
G Suite for Education

45 ways to start using Google tools in the classroom

October 2016

How to use this deck...

Use this training deck to implement G Suite for Education in meaningful ways in your schools. These tools will help you to increase **teacher efficiency**, **student engagement**, and **school-wide collaboration**.

Each of the 45 ways are grouped into seven categories related to teaching and learning and cover all tools included in the G Suite for Education.



Pedagogy



Subject Specific



Evidence of
Progress



Add-ons



Differentiation



Communication



Organisation

Pedagogy

1. [Student Creativity](#)
2. [Homework and Flipped Learning](#)
3. [Efficient Searching Skills](#)
4. [Starters and Plenaries](#)
5. [Research without leaving Docs](#)
6. [Cite Sources directly in Docs](#)



Classroom



Chrome



Drawings



Forms



Docs

Student Creativity



Develop student creativity by producing their own pictures and designs on Google Drawings!

Use across the curriculum to draw graphs or diagrams in Maths, Science or Geography ([see subject specific ideas](#)).

Insert drawings into other Google tools to pair them with written descriptions (great for EAL).

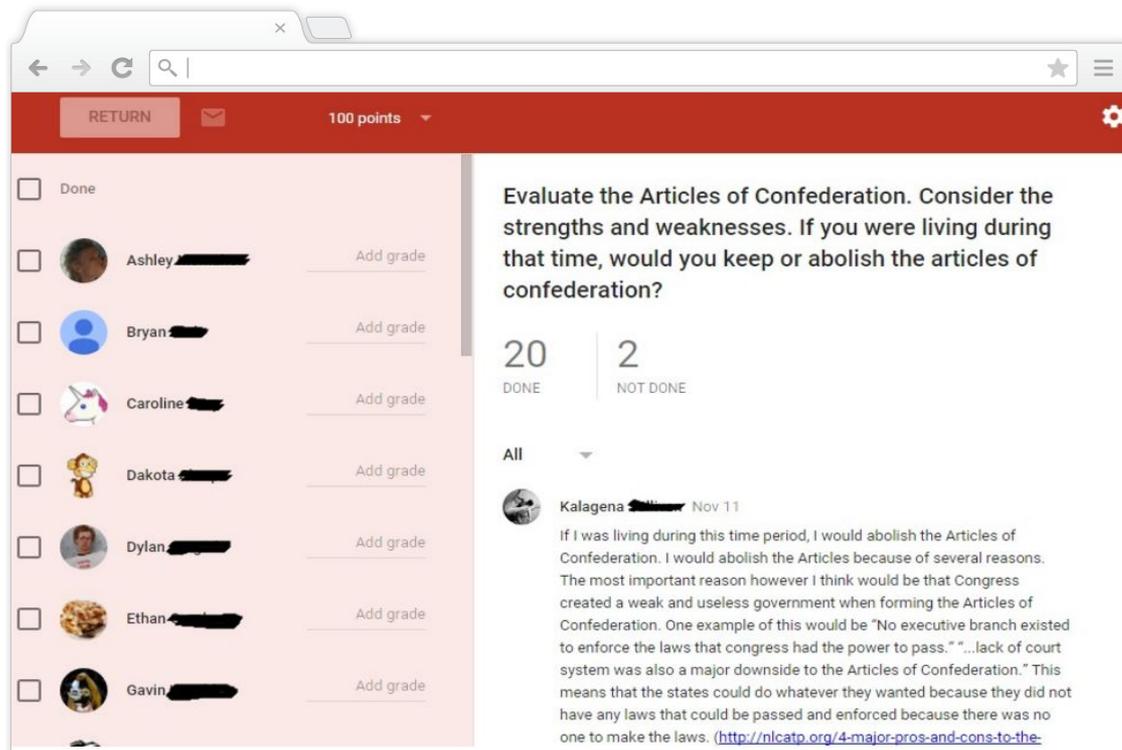


Homework and Flipped Learning



Set homework assignments and encourage flipped learning by posting tasks, reading or videos on Google Classroom.

Monitor which students have completed the assignment and read their comments.



RETURN 100 points

Done

Ashley [Add grade](#)

Bryan [Add grade](#)

Caroline [Add grade](#)

Dakota [Add grade](#)

Dylan [Add grade](#)

Ethan [Add grade](#)

Gavin [Add grade](#)

Evaluate the Articles of Confederation. Consider the strengths and weaknesses. If you were living during that time, would you keep or abolish the articles of confederation?

20 DONE | 2 NOT DONE

All

 Kalagena Nov 11

If I was living during this time period, I would abolish the Articles of Confederation. I would abolish the Articles because of several reasons. The most important reason however I think would be that Congress created a weak and useless government when forming the Articles of Confederation. One example of this would be "No executive branch existed to enforce the laws that congress had the power to pass." "...lack of court system was also a major downside to the Articles of Confederation." This means that the states could do whatever they wanted because they did not have any laws that could be passed and enforced because there was no one to make the laws. (<http://nlcatp.org/4-major-pros-and-cons-to-the->

