

## TEC-959 – Google Drive for Educators

### Independent Study Online Course Syllabus

**Instructor:** Linda Jacobsen & Dr. Glenn Williams  
**Phone:** (559) 434-1142  
**Email:** [kljacobsen@sbcglobal.net](mailto:kljacobsen@sbcglobal.net)

**Number of Graduate Semester Units:** 3 units  
**Target Audience:** K - 14<sup>th</sup> grade teachers  
**Course Access:** [ce-connect.fresno.edu](https://ce-connect.fresno.edu)

#### Course Description

Google Drive for Educators is designed for any teacher, technology coordinator, administrator, or librarian to use tools for productivity, store files, share files, and have access anywhere in the world where there is Internet access. Participants will be able to create lessons enhanced with the collaborative learning tools including word processing, spreadsheets, presentations for multimedia authoring, and Forms for doing online surveys. Google Drive for Educators is a valuable course for learning to use and implement lessons that support ISTE-NETS and the CCSS. Through this hands-on project-based course, teachers will be challenged to rethink their workflow for themselves and their students. This course is for all grade levels and subject areas. Teachers will be able to apply what they have learned in this course to their own classroom. This course is for all grade levels and subject areas. Access to students is not required.

#### Required Texts and Course Materials

**Course Materials:** The Internet will also be a major resource for this course. Google Docs are available online and can be accessed with a free Google account. All remaining course materials are available online when students login to the FPU Moodle.

**Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

**Moodle:** Moodle is a web-based learning management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning).

<https://moodle.org> // <https://moodle.org/demo> // <https://docs.moodle.org>

#### Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

## National Standards Addressed in This Course

### National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [\*What Teachers Should Know and Be Able to Do\*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

### National Educational Technology Standards (NETS-T)

The projects contained in this course are closely aligned to the ISTE National Educational Technology Standards (NETS-T) for teachers. Numbers in parentheses following each learning outcome above refer to the National Educational Technology Standards category to which the outcome is linked. The categories are:

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-Age Learning Experiences and Assessments
3. Model Digital-Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

### National Educational Technology Standards (NETS-S)

One of the course projects ask participants to identify specific national, state or district standards for their curriculum that will be applied to the lessons presented. This project also includes identifying ISTE NETS-S Student Standards:

1. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Students apply digital tools to gather, evaluate, and use information.
4. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
6. Students demonstrate a sound understanding of technology concepts, systems, and operations.

**Common Core State Standards (CCSS) ([www.corestandards.org](http://www.corestandards.org))**

Google Docs can be integrated into multiple English Language Arts Common Core State Standards including some the standards listed below.

- Writing 1: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Writing 5: Develop and strengthen writing as needed by planning, revision, editing, rewriting, or trying a new approach.
- Speaking and Listening 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- Speaking and Listening 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

**Continuing Education Program Student Learning Outcomes**

CE 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

**Student Learning Outcomes (SLOs) for This Course**

<b>Student Learning Outcomes for This Course</b> By the end of this course student will be able to:	<b>National Standards Addressed in This Course*</b>	<b>Continuing Education Program Student Learning Outcomes Addressed**</b>
1. Demonstrate their ability to use all four components of Google Docs and be able to “share” their documents with others.	III, V	
2. Demonstrate how to use Google Docs in their classroom by exploring, reporting and collaborating with other teachers who are using Google Docs to support student-centered standards-based units of study.	III, V	
3. Demonstrate their ability to integrate Google Docs into their curriculum by creating, conducting, and reporting on a student-	I, II	

centered unit of study that addresses national, state, local and ISTE NETS student standards.		
4. Create lesson plan(s) and follow-up report using Google Docs.	I, II, III, IV	
5. Reflect on the advantages and disadvantages of using Google Docs compared to traditional desktop software.	IV, V	

\* Please refer to the section on **National Standards Addressed in This Course**

\*\* Please refer to the section on **Continuing Education Program Student Learning Outcomes**

## Topics, Assignments, and Activities

**Special Note:** if you are taking this course during the summer months and do not have students to work with, please email us so we can work out the plan you will take to accommodate your assignments.

<b>Module Module Title</b>	<b>Module Assignments and Activities</b>	<b>Points Possible for Each Assignment</b>
<b>Welcome Module</b>	<ul style="list-style-type: none"> <li>• Introduction video</li> <li>• Course Syllabus</li> <li>• Moodle Online Tutorial</li> </ul>	
<b>Module 2</b>	<ul style="list-style-type: none"> <li>• Students will complete the tutorials and the checklists for the four Google Docs applications. <ul style="list-style-type: none"> <li>○ Assignment 2.1: Google Docs</li> </ul> </li> </ul>	10 pts
<b>Module 3</b>	<ul style="list-style-type: none"> <li>• Students will complete the tutorials and the checklists for the four Google Docs applications. <ul style="list-style-type: none"> <li>○ Assignment 3.1: Google Presentation</li> </ul> </li> </ul>	10 pts
<b>Module 4</b>	<ul style="list-style-type: none"> <li>• Students will complete the tutorials and the checklists for the four Google Docs applications. <ul style="list-style-type: none"> <li>○ Assignment 4.1: Google Slides</li> </ul> </li> </ul>	10 pts
<b>Module 5</b>	<ul style="list-style-type: none"> <li>• Students will complete the tutorials and the checklists for the four Google Docs applications. <ul style="list-style-type: none"> <li>○ Assignment 5.1: Google Forms</li> </ul> </li> </ul>	10 pts
<b>Module 6</b>	<ul style="list-style-type: none"> <li>• Assignment 6.1: Students will work with a partner(s) to use the share feature to collaborate on a document in Documents or Slides. The student will use the Insert Comments feature and the Revision History tool. Students will also share a folder and a file from Drive. Additionally, students will create a survey for their partner providing feedback on their experience. The student will share this work with the course instructor. This assignment will be shared with the course instructor using the Share feature.</li> </ul>	10 pts

