

Teachers are Sweet on Google Suite

Team Up 4 Anything:
**Mandy Philbrick, Jeremy Olguin,
Caitlin Binder, and Tricia Delph**

Instructional Science and Technology,
California State University, Monterey Bay

IST 524: Instructional Technology
Dr. Sarah Evanick

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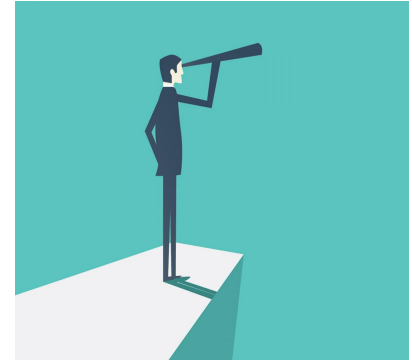
Computemano [Image]. (2019, Jan 19). Flickr.
<https://www.flickr.com/photos/computemano/39835428503>



Course Design Overview

Our bestie: ADDIE (Da Silva, 2022)

1. Needs Assessment (Rothwell, 2016)
2. Learner & Context Analysis
3. Content Analysis
4. Objectives & Test Items
5. Design
6. Development
7. Implementation & Evaluation



Man with telescope [Image]. (2022).
Shutterstock.
<https://www.inc.com/jeff-haden/how-to-write-a-killer-business-plan-overview-and-objectives.html>



Google is Suite ;)

Where we are:

Faculty have limited knowledge of and experience with Canvas - G Suite integration



GAP logo [image]. (2008). Wikimedia Commons
https://commons.wikimedia.org/wiki/File:Gap_Logo.svg

Where we'd like to be:

Instructors utilize full potential of G Suite & Canvas for interactive eLearning (Kenniss, 2017)

Audience: College & university teaching faculty

Averse to technology - resistance to change

Need: collaborative, online engagement tools to improve student learning

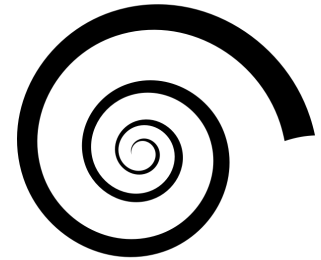
Take advantage of existing tools in Canvas

Save instructors time in designing assignments & providing feedback



Gagne's Nine Events of Instruction

Feat. **Cognitivism** - Bruner's spiral curriculum (Dempsey & Van Eck, 2018)
with a dash of **behaviorism** via **programmed instruction** (Bonaiuti, 2011)



Spiral [Image]. (n.d.) Free SVG.
<https://freesvg.org/spiral-silhouette-vector-image>

#6: Elicit performance & practice

#1: Gain attention

- Create **meaningful emotional connection** (Greany, 2019)
 - Small steps + immediate feedback = **high motivation for success** (Bonaiuti, 2011)

#2: Share objectives

- **Learner-centered, Performance-based** (Stolovitch & Keeps, 2011)

#3: Connect prior G Suite experience

- **Spaced practice** (Greany, 2019)

#4: Present the content

#5: Provide learning guidance

#7: Provide feedback



#8: Assess performance



#9: Enhance retention and transfer of

Knowledge (Northern Illinois University, 2020)
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[https://commons.wikimedia.org/wiki/File:Google_Sheets_logo_\(2014-2020\).svg](https://commons.wikimedia.org/wiki/File:Google_Sheets_logo_(2014-2020).svg)
[https://commons.wikimedia.org/wiki/File:Google_Docs_logo_\(2014-2020\).svg](https://commons.wikimedia.org/wiki/File:Google_Docs_logo_(2014-2020).svg)



Intentional Learning Objectives

(Rothwell et al., 2016)



Google Drive Icon [Image]. (2022).
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Faculty will be able to:

Describe the basic functions of...

- Google **Drive, Docs, Sheets, and Slides**
- **Canvas Google Cloud** assignments

Create...

- Shared **folders** in Google Drive
- Google **Docs, Sheets, and Slides**

Faculty will express greater **confidence** with G Suite teaching tools and willingness to **troubleshoot** or reach out for support.

- Unintentional: Discover new ways to use G Suite in teaching!



