



## **Course Number and Name:**

CITEC 902 – Google & YouTube

## **Instructor's Name:**

TBD

## **Contact Information:**

TBD

## **Number of Units:**

One semester unit

Units are post-baccalaureate level, professional development units primarily used for professional advancement and are accredited through Fresno Pacific University.

## **Grade Level:**

K-12 educators

### **Course Description:**

Brought to you by the producers of the Google Teacher Academy and the YouTube Star Teacher program, this course will provide in-depth instruction on Google tools from search basics to Docs, maps, Earth, Apps in Education and even more. Led by Google Certified Teachers, this course will give participants the skills, tools and resources necessary to successfully infuse their curriculum with these forward-looking applications. Participants will also be invited to join a growing community of Google-using educators through the Google Workshop for Educators Network (GWEN).

Course participants can expect to spend 30 hours of work for the course. The work will include:

1. Reading course materials and exploring examples.
2. Completing projects and assignments.
3. Sharing and reflecting with other class participants in discussion forums.
4. Attending synchronous class meetings.

5. Maintaining a reflective blog
6. CUE community participation

## **Course Dates:**

1. TBD
2. Required Synchronous Session TBD

Prerequisites:

Online learners should possess some specific characteristics and skills. You should:

1. Be an independent learner.
2. Be collaborators
3. Be self disciplined.
4. Have average to advanced computer skills.
5. Possess a willingness to explore new tools.

## **Course Materials:**

There is no required print textbook for this course. Everything you need will be available online in the links and e-text found in this course. Students do not have to purchase any materials, nor will any be sent. An office productivity suite such as Microsoft Office or Apple iWork is recommended but not required. A wider range of free alternatives, such as the Open Office suite of programs, Zoho, ThinkFree Online, and Google Docs, can be used as an alternative. A Google Docs account is required; additional free accounts with a variety of Web 2.0 tools will be needed as well.

## **Technology Requirements:**

### **Required:**

1. Headset/microphone
2. Web cam for expanding your "presence" within the course
3. [Screenr](#), [Screencast-o-matic](#), or other screencasting account or tool.
4. Free online accounts for Google, VoiceThread, Glogster, YouTube and other Web 2.0 tools that emerge in the course.
5. Current web browser with appropriate plugins:
6. [Quicktime Player](#) for Mac or Windows
7. [Windows Media Player](#)
8. [Flash Player](#)
9. [Adobe PDF Reader](#)

### **File Formats Accepted:**

1. .doc or docx

2. .pdf
3. Google docs

## **Moodle:**

This course will be delivered totally online through the course management system, Moodle. In Moodle you will access online lessons, course materials, and a variety of multimedia resources. Throughout the course, you will participate in a blend of self-paced and adaptive released (instructor-paced) activities using Moodle and alternative Internet-based technologies.

To learn more about Moodle go to: ([http://docs.moodle.org/en/Student\\_tutorials](http://docs.moodle.org/en/Student_tutorials))

## **Elluminate/Blackboard Collaborate**

Elluminate/Blackboard Collaborate is the a real-time virtual classroom and collaboration environment utilized throughout the program. This robust and interactive conferencing software allows for both audio and video adding live discussion and interactions to the course. You will need a both a microphone and a web camera to take full advantage of Blackboard Collaborate You will also need to configure the computer you will be using for the live sessions by visiting the support area of the Elluminate/Blackboard Collaborate website prior to your first synchronous meeting:

(<http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336&task=knowledge&questionID=1279>)

## **Getting Help:**

If you need help logging on to the Moodle site, contact The Help Desk at Fresno Pacific University by telephone 1-559-453-3410 or by email [helpdesk@fresno.edu](mailto:helpdesk@fresno.edu).

## **Communication Guidelines:**

### **Discussion Boards:**

We will use discussion boards within this course. If you have a question about an assignment, it is likely that many other students will have the same question - please post your question in either the Q & A Forum (for course questions) or in the discussion board for the particular assignment. Because we are all learners together, please feel free to respond to your classmates' questions if you know the answer or have suggestions!

