



Google Tools in the Classroom

Instructional Systems Design 9471

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Team Responsibilities

Name	Role	Contributions
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Executive Summary

The Google Tools in the Classroom instruction presentations are designed to assist teachers in learning about specific Google Tools and how they can be implemented in the classroom. We have included presentations that teach about Google Forms, Google Docs, Google Sheets, and Google Slides. Each presentation will enhance teacher and staff knowledge of the various aspects of each Google Tool, including how to use the Tools for themselves, and how to share use of the Tools with students. The intended audience for these presentations is teachers, as well as other district faculty and staff who will be working with Google Tools. These presentations could be utilized within any school district looking to move towards a one-one student-device policy where the use of Google Tools could be implemented.

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Desired Results

Broad Goals and Big Ideas

With the prevalence of technology and most school districts moving towards adopting a one-one technology-student policy, it is more important than ever for teachers to know how to utilize all of the tools at their disposal. Many of these districts are choosing to go with the low-cost and low-maintenance of Google Chromebooks.

When using Google Chromebooks, all work is located on the Google Drive of the creator, as well as the Drive of the people who specific documents are “shared” with. This makes it easy for teachers and students to edit and comment on content created by anyone in the classroom.

How to fully realize the functionality of the tools that come with Google is often a frustration to teachers, especially those who did not grow up with such technologies. Using our training presentations, teachers and other staff members will be able to successfully use, implement, and share some of the most important Google Tools at their disposal.

The developed instructional presentations will be given in a face-to-face environment with learners having access to their Google Drive and the presentation materials via a web-enabled device. This will give learners the opportunity to keep notes on what they feel is necessary for them, as well as keep the instructional materials after the instructional presentation for future reference.

Goal 1: Teachers and staff will be able to use for themselves and teach students how to use Google Docs.

Goal 2: Teachers and staff will be able to use for themselves and teach students how to use Google Slides.

Goal 3: Teachers and staff will be able to use for themselves and teach students how to use Google Forms.

Goal 4: Teachers and staff will be able to use for themselves and teach students how to use Google Sheets.

Learning Objectives

There will be four initial presentations, one per week for a month, with follow-up and booster presentations at the client's discretion. Each presentation will focus on a different Google Tool, then give the learner a week to acquaint themselves with this tool before learning about the next Tool.

Goal 1: Teachers and staff will be able to use for themselves and teach students how to use Google Docs.

i. Google Docs

1. After a presentation, the learner will be able to navigate to their Google Drive and create/open a new Google Doc.
2. After a presentation, the learner will be able to navigate to their Google Drive and open a pre-existing Google Doc.
3. After a presentation, the learner will be able to navigate to their Google Drive and share a Google Doc with another person.
4. After an activity during a presentation, the learner will be able to create a document on Google Docs using different typefaces and font-sizes.
5. After an activity during a presentation, the learner will be able to insert media (ex: pictures) into a Google Doc.
6. After an activity during a presentation, the learner will be able to create a table in a Google Doc.
7. After a discussion during a presentation, the learner will be able to list different ways a student might use Google Docs.

Goal 2: Teachers and staff will be able to use for themselves and teach students how to use Google Slides.

ii. Google Slides

1. After a presentation, the learner will be able to navigate to their Google drive and create/open a new Google Slide.
2. After a presentation, the learner will be able to navigate to their Google Drive and open a pre-existing Google Slide.
3. After a presentation, the learner will be able to navigate to their Google Drive and share a Google Slide with another person.
4. After an activity during a presentation, the learner will be able to create a short presentation on Google Docs using different slide templates.
5. After an activity during a presentation, the learner will be able to insert media (ex: pictures) into their slides.
6. After a discussion during a presentation, the learner will be able to list different ways a student might use Google Slides.

Goal 3: Teachers and staff will be able to use for themselves and teach students how to use Google Forms.

iii. Google Forms

1. After a presentation, the learner will be able to navigate to their Google Drive and create/open a new Google Form.
2. After a presentation, the learner will be able to navigate to their Google Drive and open a pre-existing Google Form.
3. After a presentation, the learner will be able to navigate to their Google Drive and share a Google Form with another person.

4. After an activity during a presentation, the learner will be able to create a form with different questions types (multiple choice, short answer, grid, etc.).
5. After an activity during a presentation, the learner will be able to review and analyse responses to a Google Form.
6. After a discussion during a presentation, the learner will be able to list different ways a student might use Google Forms.

