

Fundamentals of Google Docs and Drive EDUO 9101 – 3 Graduate-Level Credits/Units

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This is a partial syllabus of the course. For additional course information please email the instructor.

Course Overview

Teachers have always held the key to student success. But their role is changing. There are new skills and pedagogical insights educators need to teach, work and learn in the digital age. Learn how to create documents using Google Docs and Drive. Google Docs and Drive is becoming the preferred educational application tool for word processing, spreadsheets, presentations, surveys and quizzes that teachers and students need for most classroom curricular and classroom management functions.

Besides being a free and powerful set of classroom tools, students can at any time and from any place work collaboratively with each other or with their teacher. Documents are automatically saved and stored.

One primary goal of this course is for you to use collaborative functions of Drive and Docs. You will store, share, collaborate and comment with peers and the instructor.

“As technology integration continues to increase in our society, it is paramount that teachers possess the skills and behaviors of digital age professionals. Moving forward, teachers must become comfortable being co-learners with their students and colleagues around the world.”
ISTE: International Society for Technology in Education.

Course Objectives

The main objective of this course is to give enrollees opportunity to learn beginning to intermediate uses of Google and how to apply Google Drive in an educational environment. Course participants will have opportunity to:

- Interact with the instructor on every course assignment and when assistance is needed.
- Look at transitioning to Distance Learning, or, gain an understanding of how Cloud computing services work
- Focus on how Google Docs and Drive/Classroom allow students and teachers to create, share and collaborate online with minimal expenditures and equipment.
- Create example Document, Sheets, Presentations, Forms and Drawing.
- Store, share, collaborate and use commenting on document you create.
- Apply use of Drive and Docs with students or peers by creating a unit of study that exemplifies the advantages of using Drive and Docs over older technology.
- Reflect on the use of each Drive and Docs tool and on the overall use in the participant's area of education

Course Relation to Professional Standards

- **ISTE Standards**
 - **Students:** Empowered Learner; Digital Citizen; Knowledge Constructor; Innovative Designer; Computational Thinker; Creative Communicator; Global Collaborator
 - **Teachers:** Facilitate and inspire learning; Design and develop digital age learning experiences; Model digital age work and learning; Promote and model digital age citizenship; Engage in professional growth and leadership
- **CCSS Standards in Digital Literacy**
 - Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software and connectivity
 - Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school and in society+
 - Demonstrate the ability to use technology for research, critical thinking, decision making, communication and collaboration, creativity and innovation

Course Assignments

Work at your own pace, completing all assignments online by completing documents in a Google Drive/Docs folder you create and sharing the documents with the instructor. As EACH assignment is completed it will be submitted to the instructor for review, feedback and possible revision. Students will work with the instructor throughout the course and have opportunity to work with other students on course assignments.

Assignments in this course are broken into five areas that will give students opportunity to read, research and complete documents related to their understanding Cloud Computing and the use of Google Drive.

- Word Processing documents
- Spreadsheet documents
- Presentation documents
- Form documents
- Cloud Computing Basics

Course Assessment

Assignment goals are detailed within the course document. Students in this course are encouraged to communicate with the instructor by email if difficulties with coursework arise. Assignments will be submitted to the instructor as each is completed. The instructor will respond directly to the students regarding the merits of their completed assignment and if necessary will suggest revisions to the work submitted.

Once course assignments are successfully completed a letter grade will be issued.

Course Completion Timeline

Students will have 9 months from the time of registration to complete this course.

Why Use Google Drive in Education

School districts, sites and educators are discovering the value in using Google Drive. Google Drive functions are similar to Office and other office-type software programs but there are several compelling reasons to use Google Drive:

- Cost. There is no software or licensing to purchase.
- Access. Google documents can be accessed from anywhere at anytime you have a computer, Internet access and a Google account.
- Collaboration. Documents can be shared, revised and published.
- Control. Teachers can designate who can work on files.
- Updates. No need to buy new software or pay for updates. Google Drive is updated as needed.
- Training. Google provides excellent and free tutorials, lesson ideas and support.

Resources Needed

- Reliable access to a computer with an Internet connection
- A Google email account (optional but preferred)
- Textbook: **There is no required text for this course.**

Course Assessment Rubric:

EXCELLENT	ACCEPTABLE	NOT ACCEPTABLE
Meets or Exceeds Course Objectives: A to A-	Majority of Work Meets Course Objectives; B+ to B-	Needs Considerable Improvement: Resubmit Work C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.

<p>Work submitted was organized and clearly articulated.</p> <p>The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.</p>	<p>Most work submitted was organized and clearly articulated.</p> <p>The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.</p>	<p>Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.</p>
<p>Assignment content and required projects were original.</p>	<p>Assignment content and required projects were original.</p>	<p>Evidence that not all assignment content and required projects were original.</p>
<p>Work is free of spelling and/or grammatical errors.</p>	<p>Work has few spelling and/or grammatical errors.</p>	<p>Work has numerous spelling and/or grammatical errors.</p>