

PDE Course

Google Classroom for Beginners and Beyond

INSTRUCTOR & COURSE INFORMATION

This syllabus describes the requirements and procedures for the Professional Development for Educators Course: Google Classroom for Beginners and Beyond. You are responsible for knowing this material, so please read carefully. Any changes will be announced in Blackboard. You will be responsible for any changes. Your continued enrollment in this course is your implicit agreement to abide by the requirements of this class.

Professor / Instructor Contact Information

Name: Monte Gaukler

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Email: monte.hahn2@und.edu or mgaukler23@gmail.com

About the Professor / Instructor

Hello! My name is Monte Gaukler and I am excited to learn with you. I have been an educator for over 34 years. During my career, I have been a business education classroom teacher, a curriculum technology partner, a curriculum technology facilitator for the Grand Forks Public Schools, a part-time teacher at the University of North Dakota, and a long-term substitute during COVID-19. I am a Google Certified Innovator and Trainer. I also teach T&L 339 Teaching with Technology for education majors at UND. Education is a lifelong passion for me and my family. I also just became a grandma and I'm pretty passionate about that too!

Course Description & Objectives

This course is a professional development course designed for current teachers to sharpen their practice. No matter how long you have been in the classroom, this course will provide some new ways to use Google Classroom with your students. After learning about setting up your Google Classroom, tools and extensions for working with Google Classroom, teachers will be provided with an opportunity to put new learning into action as they design a student-driven scavenger hunt and Google Classroom how to videos for students and stakeholders.

After successfully completing this course, you should be able to:

Use digital tools to aid in professional productivity, planning, classroom management, communication, content creation and assessment. (CAEP 1.5, 3.4, ISTE 5a, 5b, 5c, 7a, 7b, 7c, INTASC 3, 5)

Use video to create interactive lessons for students and for students to create projects (CAEP 1.5, 3.4, ISTE 5a, 5b, 5c, INTASC 3,5,6,7)

Describe and demonstrate how technology is a tool in today's classroom and should be used to enhance collaboration, critical thinking, creativity, and communication. (CAEP 1.5, 3.4, ISTE 1a, 2c,3b, 6a, 6c, INTASC 7,8)

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Materials – Text, Readings, Supplementary Readings

The use of Google Classroom is a required component of this course. Teachers may use their personal school Google domain to complete this course. Teachers may also request access to the UND Google domain.

Technical Requirements/Assistance

You will use Microsoft Word or Google Tools to complete assignments (or if something different will be used, spell out specifics). Students are expected to use their official UND email in the course. The [UND Technical Support](#) webpage contains information on your UND email and how to download a free version of Microsoft Office. For technical assistance, please contact UND Technical Support at 701.777.2222. Visit the [University Information Technologies \(UIT\) website](#) for their hours, help documents and other resources. If your school does not use Google Classroom, a UND Google Domain username and Google Classroom access can be provided upon request.

Minimum Technical Skills Needed:

In order to succeed in this course, at a minimum, you should be able to:

- Navigate in and use basic Blackboard functions
- Navigate and use additional digital resources
- Download and open electronic documents
- Create, save, and upload/attach electronic documents
- Send, receive, and manage email
- Access to Google Classroom

Course Logistics

Access and Login Information

This course was developed and will be facilitated utilizing Blackboard. To get started with the course, please go to: <http://blackboard.UND.edu> and log in with your NDUS.Identifier, Username and Password. If you do not know your NDUS Identifier or have forgotten your password, please visit [Your NDUS Account page](#) on the UIT website.

Course Overview

The course content is organized in five topic areas. Each topic area contains a purpose, learning outcomes, and a variety of links to video/audio files, and other instructional resources selected to enhance your learning experience and support each topic. A variety of videos will be used to assess your comprehension and application of those materials.

How Students Should Proceed Each Topic for Class Activities

On the left side course menu in Blackboard there is a “Lessons” tab. Inside Lessons you will find all the required readings, videos, and assignments/activities for each topic. An overview of each topic can be found in Blackboard under the Schedule tab.

Resources

Many services are available to online students such as writing assistance from the UND Writing Center, free online tutoring from Smarthinking, and more. Visit the [Student Resources page](#) for more information. Students also have access to the UND Student Resource Site via Blackboard. It is recommended that you become familiar with the tools and tutorials within the site to better equip you in navigating the course.