<b>Module 7</b>	<ul style="list-style-type: none"> <li>Assignment 7.1: Using the Internet as a research tool, the student will locate 10 web resource sites that support their curriculum or communication with other professionals using the Google Docs. Then identify how each site supports your curriculum and your state standards. This document will be “shared” with the course instructor through the Google Document program. The student will select a favorite site that they will post on the Moodle Forum.</li> </ul>	10 pts
<b>Module 8</b>	<ul style="list-style-type: none"> <li>Assignment 8.1: Participants will be required to show how they will use Google in their class using a student-centered learning approach. Each participant will design a unit of study using any or all of the Google Docs applications. The unit of study needs to have the basic components of a quality lesson including goals, objectives, standards addressed, evaluation tool, and a timeline. This unit will be presented to their students or reviewed by at least two other educators. If the lesson is to be reviewed by other educators, a questionnaire will be developed using Google Forms for the educators to provide written comments. Assignments will be sent to the instructor through the “share” feature in Google Docs, emailed, or uploaded to FPU Moodle.</li> </ul>	20 pts
<b>Module 9</b>	<ul style="list-style-type: none"> <li>Assignment 9.1: After reflecting on their lesson from the previous assignment, course participants will tell how the lesson supports specific content standards at their state, and/or local levels along with standards addressed in the ISTE NETS Standards for Students. If the lesson was used with students, the participant will then reflect on how they feel Google Docs helped the student learn the objective(s) their lesson. Teachers will include information on how the students directly were involved in the lesson and how Google Docs enhanced what they learned. If other educators evaluated the unit of study, their comments from the questionnaire, along with the ideas that came out of the conversation will be reflected. Assignments will be sent to the instructor through the “share” feature in Google Docs.</li> </ul>	20 pts
<b>Module 10</b>	<ul style="list-style-type: none"> <li>Assignment 10.1: Participants will write a reflective paper comparing Google to other desktop software such as Microsoft Office. The paper should discuss the benefits and disadvantages of both. Teachers can also use the Internet as a research tool and find out what others feel about this topic. The assignment will be “shared” with the course instructor using Google Documents.</li> </ul>	10 pts
<b>Course Wrap-up – Grading and Evaluation</b>	<ul style="list-style-type: none"> <li>Final Reflection Forum</li> <li>Course Evaluation</li> <li>Course Completion Checklist</li> <li>Grade Request / Transcript Request</li> </ul>	
	<b>TOTAL POINTS</b>	<b>110 pts</b>

## Grading Policies, Rubrics, and Requirements for Assignments

### Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

### Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Include relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Include mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organization structure. May include marginally relevant facts, details, and explanations.

### Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate.



Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

### **Discussion Forum Requirements**

- **Superior:** Response was at least 1 page (3 fully developed paragraphs) in length. Thoroughly answered all the posed questions, followed all the assignment directions, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.
- **Standard:** Response was ½ to 1 page in length (2-3 fully developed paragraphs). Answered all the questions but did not provide an in-depth analysis, followed most of the assignment directions, proper grammar and no spelling errors. Language is comprehensible, but there a few passages that are difficult to understand. The organization is generally good.
- **Sub-standard:** Response was less than ½ page in length (1 paragraph). Did not answer all the required questions and/or statements or responses were superficial, vague, or unclear, did not follow the assignment directions, many grammar and spelling errors. Is adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.

### **Instructor/Student Contact Information**

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

### **Discussion Forums**

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

### **Coursework Hours**

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

### **Services for Students with Disabilities**

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center

to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/students/academic-support/services-students-disabilities>.

## Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrar-office/academic-catalogs>

## Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

**Moodle:** This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. Moodle is easy to learn and has a friendly user interface. To learn more about Moodle, go to [https://docs.moodle.org/33/en/Student\\_FAQ](https://docs.moodle.org/33/en/Student_FAQ). There are also some student tutorials on the Center for Online Learning website at Fresno Pacific University - <https://col.fresno.edu/student>.

**Moodle Site Login and Passwords:** Students will need to have internet access to log onto <https://ce-connect.fresno.edu>. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome communication. If you need help with your username and password recovery, please contact the Continuing Education office at (800) 372-5505 or (559) 453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm. or email them at [prof.dev@fresno.edu](mailto:prof.dev@fresno.edu).

**Getting Help with Moodle:** If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone or the website. Help by phone (559) 453-3460 is available Mon-Thurs 8:00 am to 8:00 pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a "Request Services" form at <https://col.fresno.edu/contact/request-services>. Please identify that you are with the "School = Continuing Education".

## Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.



## University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/students/registrars-office/academic-catalogs>.

## Fresno Pacific University Student Learning Outcomes

<b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.