Goal 4: Teachers and staff will be able to use for themselves and teach students how to use Google Sheets.

iv. Google Sheets

1. After a presentation, the learner will be able to navigate to their Google Drive and create/open a new Google Sheet.
2. After a presentation, the learner will be able to navigate to their Google Drive and open a pre-existing Google Sheet.
3. After a presentation, the learner will be able to navigate to their Google Drive and share a Google Sheet with another person.
4. After an activity during a presentation, the learner will be able to enter data into a Google Sheet.
5. After an activity during a presentation, the learner will be able to create multiple sheets within one Google Sheet file.
6. After an activity during a presentation, the learner will be able to use simple formulas within Google Sheets (ex: =SUM).
7. After a discussion during a presentation, the learner will be able to list different ways a student might use Google Sheets.

Needs Analysis

As teachers or other staff within a school environment ourselves, we have seen a need for Google Tools instruction in our work places. After briefly conferencing with

administrators, we determined that they also saw a need. We developed an overarching Google Tools survey to pinpoint the need further. How familiar were teachers with Google Tools? Which Google Tools did they use or want to know more about? We chose to send this survey in Google Forms so we would receive immediate feedback and because Google Forms offers an analytics page based on survey answers. [This survey can be found in Appendix A.](#)

Stakeholders	Project Expectations
Administrators	Faculty and staff have the ability and knowledge to incorporate the technology provided into their classrooms. Faculty and staff should be efficiently using Google Tools individually and with students.
Teachers	They can successfully incorporate Google Tools into their daily routine personally, as well as into instruction for students. Enough knowledge of Google Tools is gain so Chromebooks and devices can be utilized for effective instruction.
Students	Chromebooks and devices can be utilized in the classroom to increase the level of engagement of lessons and activities. Knowledge of Google Tools is effectively shared to increase the efficiency and effectiveness of task and projects.

Informal Interviews

The project team will conduct informal interviews with a sample size of administrators, teachers, and students. The informal interviews will consist of a series of questions that will gather more specific information about needs and wants from the stakeholders. The informal interviews will follow a general outline of questions, while leaving room for more specific questions as the interview and conversation progresses.

Surveys

Ideally the general Google Tools survey, as well as the surveys for each tool will be given to each learner prior to the instructional presentations. The specific audience for the surveys will be classroom teachers, support staff, and administrators. The audience should cover anyone who will have access to these technologies. The surveys will help the project team to determine where there are gaps in knowledge of Google Tools. Each survey is designed to touch on specific skills relevant to that tool, as well as providing an opportunity for participants to suggest areas of instruction. The surveys may suggest that there are a limited number of people who need basic Google Tools training, while there may be a larger number of people hoping for more advanced instruction. The project team may then split the participants into leveled groups based on survey feedback.

Observations

Classroom observations will be conducted by the project team to get a better idea of how teachers and students could incorporate Google Tools into their daily classroom environment. During the observation the observer will take notes on what was observed in the classroom related to the Google Tools instruction. Each observation may be done alongside an informal interview or be done in a

classroom where no interview is necessary. This will allow instruction to be a little more personal and individualized.

Task Analysis

To determine what our instruction should specifically cover, we created a series of surveys to send out to teachers and staff. Each survey targeted the learners' knowledge in specific areas of each individual Google Tool. We chose this format for our assessment as it could be easily sent out across each of our school systems and has a built-in analysis tool. It allowed for item-specific as well as open-ended questions to give us an accurate view of our learners' needs.

Each team member was in charge of researching a specific Google Tool (research references can be found in the [References](#) section). From their research, they were able to pinpoint specific areas to question our learners about - figuring out what features they were comfortable with, what features they didn't know about, and what features they wanted to know more about. [These surveys can be found in Appendix A.](#)

Based on the majority of answers to the surveys, we were able to discern the most important features our learners needed training in. Most learners had heard of the Google Tools and at least seen them in use, but were unsure of specific features, full functionality, and how to successfully implement the Tool in a classroom.

[Two examples of our task analyses can be found in Appendix A.](#)

Evidence of Acceptable Results

Formative Evaluation

During each presentation, each learner will be provided a checklist of goals to achieve during the presentation, including specific activity goals. Each checklist was developed by the team member assigned to that specific Google Tool. During the presentations, team members not in charge of the presentation will be floating around the room checking understanding and checklists. If a learner is struggling, the team member will provide support. Checklists will be collected at the end of each presentation. At the end of each presentation, a short survey will also be given to the learners to gauge how the learner's felt the presentation helped them. These surveys will be utilized to alter the presentation for future learners. [Checklists](#) and [surveys](#) can be found in Appendix A.