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Blended Coursework



Untitled Blender Image [Drawing].. (n.d.)
https://lh5.googleusercontent.com/proxy/SqBJRDDKLgsDDYsjtnXhSwpmHcCv3zovR4nEjqY5mpcCVX_D_pjXcQY8kEBpOUa3Oq1Nd3oJsHvN61Pkd-f=w1920-h969





Functional Architecture

(Dempsey & Van Eck, 2018)

Asynchronous Canvas Intro Module

- Flipped classroom - declarative knowledge
- Level the playing field - prior experience?
- Experience G Suite assignment in student role

Synchronous Zoom sessions, recorded

- Use each tool, then create a GSuite assignment for each: Doc, Slide, Sheet
- Job aids: ["How do I create a cloud assignment with a Google Drive file?"](https://es.m.wikipedia.org/wiki/Archivo:Synchronized_swimming_-_Russian_team.jpg)
- Form groups during Zoom meeting - breakout rooms to initiate projects

Asynchronous collaboration - make and take assignments for each other

In-Person / Zoom - schedule 1-on-1 consults in between sessions

Synchronous final meeting - takeaways and reflections



Synchronized swimming [Photograph]. (2007, May 31). Wikipedia. https://es.m.wikipedia.org/wiki/Archivo:Synchronized_swimming_-_Russian_team.jpg

LMS & Technics

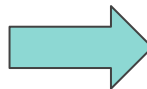
Canvas - high accessibility standard
(Instructure, 2022)








Existing integration with **G Suite**

- **Google Cloud Assignments**

Fits a need, otherwise impossible

- **World-wide** collaboration on documents in real-time




▼ Assignments			+	⋮
⋮	 Ally Check-In Module 1: Introduction to Technology Equity and Digital Inclusion Module 2 pts		✓	⋮
⋮	 Module 3 Quiz - Review Module 3 Module 4 pts		✓	⋮
⋮	 So...how did it go? Module 2 Module 1 pts		✓	⋮
⋮	 Create Alt Text for an image in Word: Get rid of in lieu of just one assignment for both headings and alt text?? Need teacher shell for students??		⊗	⋮
⋮	 Edit a Word Document		✓	⋮
⋮	 Google Slides Assignment		✓	⋮
⋮	 Google Docs Assignment		✓	⋮




Canvas G Suite Integration, cont.


Instructor View

Follow the instructions in the Google Slide and Submit when complete.



 **Google Assignments** cabinder@csumb.edu


Google Slides Assignment

Total points Due date *No due date* 

Check plagiarism (originality) ☐ Files *1 file*  Rubric *No rubric*

1 submitted 0 returned


Name & submitted date ↑	Status ↑
 Tricia Delph	Assigned
 Mandy Philbrick Nov 15, 9:47 AM	Submitted



Student View

Due No Due Date Points 0 Submitting an external tool

Follow the instructions in the Google Slide and Submit when complete.


 **Google Assignments** mphilbrick@csumb.edu

Google Slides Assignment

Total points 100 Due date no due date

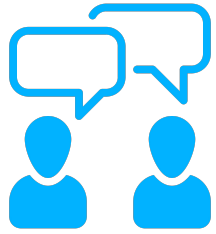
[Open to attach and submit](#)

Your files

 [Mandy Philbrick - Google Slides Assignment](#)



Social Media



- Technology averse audience
 - Avoid overloading with social media integration
 - *Informally* encourage learning via learner's existing social platforms (YouTube, FaceBook, Twitter)
- **Canvas Discussions** encourage social learning
 - *Ask Your Professor & Fellow Classmates*
 - **YouTube** video (Dennen, 2018) with discussion prompts:
 - *What content was new to you vs. prior knowledge?*
 - *What do you think you will implement in your classroom?*

Discussion [image]. (2018).
https://commons.wikimedia.org/wiki/File:Noun_discuss_3764702.svg



Intentional and Limited Rich Media Use (Clark & Mayer, 2018)

Dual Channel Principle: Screencast with scripted instruction (Visual + Auditory)

Limited Capacity Principle: Avoid simultaneous pictures / animation and written instruction

Carefully selected images: Include only essential details, while ensuring helpful implementation.

“Novices benefited most from visuals” (p. 263).

Cues: specific guidance - *where* to draw attention before watching video



Simple Visual Design

Minimize cognitive load



Google Slides Logo [Image]. (2020). Wikimedia Commons.
[https://commons.wikimedia.org/wiki/File:Google_Slides_logo_\(2014-2020\).svg](https://commons.wikimedia.org/wiki/File:Google_Slides_logo_(2014-2020).svg)
Google Sheets Logo [Image]. (2020). Wikimedia Commons.
[https://commons.wikimedia.org/wiki/File:Google_Sheets_logo_\(2014-2020\).svg](https://commons.wikimedia.org/wiki/File:Google_Sheets_logo_(2014-2020).svg)
Google Docs Logo [Image]. (2019). Wikimedia Commons.
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Google Apps Script [Image]. (2021, Dec 12). Wikimedia Commons.
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Triangulated Alignment

(Dempsey & Van Eck, 2018)

OBJECTIVES
Collaborate in G Suite



LEARNING ACTIVITIES
Student & teacher roles

ASSESSMENTS
Formative & summative

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Who's Sweet on G Suite?



Computemano [Image]. (2019, Jan 19). Flickr.
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