



**Midwest Teachers Institute**  
Teachers Helping Teachers

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**MTI 559: Advanced Google Tools in Education**

**ONLINE COURSE**

<b>Instructor Information:</b>	
<b>Instructor Name:</b>	<b>BEN KUHLMAN, M.ED</b>
<b>Instructor Email:</b>	<a href="mailto:bkuhl2you@gmail.com">bkuhl2you@gmail.com</a>
<b>MTI Email:</b>	<a href="mailto:info@midwestteachersinstitute.org">info@midwestteachersinstitute.org</a>
<b>Instructor Background:</b>	<p>Ben Kuhlman is a middle school Science, Social Studies, and English Language Arts teacher at Oliver Wendell Holmes Middle School (a Title 1 school) in Wheeling, Illinois, in the northwest suburbs of Chicago. He has a BA and MA in English from John Carroll University in Cleveland, Ohio, was ABD in English at the University of Wisconsin - Milwaukee, earned his K-9 teaching license and middle school endorsement at National-Louis University, and an MA in Literacy Education from Olivet Nazarene University. He has been teaching middle school for 13 years, and he's taught every grade and every core subject (except Math) his school offers. Ben is also a licensed Reading Specialist, has been a part-time SAT, ACT, and TOEFL tutor on and off since 1999, has taught college writing as a teaching assistant and adjunct at three different universities in three different states (John Carroll, UWM, and Robert Morris University), and is active in the Illinois Education Association. He has led professional development classes for the Illinois Writing Project (and is currently the Co-Director of the IWP for Marketing) on writing instruction and technology, as well as technology tools (especially G Suite/Google Docs) for teachers in his district. He is proud to be a Connected Educator, mostly through Twitter and as a co-founder of the #TeachWriting chat. He will also be helping Carol Booth Olson's UCIWP and the National Writing Project administer a federal Department of Education EIR Scale-Up Grant as a Teacher Consultant and Staff Developer in their Pathways to Academic Success program. Ben's professional interests include interdisciplinary instruction - especially combining Science and Social Studies through writing - the impact of technology on ESL</p>

	instruction, and gamification. He is also an aspiring novelist, creative nonfiction writer, education journalist and blogger, and YouTuber.
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<b>Course Information</b>
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<b>Course Format (distance learning, online, webinar, experiential onsite courses):</b>	<p><b>Online Course</b></p> <p>The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI email address listed above. Approximately 112.5 hours of instructional time is devoted to this course per the requirements from the Higher Learning Commission for extended studies.</p> <p>We recommend that you take an introduction to Canvas course as well to become more comfortable with our LMS. This can be done by clicking on the <i>help</i> tab, then <a href="#">Canvas 101</a>.</p> <p>If you are having trouble with Canvas, technical support is available online 24/7 under the <i>help</i> tab, then <i>report a problem</i>.</p>
<b>Prerequisites</b>	All MTI courses are designed for educators who have a minimum of a bachelor’s degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. <b>All courses are for 3 graduate semester hours/credits. When you register, you may choose which of our accredited university partners you would like to receive your official transcript from.</b>
<b>Accrediting Partners</b>	For information about our accrediting partners, please visit our website at <a href="http://www.midwestteachersinstitute.org">www.midwestteachersinstitute.org</a> and click on partners to learn more about the choices available for you.
<b>Required Books and Materials</b>	<ul style="list-style-type: none"> <li>● A gmail account (either personal or district is acceptable)</li> <li>● Instructional videos</li> </ul>
<p><b>Learning Outcomes/Competencies:</b></p> <p>At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Evaluate and fully implement Youtube as a tool for education. InTASC 3, 7</li> <li>2. Develop a document showing students how to become a responsible digital citizen. InTASC 9, 10</li> <li>3. Explain how to increase productivity by improving Google Search Engine research via Google Search Operators. InTASC 3</li> <li>4. Justify the use of Google Hangouts as a tool that can improve student learning. InTASC 6</li> </ol>	

5. Create and maintain a Google Site to provide all relevant class information to inform all stakeholders. Options to incorporate this as a digital portfolio will also be addressed. InTASC 3
6. Create lesson plans that include Google Tools such as Maps, Earth, and Cultural Institute. InTASC 4, 6