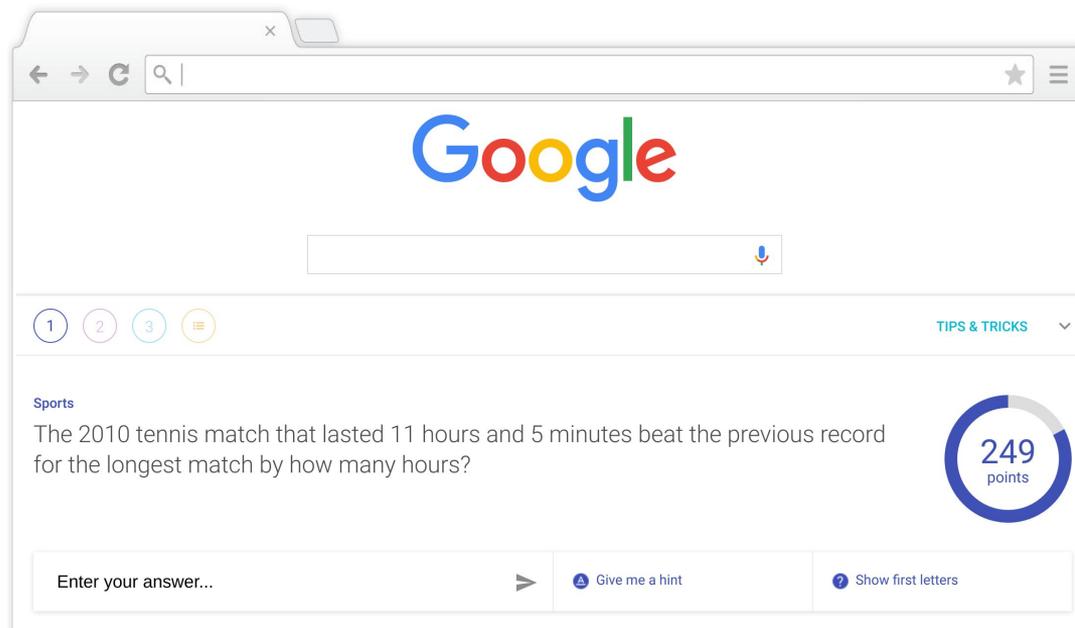
Efficient Searching Skills



Who can be the first to uncover an obscure fact using Google?

Use [“A Google A Day”](#) as a starter or plenary activity to develop efficient and accurate search engine use.

Questions vary daily and hints are available for differentiation.



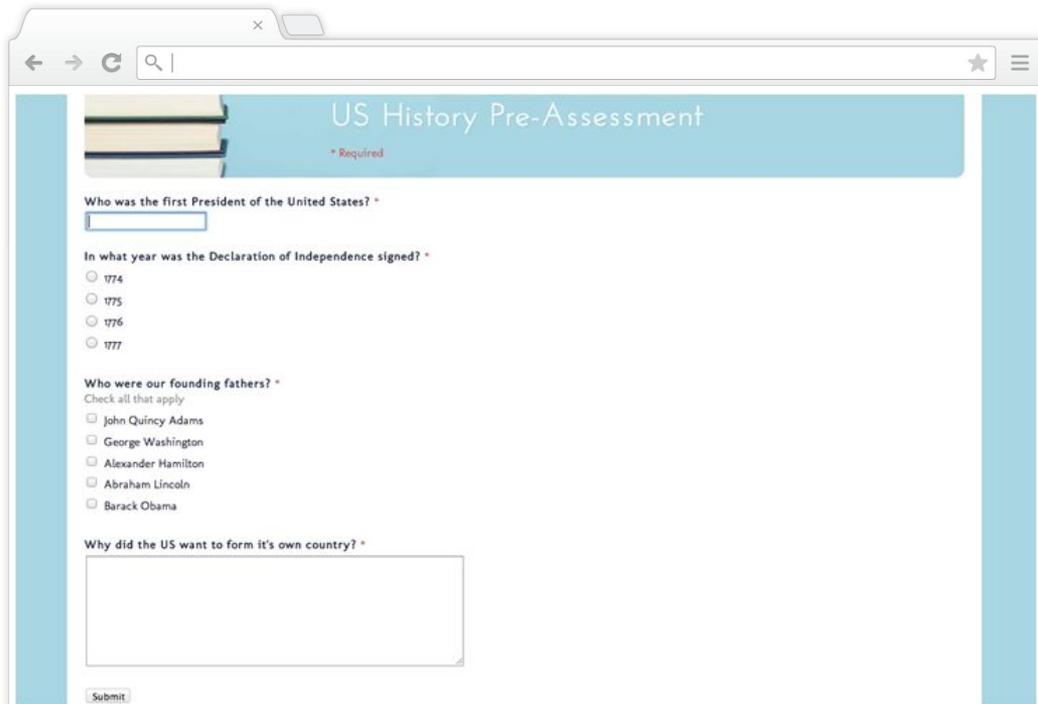
Starters and Plenaries



Assess student understanding before and after the lesson to show progress.

Use results to plan subsequent lessons and address common misconceptions.

Entirely flexible - if you run out of lesson time, students can access the form at home.



US History Pre-Assessment
* Required

Who was the first President of the United States? *

In what year was the Declaration of Independence signed? *

1774
 1775
 1776
 1777

Who were our founding fathers? *

Check all that apply

John Quincy Adams
 George Washington
 Alexander Hamilton
 Abraham Lincoln
 Barack Obama

Why did the US want to form it's own country? *

Submit

Research without Leaving Docs



Encourage students to accurately research within the same document without having to switch tabs.

Follow 2 steps:

- 1 Click on the “Explore” button in the bottom right
- 2 Results will automatically appear based on your document or you can type in a specific topic

Greek Gods & Goddesses

From the Olympian gods and goddesses right down to the many minor gods and goddesses found in Greek literature, you'll find quick and fun information on many gods and goddesses.

Greek Gods

Apollo
Apollo was the son of Leto and Zeus. He was born on the island of Delos. He and his twin sister Artemis, also an Olympian, shared an aptitude for archery. The nine Muses were companions of his; they were goddesses known for inspiring art and music.