Course Requirements/Expectations

1. The student will review the syllabus and course schedule posted in Blackboard.
2. The student will access and follow all course instructions found in the lesson area of the Blackboard course.
3. The student will listen to all online videos provided in the individual topic folders.
4. The student will complete and submit assignments, videos, documents, screenshots, etc.

Communication

Announcements

Announcements will be posted in Blackboard.

Email

You are encouraged to reach out to the instructor with questions. Check the Faculty tab in Blackboard for my contact information. I will respond back to you within 48 hours during the week. If you contact me during the weekend, please expect a response during the work week.



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Netiquette

Always use professional language (no netspeak) in your postings and emails.

Assessment & Grading

This course is made up of a series of assignments and video creation tasks, reflections and documents to assist you in achieving the course learning objectives/outcomes.

Assessments

In this course your learning will be assessed in the following ways:

- Formative assessments for the course will include: completing tasks with screenshots, creating video for student examples, determining and completing a “this or that” choice activity to show what you have learned, completing a scavenger hunt resource, and reflections on current practices you are implementing.
- Summative assessment for the course will include: identifying seven target areas of LMS implementation and creating or locating, seven one minute videos for their classroom that identify how parents/stakeholders will use and access Google Classroom.

How to Set up Google Classroom

This topic provides basic strategies for using Google Classroom. Establishing routines, expectations and clear patterns of communicating with Google Classroom are discussed as well. You will use Edpuzzle, create a Classroom Banner, reflect on the planning and implementation of strategies and share pictures of completion.

Google Classroom Toolbox

Optimizing your time in the classroom is important. Incorporating rubrics for grading, reusing posts, and using saved comments are all tools that can assist with efficiency. You will share screenshots of implementation and reflect on strategies and determine which tools will be most helpful for you.

Classroom Tips and Tricks for Power Users

There are new tricks and tools created everyday for Google Classroom. This topic reviews time saving extensions, Google Meet, grading techniques, tools/sites to incorporate with Google Classroom and super quick tips. You will reflect on the planning and implementation of these strategies and share pictures of completion, as well as create three resources that identify your most important learning in this lesson.

Google Classroom for Students

You will create a student-driven scavenger hunt that introduces your students to Google Classroom. You will share your completed scavenger hunt and reflect on how you hope this will assist your students.

Google Classroom for Parents/Stakeholders

At the end of our time together for the course, you will be asked to create a stakeholder-driven shared document that explains key teaching and learning challenges that the LMS will facilitate. This includes; but isn't limited to assessment, communication, creativity and innovation, differentiation, family and community engagement, social emotional learning, and planning and prep. You will create or locate seven one minute videos for classroom stakeholders.

Grading Breakdown

| S/U Grading Scale | Breakdown of Points |
|---|---|
| 100%-65% = Satisfactory Below 65% = Unsatisfactory | Lesson 1: Banner/Google Form - 20 points Lesson 2: Screenshots/Google Form - 30 points Lesson 3: This & That/Google Form - 40 points Lesson 4: Scavenger Hunt/Google Form - 60 points Lesson 5: Classroom Toolkit - 70 points Total Points: 220 |

Course Policies

Instructor Responsibilities and Feedback

- The instructor will provide feedback on all assignments as soon as possible.



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UNIVERSITY OF NORTH DAKOTA POLICIES & RESOURCES

Academic Integrity

Academic integrity is a serious matter, and any deviations from appropriate behavior will be dealt with strongly. At the discretion of the professor, situations of concern may be dealt with as a scholastic matter or a disciplinary matter.

As a scholastic matter, the professor has the discretion to determine appropriate penalties to the student's workload or grade, but the situation may be resolved without involving many individuals. An alternative is to treat the situation as a disciplinary matter, which can result in suspension from the University, or have lesser penalties. Be aware that I view this as a very serious matter, and will have little tolerance of or sympathy for questionable practices. A student who attempts to obtain credit for work that is not their own (whether that be on a paper, quiz, homework assignment, exam, etc.) will likely receive a failing grade for that item of work, and at the professor's discretion, may also receive a failing grade in the course. For more information read the [Code of Student Life](#).