### **Email:**

Email is generally the best way to reach your instructor. Email is checked regularly throughout the day and your instructor will respond within 24 hours. Please write "XXX XXXX " in the subject of your email to help the instructor prioritize responses for this class.

# **Course Requirements and Expectations:**

## **Moodle:**

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## **Accepted File Types:**

Moodle does not fully support use of special characters in file names. When naming files to be uploaded into Moodle, please do not include any special characters such as #, %, & or spaces. Only use letters, numbers, and underscores. All files must have a correct extension (.docx, .rtf, .pptx, .pdf, etc.) in order for them to open in Moodle.

## **File Naming Nomenclature**

It is required that you name your assignments according to the nomenclature. Failure to adhere to the format will result in your assignment not being accepted. CourseID\_AssignmentTitle\_LastName\_FirstInitial

## **Google Accounts**

You will need to create a Google Account if you do not already have one. (<https://accounts.google.com/>)

## **Blog**

Throughout the duration of the Innovative Education Certification you will be required to post reflections on a blog. In this course you will create your blog using a Google site. The template is available for you to copy. A link to the sample site is available here (<https://sites.google.com/site/cuefpusample/home>)

## **Computer Using Educators**

You will be required to become an active member of Computer Using Educators (CUE), whose mission is to provide leadership and support to advance student achievement in the educational technology community. (<http://www.cue.org>)

## **Required Synchronous Meetings**

**Each course in the Innovative Education Certification will have weekly**

**synchronous meetings. These meetings are interactive and required and will be delivered using Elluminate Live!**

#### Course Structure

The course is divided into seven modules.

Module 1: Google Search, Google Plus, Google Calendar

Module 2: Google Apps

Module 3: Google Docs, Google Forms

Module 4: Google Maps, Earth, Sketchup

Module 5: YouTube

Module 6: Closure & Summary

## **National Standards:**

### **National Educational Technology Standards for Teachers**

The Course Objectives directly addresses The National Educational Technology Standards for Teachers (<http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx>) in all five areas.

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-age Learning Experiences and Assessments
3. Model Digital-age Work and Learning
4. Promote and Model Digital-Age Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

### **National Board for Professional Teaching Standards**

In an effort to enhance the learning experiences, as well as demonstrate knowledge, skills, abilities, and commitment, teachers will infuse the five core propositions set forth by The National Board for Professional Teaching Standards in their teaching practices. This will be accomplished as teachers reflect upon the experience. In addition, teachers will be networking with their colleagues as part of a learning community. (<http://www.nbpts.org/>)

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

# Student Learning Outcomes:

Upon completion of the course, you will be able to:

1. Students in the Google & YouTube course will have an understanding of applying Google tools to teaching practices.. (NETS-T 2, 3, 5)
2. Students will be able to create lesson plans that integrate the technologies. (NETS-T 2)
3. Students will connect and collaborate with fellow students in formulating educational philosophies as well as creating and designing effective lesson plans. (NETS-T ???)
4. Use language for the outcomes that aligns with State/National Standards pertinent to the content area of the course. (NETS-T 5)

## Schedule of Topics, Suggested Pacing Guide and Assignments

Weekly reflective blogs, synchronous reflection and CUE community participation due by SATURDAY AT MIDNIGHT each week.

In addition to the 3 postings due each week, below are additional assignments that are due.

Dates	Schedule of Topics Google Search, Google Plus, Google Calendar	Assignments
Module 1	<p>Learning Objectives: In this module, participants will:</p> <ol style="list-style-type: none"> <li>1. Be able to use effective Google Search techniques.</li> <li>2. Be able to navigate Google Plus and Google Hangout</li> <li>3. Apply Search and Plus to a classroom environment.</li> <li>4. Apply calendar techniques to aid in classroom planning and management.</li> </ol>	<ol style="list-style-type: none"> <li>1. 1.1 Participate in Interactive Workshop. Post work samples and notes on synchronous blog post.</li> <li>2. 1.2 In groups of 4</li> <li>1. Design 6 lesson plans that utilize Google Search or Google Plus.</li> <li>2. Each lesson plan should address different application or function.</li> <li>3. Assessment of group members for contribution to project.</li> <li>4. Combine together into a presentation using Google Sites, wiki or other tool.</li> </ol>
Dates TBD		
Module 2	<p>Google Apps</p> <p>Learning Objectives: In this module, participants</p>	<ol style="list-style-type: none"> <li>1. 2.1 Participate in Interactive Workshop. Post work samples and notes on synchronous blog post.</li> <li>2. 2.2 Post in assignment blog features about</li> </ol>
Dates TBD		

will:

