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Instructional Design Project

EDTL 7100 Spring 2011

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Google Documents Rationale:

Technology is rapidly changing. The "stuff" that students have to know to be successful is rapidly changing. There is increased value in collaboration and communication. For many years educators have been limiting the amount of communication that can take place between students. In education we usually call that cheating and in the business world they call that collaboration. Google Documents allows an unprecedented amount of collaboration at a very low price. In fact, if your school buys their own domain they can obtain google apps for their entire school for FREE!

Google is one of the most admired and valuable companies in the entire world. The number of businesses moving to Google Apps is enough to make this part of any schools curriculum. I am going to list 10 reasons everybody should move their school to Google Apps and a short Explanation for each.

- Students will love you for it. Students already use Gmail and are comfortable with its interface.
- Free up your IT. Your IT department won't have to worry about maintaining servers to run services and they can now focus on increasing learning.
- Easy to deploy. This is the easiest way to set up your own email and calendaring system for your district.
- Save money. Did I mention this is free for schools?
- You're not alone. Thousands of Universities and individuals are using Google apps.
- Privacy. Google takes privacy very seriously and I believe your stuff is more secure with Google than with your IT department.
- Security. Sharing settings and other items are very secure and a great way to keep confidential documents.

- Innovation in real-time. You get new features when google comes out with them. You don't have to wait for your IT department to install anything.
- Collaborate globally. You can share documents around the world and do not have to limit yourself from within you own school.
- Support. Google maintains a help center and has phone and email support 24/7.

These items are a small number of reasons to move to Google Apps for your school. At the end of they day you have to decide what is best and go with it.

Google Documents Pre-Assessment

Students will be assigned their Google Documents account information and will be given a guide that contains a checklist for them. They are to complete the following and check off if they are able to do it. If the box is unchecked they are not capable of doing the task. The teacher will take note of pieces and parts that are difficult for students and will provide more instruction in those areas. The checklist is on the next page.

Name:_____ Period:_____

Please follow the teachers instructions to log-in to your google documents account. Perform the following tasks and check them off if you are able to complete the task.

GMAIL

☐ Effectively login to your account and go to your inbox.

☐ Compose a new message with the subject of test and send it to me at

   pkania@perkinsschools.org. Anything can be in the text line.

☐ Reply to the message that I already sent you with "I got it."

☐ Archive that message that I sent you.

☐ Forward my message with the class syllabus to somebody in class.

☐ Create a label or mailbox and file that message in the label called "Class stuff."

☐ Download and open the class rubric.

☐ Create a new message to myself and send me back the rubric. Use the subject of

   "Rubric"

Calendar

☐ Create a new event called class and put the time to the time that this class is.

☐ Accept the event that I sent out to you.

☐ Take the event class and make it re-occurring for the times that we have class.

☐ Add the rubric to that event as an attachment

☐ Go to the district webpage and subscribe to the district calendar so it shows up in your

   calendars.

When you are done turn in your completed task-list

Learning Outcomes

- Subunit One: Gmail and Calendar

    - Students will be able to send and receive email messages. (Knowledge)

    - Students will file emails into folders and set filters for auto-filing. (Knowledge)

    - Students will be able to create an event and be able to manage that event using calendars. (Knowledge)

    - Students will keep assignments in their calendars. (Knowledge)

- Google Documents

    - Students will create documents from scratch. (synthesis)

    - Students will use formatting methods of MLA and will be able to save and print their documents. (application, analysis)

    - Students will learn to share the document to others for collaboration. (application, analysis)

- Google Spreadsheets

    - Students will learn how to create a spreadsheet from scratch.m (synthesis)

    - Students will use formulas to auto-tabulate sum, median, and other various formulas. (synthesis)

    - Students will learn to share the spreadsheet to others for others to collaborate on. (application, analysis)

- Google Presentations

    - Students will create presentations using Google Presentations. (synthesis)

    - Students will place pictures and movies inside of their presentations. (synthesis)

    - Students will learn to share the Presentation to others for collaboration. (application, analysis)

• Google Forms

   •Students will create s survey to receive feedback on. (synthesis)

   •Students will use Flubaroo to further assess their results. (synthesis)

   •Students will learn to share the Form to others for collaboration. (application,

   analysis)

• Importing and using Templates

   •Students will take existing word documents and import them into Google

   Documents. (Knowledge)

   •Students will use the templates to create a calendar. (Knowledge)

   •Students will create their own Template for the organization. (Knowledge)

Lesson Plan 1:

Unit: Google Apps

Sub-Unit: Gmail, Calendars introduction.

