Lesson Plan with Reflective Notes

Course:_____Google Drive Content Management System for Personal Use_____   Week:_____n/a_____
        Section:_____1of 3_____

Age group: ___Adult Learning_____   Date:_____15 JULY 2012_____

Text/Web Reference: (Humber Institute of Technology and Advanced Learning, 2014)

Learning Outcomes associated with lesson:

1. Project Completion: Personal content organized storage on Google Drive
2. Concept of cloud-based content management system
3. Online content privacy and sharing

TIME	CONTENT	TEACHING METHODS/KEY POINTS	RESOURCES
15 mins	Housekeeping • Give back assignments • Notices/reminders	• Set up everyone on wireless network • Washroom Location • Refreshments • Estimated break times • Learning material handouts • Google account setup (should have been a prerequisite)	Verify wireless network can handle capacity Verify Google Drive is online
10 10 5	Introduction • Attention getter • Topic and chapter – tie into course outline • Benefit to future career • Review, tie in to previous material • Agenda & Learning Objectives – on board, screen or handout	Icebreaker game • animal sounds - Participants are assigned an animal. The challenge is to use animal noises in order to meet up with other animals of same species. Releases energy. Loud, fun, chaotic, then gradually order and unity emerge. Set expectation: Display the completed project • Show the site with organized file system ○ (corny joke – like organizing animals) • Show some of the benefits Benefits: off-site back up, retrieve older versions, access documents anywhere from web Review agenda – see slide	http://wilderdom.com/games/Icebreakers.html

10	Knowledge Check
	 • Activate previous knowledge of:
		Organizing files on computer system
		 • Matching game – show index cards of explicit (and some non-explicit) filenames and ask learners to organize/categorize
		      o Why did they organize it that way?
		          ▪ If no folders, why? (They use search tool?)
		      o Identify usability issues
		          ▪ To many folders – hard to find
		          ▪ Non-explicit names
		          ▪ Having search tool
		
		 Evaluate: have students demonstrate a file system they use or created
				Game index cards

TIME	**CONTENT**	**TEACHING METHODS/KEY POINTS**	**EVALUATION METHOD**	**RESOURCES**

10
 10
	Learning Objectives
	 1) Cloud technology & services
	 2) Getting to know content management systems (CMS)
		1. Information slides on cloud vs. local system
		    a. Online vs. offline content – your hardrive vs. emails stored on an email provider
		    b. Play game to identify examples of cloud services
		    c. Advantages of using local
		    d. Advantages of using cloud
		 2. CMS – managing content of an organization – see slides
		    a. Examples of CMS used at work? (Student experience) Sharepoint, wordpress, etc.
		    b. Systems that can manage a specific type of content (website, facebook – social information), or
		    c. Organize large file systems of wide ranging content (sharepoint – stores all different documents and formats, or local file explorer)
		    d. Why use it? To help us process information "efficiently"
			Game – what's in the cloud
			
			 Opinion: What are you comfortable putting in the cloud? What are the implications of information in the cloud? Content ownership?
				Information slides

15
15
	3) Getting to know Google Drive
	4) Drive account set up
	Ties to outcome
	#s:_____
	
	<mark><15 mins break here></mark>
		3. Open up google drive to discuss starting features:
		   a. Access from google app area
		   b. Layout
		      i. Library navigation bar (left)
		      ii. Detail display of files in folder (explain columns)
		      iii. Changing layout to grid
		      iv. Search bar
		      v. "Share with me" folder
		      vi. System usage
		4. Give time so everyone can login or open up the google drive app
			Every should demonstrate that they have access to their own Google drive account
			
			Ask to show where to find a specific file on my system (there are multiple methods)
			• candy for each method found	

20	Learning Objectives
	5) Using features to create file system
	6) Upload files
	7) Rename files
	8) Download files
	9) Using shortcut buttons
	Ties to outcome
	#s:_____
		Grab files from course (previous assignments)
		
		5. Use "create" button to create and name folders (in "My Drive")
		6. Upload and put files into the correct folders.
		   a. Verify successful upload by checking the download window, and
		   b. In the right directory under "my Drive"
		7. Rename file using the "More > Rename" button option
		   a. Verify rename on folder list
		   b. Extension: show rename on history
		8. Download renamed file to a local directory
		9. Add a folder and file using shortcut buttons
			Student should have
			• A file system hierarchy on google drive
			• Show successful uploaded files to google drive
			• Display a renamed file
			• Show successful download to a local folder and can open the file locally
			