- **Observation**

The project team members will be observing participants during the presentation sessions. During these observations the project team will be taking notes on what they see that needs to be addressed further. The notes will also include any logistical changes that can be made to the instruction for future instructional sessions.

Administrators may wish to include a classroom observation of each teacher incorporating a Google Tool into instruction. These observations may be scheduled ahead of time, or may be pop-in observations to check on how implementation is going.

- **Checklists**

Checklists will be given to each participant to fill out at the end of the sessions.

These checklists will be collected and data will be collected on topics that need to

be covered further and changes that need to be made. Participants will receive a copy of the checklist to take with them for their notes.

- **Surveys**

Surveys will be given to all participants of the instruction. These surveys will gauge the overall opinion of learners in how the session went. These surveys can be used to alter future sessions for the current learners, but also for future districts wishing to complete the training.

Summative Evaluation

Our summative evaluation will include sending out our original survey to participants to determine their growth after each presentation. As presentations are ideally scheduled on a weekly basis, there will also be a brief informal discussion at the beginning of the presentations to see who has been using their new knowledge. We will meet with the administrators one week after all presentations have concluded to discuss what changes they see in the classrooms in relation to utilization of the Google Tools they were trained on. We may stay in touch with Administrators as they observe their faculty become more comfortable with using Google Tools. A survey will be provided for administrators to complete. As new teachers and staff are hired, we will schedule future training sessions, taking into account survey answers from administrators and staff.

[Surveys can be found in Appendix A.](#)

- **Administrator Survey**

This will be to gauge the overall opinion the Administrator has on the effectiveness of the instructional sessions. This will be used to make any changes to the presentations that need to be made.

- **Google Tool Survey**

The original survey will be given to serve as a post-test for the instruction. This will help gauge if learning took place during the instructional session, and if there are still any large gaps in learning. This survey will be used to determine if more training is required in the area of Google Tools.

- **Observations**

Administrators may choose to complete classroom observations with a focus on watching for Google Tools to be utilized in the classroom. Teachers should be incorporating the use of the tools into classroom lesson plans and activities as they become more comfortable with using them.

Learning Experiences

Learner Analysis

Our learners are the teachers and staff of each school/district at which we are chosen to present. The learner variables we need to consider include age, technology background, and accessibility (vision, hearing, movement of hands and fingers). We collect this data through informal surveys and discussions. We are assuming all learners have the motivation to learn about Google Tools and are working in some type of educational environment. It will be important to consider that learners with more advanced prior knowledge of Google Tools might be less motivated to attend the instructional sessions. We are also making the assumption that learners have the basic knowledge for how to fill out a Google Form in order to complete the surveys.

Characteristics	Considerations	Data Collection Method
Target Learners	<ul style="list-style-type: none"> ● Who from the district will be participating in the instruction? ● Will there be more than one group of participants? ● How many people will be 	<ul style="list-style-type: none"> ● Conversation/interview with administrators ● Data from Tools Surveys ● Classroom Observations

	<ul style="list-style-type: none"> present for instruction? ● What grade levels are taught by the individuals? ● What subject areas do participants teach? 	
Demographics and Group Data	<ul style="list-style-type: none"> ● What is the gender makeup of the group? ● What titles/positions do people hold within the district? ● What type of education background do the participants have? 	<ul style="list-style-type: none"> ● Conversation/interview with administrators ● Classroom observations
Physiological	<ul style="list-style-type: none"> ● Do any participants have special needs which would require extra accommodations? <ul style="list-style-type: none"> ○ Visual ○ Auditory ○ Physical 	<ul style="list-style-type: none"> ● Conversation/interview with administrators
Cognitive Abilities	<ul style="list-style-type: none"> ● How do participants prefer to learn? <ul style="list-style-type: none"> ○ Tactile ○ Visual ○ Auditory 	<ul style="list-style-type: none"> ● Conversation/interview with administrators ● Conversations/interviews with teachers/participants
Prior Knowledge	<ul style="list-style-type: none"> ● Which participants would be classified as “digital native”? “Digital immigrant”? ● How often is technology currently being used in classrooms? ● Which participants have used Google Tools before? <ul style="list-style-type: none"> ○ How comfortable are they with this use? 	<ul style="list-style-type: none"> ● Conversation/interview with administrators ● Data from Tools Surveys ● Classroom observations
Motivation and Attitude	<ul style="list-style-type: none"> ● What motivation do participants have for 	<ul style="list-style-type: none"> ● Conversation/interview with administrators

	participating? <ul style="list-style-type: none"> Do participants want to learn more about Google Tools? Were participants included in the decision to offer this instruction? Is there any sort of incentive for participants for completing the presentation? 	<ul style="list-style-type: none"> Data from Tools Surveys
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Contextual Analysis