1. Become gain new content knowledge about what is available in Google Apps.
2. Describe how a school can adopt Google apps.
3. Be familiar with the dashboard.
4. Identify add ons available in Google apps.
5. Learn techniques for utilizing gmail within an apps domain.
6. Describe user defined groups.
7. Effectively utilize Google Sites.

gmail and sites that can help districts, school sites and classrooms be more connected.

3. 2.3 Discuss in discussion forum ways to use Google Apps with students

Google Docs & Forms

Learning Objectives:  
In this module, participants will:

8. Collaborate effectively using Google tools.
9. Become familiar with docs, spreadsheet, presentation and draw.
10. Utilize Google docs to collaborate with colleagues.
11. Utilize Google docs to assess students.

4. 3.1 Participate in Interactive Workshop. Post work samples and notes on synchronous blog post.

5. 3.2 In groups of 4

1. Create collaborative document, spreadsheet, drawing and presentation.
2. Create application that can be used either within a department or schoolwide to assist with collaboration.
3. Should integrate at least 5 features of each tool in addition to sharing.

6. 3.3 Discuss in discussion forum ways to use Google docs with students

1. Create Google forms to survey.
2. Create Google forms to create assignments.
3. Use flubaroo script to grade assignments

7. 3.4 In assignment blog create a 2 column layout with pictures or excerpt to the left and embed a form to the right.

1. Create a quiz in a Google Form.
2. Post link to post on class discussion board.
3. Take at least 5 students quizzes.

Module 3

Dates TBD

4. Use flubaroo script to grade and send feedback.

### Google Maps & Earth

Learning Objectives:  
In this module, participants will:

Module 4

Dates TBD

4. Go beyond the basics of mapping directions with Google Maps
5. Create a lesson plan involving Google Maps.
6. Explore Google Earth

8. 4.1 Participate in Interactive Workshop. Post work samples and notes on synchronous blog post.
9. 4.2 Create a lesson plan utilizing Google Maps. Post to assignment blog.
10. 4.3 Post to discussion forum ways that Google Earth could be integrated in the classroom.

### YouTube

Learning Objectives:  
In this module, participants will:

Module 5

Dates TBD

1. Be set up YouTube account
2. Create YouTube channel
3. Create a YouTube playlist for their subject area
4. Upload a video to YouTube
5. Apply Creative Commons settings
6. Use Video editor to mix YouTube videos.
7. Create annotations and choose your own adventure in YouTube video.

11. 5.1 Participate in Interactive Workshop. Post work samples and notes on synchronous blog post.
12. 5.2 Submit a YouTube playlists for your subject area that follow the model demonstrated in <http://youtube.com/teachers>
8. 5.3 Create at least 1 instructional video that follows pedagogical methods. Upload to YouTube Embed in assignment blog along with description of how instructional video is pedagogically sound.
  1. Demonstrates advanced YouTube features applied.
  2. Shared Creative Commons
  3. Instructs on a concept.

### Closure and Summary

Module 6

Learning Objectives:  
In this module, participants

9. 6.1 Course wrap up
  1. Q&A
  2. Submit online grade form



will:

1. Summarize applications of Google & YouTube
2. Think of how module lessons can be applied to their final project.

3. Course Evaluation

10. 6.2 Reflect in assignment blog how Google or YouTube tools might help your final project.