Access & Opportunity, Disability Support and Medical Services If you have emergency medical information to share with me, or if you need accommodations in this course because of a disability, please visit with me as soon as possible. My office hours are at the top of this syllabus. If you plan to request disability accommodations, you are expected to [register with the Disability Support Services](#) (DSS) office online, (180 McCannel Hall, 701.777.3425).

If you have a temporary medical condition such as a broken arm or recovering after surgery, you may be able to arrange for courtesy services. In most cases, it is expected that you will make your own arrangements for these services. Examples of courtesy services include access to a test scribe if the student has a broken hand; lift equipped van transportation when the student has a broken leg or temporary accessible parking for a student using crutches for a short period. If you are unable to make your own arrangements, please contact DSS (777-3425). Unlike services and/or accommodations provided to eligible students with disabilities, the University is NOT obligated to provide courtesy services.

Resolution of Problems

Should a problem occur, you should speak to your instructor first. If the problem is not resolved, meet with Christopher Douthit. If the problem continues to be unresolved, go to the department chair, and next to the college Dean. Should the problem persist, you have the right to go to the Provost next, and then to the President.

Notice of Nondiscrimination

It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to: Donna Smith, Director of Equal Employment Opportunity/Affirmative Action and Title IX Coordinator, 401 Twamley Hall, 701.777.4171, UND.affirmativeactionoffice@UND.edu or the Office for Civil Rights, U.S. Dept. of Education, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.



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Reporting of Sexual Violence

If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND's Title IX Coordinator, Donna Smith, for assistance: 701.777.4171; donna.smith@UND.edu; or visit the [Title IX webpage](#).

Faculty Reporting Obligations Regarding Sexual Violence

It is important for students to understand that faculty are required to share with UND's Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, you can find information about confidential support services on the [Title IX webpage](#).

UND Cares Program

The [UND Cares program](#) seeks to educate faculty, staff and students on how to recognize warning signs that indicate a student is in distress.

How to Seek Help When in Distress

We know that while college is a wonderful time for most students, some students may struggle. You may experience students in distress on campus, in your classroom, in your home, and within residence halls. Distressed students may initially seek assistance from faculty, staff members, their parents, and other students. In addition to the support we can provide to each other, there are also professional support services available to students through the Dean of Students and University Counseling Center. Both staffs are available to consult with you about getting help or providing a friend with the help that he or she may need. For more additional

information, please visit the [UND Cares program Webpage](#).

How to Recognize When a Student is in Distress

The term “distressed” can mean any of the following:

- Student has significant changes in eating, sleeping, grooming, spending, or other daily activities.
- Student has cut off or minimized contact with family or friends.
- Student has significant changes in performance or involvement in academics, sports, extracurricular, or social activities.
- Student describes problems (missing class, not remembering, destructive behavior) that result from experiences with drinking or drugs.
- Student is acting withdrawn, volatile, tearful, etc.
- Student is acting out of character or differently than usual.
- Student is talking explicitly about hopelessness or suicide.
- Student has difficulty concentrating or difficulty carrying on normal conversation. • Student has excessive dependence on others for company or support.
- Student reports feeling out of control of one’s emotions, thoughts, or behaviors.

UND Cares about Your Success

Important information is available to you through Starfish, which is an online system used to help students be successful. When an instructor observes student behaviors or concerns that may impede academic success, the instructor may raise a flag that notifies the student of the concern and/or refer the student to their academic



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advisor or UND resource. Please pay attention to these emails and take the recommended actions. They are sent to help you be successful!

Starfish also allows you to (1) schedule appointments with various offices and individuals across campus, (2) request help on a variety of topics, and (3) search and locate information on offices and services at UND.

You can log into Starfish by clicking on Logins on the UND homepage and then selecting Starfish. A link to Starfish is also available in Blackboard once you have signed in.

Ensure Accessibility

To comply with the latest accessibility guidelines, documents posted online, including, but not limited to, Adobe PDF files, Microsoft Word documents, Microsoft PowerPoint presentations, and online flipbooks, must be screen-reader friendly. For directions on how to make your syllabus and other course materials accessible, visit the [Creating Accessible Content webpage](#) on the TTaDA site.