

# **Google Drive 101: Creating, Sharing, Uploading and Collaborating with Online Templates**

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## **Overview**

Educators and Administrators of ABC Community voted last Spring to integrate “Google 101: Creating, Sharing, Uploading and Collaborating with Online Templates,” a training course created by the ©Media Mix-Up Group, to support the transition between Middle School and High School computing. The need for digital literacy parallels the dramatic changes in education; standardized testing, Common Core Standards, and teacher accountability. The intended goal of this course is to provide first hand experience creating-saving-sharing documents for various purposes and feedback on leading students through the same create-save-share process for an academic purpose. Google Drive has the possibility to create a shared workspace for students and teachers. High school teachers of ABC Community are excited that Middle School teachers will be trained and already instilling cloud computing skills such as email etiquette, storing and organizing documents, and e-portfolios, which are strong performance indicators of a Digitally Literate Citizen.

Prior to the District Institute Day training, all instructors will have their Google Apps log in information and will be required to set up their accounts. This will allow the Technology Integration Specialist more time to focus on content creation “how to’s” of using Google Drive. The benefits to the teaching staff are both immediate and immense in their impact. Gone are the days that dogs will have “eaten homework,” or even the digital equivalent of “my computer froze and I lost all of my work.” With Google Drive automatically syncing all work, students and teachers alike will always have quick and easy access to content, no matter what computer they’re on.

During each session, teachers will be immersed in active conversation and application of the declarative and procedural knowledge needed to integrate Google Drive. The first session will model how Google Drive compliments different subject areas from start to finish, with time for break out discussion. To better understand any questions their own students might have in the future, Technology Integration Specialists will model using Celly to facilitate open discussion between teachers as they work through training so that they are motivated to ask questions, answer their peers, and share in-the-moment ideas (<http://cel.ly/frontpage>).

The content of the course is highly favored by community members living in ABC School District; therefore ABC Middle Schools will include a hands-on training session focused on key functions of Google Drive as an Institute Day. Teachers of sixth through eighth grade students will attend the (3) hour initial session as part of Professional Development to refine their knowledge and application of Google Drive. As part of the design plan by ©Media Mix-Up Group the district will follow-up with (2) one hour sessions that will take place as the school year progresses: one session on the third Wednesday of September, one session on the third Wednesday of October. The Institute Day consists of expert modeling from Technology Integration Specialists in a synchronous learning environment between district computer labs, while the Group 3—Angel, Autumn, Cheryl, Jennie, Jeremy

remaining sessions will be asynchronous between buildings to incorporate collaboration and constructive feedback between peers for support. The ©Media Mix-Up Group provides alternate training for experienced educators to further their integration of Google with additional Apps and peer teaching/modeling across the curriculum. All authentic documents created for visual aids during the initial and/or follow-up sessions will be shared with educators through their district issued emails as a “Google Doc.” The only pre-requisites necessary to enjoy the benefits of this course include basic word processing, access to staff email, and availability for the training dates as they are finalized.

Furthermore, students will have the ability to quickly and easily communicate about assignments with their teachers about their assignments, providing our educators a 21st Century approach to flexibility when assisting students outside of the classroom. Teachers can offer real-time feedback through Google on papers and presentations, making the learning process towards mastery quicker for students. This creates a new level of accountability to the students, making teachers easily available to provide the real time feedback previously lacking in the field of technology integration into the classroom.

Finally, initial and ongoing training will consistently give our instructors concrete tools and understanding of Google Drive. Since Google Drive requires virtually no IT support and resembles “traditional” desktop applications, teachers will have an easy transition. By providing concrete examples and easy, hands-on orientation to the e-tools available through Google Drive, ABC School District Administrators and community members should realize widespread adoption across middle school grade levels.

## **Learning Goals**

NETS-T <http://www.iste.org/docs/pdfs/nets-t-standards.pdf?sfvrsn=2>  
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**A. Learning Goal A:** Teachers will choose to use Google Drive in their daily work.

