

Eastern Mennonite University
EDCT 531 Everything Google for the Classroom
Spring 2012
Online

Credit Hours: 3 semester hours

Class Instructor (s): Timothy F. Taylor, Master of Arts in Education and Human Development,
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Class Meetings:

Online Course running from week of January 16, 2012 through April 9, 2012

Course Description:

We explore standard and new Google tools that can be used in the classroom to assist with classroom management and instruction. Teachers will increase their knowledge using discussion threads, reflection papers, lesson plans involving the implementation of Google tools, and a course project where candidates use a Google tool for professional or student development or enhancement. Participants will collaborate on ways to use these tools to have the greatest positive impact in their classrooms.

Prerequisite: Participants should be comfortable with surfing the web.

EMU Conceptual Framework:

“Preparing Caring, Reflective Teachers for a Changing World”

The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World*” as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

MA in Education Program Outcomes:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice. **(S)**

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change. **(I)**

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices. **(PK)**

Communication: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others. **(C)**

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peace building in diverse settings. **(Ca)**

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts. **(L)**

Course Outcomes: Upon completion of this course the student should have the ability to:

1. Identify the various tools offered by Google
2. Identify Google tools to increase personal and professional productivity
3. Understand how to use technology to improve communication with parents, colleagues and students
4. Create lesson plans and develop teaching materials using web-based tools
5. Reflect upon pertinent articles and web content dealing with personal and student learning

Required Texts: None

Course Requirements:

1. Participate in class discussions designed to increase knowledge of Google tools and the implementation in instructional settings.
2. Discussion Threads will be posted each week in which students need to reply to an instructor's post and reply to their classmates posts. Post requirements will vary from one to two posts each week.
3. Reflection papers will be required for some course readings. Course readings will depend on interest of class participants.
4. Two lesson plans will be submitted which include the implementation of a Google tool. The lesson plan will be designed using a supplied template.
5. Course project will involve participants identifying a Google resource and sharing the ways it could be used for professional use, classroom management and/or instructional purposes.
6. Topics of the twelve sessions are as follows: (topics can change according to class needs)
 - a. (Jan. 16 – Jan. 23) – Introductions, History of Google, Create/verify Google Account
 - b. (Jan. 23 – Jan. 30) – Google Search Basics, Use in the Classroom
 - c. (Jan. 30 – Feb. 6) – Google Search Advanced, Forgotten Google Search Tools
 - d. (Feb. 6 – Feb. 13) – GMail, Reflection Paper on Article Due
 - e. (Feb. 13 – Feb. 20) – Google Sites and Blogger
 - f. (Feb. 20 – Feb. 27) – Google Docs
 - g. (Feb. 27 – Mar. 5) – Google Reader, iGoogle and Chrome
 - h. (Mar. 5 – Mar. 12) – Google Maps and Earth
 - i. (Mar. 12 – Mar. 19) – YouTube and Picassa, Reflection Paper Due
 - j. (Mar. 19 – Mar. 26) – What's New – Realtime, Voice, Knol, and Pack,
 - k. (Mar. 26 – Apr. 2) – What's does the future hold for Google?
 - l. (Apr. 2 – Apr. 9) – Projects and Lesson Plans Due, Discussion on Topics of Choice, Class Evaluation
 - m. Lesson Plans and Project will be due by April 6.
 - n. Reflection papers will be due weeks of Feb. 13 and Mar. 19
 - o. Discussion Posts will be due weekly

Attendance Expectations: This is an online course that requires no in person attendance. Students are required to make their presence known via Moodle discussions and assignments.

Course Evaluation/ Grading:

1. Discussion Board postings (10 points)
2. Reflective papers on various publications about Google tools and classroom management (30 points)
3. Lesson Plans that involve the implementation of a Google tool (40 points)
4. Course Project where candidates use a Google tool for professional or student development. Project must show impact on student learning. (20 points)

Grading:

100 - 95 = A

94 - 90 = A-

89 - 87 = B+

86 - 83 = B

82 - 80 = B-

Below 80 = no credit/incomplete till assignments complete

Class Format:

The following learning strategies will be used throughout the class sessions:

1. Reflective Writing
2. Reading of professional publications
3. Participation in online discussions
4. Watching videos
5. Hands-on use of Google tools

Class Schedule:

There will be a total of twelve online sessions, one for each week beginning January 16, 2012 and running through the week of April 9, 2012.

Technology Requirements for course:

Internet access, Google Account

Knowledge Base:

Teacher practitioners must have opportunities to learn about and apply technology in new ways in the classroom (Martinez, 2010) if today's students are to master 21st century skills. Schneider et al. (2004) propose an extensive array of strategies to explore Google tools. Upon completion of this course the teacher practitioner will be able to navigate the Internet using any browser and basic operation of a personal computer.

Resources:

Martinez, M. (2010). Teacher education can't ignore technology. *Phi Delta Kappan*, 92, 74-75.

Schneider, F., Blachman, N., & Frederick, E. (2004). *How to do everything with Google*. New York, NY: McGraw-Hill

Roblyer, M.D. & Doering, A.H. (2010). *Integrating educational technology into teaching* (5th ed.). Boston, MA: Allyn & Bacon.

Internet accessible computer

Academic Honesty:

The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidences of academic dishonesty may result in a failing grade for the work submitted and a “Record of Academic Dishonesty” filed with the M.A. Director and the provost's office.

Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement:

Students with disabilities preventing them from fully demonstrating their abilities should contact the instructor personally as soon as possible to discuss any accommodations necessary to ensure full participation and facilitate equal educational opportunity. All information and documentation of the disability is confidential and will not be released without permission.

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style

Candidates are expected to use *Publication Manual of the American Psychological Association 5th Edition* for written assignments including annotated bibliographies and references. Candidates citing references in Power Point references are also expected to use APA style. Instructors may exclude short personal narratives, essays, lesson plans, or some project work if APA writing style is inappropriate.

All instructors teaching in the Master of Arts in Education program are asked to apply the EMU Graduate Writing Standards to any written work submitted. The instructors may use their discretion if the assignment does not lend itself to the EMU Graduate Writing Standards rubric. (See Appendix B). Use of APA and the Graduate Writing Standards rubric ensures uniformity of writing standards and serves to prepare enrolled program candidates for writing their action research projects.

Appendix A Writing Standards – Graduate Level *(revised Spring 2012)*

Criteria	A excellent	B good	C minimal expectations	Comments
Content (quality of the information, ideas and supporting details.)	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose - lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure (logical order or sequence of the writing)	- is coherent and logically developed - uses very effective transitions	- is coherent and logically developed - uses smooth transitions	- is coherent and logically (but not fully) developed - has some awkward transitions	
Rhetoric and Style (appropriate attention to audience)	- is concise, eloquent and rhetorically effective - uses varied sentence structure - is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure - may be wordy in places	- displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés - uses generally clear but frequently wordy prose	
Information Literacy (locating, evaluating, and using effectively the needed information as appropriate to assignment)	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources - chooses sources from a moderate variety of types of resources - chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	- uses a few poor-quality or unreliable sources - chooses sources from a few types of resources - chooses a few resources with inappropriate dates - integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity (appropriate acknowledgment of sources used in research)	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors - makes several errors in documentation style	
Conventions (adherence to grammar rules: usage, mechanics)	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences - makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				Grade