ED 500

Building *Your* Google Classroom: *Distance Learning Your Students Will Recognize*

Course Format: Online

Grade Type: Pass/Fail (Grade B equivalent, ≥80% mandatory for Pass)

Instructor Name & Contact Information: David Beyers | david@gfspd.com | (989) 350-3040

Catalog Description: Graduate topics in education. Each has a subtitle; no subtitle may be repeated for credit.

Additional Course Description:
This workshop is designed to give participants an opportunity to learn how to effectively develop and teach within a Google Classroom. Participants will create an online classroom using the Google Classroom LMS, develop curriculum, acquire resource awareness and produce an ecourse option that will allow for blended or distance learning.

Required Text(s) and Other Materials: None.

Course Objectives:

- Establish a free account with Google if the school has not provided one for you.
- Build an online classroom using Google Classroom.
- Learn how to invite students and collaborate with teachers.
- Recognize the variety of "Assignment" options available within the LMS.
- Become competent in uploading resources for viewing and reading.
- Research best-practice pedagogy for distance learning.
- Develop a tutorial lesson using Screencastify.
- Create a lesson using research based best-practice pedagogy.
- Evaluate current web resources such as Forms, Slides and Sheets.

STUDENT LEARNING OUTCOMES (SLOs):
This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:
1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed

1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

Course Requirements:

Topic	Learning Activities (Read & Watch)	Discussion (Post & Reply)	Assignment(s) (Research & Apply)	Hours
Topic 1: Getting Started	Intro to Google Classroom Orientation & Navigation (4 hours)	Familiarities/Challenges (3 hours)	Get Started in Google LMS initiation Basic Customization (2 hour)	9
Topic 2: Tool Recognition	Assignment Options with the LMS Topic Tutorials (4 hours)	Assignment selection for assessment varieties (3 hours)	Question Development Material Posting Quiz Creation Assignment Designation	11

			(4 hours)	
Topic 3: Pedagogy	Best-practice pedagogy (4 hours)	Best Practices (3 hours)	Lesson Plan Scheduling Lessons Virtual Conferencing (4 hours)	11
Topic 4: Creating Tutorials	Screen capture exploration How to create effective tutorials (4 hours)	Screencastify Key Points (3 hours)	Google Tutorial Reflection (7 hours)	14
			Total	45

Grading:

Grading Breakdown:

Discussion (4 @ 5 pts/each)	**20 points**
Google Classroom Development	**20 points**
Assignment Development	**20 points**
Lesson Plan	**20 points**
Google Tutorial	**15 points**
Reflection	**20 points**
Total	**115 points**

Grading Scale:

92-115 pts (80%+)	Satisfactory
<92 pts (79%-)	Unsatisfactory

Rubrics:

Discussions (5 points/each):

Criteria	Emerging	Competent	Proficient
Initial Post (3 pts)	Initial post fails to address all of the required prompts. 0-1 point	Initial post addresses all of the required prompts. Application of course content is sufficient. 2 points	Initial post clearly and fully addresses all of the required prompts. Demonstrates thoughtful application of course content. 3 points
Responses (2 pts)	Responses to classmates are missing or insufficient. 0 points	Responses to classmates are sufficient. 1 point	Responses to classmates seek to further the discussion in meaningful ways. 2 points

Assignments (20 points):

Criteria	Emerging	Competent	Proficient
Content (10 points)	Fails to adequately address the required components 0-5 points	Generally addresses the required components, but may be lacking in detail or clarity 6-8 points	Thoughtfully and clearly addresses all required components 9-10 points
Execution (10 points)	Failed to effectively complete the required technical steps 0-5	Completed required technical steps, with minor errors or missteps 6-8 points	Accurately completed all required technical steps 9-10 points

Reflection (20 points)

Criteria	Emerging	Competent	Proficient
Organization & Formatting (10 pts)	Questions are just randomly placed with no logical order. 3 or more errors in formatting	Reflection is smooth and placed in order. 1-2 errors 6-8 points	Logical progression of the theme throughout delivering a seamless response to all criteria. No errors

	0-5 points		9-10 points
Question Responses (10 pts)	Minimal response to question criteria. 0-5 points	Criteria covered. 6-8 points	Descriptive detail justifying the response to all questions. 9-10 points

Incomplete Grades: Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

Student Conduct: Students are required to follow the policies set within the Student Code of Conduct at CSU-Pueblo. This Code can be found on the Student Affairs website at https://www.csupueblo.edu/student-affairs/student-conduct/index.html. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations:

Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

Academic Dishonesty:

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonest, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in

the CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student Services and Enrollment Management who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student Services and Enrollment Management's decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

Mandatory Reporting:

Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website (www.csupueblo.edu/institutional-equity).