**Course Description:** This course is designed to provide educators with Google tools to improve communication, share content more effectively, and improve student performance. Participants will use Google Hangouts to participate in professional development that transcends boundaries, providing them with a tool that will make meetings more effective. They will use Google Sites to create a website for their own use at school, placing all information in one convenient location for staff, parents, and students. Students will learn advanced search engine skills to make their searches more efficient, and to provide a list of the top tools for their students. Participants will also learn how to create their own Youtube account, as well as explore many options to fully utilize this as an educational tool. Finally, students will learn how Google Cultural Institute, Google Maps, and Google Explore can be used as powerful tools to improve current teaching.

**Learning Strategies:** Group discussions, professional collaboration, personal reflection, individual assignments (applications and evaluation essay).

**Experiential Learning Opportunities:** Educators will reflect on their current practices and improve as a leader in the classroom.

## Format of the Course and Submitting Work

This course has a total of 4 individual assessments/assignments. You are required to complete all of the pieces with a total grade of an A or B in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed below in the assessments chart below. This is an ONLINE course that runs for a five (5) week duration. Each week as directed by your instructor you will have assignments due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS (Learning Management Software) Canvas. Your application, research project and evaluation assignments will be submitted electronically to your instructor. Files can be saved in PDF's or WORD Documents. You can also share via Google Drive format. Please contact your instructor if you have any questions or need help with the Google Drive format.

<b>Assessments</b>		<b>Approximate contact hours for each assessment</b>
Introduction to using Canvas video and pre-survey		1 hour
Review Course Materials & Videos		15 hours
Additional Google apps provided and reflection time.		10 hours

Discussion Questions - Prompts Posted By Instructor on Canvas. 7 prompts total worth 9 points each.	63 points	10 hours
Reflect and Respond - Contribute to discussion by responding to classmates on Canvas. 4 total posts worth 9 points each.	36 points	10 hours
Studying (time to reread and take notes)		8.5 hours
Field experience in the classroom implementing and creating strategies for student success.		28 hours
Application Assignments - Instructions posted within Canvas. 4 assignments worth 45 points each.	180 points	10 hours
Research and exploration time for Google tools		8 hours
Final evaluation essay	100 points	12 hours
<b>Total</b>	<b>379 points</b>	<b>112.5 hours</b>

**Grading Scale: A (90-100%); B (80-89%)**

***\*Anything below a B will not receive graduate credit and result in a failing grade of F.***

If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

**Discussion Questions - 5 @ 9 points each**

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<b><i>Supporting Evidence in Practice</i></b> ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<b><i>Accuracy</i></b> ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<b><i>Grammar and Spelling</i></b> ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

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### Reflect and Response Rubric- 5 @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<b>Supporting Evidence in Practice</b> ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<b>Accuracy</b> ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<b>Grammar and Spelling</b> ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

### Application Rubric- 4 @ 45 points each

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
<b>Supporting Evidence in Practice</b> ____/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<b>Accuracy</b> ____/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.

### Evaluation Rubric - 100 points

Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
<b>Supporting Evidence in Practice</b> ____/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
<b>Accuracy</b> ____/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
<b>Grammar and Spelling</b> ____/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
<b>Logical Sequencing</b> ____/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in	Response is mostly unclear and/or disorganized. Many thoughts are presented in

	in a coherent and logical manner.		a coherent and logical manner.	an incoherent and illogical manner.
<b>Reflection</b> ____/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