Explore

Search your docs and the web

TOPICS [More](#)

- Zeus (God)**
You wrote about this
- Deity**
You wrote about this
- Twelve Olympians**
You wrote about this

[Are these topics useful? Give feedback](#)

IMAGES [More](#)



[Are these images useful? Give feedback](#)

RELATED RESEARCH [More](#)

The following list of **Greek Gods and Goddesses** is a complete list of the major and minor deities of Greek mythology.
www.gods-and-monsters.com

The wind gods Boreas and Zephyrus wait the goddess to shore where she is clothed by one of the Seasons.
www.theoi.com

Cite Sources Directly in Docs



Prepare students for higher education by incorporating references into coursework and essay writing.

Follow 3 steps to cite sources:

- 1 Click the “Explore” button in the bottom right. Results will automatically appear based on your document or you can type in a specific topic.
- 2 Utilise multiple options for citations
- 3 Automatically add as a footnote or as a list at the end of the document

Greek Gods & Goddesses

From the Olympian gods and goddesses right down to the many minor gods and goddesses found in Greek literature, you'll find quick and fun information on many gods and goddesses.

Greek Gods

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1 Explore

2 Change citation format

- MLA
- APA
- Chicago

3 Apollo - Greek Mythology
[http://www.greekmythology.com/Olympians/...](http://www.greekmythology.com/Olympians/)
Apollo was the son of Zeus and Leto, twin brother of Artemis. He was the god of music, and he is often depicted playing a golden lyre. He was also known as the ...

APOLLO (Apollon) - Greek God of Music, Prophecy & Healing
<http://www.theoi.com/Olympios/Apollon.html>
APOLLON (Apollo) was the Olympian god of prophecy and oracles, music, song and poetry, archery, healing, plague and disease, and the protection of the young. He was ...

Apollo - Mythweb
<http://www.mythweb.com/gods/apollo.html>
APOLLO (uh-POL-oh; Roman name Apollo) was the god of prophesy, music and healing. Like most of his fellow Olympians, Apollo did not hesitate to intervene ...

1 "Apollo - Greek Mythology." <http://www.greekmythology.com/Olympians/Apollo/apollo.html>. Accessed 12 Dec. 2016.

Communication

7. [Pupil and Parent Feedback](#)
8. [Encouraging Questions](#)
9. [Observations with Hangout](#)
10. [New Ways to Share Information](#)
11. [Guest Speakers and Event Streaming](#)
12. [Creating Assignments](#)

13. [Commenting on a Shared Doc](#)
14. [Voice Recognition](#)
15. [Group Work in Docs](#)
16. [Making Suggestions for Improvement](#)



Classroom



Hangouts



Slides



Forms



Docs

Pupil and Parent Feedback

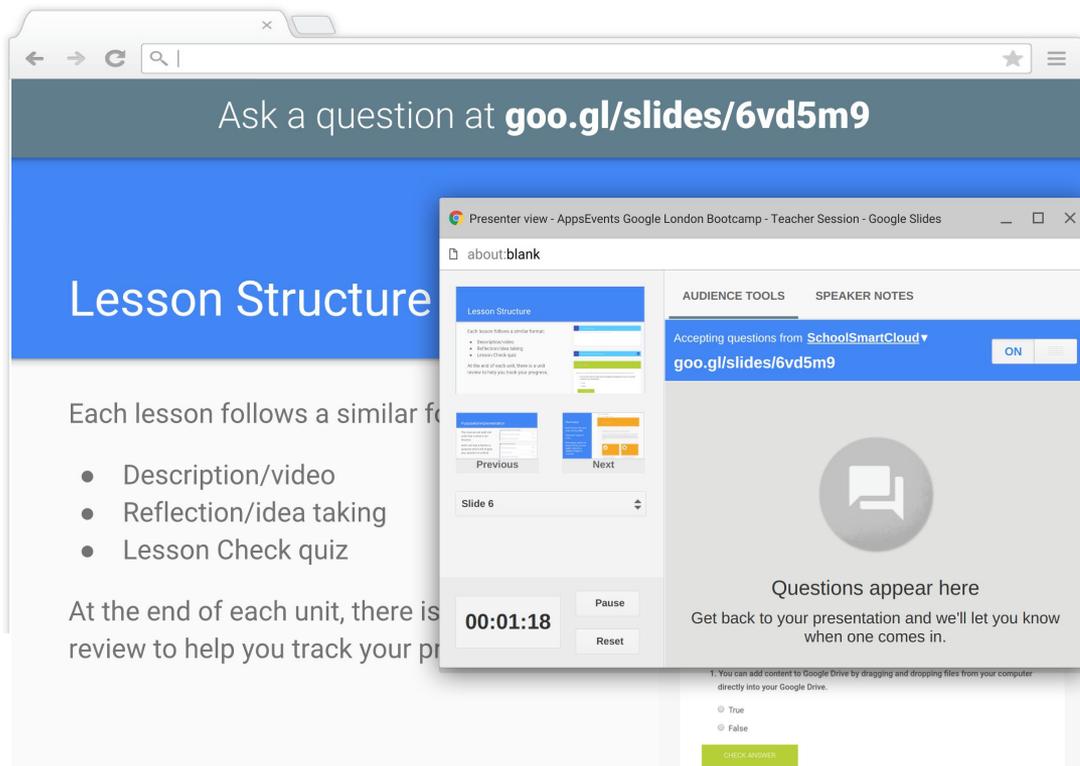


Use Google Forms as a tool for pupil and parent feedback.