## **Evidence of Learning**

1. Course instructor observed evidence of understanding of course objectives as demonstrated through students' discussions in Moodle.
2. Student demonstrated understanding of course objectives through the cultivation of a Blog.
3. Course instructor observed evidence of understanding of course objectives as demonstrated through students' self-reflections.
4. Student demonstrated their ability to utilize Google Tools through their creation of projects.
5. Student demonstrated their understanding of connections to education through developing lesson plans and student activities that utilize the Google Tools.

## **Grading Policies and Rubrics**

Workshop Synchronous Session Participation - 50%

Weekly Reflection Blog - 5%

Weekly CUE community Participation - 5%

Course Assignments - 40%

125 total points possible

125 – 113 =A

112 – 100 = B or Credit Grade

Below 100 points = no credit

6. Students may earn either a Letter or Credit Grade.
7. The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
8. Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
9. All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

## Major Assignments

### Assignments

\*\*In addition to these assignments participants will have additional activities to complete from the synchronous workshops. Evidence of participation as well as activity samples will be posted to the blog. Each synchronous session is equally weighted in the synchronous sessions category.

Group Google Search/Plus Lesson Plans 20 points

Gmail and Sites Assignment Blog 5 points

3. Google Apps Discussion Forum 10 points
4. Group Google Docs Activity 20 points
5. Google Docs discussion forum 10 points
6. Assignment Blog Google Form Activity 15 points
7. Google Maps Lesson Plan 10 points
8. Google Earth Discussion Forum 10 points
9. YouTube Playlist 10 points
10. Create Video 10 points
11. Final Project Reflection 5 points

## Rubrics for Assignments

Each assignment will be assessed with the use of a rubric.

## Writing Requirements

10. Superior: Writing is clear, succinct, and reflects graduate level expectations.
11. Standard: Writing is acceptable with very few mistakes in grammar and spelling.
12. Sub-standard: Writing contains noticeable mistakes in grammar and spelling.

## Grading Options

Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit grade form when coursework has been completed.

## **Instructor/Student Contact**

The Introduction to the Innovative Education Certification course kicks off with a required synchronous meeting. Throughout this course and the entire certification program students will be communicating with the instructor and their classmates on a regular basis through the use of required synchronous sessions and asynchronous discussion forums. In addition, A Virtual Office is utilized for class questions, an 800 number is provided in the event they want to make phone contact, and students are encouraged to email the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

## **Cohort Instructor**

For each cohort there will be one cohort instructor. The cohort instructor will act as the teacher on record for all of the courses throughout the program, with the exclusion of the independent study FPU courses where the cohort instructor will act as a supporting staff member. The cohort instructor will be a single point of contact for the certificate program and will act as the intermediary between the program and the students. The cohort instructor will assist in technology issues as well as curriculum, program and pedagogy issues.

## **References/ Resources**

Bloom's Taxonomy Blooms

Digitally (<http://www.techlearning.com/shared/printableArticle.php?articleID=196605124>)

National Educational Technology Plan. Transforming American Education: Learning Powered by Technology

(<http://www2.ed.gov/about/offices/list/os/technology/netp.pdf> )

National Educational Technology Standards for Teachers

([www.cnet.iste.org/teachers/t\\_stands.html](http://www.cnet.iste.org/teachers/t_stands.html))

## **Keeping Your Coursework:**

You will have access to the course from course start date until a few weeks after the course ends. After this time you will no longer be able to access the course or related materials. We strongly recommend you retain copies of all your completed coursework in the event that the instructor asks for resubmission. You will also want to create a list of all the web sites URLs that you might want to return to at a later date.

## **Policy on Plagiarism:**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue.

## **Fresno Pacific University Desired Student Outcomes:**

Graduate level course work reflects Fresno Pacific University's Desired Student Learning Outcomes as it applies to professional development to demonstrate the following:

13. Oral and written communication in individual and group settings
14. Content knowledge, and application of such knowledge in the student's area of interest to affect change
15. Reflection for personal and professional growth
16. Critical thinking
17. Computational/methodological skills to understand and expand disciplines, including an understanding of technological systems

## **Subject to Change Statement:**

The syllabus and schedule are subject to change.

Innovative Education Certification Introductory Course

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