<b>Course Schedule</b>	
<b><u>Week 1 – Advanced Search Options &amp; Hangouts</u></b>	
<ul style="list-style-type: none"> <li>- Explore Google Search Operators, Punctuation and Symbols to make searches more specific.</li> <li>- Learn how to search for related topics.</li> <li>- Application #1 - Create a handout/document to share with students that highlights at least 10 of the top advanced search options that would be beneficial for your course/subject. Include information about how they should use this in the class as well as examples and links. Share this document with the entire class.</li> <li>- Discussion Activity #1 - Post your thoughts on the advanced search options that you learned about or discovered on our own this week. Which tool would be the most beneficial?</li> <li>- Reflect and Respond #1 - Respond to at least 2 other people in class, either suggesting another option for their course or discussing another way the tool they posted could be used.</li> <li>- Discussion Activity #2 - Participate in a Google Hangout at a predetermined time. Discuss how Google Hangouts can be used to improve communication across many levels, including: PLC's, parents, student conference calls, and many other options. If unable to attend the hangout, contact the instructor for alternate possibilities.</li> </ul>	
<b><u>Week 2 – Youtube</u></b>	
<ul style="list-style-type: none"> <li>- Application #2 (part 1)- Utilizing Youtube to facilitate learning. <ul style="list-style-type: none"> <li>o Create a Youtube account</li> <li>o Create and share playlists</li> <li>o Locate and follow at least 3 channels.</li> <li>o Explore how to create and upload videos to Youtube.</li> <li>o Explore options to clip videos and to eliminate ads.</li> </ul> </li> <li>- Discussion Activity #3 - Post how you could use Youtube to better facilitate the subject(s) you are teaching, including any of the previous assignments from your own curriculum.</li> <li>- Reflect and Respond #2 - Respond to at least two other posts from classmates.</li> <li>- Application #2 (part 2)- Develop a short tutorial (video or Google Document) for students on Digital Citizenship and topics such as privacy, being a responsible online citizen, and more.</li> </ul>	
<b><u>Week 3 – Google Sites</u></b>	
<ul style="list-style-type: none"> <li>- Application #3 - Create your own Google site and post the basics:</li> </ul>	

- o Site description
- o Share settings (who will view)
- o Appearance (theme)
- o Edit the homepage text, including the purpose for your website or an introduction to your class/group.
- o How to use page settings to remove unwanted material.
- o Add the video or Google Document on Digital Citizenship from week 1 to your website.
- Application #4 - Create and share a document that explains to students how they will create a digital portfolio using Google Sites.
- Explore options to add a calendar, field trip forms, or whatever else you may need for your class/group.
- Discussion Activity #4 - Share your website with everyone in class. Post on the discussion your link and the intended purpose of your website.
- Reflect and Respond #3 - Respond to at least 2 students with constructive feedback on improving their website.

#### **Week 4 – Google Maps/Google Earth/Google Cultural Institute**

- Explore each of the options for this week to determine which one you would like to focus on for your class.
- Discussion Activity #5 - Share 2 of your favorite features or findings on Cultural Institute.
- Reflect and Respond #4 - Respond to at least 2 of your classmates with suggestions from your own findings that could be incorporated in their subject.
- Application #4 - Create and share a lesson using Maps/Earth/Cultural Institute with the entire class. Be sure to include:
  - o The subject and grade level you are teaching
  - o The topic of the lesson/unit
  - o How the students will be using the tool (be specific)
  - o A short introduction for the students to the tool you chose as well as instructions on how to navigate
- Reflect and Respond #5 - Respond to at least 2 students with constructive feedback on their lesson.

#### **Week 5 – Reflection**

- Write a 3-5 page paper which reflects upon your new knowledge of the Google tools that we explored, including how you plan to implement these tools in your classroom and the expected benefits.

## **End of Course Survey**

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

# Academic Honesty

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Any academic dishonesty is grounds for dismissal. Any student judged to be engaged in cheating may receive a failing grade for the course, or any other penalty, which the instructor finds appropriate. Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the Student Code of Conduct.

## Acts of Dishonesty Include:

- Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- Fabrication—intentional and unauthorized falsification or invention of information or citation in an academic exercise.
- Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.
- Plagiarism—the deliberate adoption or reproduction of ideas, words, or statements of another person as one’s own without acknowledgement.

Unauthorized Collaboration—intentionally sharing information or working together in an academic exercise when the course instructor does not approve such actions.

## ADA Statement

The University abides by the Americans with Disability Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may affect your work in this class and for which you may require accommodations, please contact the Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource Office.

The Disability Resource office will provide Extended Studies with documentation of the disability and any accommodations that are needed.

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**The ten INTASC standards are listed below. Specific standards for knowledge,**

**dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.**

## **The InTASC Model Core Teaching Standards (April 2011)**

### **The Learner and Learning**

#### Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#### Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### **Content Knowledge**

#### Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#### Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### **Instructional Practice**

#### Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

#### Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills,

and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility**

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession