LEARNER'S EDGE

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Course Syllabus

Course: OL-5833

One-Stop Shop: Online Docs, Sketches, Spreadsheets, and Virtual Travel for Your Classroom

*NOTE: Please know this syllabus is an **outline** of the course requirements and is subject to change; the coursework itself will be completed **online**– using writeable PDF templates— where you will have full access to a variety of media enhancements, links, and other online tools required to satisfactorily complete this course.*

Course Syllabus & Requirements

Continuing Education Graduate Credit: 3 semester credits

Course Instructors: Dawn Harrison Butler, Susanne Leslie, Wendy Knapp, Julie Yaeger
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Email: online@LearnersEdgeInc.com

Course Description
This course will prepare you to take your classroom to the next level using a host of Google™ tools. You'll learn how to create and share Google™ documents and spreadsheets online, access your documents from anywhere on any computer, import your existing documents, and organize your work into folders. You'll also be guided through publishing your documents, and you'll learn how to collaborate online with other users in real time. Using Google™ Earth you'll fly anywhere on Earth to view satellite imagery, maps, terrain and 3D buildings, from galaxies in outer space to the canyons of the ocean. You can explore rich geographical content, save your toured places, and share with others.. Finally, using Google™ SketchUp, you'll quickly learn that there's no limit to what you can create.

Goals and Objectives
As a result of participation in this course, students should:
1. Understand how technology is being used in classrooms to extend student learning
2. Understand why it is necessary to use technology in your classroom
3. Discover how to use technology to engage and empower students
4. Design curriculum that integrates technology in meaningful ways
5. Develop a working knowledge of the following Google™ tools: Document, Spreadsheets, Earth and SketchUp

Readings:
The required reading is found in the following articles/websites:
Articles: (referenced in the study guide and linked in your online course)
Cookson Jr., Peter W. (September, 2009). ASCD: "*What Would Socrates Say?*" Vol. 67 #1, Pgs. 8-14.
DuPont, Albert P. (May, 1998). ASCD: "*Technology Night,*" Vol. 55 #8, Pgs. 74-75.
Richardson, Will (Feb. 2011). ASCD: "*Publishers, Participants All,*" Vol. 68 #5, Pgs. 22-26.
WestEd for Google™: "*Google™ Earth in the Classroom.*"
Websites: Various tutorial videos from Atomic Learning – www.atomiclearning.com.

Knowledge Base: The knowledge base of this course, in part, is affirmed in the writing and research of these references:
Barber, M., & Mourshed, M. (2007). How the world's best-performing school systems come out on top. McKinsey. Retrieved at http://www.mckinsey.com/clientservice/Social_Sector/our_practices/Educational Knowledge_Highlights/Best_performing_school.aspx
Covili, J. (2012). Going Google: Powerful Tools for 21st Century Learning. Thousand Oaks: Corwin Press.
Curtis, E. (2011, June 28). What does Google+ mean for schools? Retrieved January 4, 2012 from http://www.appsusergroup.org/articles/what-does-googleplus-mean-for-schools
Google. (2011a). Google for Educators. Google Docs. Retrieved June 4, 2012, from http://www.google.com/education/p_docs.html
Lips, D. (2010). How Online Learning is Revolutionizing K-12 Education and Benefiting Students. Washington DC: The Heritage Foundation
Meloni, J. (2009, August 19). Getting started with Google Docs in the classroom. Chronicle of Higher Education. Retrieved January 7, 2012, from http://chronicle.com/blogPost/Getting-Started-with-Google/22641/

Rogers, E. (2003). Diffusion of innovations (5th ed.). New York: Free Press

Stone, M.K. (2009). Smart by nature: Schooling for sustainability. Healdsburg, CA: Watershed Media

U.S. Department of Education. (2010). National Education Technology Plan2010. Retrieved, June 4, 2012
    from http://www.ed.gov/technology/nept-2010

Website: www.atomiclearning.com

Website: www.edutopia.com

Website: www.inacol.org

Know the Lay of the Land: This section provides you with all you need to know to navigate our online courses. You will find the Lay of the Land on the home page of your course.

How to **ATTACH** the template and **SUBMIT** your assignment:

1. Attach: Once you have typed all your responses in the corresponding module template and you have saved the document with your work, you need to attach the template (as well as any supporting documents requested) to the assignment prior to submitting it for evaluation.

2. Submit: This is what you click when you have attached the appropriate template to the assignment and want to SUBMIT your work to the instructor. Please note: once your work is submitted, you will no longer be able to view your responses.

