

LINC 68G: TEACHING & LEARNING WITH GOOGLE APPS FOR EDUCATORS

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2021
Units:	3
Hours:	3 lecture per week (36 total per quarter)
Advisory:	Basic computer skills and knowledge of Macintosh or Windows operating systems; familiarity with web browsers, email, downloading, and uploading.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Description

Intended for educators seeking to become Google Level 1 Certified, this course covers all Google Applications for Education, including Classroom, Docs, Drive, Sites, Forms, Sheets, Slides, YouTube, Maps, Gmail, Calendar, and Chrome. With a focus on achieving educational outcomes, participants will learn the fundamentals of each application, and will design integrations between multiple applications to create a seamless workflow. Emphasis will be placed on bringing teaching and learning into the online environment, organizing and managing online work, and utilizing application features to expand and improve student learning opportunities. Upon completing the course, participants will be prepared to take the Google Certified Educator Level 1 Examination.

Course Objectives

The student will be able to:

1. Identify the main functions and features of the tools available in the G Suite for Education and select appropriate tools to fulfill educational objectives.
2. Describe and evaluate the impact that technology has had on teaching and learning with consideration for future-ready work habits.
3. Develop instructional plans that teach and encourage digital citizenship.
4. Augment textbook lessons with digital resources.
5. Transition to a primarily paperless classroom with G Suite for Education tools.
6. Combine tools to develop an efficient system for communicating with all members of a classroom or school community.
7. Improve time and task management skills with digital aids.
8. Implement procedures to improve the efficiency and productivity of meetings.

9. Develop virtual assignments and manage student workflow and feedback.
10. Collect, analyze, and share data on student growth to demonstrate evidence of effective teaching.
11. Develop instructional plans for teaching online skills and digital literacy to students of varying age and ability levels.
12. Design interactive lessons that integrate multiple tools and increase student engagement.
13. Facilitate group work using online tools inside and outside of the classroom.

Course Content

1. G Suite for Education tools
 - a. Classroom
 - b. Docs
 - c. Drive
 - d. Forms
 - e. Sheets
 - f. Sites
 - g. Slides
 - h. Drawings
 - i. YouTube
 - j. Maps
 - k. Gmail
 - l. Calendar
 - m. Chrome
2. Impact of technology
 - a. Benefits of the digital classroom
 - b. Digital classroom goals
 - c. Modern workforce requirements
 - d. Changes to the role of learning
3. Digital citizenship
 - a. Copyright and fair use
 - b. Online safety
 - c. Communication
4. Augment textbook lessons
 - a. Incorporating video
 - b. Digital extension activities
 - c. Collaboration with students
5. Paperless classroom
 - a. Google Drive cloud storage
 - b. Uploading and creating documents in Drive
 - c. Organizing Drive files
 - d. Collaboration on Docs
 - e. Classroom integration with Docs and Drive
 - f. Developing quizzes with Forms
6. Communication
 - a. Gmail organizational benefits
 - b. Gmail translation feature
 - c. Google Chat messaging
 - d. Class websites
 - e. Google groups
 - f. Sharing student work
7. Time management

- a. Creating and sharing with Calendar
 - b. Setting reminders and notifications
 - c. Managing multiple calendars
 - d. Managing tasks with Google Tasks and Keep
 - e. Integrating Tasks and Calendar
 - f. Adding notes and sharing media in Keep
8. Meetings
 - a. Qualities of productive and efficient meetings
 - b. Scheduling meetings, participants, and resources
 - c. Tracking attendance and participation
 - d. Shared Docs for agendas, minutes, and follow-ups
 - e. Conducting online meetings with Google Meet
 - f. Sharing screens
 9. Virtual assignments
 - a. Developing rosters
 - b. Assigning student work
 - c. Assignment management strategies
 - d. Feedback importance and strategies
 10. Data
 - a. Types of data
 - b. Methods for collecting data
 - c. Organizing and configuring information to accurately represent results
 - d. Information security
 - e. Data analysis processes
 - f. Charts and graphs
 - g. Sheets and Docs integration
 11. Online skills and digital literacy
 - a. Searching online
 - b. Evaluating sources
 - c. Filtering search results
 - d. Avoiding plagiarism
 - e. Customizing Chrome web browser
 - f. Chrome apps and extensions
 12. Interactive lessons
 - a. Improving presentation communication
 - b. Graphic design impact on messaging
 - c. Adding dynamic content
 - d. Apps for engagement
 - e. Digital tools for STEM classes
 13. Group work
 - a. Meaningful and effective collaboration
 - b. Supporting collaboration with G Suite for Education tools
 - c. Assigning and collecting work in Classroom
 - d. Docs features for writing, feedback, and revision
 - e. Best practices for driving discussions
 - f. Tools to support synchronous and asynchronous discussions
 - g. Reviewing and evaluating group contributions

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When offered on campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
2. When taught online via Canvas students must have current email accounts and/or ongoing access to computers with email and web browsing capability

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Designing and developing an online course plan and product or project
 Presenting the product or project to peers, capturing feedback, and using it to revise the product or project
 Making constructive contributions to class discussions and peer review feedback

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

The student will be writing notes, listening, and participating in lecture presentation
 The student will be observing an instructor-led demonstration and/or actively practicing the demonstrated skills
 The student will be presenting and communicating their ideas in discussion and/or participating in peer reviews

Representative Text(s) and Other Materials

Clark, Holly. [The Google Infused Classroom: A Guidebook to Making Thinking Visible and Amplifying Student Voice, 1st ed.](#) 2019.

Curts, Eric. [Control Alt Achieve: Rebooting Your Classroom with Creative Google Projects, 1st ed.](#) 2020.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.
2. Outside assignments include conducting project development, planning, reading, and developing the project through an iterative process.
3. When taught online these methods may take the form of video, audio, animation and webpage presentations. Writing assignments are completed online.

Discipline(s)

Instructional Design/Technology