Collect feedback after Parent's Evening or a school event to inform future decision making.

Create a "tell me about yourself" survey to learn about your students and use the "charts" feature to graphically present the results.

Encouraging Questions



Ask a question at goo.gl/slides/6vd5m9

Lesson Structure

Each lesson follows a similar format:

- Description/video
- Reflection/idea taking
- Lesson Check quiz

At the end of each unit, there is a final review to help you track your progress.

00:01:18 Pause Reset

AUDIENCE TOOLS **SPEAKER NOTES**

Accepting questions from **SchoolSmartCloud**
goo.gl/slides/6vd5m9 ON

Questions appear here
Get back to your presentation and we'll let you know when one comes in.

1. You can add content to Google Drive by dragging and dropping files from your computer directly into your Google Drive.

True
 False

CHECK ANSWER

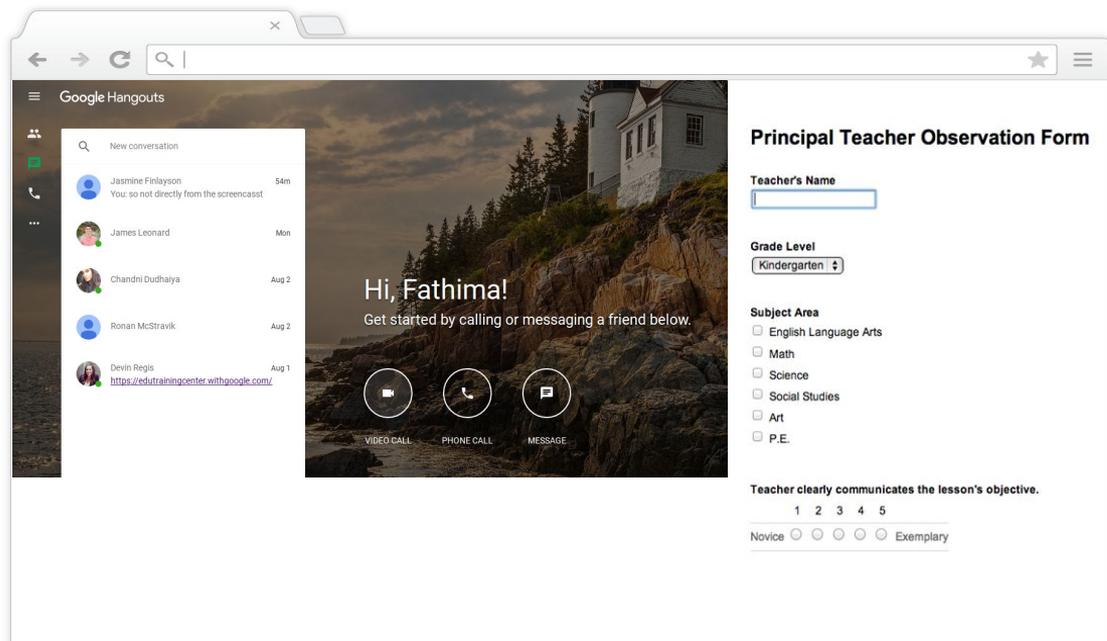


Encourage audience participation through the “Q&A” in Google Slides. Simply select the grey arrow next to the present tool and select “Presentation View” to enable.

Audience members will be able to post questions (anonymity optional) throughout your presentation using the persistent link at the top of each slide.

If a question is popular with the audience they can rate it with a thumbs up.

Observations using Hangouts

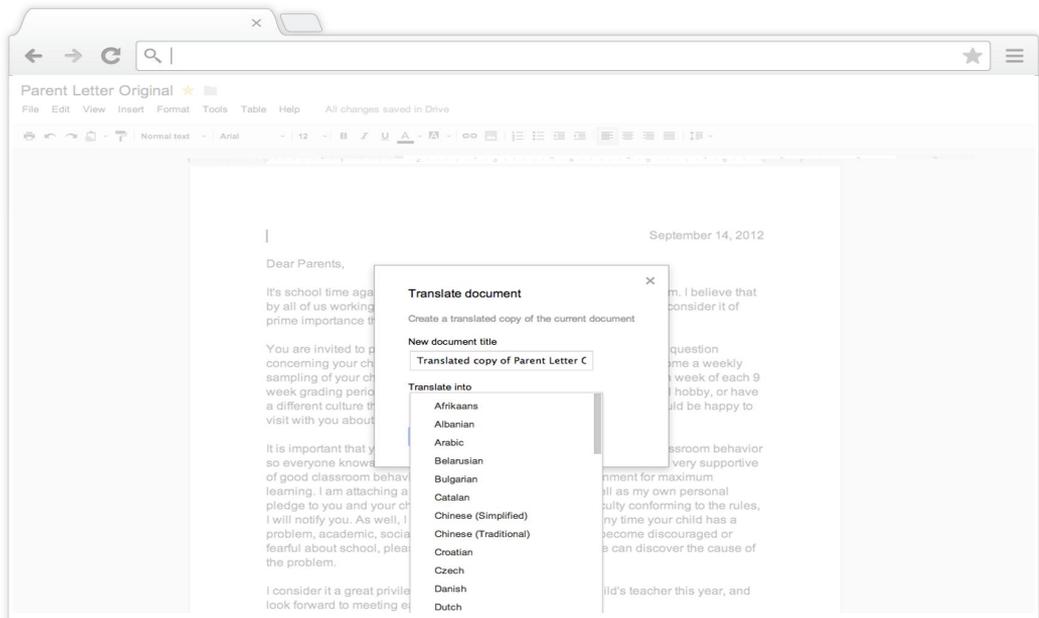


Conduct quick and efficient lesson observations without leaving your desk using Google Hangouts.