3. Cancel: If you read the assignment but didn't do any work and want to return the course page, select CANCEL. Nothing will be saved if you select cancel.

How much time should I be spending on this course?
Our courses carry graduate credit through our partner universities, and we are accountable for ensuring high levels of quality and rigor. A general guideline is a one credit hour equates to roughly 15 contact hours, and a 3 credit course would involve roughly 45 contact hours. If you find you have spent less time on coursework, please take a thorough look at your work to ensure you have responded to each question adequately and included all necessary parts for each requirement. Please feel free to contact us with any questions or concerns.

How do I interact/communicate with other educators taking this course?
1.   Collaboration with peers: Through chat room, discussion forums, and assignments.

2.   Instructor/evaluator feedback: Through chat room, discussion forums, and assignments.

3.   Students will benefit from a variety of activities including discussions, group participation, sharing, reading and writing.

4.   Learner's Edge: Via email at: online@LearnersEdgeInc.com
                    Via phone at: 952.469.3454 or toll free at: 877.394.4930
                    Via mail at: Learner's Edge Inc.
                    10523 165th Street West
                    Lakeville, MN 55044

5.   **Need Help?** We've created help sheets to assist you with this course. The help sheets can be accessed from the course tools menu. Help sheets can be printed and used for reference while you are working on your course.

Grading Criteria for: Course OL-5833

3	2	1
Detail/examples are consistently included in written responses when the question requires.	Details/examples are included in a majority of written responses when the question requires.	Detail/examples are infrequently included in written responses when the question requires.
Written responses indicate a strong understanding of the principles of mobile technologies and social media.	Written responses indicate a moderate understanding of the principles of mobile technologies and social media.	Written responses indicate a lack of understanding of the principles of mobile technologies and social media.
The activities section includes all required items indicated in the course study guide.		The activities section does not include all required items indicated in the course study guide.
The activities indicate strong understanding of the principles of mobile technologies and social media.	The activities indicate moderate understanding of the principles of mobile technologies and social media.	The activities indicate minimal understanding of the principles of the principles of mobile technologies and social media.
The mechanics of the course work are completed at an acceptable graduate level. (spelling, grammar, etc.)		The mechanics of the course work are not at an acceptable graduate level. (spelling, grammar, etc.)

A maximum score of 15 is possible (resulting from a score of 3 in each of the five rows). We will combine your scores from the five rows to determine a final point total/grade.

To earn a B:
- Complete all module assignments
- Complete the Final Assignment – B Grade section
- Earn 13 points on the rubric above

To earn an A:
- Complete all module assignments
- Complete the Final Assignment – A Grade section
- Earn 13 points on the rubric above

Note: Incomplete work will not be awarded credit. Please ensure that you have submitted all requirements in each module.

Assignments

Directions: The following pages provide you with the course read and respond questions/prompts as well as the course activities in a more linear manner. You will receive more in depth information online in the corresponding course modules. You may want to print these pages to use as you work through the modules.

Important note: We work with educators at all professional levels, and recognize that modification may be needed to meet your professional goals. If your role is something other than a classroom teacher (school psychologist, social worker, nurse, para-professional, counselor, etc.), some requirements (as defined) may be challenging to complete. Please contact us with ideas for modification. We will work with you to ensure the coursework is relevant and beneficial, while still meeting course requirements.

Questions?
Instructor@LearnersEdgeInc.com

Module 1
Directions: The following questions are designed to help you explore the concepts, skills, and strategies introduced in the text. Respond to each question thoughtfully and thoroughly, demonstrating your understanding of the course concepts. Most responses require a full paragraph or two to fully address the concepts. Your responses should be single-spaced, 12 pt. font and typed below each question.

1. **Activity: *Creating a Lesson Plan***
    For this assignment, you will be creating a Google Docs Lesson Plan.
    To use a template for your lesson plan, click HERE.

2. After reading the article "Publishers, Participants All," write your classroom philosophy as it relates to online publishing and sharing in the classroom. Think about the message you want to impress upon your students, and how you might communicate your ideas to parents and administrators.

Module 2
Directions: The following questions are designed to help you explore the concepts, skills, and strategies introduced in the text. Respond to each question thoughtfully and thoroughly, demonstrating your understanding of the course concepts. Most responses require a full paragraph or two to fully address the concepts. Your responses should be single-spaced, 12 pt. font and typed below each question.

1. **Activity: *Creating a Lesson Plan***
For this assignment, you will be creating a Google Spreadsheets Lesson Plan.
To use a template for your lesson plan, click HERE.

