority of American Teens Report Access to a Computer, Game Console, Smartphone and a Tablet*. Pew Research Center

<http://www.pewinternet.org/2015/04/09/teens-social-media-technology-2015/>

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