You can start a Hangout from anywhere; you just need access to a device. Invitations can also automatically be added to your Google Calendar.

Observation notes can be entered and saved directly into a Google Form.

New Ways to Share Information



Improve home-school communication by sharing letters or sending emails where appropriate.

These can be translated as needed.

This tool can also speed up the permission slip process and ensures that an electronic copy is kept on record.

Guest Speakers and Event Streaming

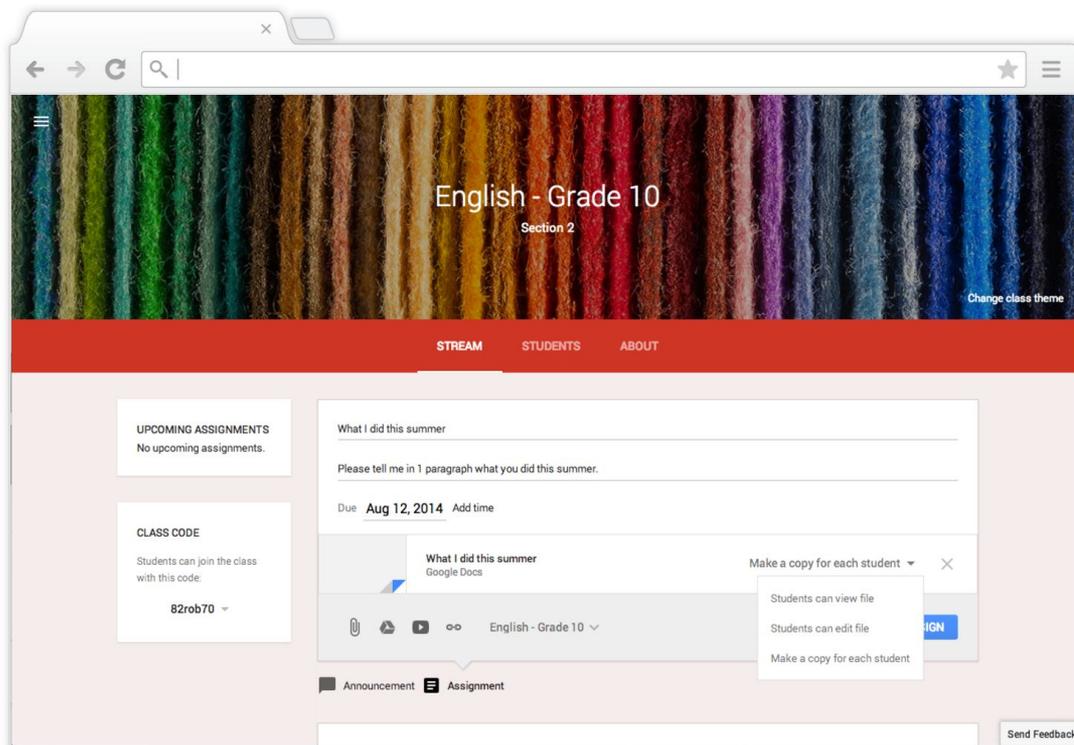


Increased access to guest speakers from around the world through Google Hangouts.

Host hangouts to broadcast school events for parents and governors who are unable to attend.

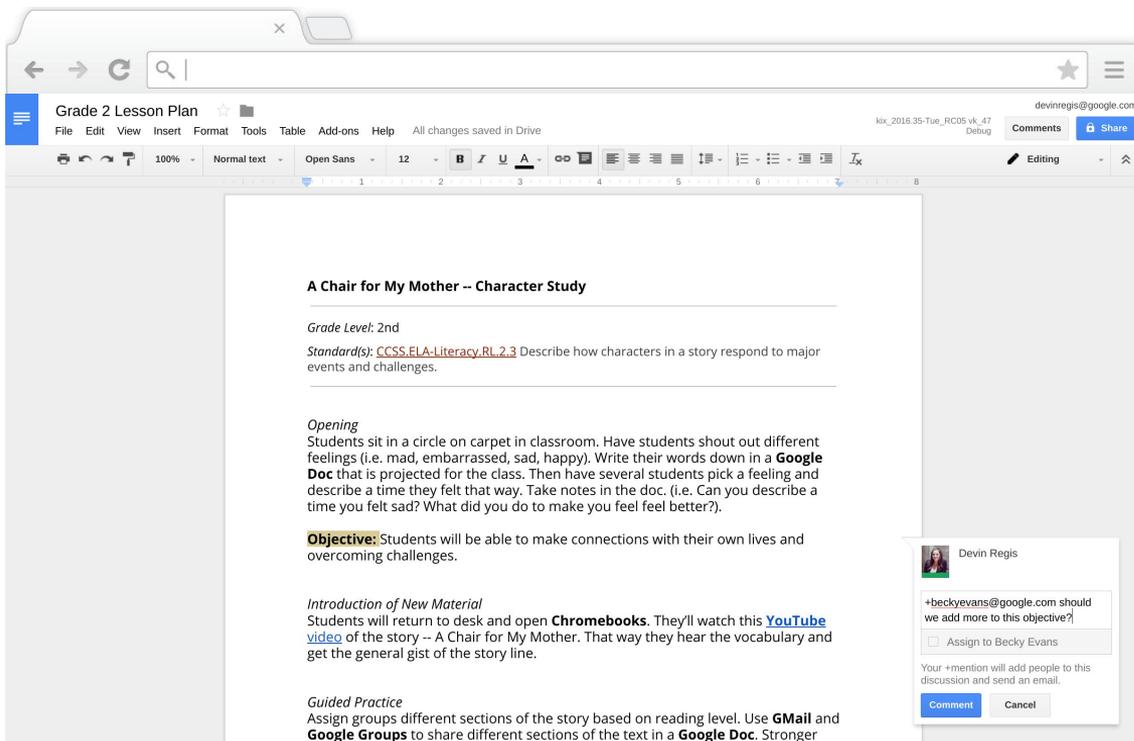
Limit safeguarding concerns through emailing private links.

Create Paperless Assignments



Use Classroom to create assignments. Attach Google Docs, files from your computer, YouTube videos, or any website.

Commenting on a Shared Doc



The screenshot shows a Google Docs window titled "Grade 2 Lesson Plan". The document content includes:

A Chair for My Mother -- Character Study

Grade Level: 2nd

Standard(s): [CCSS.ELA-Literacy.RI.2.3](#) Describe how characters in a story respond to major events and challenges.

Opening
Students sit in a circle on carpet in classroom. Have students shout out different feelings (i.e. mad, embarrassed, sad, happy). Write their words down in a **Google Doc** that is projected for the class. Then have several students pick a feeling and describe a time they felt that way. Take notes in the doc. (i.e. Can you describe a time you felt sad? What did you do to make you feel feel better?).

Objective: Students will be able to make connections with their own lives and overcoming challenges.

Introduction of New Material
Students will return to desk and open **Chromebooks**. They'll watch this [YouTube video](#) of the story -- A Chair for My Mother. That way they hear the vocabulary and get the general gist of the story line.

Guided Practice
Assign groups different sections of the story based on reading level. Use **GMail** and **Google Groups** to share different sections of the text in a **Google Doc**. Stronger

A comment box is open on the right side of the document, showing a comment from Devin Regis: "+beckyevans@google.com should we add more to this objective?". Below the comment text is a checkbox labeled "Assign to Becky Evans". At the bottom of the comment box are "Comment" and "Cancel" buttons.



Insert comments directly in Google Docs, Sheets, and Slides that can be used provide feedback.

Use the "+" symbol followed by a user's email address to add someone directly into the comment, or simply check the box to assign the comment directly.

Voice Recognition

The screenshot shows a Google Docs document titled "Grade 2 Lesson Plan". The document content includes:

- A Chair for My Mother -- Character Study**
- Grade Level:** 2nd
- Standard(s):** [CCSS.ELA-Literacy.RL.2.3](#) Describe how characters in stories react to major events and challenges.
- Opening**
Students sit in a circle on carpet in classroom. They share their feelings (i.e. mad, embarrassed, sad, happy). A **Doc** that is projected for the class. Then have several students describe a time they felt that way. Take notes in the **Doc**. What time you felt sad? What did you do to make you feel better?
- Objective:** Students will be able to make connections between their own experiences and the characters' experiences, overcoming challenges.
- Introduction of New Material**
Students will return to desk and open **Chromebook** and watch [video](#) of the story -- A Chair for My Mother. That way they can get the general gist of the story line.
- Guided Practice**
Assign groups different sections of the story based on reading level. Use **Gmail** and **Google Groups** to share different sections of the text in a **Google Doc**. Stronger

The "Tools" menu is open, and "Voice typing..." is highlighted with a blue circle labeled "1". A blue circle labeled "2" is next to the microphone icon in the top left corner of the document editor.



Make feedback more efficient using voice recognition.

Save time by changing the text to red and speaking your feedback directly into the document.

Science teacher with test tubes in hand? Speak your instructions into Docs for ease!

Group Work in Docs

D1: Evaluate the spreadsheet model suggesting improvements.

The layout: the layout is simple and easy to use which makes it friendly for the users. When you open the spreadsheet, it opens up on the home page which consist all the buttons to navigate around the spreadsheet. Also from the questionnaire I found out that it was easy to open and navigate around the spreadsheet.

Function/ Formula: the spreadsheet already has formula and functions so that it would make it easier for the users as they don't have to make their own and would also reduce the risk of making any mistakes. The functions are easy to access since the staffs at Wickham wheels aren't computer literate. There are different kind of functions and formula that have been used in this spreadsheet such as: IF, Vlookup, Sum, Concatenate etc.

Font	fx	Alignment
f	=VLOOKUP(F17,Rates!G6:J15,3)	
g		

Automation features: Mr Prory asked to make the spreadsheet easier to use since the users might not be computer literate so I added spinner buttons on the quantity booked so that the user can easily click on those buttons. From the questionnaire, they also said that the spinner worked and also suggested that I should put that in the rates page so that Mr. Prory can change the cost of **abl Quantity Booked** the bikes.

spreadsheet context.

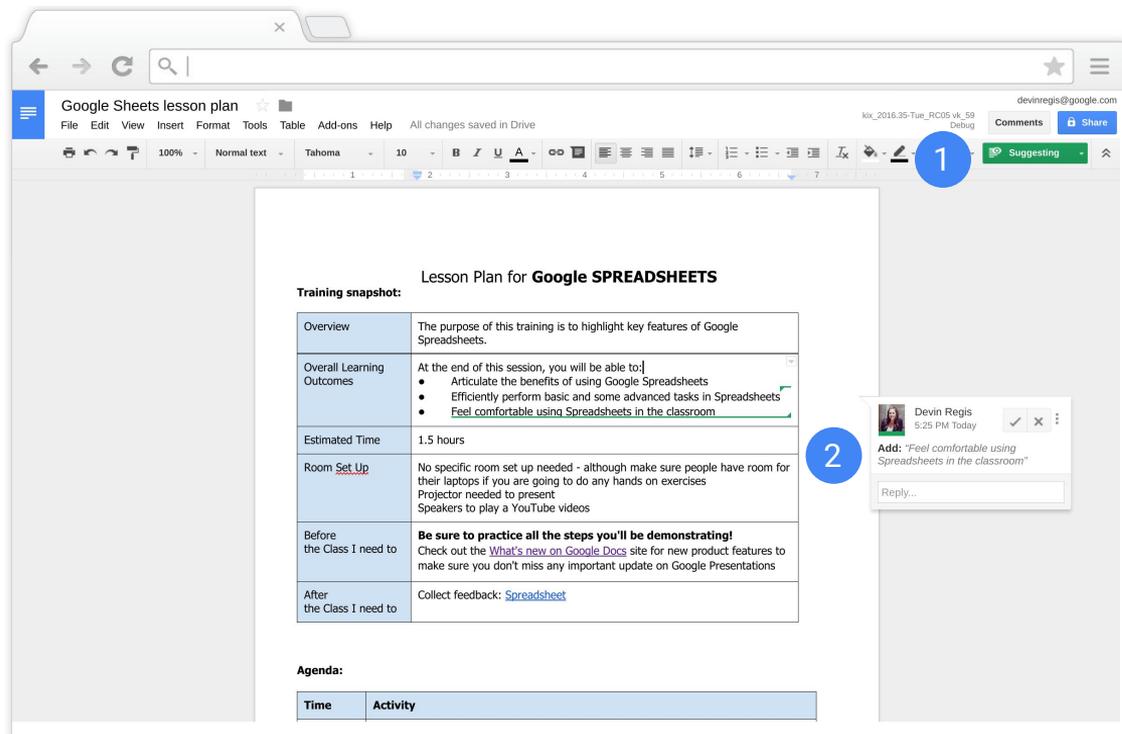
- Louis Reid 10:24 AM Today: I didn't find this easy. This could be improved.
- Fathima Tayab 10:25 AM Today: Add a border around your screenshot and include layouts of all the other presentations.
- Louis Reid 10:26 AM Today: I'd remove the border and change the layout in this presentation.
- Louis Reid 10:24 AM Today: I'm not sure what you mean here Miss
- Louis Reid 10:25 AM Today: Aren't we all miss
- Fathima Tayab 10:25 AM Today: You need to expand on this section here. Explain each type of function, how it works, what it does and the advantages and disadvantages
- Louis Reid 10:24 AM Today: I'm a boss at this miss



Give numerous students access to the same Google Doc. Students can all edit and contribute to group work at the same time from their own computers.

Comments can be used for students to feedback to each other and teachers to give suggestions.

Making Suggestions for Improvement



The screenshot shows a Google Sheets document titled "Lesson Plan for Google SPREADSHEETS" in "Suggestion Mode". The interface includes a menu bar (File, Edit, View, Insert, Format, Tools, Table, Add-ons, Help), a toolbar with various editing tools, and a status bar at the bottom. A blue circle with the number "1" highlights the "Suggesting" button in the top right corner. The document content is a lesson plan with a "Training snapshot" section containing a table of details and an "Agenda" table at the bottom. A comment box is open on the right side, showing a suggestion by Devin Regis at 5:25 PM. The comment text is "Add: 'Feel comfortable using Spreadsheets in the classroom'", which is highlighted in green. A blue circle with the number "2" points to the comment box. The comment box includes a "Reply..." field and a "Share" button.

Time	Activity
------	----------



In "Suggestion Mode" make changes to another's Google Doc by adding or removing text.

These changes can then be reviewed by the owner of the doc and either accepted or declined.

When resolved suggestions can still be reviewed in comments. If a comment requires further explanation, links can be added to a comment.

Differentiation

17. [Spelling](#)

18. [Dictionary](#)

19. [Translate](#)

20. [Alternative Quiz Paths](#)