In planning our instruction, the contextual variables to be considered include where the presentation will take place - how much room is there for our team to move around, will everyone be able to see clearly; access to technology - will each learner have access to their own computer or other device in order to access materials and complete activities; when the training is able to take place - after school, during school (if during, will subs need to be provided to cover classrooms), weekends, in-service days, etc. Data collection will be through a conference with building administrators. We assume that all participants have access to Google Tools and similar technology in their classrooms for individual implementation.

Contextual Variables	Considerations	Data Collection Method
Immediate Environment	<ul style="list-style-type: none"> Where will the instruction take place? <ul style="list-style-type: none"> Instruction is planned to be in person, in a room large enough to accommodate a large group. Is the instruction asynchronous or synchronous? <ul style="list-style-type: none"> Instruction is planned to be synchronous and in person. How will the room be set up to accommodate a large group? 	<ul style="list-style-type: none"> Site visit Discussion with district administrators

	<ul style="list-style-type: none"> ○ The room should be set to allow everyone to see the projected presentation. ○ Learners should be seated close enough to others to collaborate. ● Will participants have access to the necessary technology to complete the training (preferably Chromebooks)? <ul style="list-style-type: none"> ○ Ideally, teachers will bring the device they use in their classroom. ● Will access to Wi-Fi be available? <ul style="list-style-type: none"> ○ Access to Wi-Fi is necessary for these presentations. ● Will project team/facilitator be available for questions during and after the presentations? <ul style="list-style-type: none"> ○ The project team will make themselves available to assist during and after the presentations. 	
<p>Organizational considerations</p>	<ul style="list-style-type: none"> ● Is the instruction instructor led? Self-paced? <ul style="list-style-type: none"> ○ The instruction part of the session is instructor led, whereas the activity part will be more self-paced. ● How will the project materials be shared with the participants? <ul style="list-style-type: none"> ○ Ideally, teachers will access the materials in their Google Drive. ○ They can be emailed as well. ● How will time be utilized during the presentation? <ul style="list-style-type: none"> ○ The first part of the session will be instruction on using the tool. The second part will be time to practice using the tool. There will be an intermission. 	<ul style="list-style-type: none"> ● Site visit ● Discussion with district administrators

Types of Learning Experiences and Instruction

Our instruction will consist of several presentations which go over the utilization of specific Google Tools. One team member will be presenting while other team members will be floating around the room assisting learners as needed. Included in the presentations are activities for the learners to complete. During activities, all team members will be available for assistance. All learners will also have access to the presentations and all pertinent documents for their own perusal and reference during the presentations. Learners will listen to the presentation, take notes, and complete specific tasks throughout the presentations.

Google Docs

Goal 1: Teachers and staff will be able to use for themselves and teach students how to use Google Docs.

Learning Objective	Type of Learning
1. After a presentation, the learner will be able to navigate to their Google Drive and create/open a new Google Doc.	Fact, Procedural
2. After a presentation, the learner will be able to navigate to their Google Drive and open a pre-existing Google Doc.	Fact, Procedural
3. After a presentation, the learner will be able to navigate to their Google Drive and share a Google Doc with another person.	Fact, Procedural
4. After an activity during a presentation, the learner will be able to create a document on Google Docs using different typefaces and font-sizes.	Fact, Procedural

5. After an activity during a presentation, the learner will be able to insert media (ex: pictures) into a Google Doc.	Fact, Procedural
6. After an activity during a presentation, the learner will be able to create a table in a Google Doc.	Fact, Procedural
7. After a discussion during a presentation, the learner will be able to list different ways a student might use Google Docs.	Application

Google Slides

Goal 2: Teachers and staff will be able to use for themselves and teach students how to use Google Slides.

Learning Objective	Type of Learning
1. After a presentation, the learner will be able to navigate to their Google drive and create/open a new Google Slide.	Fact, Procedural
2. After a presentation, the learner will be able to navigate to their Google Drive and open a pre-existing Google Slide.	Fact, Procedural
3. After a presentation, the learner will be able to navigate to their Google Drive and share a Google Slide with another person.	Fact, Procedural
4. After an activity during a presentation, the learner will be able to create a short presentation on Google Docs using different slide templates.	Fact, Procedural
5. After an activity during a presentation, the learner will be able to insert media (ex: pictures) into their slides.	Fact, Procedural

6. After a discussion during a presentation, the learner will be able to list different ways a student might use Google Slides.	Application
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Google Forms

Goal 3: Teachers and staff will be able to use for themselves and teach students how to use Google Forms.