**Standard:** NETS-T 3 Model Digital Age Work and Learning

**B. Learning Goal B:** Teachers will choose to use Google Drive in their classroom.

**Standard:** NETS-T 2 Design and Develop Digital Age Learning Experiences and Assessments

**C. Learning Goal C:** Teachers will choose to collaborate across content areas.

**Standard:** NETS-T 5 Engage in Professional Growth and Leadership

## **Audience**

This Professional Development Course entitled Google 101: Creating, Sharing, Uploading and Collaborating with online Templates, is intended

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for all teachers and staff members in District ABC Middle Schools. This year a District initiative for ISTE\*NETS is for teachers and staff members to demonstrate mastery using Google Drive. Specifically, there is a focus on integration of Google Drive into lessons to promote student adoption and cross-curricular connections through Google Docs. The sequence of the Professional Development Course will engage teachers in high quality practice and reflection to advance their ability to the desired mastery level. It will not consist of individual, self-paced learning tasks that limit opportunities to connect, collaborate and learn from co-workers about new technology.

## **Google Drive 101: Creating, Sharing, Uploading and Collaborating with Online Templates**

### **1. “Google Drive 101: Creating, Sharing, Uploading and Collaborating with Online Templates” (3) hr session**

*(Wednesday, August 29, 2012 @ 8:15am - 11:15am)*

#### **Objectives:**

- After analyzing the software presented by Technology Integration Specialists, Middle School teachers will be able to identify (5) strengths of using Google Drive with their students and peers to communicate.
- Given the visual information presented in the Google 101 course, Middle School teachers will be able to identify at least (3) uses for templates in Google Docs according to their content area that will increase student learning outcomes.
- Teachers who have participated in the Google Drive 101 course will demonstrate their ability to create (1) document, spreadsheet, presentation, or form that will be used to assess student learning outcomes in a content area.

### **2. “Google Drive-Thru” (1) hr**

*(Wednesday, September 12, 2012 @ 8:15am - 9:15am)*

#### **Objectives:**

- After brainstorming and discussing content teachers will list (3) grade level strategies for integrating Google Drive into Units/categories.
- Given the information presented in the Google 101 course and prior experiences as an educator, teachers will work in teams to create at least (5) guidelines for using Google drive that answer who, what, when, where, and why.
- Teachers who have participated in the Google Drive 101 course will design and plan a time frame for (1) instructional activity to be

completed in their classroom with Google Drive, using support from peers and course documents.

### **3. “Drive-ing on the Open Road” Asynchronous Session (1) hr**

*Wednesday, October 17, 2012 @ 8:15am - 9:15am*

#### **Objectives:**

- After receiving feedback from at least (2) coworkers, teachers will analyze their original instructional activity for Google Drive and share the Google Doc as-is for future use.
- After completing the Google 101 Professional Development course, Middle School teachers will read at least (5) shared Google Docs and reflect on a cross-curricular connection.
- Given the collaborative effort of a peer who teaches different subject, Middle School teachers will blend (2) content area lessons together and provide an example product of learning that a student would create using a document type in Google Drive.

<b>Lesson Type</b>	<b>Lesson Name</b>	<b>Objectives Covered</b>	<b>Activity Instructions &amp; Notes</b>
Video-conferencing (3) hr session	“Google Drive 101: Creating, Sharing, Uploading and Collaborating with Online Templates”	<p>After analyzing the software presented by Technology Integration Specialists, Middle School teachers will be able to identify (5) strengths of using Google Drive with their students and peers to communicate.</p> <p>Given the visual information presented in the Google 101 course, Middle School teachers will be able to identify at least (3) uses for templates in Google Docs according to their content area that will increase student learning outcomes.</p> <p>Teachers who have participated in the Google Drive 101 course will demonstrate their ability to create (1) document, spreadsheet, presentation, or form that will be used to assess student learning outcomes in a content area.</p>	<p><b>1.1</b> Upon entering the session room, Middle School teachers will engage in an entrance task to activate background: <i>How do you know a student is independently successful with Google Drive?</i></p> <p><b>1.2</b> Technology Integration Specialists will quickly use randomized grouping to begin a Jigsaw with media, print, and other resources that provide support for what constitutes student success while using Google Drive.</p> <p><b>1.3</b> With guiding questions, session participants will indicate that students who know how to “access, create, edit and share” different types of documents are successful. Through active modeling, the host will use the shared screen to demonstrate each point. To practice, Middle</p>