			Students should not be afraid to try different features on the site, ask TAs to encourage trying shortcut buttons and explaining the feature
				Use slides and my google drive layout
				Use stylus to highlight areas

| 20 | Learning Objectives
10. Permissions
11. sharing
12. Version history

Ties to outcome #s:
_____ | 10. Select a file and list its details and activities
   a. Explain details window
   b. Explain activities window

11. Select edit icon on "sharing"
   a. Explain share settings
   b. Permission levels (Generic names and Google names)
     i. Read/View
     ii. Write
     iii. Owner
     iv. Annotate
   c. Share with your partner for view/annotate only. Verify partner can open document. What do he/she see/do?
   d. Partner create annotation
12. Version history for Google-specific documents
   a. Select document, and go to "More > Manage Revisions"
   b. Explain version history. How google stores your data. Check out the differences in the documents of the different versions
   c. Exaplain Google's "Manage Revision" window and feautres
   d. Advantages of this backup feature
   e. Ask student to edit their documents and re-upload to google drive. Verify there is the new revision and it is accessible | What other experience have you had with permissions? (Security doors, confidential information)

What is appropriate levels of permissions for the following documents:
• Charter of rights
• Picture I took of me in Whistler
• Your assignments
   o Depend on who is viewing/working?
• Your resume

Student should demonstrate one of the Word document is shared. The shared partner should be able to annotate and view document.

Students should have versions of the same document on Google drive and file is accessible. | Make sure there's a document with multiple versions |

15	Learning Objectives (Extensions)
	13. Collaborative features
	    a. Edit document
	    b. Messenger/hangout
	14. Explore
	    a. Adding different documents
	    b. Editing with Google applications
		13. Working with a document on Google Drive
		    a. Select a word or excel document that either is already a Google Doc type or convert to Google Doc type
		    b. Share document with a partner with edit permissions
		    c. Open Google Hangout
		    d. Open document in Google application. Explore editing with google doc application
		    e. Play the limerick game
		    f. Present limericks
			Form partners to create a limerick using collaborative software (divide the class so that partners cannot speak to each other directly)
			
			Share limericks	

15	<mark><Break before personal exploration></mark>		

10		14. Free time to explore Google Drive and Google docs
		    a. Add some personal and public documents
		    b. Check out some shortcuts		

TIME	CONTENT	TEACHING METHODS/KEY POINTS	RESOURCES
15	Summative Evaluation/Assessment • Assessment (did learning take place?)	Students should demo their file system, why they organized in their way, and one neat feature they discovered. Describe what else would they use this application for? (Photo Sharing, remote meetings, etc.)	Candies for those brave enough to demo some of their work

20	Conclusion
	  • Refer to objectives and learning outcomes
	  • Review and summarize main points
	  • Emphasis on value of material to future careers
		Summarize file system, cloud technology and collaboration
		
		Student should know how to
		  • Create folders
		  • Upload files
		  • Create files
		  • Rename and edit files online and offline	

• Homework • What's coming next	• Sharing files and permissions o Importance of privacy • Online collaboration advantages • Applications of this technology (i.e. CMS) – how to use CMS in a work setting Retrospective Discussion: Ask students: Would you use this system (i.e. Google drive)? What would you use it for? Do you use another system (Dropbox)? Why? Teaching feedback? What went well? What need improvement? How to improve? Anything that could be more efficient, simplified? Workshop schedule feedback – more breaks, more time for specific sections, …	

This Lesson Plan is designed to be used with the 4A's of Lesson Planning Activity Checklist

Works Cited

Humber Institute of Technology and Advanced Learning. (2014, February 1). *Teaching Methods.* Retrieved from The Center For Teaching and Learning:
    http://humber.ca/centreforteachingandlearning/instructional-strategies/teaching-methods/course-development-tools/building-lesson-plans.html#ScrollHere

Reflecting on your lesson

It's always good to reflect on what you've done if you want to improve. As a teacher your main goal should be to improve because there is no where to go but up! Here are some questions that you can ask yourself that will help you reflect on your lessons:

1. Was the instructional objective met? How do I know students learned what was intended?

2. Were the students productively engaged? How do I know?

3. Did I alter my instructional plan as I taught the lesson? Why?

4. What additional assistance, support, and/or resources would have further enhanced this lesson?

5. If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?