2. Thinking about your classroom and your style of teaching, in the space below describe one way in which you have addressed or could address each of the four elements with your students.

Module 3

Directions: The following questions are designed to help you explore the concepts, skills, and strategies introduced in the text. Respond to each question thoughtfully and thoroughly, demonstrating your understanding of the course concepts. Most responses require a full paragraph or two to fully address the concepts. Your responses should be single-spaced, 12 pt. font and typed below each question.

1. **Activity:** *Creating a Lesson Plan*
    For this assignment, you will be creating a Google Earth Lesson Plan.
    To use a template for your lesson plan, click HERE.

2. After reading the article, "Google Earth in the Classroom," select 2-3 resources that pique your interest, visit the site and report on your findings. List 3-4 ideas that you could incorporate into your classroom.

Module 4

Directions: The following questions are designed to help you explore the concepts, skills, and strategies introduced in the text. Respond to each question thoughtfully and thoroughly, demonstrating your understanding of the course concepts. Most responses require a full paragraph or two to fully address the concepts. Your responses should be single-spaced, 12 pt. font and typed below each question.

1. Activity: *Creating a Lesson Plan*
For this assignment, you will be creating a Google Sketch-Up Lesson Plan. To use a template for your lesson plan, click HERE.

2. Activity: *Reflection on the Process*
Reflection Requirement – The purpose of this assignment is to provide you the opportunity to dig deep and think critically about teaching and learning. We are more interested in the quality of writing/reflection than in the quantity; however, to get at the depth intended, your response should be a minimum of 2 pages.

Please respond to the following questions:

> a. In general, how do you feel about the process you went through during this course to learn these tools?
>
> b. Thinking about each tool was it more or less difficult to learn than what you imagined it would be?
> > i. Google Docs:
> > ii. Google Spreadsheets
> > iii. Google Earth:
> > iiii. Google Sketch-Up:
>
> c. Are you basically satisfied with your new knowledge?
>
> d. Was is a valuable-enough experience you would consider incorporating each tool in other lessons/projects within your curriculum?
>
> e. Do you now feel as though it will easy or intuitive to now think about ways and means to integrate technology into your classroom, or difficult and cumbersome?
>
> f. Does the value of the skills(s) you've learned outweigh the challenge you may face in using them in your classroom? Are you likely to bring these skills into other projects?
>
> g. What new things did you learn (about yourself, the content, technology...) during the process?

3. Ok so here's your chance to really show off your new technology skills. Generate an outline for "Technology Night" using the categories listed in the article: Describe what students will do, write your technology vision for the district, and consider who you could invite from the community to demonstrate business support of technology in your building.

Additional Requirement to earn an "A" for this course:

If you would like to earn a "B" for this course, you needn't do the option below. For an "A", please submit the following.

A Grade: Please submit the following:

Thinking of the activities you've just completed in this course select **ONE** Google tool (Docs, Spreadsheets, Earth or SketchUp) that intrigues you and create an application for your classroom. **To complete this assignment attach an example of your work.**

Follow these directions to submit your assignment:
Google Docs- attach your Google doc as a PDF. For help, watch the video below.
Saving a Google Doc as a different format

Google Spreadsheets- attach your spreadsheet as a PDF. For help, watch the video below.
Downloading a spreadsheet

Google Earth or Google SketchUp- attach a screenshot of your creation.
Create a screen shot using a PC:
Create a screen shot using a Mac:

For example, if you select Google Docs, create a Google doc that you could use in your classroom. design an application for your classroom. In the space below, indicate the tool you selected and why this will be an asset to your classroom. Then describe how you will use it in the classroom.

"I'm All Done…Now What?"

We encourage you to go to the "My Workspace" page: review the Direction Guide which provides information regarding transcripts, deadlines, grades, and other important course-related items. Then complete our **Course Survey**.   We read every survey response and reply to many requests and comments directly.

You are our single best resource in evaluating, designing and providing relevant continuing education to fit your needs, lifestyle and interests. Your input is essential as we continue to develop and improve our service and our courses. We value your comments and are dedicated to your success.

We welcome any questions or concerns you may have as you complete the work for this course. Click on Contact Us in the Course Tools menu of the course. There you will find a link to a form to email us. Please fill out the information completely so we may help you the best we can. Or, you may call us:

Phone: 952-469-3454
Toll Free: 877-394-4930

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www.twitter.com/TeachersRSmart

www.learnersedgeinc.wordpress.com

The finest compliment we can receive is having one of our customers recommend
Learner's Edge to a colleague. Thank you!

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