

**DOMINICAN  
UNIVERSITY**  
of CALIFORNIA  
*School of Liberal Arts and Education*

**Google 101**

Shawnee Mission School District  
EDUO 9998 1 Semester Credit/Unit

**Hybrid** - One in person meeting and 2 online meetings. Dates and times will be emailed upon registration. Course offered on a calendared, Session basis.

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**Course Syllabus**

**Course Overview**

Develop your basic skills in Google Workspace. Use Google Workspace to enhance your professional organization and enhance your teaching methods. Upon successful course completion, participants will be prepared to take the Google Educator Level 1 Exam.

The course will cover:

- Organizing and Working in Google Drive
- Google Sheets
- Google Docs
- Google Slides
- Google Forms
- Google Drawing

**Course Learning Objectives** Participants will have opportunity:

- To apply Google Workspace tools to support their job needs
- To utilize Google Forms to collect student data
- To gain understanding on how collaborative features work with Google Workspace

**Course Relation to CCS or other Professional Standards:**

- Developing as a Professional Educator
- Engaging and Supporting Students in All Learning

## Course Modules

<b>Module 1: Organizing Your Workspace</b>	
<b>Objective</b>	To move files and documents to Google Workspace To organize the use of tools and look at transitions to Google
<b>Assignment(s)</b> Include Activities and Needed Materials	<ul style="list-style-type: none"> <li>● Teachers will move files to organized files</li> <li>● Files will be color coded</li> <li>● Compare and Contrast Shared Files and General Google Drive</li> <li>● Select which items to add to “Priority” spaces</li> <li>● Find a teaching article by using the Omnibox, bookmark it</li> <li>● Access the Chrome store to find Google Extensions</li> <li>● Utilize Google Keep for “to do” lists and reminders</li> <li>● Color Code and Organize your Google Drive</li> </ul>
<b>Assessment</b>	Submit a video tour of Google Drive and reflect on your organization

<b>Module 2: Using Google Forms and Sheets to Collect and Manage Student Data</b>	
<b>Objective</b>	To create a Google Form to collect student data through quiz and survey Use several response types in a Form
<b>Assignment(s)</b> Include Activities and Needed Materials	<ul style="list-style-type: none"> <li>● Create a student survey or reflection Form</li> <li>● Create a student quiz Form</li> <li>● Organize A Sheet in ABC order</li> <li>● Find SUM and AVG in your data</li> <li>● Create a Chart in your Sheet</li> </ul>
<b>Assessment</b>	Share your Sheet and Forms at the in-person meeting

<b>Module 3: Using Google Docs and Slides in your regular instruction</b>	
<b>Objective</b>	To use Google Docs and Slides to enhance instruction To use Google Docs and slides to be productive in work tasks
<b>Assignment(s)</b> Include Activities and Needed Materials	<ul style="list-style-type: none"> <li>● Create a student document and add comments to the student work</li> <li>● Create a class informational page with an image, footer and share with others</li> <li>● Take a Word doc and convert it to a Google Doc</li> <li>● Create a slideshow with a title, video, image and specific background</li> <li>● Create Collaborative Slides Activity for your students</li> </ul>
<b>Assessment</b>	Model the use of interactive feedback with a partner in class Submit the slideshow to the instructor

<b>Module 4: Google Drawings</b>	
<b>Objective</b>	To create a Google Form to collect student data through quiz and survey Use several response types in a Form
<b>Assignment(s) Include Activities and Needed Materials</b>	<ul style="list-style-type: none"> <li>● Create an interactive activity for your students on Google Draw</li> <li>● Create a collaborative activity for students on Google Draw</li> </ul>
<b>Assessment</b>	Share your Sheet and Forms with the instructor

<b>Module 5: Reflection on Learning and Application</b>	
<ul style="list-style-type: none"> <li>● Teachers will write a reflection essay detailing how they will apply the new learning with their students. They will explain how this evolves their learning as a professional educator and how it will impact their students.</li> <li>● Teachers will participate in an online discussion on Canvas to reflect on the application of the new learning</li> </ul>	

**Course Materials:**

Current SMSD Canvas account needed to access resources

**Course Assessment Rubric:**

<b>EXCELLENT</b>	<b>ACCEPTABLE</b>	<b>NOT ACCEPTABLE</b>
Meets or Exceeds Course Objectives: <b>A to A-</b>	Majority of Work Meets Course Objectives; <b>B+ to B-</b>	Needs Considerable Improvement: Resubmit Work Suggested: <b>C or below</b>
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 that can be applied both as a professional educator in daily work and in the instructional methods used with students and their work. The assignments demonstrate that the teacher understands purposeful integration of technology in the classroom.	Most assignment responses show evidence of new knowledge that can be applied both as a professional educator in daily work and in the instructional methods used with students and their work. The assignments might demonstrate that the teacher understands purposeful integration of technology in the classroom.	Responses show little to no evidence of new knowledge that can be applied both as a professional educator in daily work and in the instructional methods used with students and their work. The assignments do not demonstrate that the teacher understands purposeful integration of technology in the classroom.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.

continual assignment clarification or request revisions.		
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.