Objectives:

• Students will take pre-assessment

• Students will receive basic instruction of they layout of their account and how to use email and calendars. Documents will be introduced but not assessed.

Allotted Time: 45 minutes

Materials Needed: Computer access with the internet, Teacher, and Google Apps Account

The Pre-Assessment

Procedures:

1. **Give everybody their login information and be sure everyone can login.**

2. **Hand out the pre-assessment and walk around jotting down notes about student success**

3. **Show the Google Documents video in Plain English. http://youtu.be/eRqUE6IHTEA**

Summary/Closure/Evaluation: The Pre-Assessment is the only evaluation of the day.

Post Assessment:

No Post Assessment of the day.

Lesson Plan 2:

Unit: Google Apps

Sub-Unit: Google Documents instruction.

Objectives:

- Students will create documents from scratch. (synthesis)
- Students will use formatting methods of MLA and will be able to save and print their documents. (application, analysis)
- Students will learn to share the document to others for collaboration. (application, analysis)

Allotted Time: 45 minutes

Materials Needed: Computer access with the internet, Teacher, and Google Apps Account

Procedures:

1. Students will navigate through the google documents interface and learn to sort by date, title and priority.

2. Students will create a document and be instructed on the following.

- ●Format text
    - ○Change attributes (bold, italics, color, font size, align)
    - ○Create bullet lists
    - ○Change line spacing
    - ○Select and use page design templates
- ●Manipulate text
    - ○Add, insert, delete, copy and paste text
    - ○Change text color and font type (family)
    - ○Use spell checker
- ●Graphics
    - ○Insert included graphics from Internet
    - ○manipulate graphics - place, move, resize
- ●Tables & graphs
    - ○create properly formatted table from data
    - ○add rows & columns
    - ○align data correctly

3. Students will print their documents and turn them in.

Summary/Closure/Evaluation:

The printed document that they were working will be turned into the teacher. The teacher will grade the assignment and have it to give back the next day. Any corrections

marked will need to be fixed and turned in the next day. The example that they need to create is on the next page.

Post Assessment:

The post assessment will be given later on but will be as part of a research Project.

Martin Luther King

Martin Luther King, Jr. (January 15, 1929 – April 4, 1968) was an American clergyman, activist, and prominent leader in the African American civil rights movement. He is best known for being an iconic figure in the advancement of civil rights in the United States

and around the world, using nonviolent methods following the teachings of Mahatma Gandhi. King is

often presented as a heroic leader in the history of modern American liberalism. Text taken from http://en.wikipedia.org/wiki/Martin_Luther_King,_Jr.

Highlights of Dr. King's life:
- president of the Southern Christian Leadership Conference
- in 1955, led the Montgomery Bus Boycott
- at age 35, youngest man to win the *Nobel Peace Prize*

Date	Event
1955	Montgomery Bus Boycott
1963	March on Washington D.C.
1965	Bloody Sunday
1968	Assassinated in Memphis, TN

Replicate the sample document, shown above, using Google Documents.
- ●Create a new "Blank" document.
- ●Copy the text of your handout about Dr. King and type it in this document.
- ●Change the font attributes of the title to:
  - ○Blue (font color)
  - ○24 pt. (font size)
  - ○Bold (font style)
  - ○"Verdana" (font family)
  - ○Centered (font align)

- Change the font attributes of the content to:
  - Black (font color)
  - 12 pt. (font size)
  - "Times New Roman" (font family)
  - Left-aligned with tab indents (text align)
- Change the line spacing to 1.5 for entire document
- Create bulleted list from the list provided in the sample;
  - Single space the list
  - Underline <u>Southern Christian Leadership Conference</u>
  - Italicize Nobel Peace Prize
- Create a table from the data provided in the sample;
  - Center all items in the Date column and
  - Left align the items in the Event column
- Add two graphics to the document
  - Insert the photos of Martin Luther King from iPhoto
  - Set the Object Placement to Floating
  - Wrap text around the images
- Save the document as "mlk.lastname" and save it for later.
- Print your document and turn it in.

Lesson Plan 3:

Unit: Google Apps

Sub-Unit: Google Spreadsheet instruction

Objectives:

- Students will learn how to create a spreadsheet from scratch.m (synthesis)
- Students will use formulas to auto-tabulate sum, median, and other various formulas. (synthesis)
- Students will learn to share the spreadsheet to others for others to collaborate on. (application, analysis)

Allotted Time: 45 minutes

Materials Needed: Computer access with the internet, Teacher, and Google Apps Account

Procedures:

1. Students will navigate through the google documents interface and learn how to create a spreadsheet.

2. Students will create a spreadsheet and be instructed on the following.

- Creation of Headers
- Creation of Rows
- Entering Heders
  - Centering
  - Bold
- Students will enter their data
- Students will write a sum formula
- Students will share their document to their instructor to check their formulas

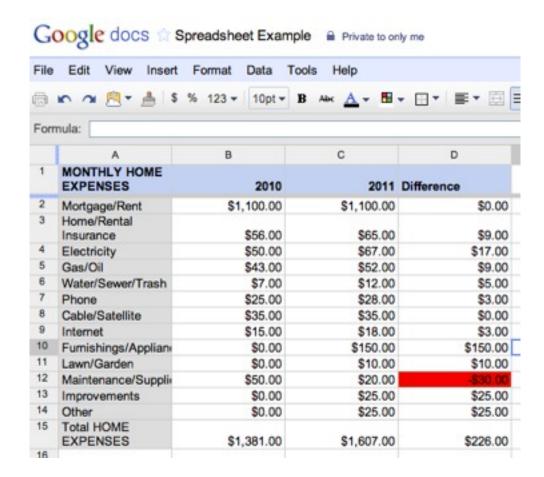**3. Students will print their documents and turn them in.**

Summary/Closure/Evaluation: Teacher will grade according to rubric.

Post Assessment:

The rubric is the post-assessment.

Name_____ Period:_____

Students will create a blank spreadsheet and name it by their last names. Populate the table
with the data in column's B and C below minus the totals at the bottom.

	A	B	C	D
1	MONTHLY HOME EXPENSES	2010	2011	Difference
2	Mortgage/Rent	$1,100.00	$1,100.00	$0.00
3	Home/Rental Insurance	$56.00	$65.00	$9.00
4	Electricity	$50.00	$67.00	$17.00
5	Gas/Oil	$43.00	$52.00	$9.00
6	Water/Sewer/Trash	$7.00	$12.00	$5.00
7	Phone	$25.00	$28.00	$3.00
8	Cable/Satellite	$35.00	$35.00	$0.00
9	Internet	$15.00	$18.00	$3.00
10	Furnishings/Applian	$0.00	$150.00	$150.00
11	Lawn/Garden	$0.00	$10.00	$10.00
12	Maintenance/Suppli	$50.00	$20.00	-$30.00
13	Improvements	$0.00	$25.00	$25.00
14	Other	$0.00	$25.00	$25.00
15	Total HOME EXPENSES	$1,381.00	$1,607.00	$226.00
16				

1. Color column A grey and Row 1 blue.
2. Write a formula for column D that would take the numbers from 2011 and subtract that
   from 2010.
3. Populate that formula down.
4. Write a formula that totals Columns B, C and D.
5. Conditionally format column D so that negative numbered cells show up with a
   background of Red.
6. Share your spreadsheet to the teacher.

Post-Assessment

The post-Assessment involves creating a research project. The project involves Providing information about the data you want to gather and that is created in Google Documents, Building a form that will gather some numerical data about your research topic. Your form table will have to run at least one formula to help you gather data as it comes in and you will publish your findings in a google document that is at least 4 pages long. You must use at least one picture and must include a graph from your survey data. Finally the paper will be shared to the teacher and feedback will be given once prior to a final submission.

This post-assessment will encompass all of the skills required by the unit and will show if there is mastery gained. A holistic rubric will be used to grade this final project and the project will be presented to the rest of the class. The class will give their feedback through google documents and will play a hand in a small part of each person's grade. By the time they are done with this unit they should have the basic skills needed to succeed using Google Apps.

Sample Rubric

CATEGORY	4	3	2	1
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Effective Use of Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Attractive	The document is exceptionally attractive in terms of design, layout, and neatness.	The document is attractive in terms of design, layout and neatness.	The document is acceptably attractive though it may be a bit messy.	The document is distractingly messy or very poorly designed. It is not attractive.
Presentation	The presentation was excellent and well planned out.	The presentation was Good and clear.	The presentation was slow and confusing.	The presentation was poorly designed.