			<p>School teachers will then log-in to Google to access and accept the invitation link for an existing Google Doc that displays Jigsaw groups.</p> <p><b>1.4</b> Google Forms as an assessment tool will be demonstrated for staff, including how to view results for the purpose of recognizing academic trends. Key points that the Technology Integration Specialist will address are Form type, basic assessment guidelines for question types in response to instruction given, and resources for support. Staff members will be directed to a step-by-step Google Doc that includes screen shots and media to walk them through independent creation of Form. Teachers will share their created forms with other staff members to keep and/or adjust. Several forms will be shown and reviewed for feedback. For authentic</p>
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			<p>learning, Middle School teachers will analyze results in pairs then individually. Mastery of Forms will be a District Requirement at the end of the Quarter Evaluation of Integration.</p> <p><b>1.5</b> Creating and sharing folders within Google Drive will be the wrap-up task, since it recalls the declarative and procedural knowledge needed to be a successful user of the online service. All materials referenced throughout Session 1 will be condensed into a shared folder containing documents from each school: Session1&gt;Specialist Docs; Videos/Media; Schools&gt; Topics</p> <p>Celly comments will be addressed at the end of the session for insight into teacher buy-in and likelihood to adopt Google Drive.</p>
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Asynchronous Session (1) hr	“Google Drive-Thru”	<p>After brainstorming and discussing content teachers will list (3) grade level strategies for integrating Google Drive into Units/categories.</p> <p>Given the information presented in the Google 101 course and prior experiences as an educator, teachers will work in teams to create at least (5) guidelines for using Google drive that answer who, what, when, where, and why.</p>	<p><b>2.1</b> This session will serve as a collaborative or shared learning experience where teachers will be grouped by skill level vs. content area. Small groups will work together in Google Drive to create a product that addresses an authentic problem/need that a Middle School teacher might face in the classroom.</p> <p><b>2.2</b> Groups will locate resources and standards in addition to applying procedural knowledge of how to create in Google Drive. More than one level of learning will be addressed to encourage experienced users to reason at a higher level with Google Drive.</p>
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		<p>Teachers who have participated in the Google Drive 101 course will design and plan a time frame for (1) instructional activity to be</p>	<p><b>2.3</b> To reflect, Celly comments will be addressed and a Google Form will be shared to document where staff members are in the</p>
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		completed in their classroom with Google Drive, using support from peers and course documents.	integration process, allowing them to ask for help with any specific task they might need.
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Asynchronous Session (1) hr	<p>“Drive-ing on the Open Road”</p>	<p>After receiving feedback from at least (2) coworkers, teachers will analyze their original instructional activity for Google Drive and share the Google Doc as-is for future use.</p> <p>After completing the Google 101 Professional Development course, Middle School teachers will read at least (5) shared Google Docs and reflect on a cross-curricular connection.</p> <p>Given the collaborative effort of a peer who teaches different subject, Middle School teachers will blend (2) content area lessons together and provide an</p>	<p><b>3.1</b> This session will serve as cross-curricular collaboration to encourage team teaching using a Google Doc in multiple classes. Partners from differing content areas will brainstorm a learning experience appropriate for middle school students that would require using a Google Doc to record information. Like Session 2, teachers will have access to all materials created thus far.</p> <p><b>3.2</b> Teachers will outline a lesson with standards and curriculum content in addition to the kind of Google Doc they would use. Ex: Science teacher and Social Studies teacher create a Unit to</p>
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			<p>study plate tectonics where students will create a Presentation that includes content that describes the history/theory/location of Pangea in addition to science terminology and explanation.</p> <p><b>3.3</b> Next, teachers will make a realistic timeline of how they will integrate the lesson, address student issues with content, and assess learning outcomes.</p>
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		<p>example product of learning that a student would create using a document type in Google Drive.</p>	<p><b>3.4</b> To reflect, Celly comments will be addressed and a Google Form will be available for staff members to sign-up for evaluation of their integration ability. They will also be able to request additional modeling or co-teaching experiences for support.</p>
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