Learning Objective	Type of Learning
1. After a presentation, the learner will be able to navigate to their Google Drive and create/open a new Google Form.	Fact, Procedural
2. After a presentation, the learner will be able to navigate to their Google Drive and open a pre-existing Google Form.	Fact, Procedural
3. After a presentation, the learner will be able to navigate to their Google Drive and share a Google Form with another person.	Fact, Procedural
4. After an activity during a presentation, the learner will be able to create a form with different questions types (multiple choice, short answer, grid, etc.).	Fact, Procedural
5. After an activity during a presentation, the learner will be able to review and analyse responses to a Google Form.	Fact, Procedural
6. After a discussion during a presentation, the learner will be able to list different ways a student might use Google Forms.	Application

Google Sheets

Goal 4: Teachers and staff will be able to use for themselves and teach students how to use Google Sheets.

Learning Objective	Type of Learning
1. After a presentation, the learner will be able to navigate to their Google Drive and create/open a new Google Sheet.	Fact, Procedural
2. After a presentation, the learner will be able to navigate to their Google Drive and open a pre-existing Google Sheet.	Fact, Procedural
3. After a presentation, the learner will be able to navigate to their Google Drive and share a Google Sheet with another person.	Fact, Procedural
4. After an activity during a presentation, the learner will be able to enter data into a Google Sheet.	Fact, Procedural
5. After an activity during a presentation, the learner will be able to create multiple sheets within one Google Sheet file.	Fact, Procedural
6. After an activity during a presentation, the learner will be able to use simple formulas within Google Sheets (ex: =SUM).	Fact, Procedural
7. After a discussion during a presentation, the learner will be able to list different ways a student might use Google Sheets.	Application

Materials for Learning System

During the presentations computers and projectors will be utilized by the presenter to display the presentation materials. Ideally, the presentation materials will be shared with participants via Google Drive, so they have access to them during and after the instructional session. Participants will want to have a device that can access the presentation materials. Preferably the device will be what is used when incorporating new Google knowledge into the classroom.

Each presentation was created using Google Slides to illustrate the ease of sharing documents using Google Tools. These presentations will be shared with participants, so they have the ability to review the content covered at any point after the presentation. Devices will be utilized during each presentation for practicing the skills and knowledge being taught. It is helpful for this device to be the one that will be utilized in the classroom for continuity. [Links to sample presentations are in Appendix A.](#)

Implementation Plan and Logistics

Our instruction includes four separate presentations, giving learners time to practice and implement their new knowledge in their classrooms. Ideally, each presentation would occur one week after the next, but would ultimately be up to the building administrator. Instruction would take place in a large room, with learners seated at tables facing toward the front of the room. Each learner would ideally have a device of their own, fully charged in front of them on the table, with internet access. The device should be the one used in the classroom for consistency, or be of similar nature. For example, if the learner uses Chromebooks in the classroom, then a Chromebook should be utilized in training.

There would be a screen at the front of the room for the team member to show their presentation on. Other team members would be placed around the room, ready to assist when needed. Each learner would have a printout of the Slides presentation, a

notepad, note cards, a checklist of objectives, and pencils and pens. Each learner will also have access to the electronic versions of the presentation. Each presentation with activities, should last for approximately 2 hours, with a 15 minute break in the middle. Refreshments will be provided. [The implementation schedule can be found in Appendix A.](#)

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Appendices

Appendix A

[Informal Interview Questions](#)

[Google Tools Survey](#)

[Individual Google Tools Surveys](#)

[Task Analyses](#)

[Checklists](#)

[Learner Survey](#)

[Admin Survey](#)

[Google Slides Presentations](#)

[Implementation Schedule](#)

Informal Interview Questions

General

- Do you see a need for professional development on technology in the classroom?
 - If yes, in what specific areas do you see a need?
 - If no, in what areas do you see a need for professional development?
- Google Tools
 - Who in the district might participate in instruction on Google Tools?
 - What types of professional development have you previously had on Google Tools?

Administrators

- How might your teachers perceive a training on Google Tools?
 - Is there something specific that would help them be motivated to attend?
- Do you use Google Tools yourself for any of your tasks related to your position?
 - If so, please describe which ones you use, and how you use them.

Teachers

- Which of the Google Tools are you most familiar with
- Describe a use for any of the Google Tools that you could use in the classroom.
- Is there a specific Google Tool that you would like to know more about?

Students

- What sort of instruction have you received on Google Tools (ex: Docs, Sheets, Forms, and Slides)?
 - Do you use any of these in class?
- Is there more information about any of these tools that you would like to learn about?

Google Tools Survey

11/27/2017

Google Tools Survey

Google Tools Survey

Please answer the following questions about your use of Google Tools.

*** Required**

1. Email address *

2. You are a: *

Check all that apply.

- Parent
- Teacher
- Student
- Support Staff
- Other: _____

3. The Google Tools you use are: *

Check all that apply.

- Google Docs
- Google Slides
- Google Sheets
- Google Forms
- Other: _____

4. How often do you use the following Google Tools? Please select "NA" if you have not used/do not use the tool. *

Mark only one oval per row.

	NA	Daily	Weekly	Monthly	Yearly
Google Docs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google Slides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google Sheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google Forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How comfortable are you using the following Google Tools on a scale from 1 - 5, with 1 being not at all comfortable and 5 being extremely comfortable. Please select "NA" if you have not used/do not use the tool. *

Mark only one oval per row.

	NA	1	2	3	4	5
Google Docs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google Slides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google Sheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google Forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Are there any Google Tools you'd like to know more about? If yes, please describe below. *

Send me a copy of my responses.



Individual Google Tools Surveys

11/27/2017

Google Forms Survey

Google Forms Survey

Please answer the following questions about Google Forms.

* Required

1. Email address *

2. Rate your comfort scale using each aspect of Google Forms from 1 to 5. 1 being not comfortable, 5 being very comfortable. *

Mark only one oval per row.

	1	2	3	4	5
Using Google Forms in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adding images to Forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adding videos to Forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uploading files to Forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating short answer questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating essay questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating multiple choice questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating grids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating drop down questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adding date and time responses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating Spreadsheets for responses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing the data provided from your responses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How often do you use Google Forms in the classroom? *

4. In what ways do you use Google Forms in the classroom? *

5. List any extensions or add-ons you use with Google Forms. *

6. Is there anything you do not know about Google Forms that you would like to learn? *

<https://docs.google.com/forms/d/1aco6aLHkR-SiBjKwHKQkZgQ5PIRDxBVbba9zMaRSaU/edit>

1/2

Google Docs Survey

Please answer the following questions about your knowledge and usage of Google Docs.

* Required

1. **Email address ***

2. **Rate your comfort level with using the follow Google Doc features on a scale from 1 to 5. 1 being no clue and 5 being super comfortable. ***

Mark only one oval per row.

	1	2	3	4	5
word processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
share settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
editing and suggesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
insert images	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
creating tables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
insert links	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
insert drawings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using Google Docs with Google Classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. **How often do you use Google Docs.... ***

Mark only one oval per row.

	Daily	2-3 times a week	Once a week	Monthly	Never
with your students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
for yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. **Describe some activities you use Google Docs for in your classroom. ***

5. List any Add Ons or Extensions you use with Google Docs. *

6. Is there anything about Google Docs you would like more training on? *



Google Sheets Survey

Please answer the following questions about Google Sheets.

* Required

1. Email address *

2. Please rate your level of comfort with the following Google Sheets features, with 1 being not at all comfortable and 5 being extremely comfortable. *

Mark only one oval per row.

	1	2	3	4	5
Using Google Sheets in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating new sheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inserting/deleting rows/columns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inserting pre-existing tables/graphs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inserting images	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using functions/formulas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Freezing rows/columns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sorting sheets/rows/columns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formatting cells	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Add-ons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How often do you use Google Sheets in the Classroom for yourself as a teacher or with your students? *

Mark only one oval per row.

	Daily	Weekly	Monthly	Yearly
Yourself as a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With your students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. In what ways do you use Google Sheets? *

5. List any add-ons you use with Google Sheets. *

6. Is there anything about Google Sheets you would like more training on? *

Google Slides Survey

Please answer the following questions about Google Slides.

* Required

1. Email address *

2. Rate your comfort level using the following Google Slides features. 1 is not at all comfortable, and 5 is very comfortable. *

Mark only one oval per row.

	1	2	3	4	5
using templates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adding text boxes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
manipulating text (e.g., font, size, color)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adding photos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adding objects (e.g., lines, shapes, tables)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
deleting and duplicating slides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
arranging slides	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
saving and publishing a presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using add-ons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. *

Mark only one oval per row.

	daily	2-3 times per week	once per week	2-3 times per month	once per month	never
yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. How often do you use Google Slides in the classroom? *

5. How do you use Google Slides in the classroom? *

6. List any add-ons you use, or have used, with Google Slides? *

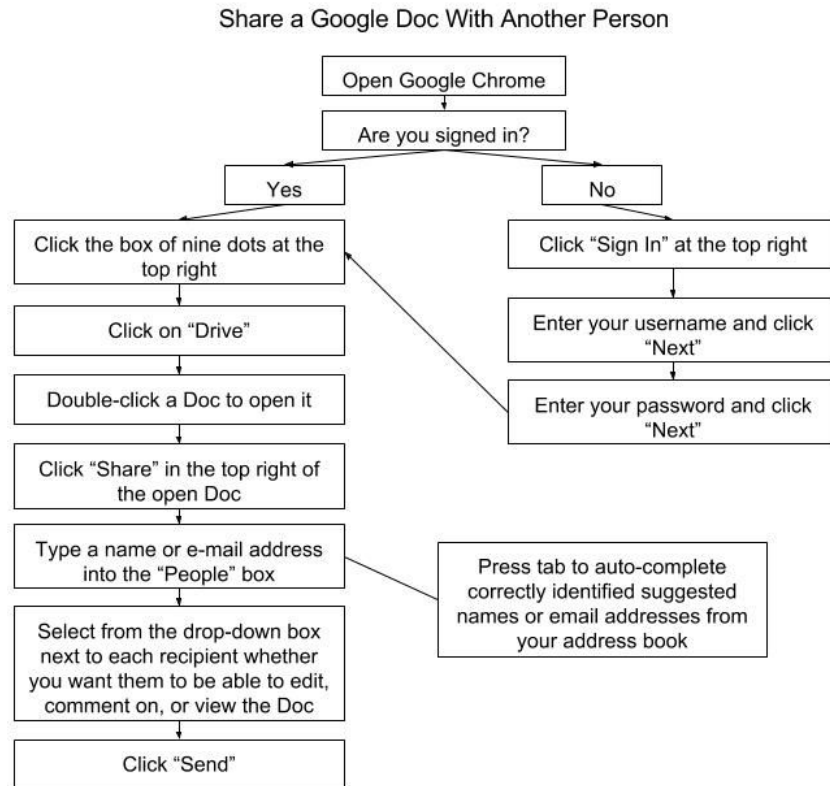
7. What would you like to learn about Google Slides? *

8. Additional Comments:



Task Analyses

Procedural Analysis



Topic Analysis

I. Google Docs

A. Basics

1. Works similar to Microsoft Word
2. Naming document
3. Toolbar
 - a) Undo and redo
 - b) Text types
 - c) Formatting text
 - d) Document alignment and formatting settings

B. Share settings

1. Documents can be shared with other people via a link or email address
 - a) Options for people to view the document, edit the document, or comment only
2. Multiple users can work on the document at the same time
 - a) Comments can be made about specific parts of the document
 - b) Editing and Suggesting
 - (1) Edit Mode: directly edit the document
 - (2) Suggesting: any edits become suggestions, propose edits to the document that the owner must approve
 - (a) Both the current edit and the suggestions will be viewable
 - (3) Viewing: view and print the final document, similar to print preview

C. Insert media

1. Images
 - a) Insert from your computer, the web, or Drive
2. Links
 - a) Add links to another page, header, or bookmark in the same document
 - b) Add links to outside sources (other documents or webpages)
3. Tables
 - a) Select the number of columns and rows
 - b) Format to fit your content
4. Charts
 - a) Include different types of graphs in your document

- b) Graphs can be imported from Google Sheets
- 5. Drawings
 - a) Create pictures, flowcharts, diagrams, and more in your document.
- 6. Equations
 - a) Include mathematical symbols in your document
- D. Add-ons
 - 1. Use ready-made add-ons with Docs to expand the features available
 - a) Add-ons can be found for many uses using the “Get Add-ons” button under the Add-ons drop down.
 - b) Add-ons can also be found for many uses using a simple search in the Chrome Store
 - c) Ex: Kaizena is a feedback Add-on that makes it easier for teachers or instructors to provide feedback on work completed in Google Docs.

Checklists

Google Forms Checklist

Please check off each task as you successfully complete it.

- Navigate to your Google Drive and create/open a new Google Form.
- Navigate to your Google Drive and open a pre-existing Google Form.
- Navigate to your Google Drive and share a Google Form with another person.
- Create a form with different questions types (multiple choice, short answer, grid, etc.).
- Review and analyse responses to a Google Form.
- List different ways a student might use Google Forms.

Notes

Google Docs Checklist

Please check off each task as you successfully complete it.

- Navigate to your Google Drive and create/open a new Google Doc.
- Navigate to your Google Drive and open a pre-existing Google Doc.
- Navigate to your Google Drive and share a Google Doc with another person.
- Create a document on Google Docs using different typefaces and font-sizes.
- Insert media (ex: pictures) into a Google Doc.
- Create a table in a Google Doc.
- List different ways a student might use Google Docs.

Notes

Google Sheets Checklist

Please check off each task as you successfully complete it.

- Navigate to their Google Drive and create/open a new Google Sheet.
- Navigate to their Google Drive and open a pre-existing Google Sheet.
- Navigate to their Google Drive and share a Google Sheet with another person.
- Enter data into a Google Sheet.
- Create multiple sheets within one Google Sheet file.
- Use simple formulas within Google Sheets (ex: =SUM).
- List different ways a student might use Google Sheets.

Notes

Google Slides Checklist

Please check off each task as you successfully complete it.

- Navigate to their Google drive and create/open a new Google Slide.
- Navigate to their Google Drive and open a pre-existing Google Slide.
- Navigate to their Google Drive and share a Google Slide with another person.
- Create a short presentation on Google Docs using different slide templates.
- Insert media (ex: pictures) into their slides.
- List different ways a student might use Google Slides.

Notes

Learner Survey

11/27/2017

Learner Survey

Learner Survey

Please fill out this survey about your experience today.

* Required

1. Email address *

2. Do you feel like today's presentation helped you understand the Google Tool? *

Mark only one oval.

Yes

No

Other: _____

3. Did you learn everything you wanted about the Google Tool? *

Mark only one oval.

Yes

No

4. Is there something else you would have liked to know more about involving this Google Tool? *

5. What part of the presentation helped you most? *

Admin Survey

11/27/2017

Admin Survey

Admin Survey

Please answer the following questions concerning your experience with our Google Tools instruction.

* Required

1. Did you find the presentations helpful? *

Mark only one oval.

- Yes
 No
 Other: _____

2. Did your staff, overall, find the presentations useful? *

Mark only one oval.

- Yes
 No
 Other: _____

3. Does your staff, overall, now use Google Tools more? *

Mark only one oval.

- Yes
 No
 Other: _____

4. Is there a Tool that you would like more training on? *

Mark only one oval.

- Yes
 No

5. If yes, which Tool(s)?

6. Would you use our services again? *

Mark only one oval.

- Yes
 No

7. How was communication between our team and your staff? *

Mark only one oval.

1 2 3 4 5

Not clear Very clear

8. Was our team helpful and friendly? *

Mark only one oval.

1 2 3 4 5

Not at all helpful or friendly Very helpful and friendly

9. What did you find the most helpful about our presentations? *

10. What did you find least helpful about our presentations? *

11. What would you suggest we could do to improve your experience? *

12. Would you use our instruction in the future? *

Mark only one oval.

Yes

No


Maybe

Other: _____

11/27/2017

Admin Survey

13. Please add any further comments or suggestions below. *

Powered by
 Google Forms

Google Slides Presentations

[Google Tools: Forms Presentation](#)

[Google Tools: Docs Presentation](#)

[Google Tools: Sheets Presentation](#)

[Google Tools: Slides Presentation](#)

Implementation Schedule

Week	Subject/Activity	Time Required
Week 1	Group members will send out surveys to staff members/audience. Responses will be collected and analyzed prior to presenting. Informal interviews and classroom observations will be conducted.	At least one week. Surveys should be completed before the implementation of the Google Presentations, with enough time allowed to analyze results.
Week 2	Implementation of Google Forms Presentation.	Presentation will last approximately two hours. A 15 minute break will be taken in the middle of the presentation. Total time: 2 hours, 15 minutes.
Week 3	Implementation of Google Docs Presentation.	Presentation will last approximately two hours. A 15 minute break will be taken in the middle of the presentation. Total time: 2 hours, 15 minutes.
Week 4	Implementation of Google Sheets Presentation	Presentation will last approximately two hours. A 15 minute break will be taken in the middle of the presentation. Total time: 2 hours, 15 minutes.
Week 5	Implementation of Google Slides Presentation.	Presentation will last approximately two hours. A 15 minute break will be taken in the middle of the presentation. Total time: 2 hours, 15 minutes.