Chrome



Sheets



Forms



Docs

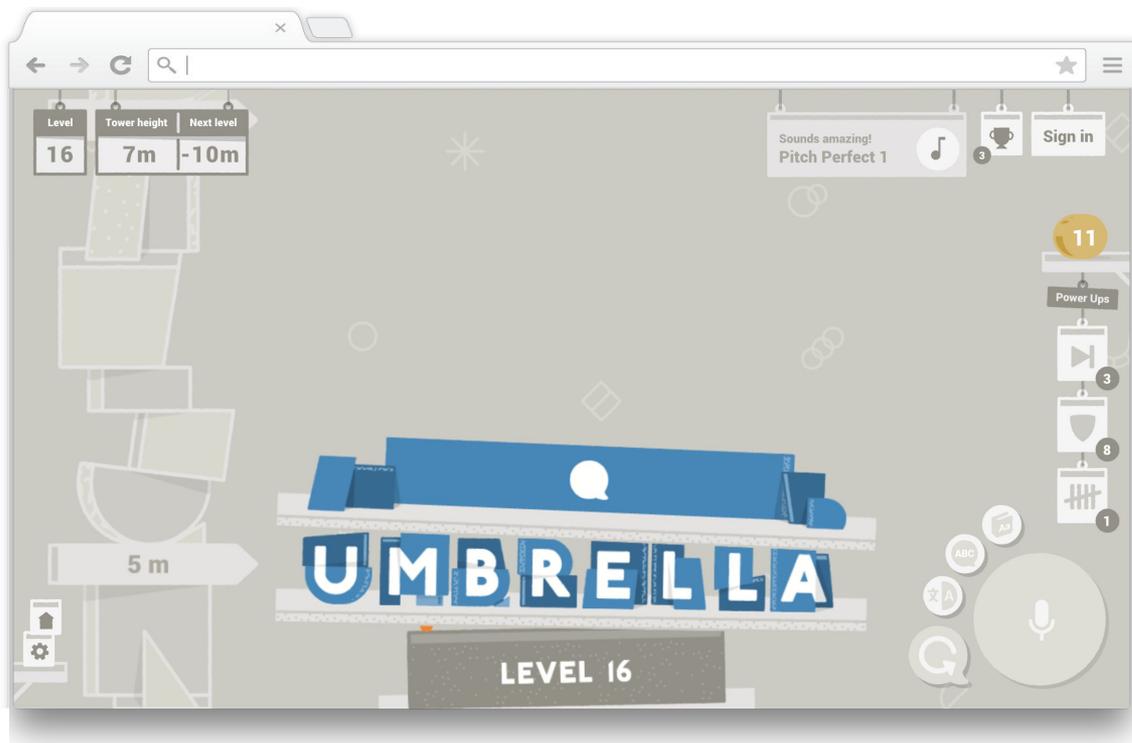
Spelling



Use Google Spell Up as a resource to help students practice both their speaking and spelling.

Students can practise spelling in a fun way and it can be used as a homework or additional activity.

Try it [here!](#)



Dictionary

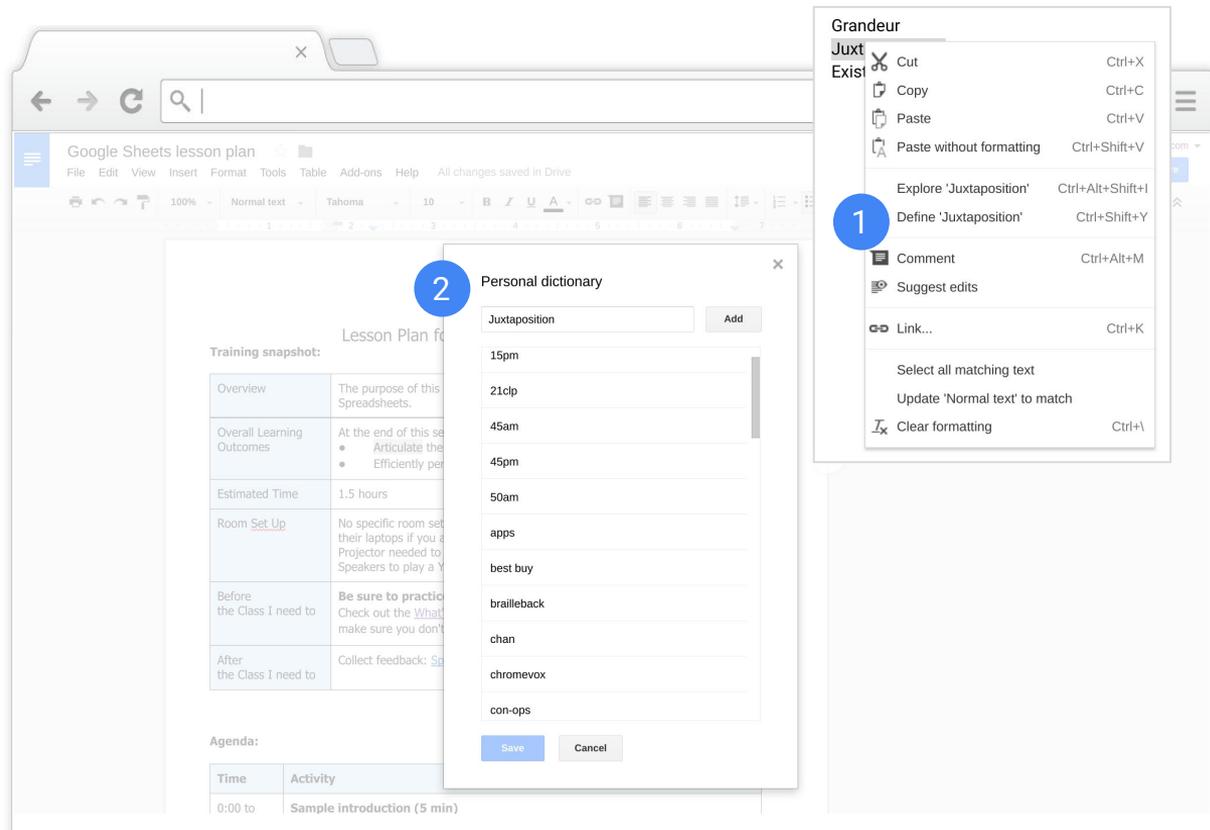


Enable further understanding for students with Special Educational Needs by using the “Define” function to find accurate definitions quickly and easily, directly within Docs.

1 Shortcut: Ctrl + Shift + Y

To differentiate further, users can add a specific word to their Personal Dictionary.

2 Navigate to “Tools” and click on “Personal dictionary.”



The screenshot shows a Google Docs document titled "Lesson Plan for..." with a "Personal dictionary" dialog box open. The dialog box has a search field containing "Juxtaposition" and a list of words: 15pm, 21clp, 45am, 45pm, 50am, apps, best buy, brailleback, chan, chromevox, and con-ops. A blue circle with the number "2" is next to the dialog box. To the right, a context menu is open for the word "Juxtaposition", showing options like "Cut", "Copy", "Paste", "Define 'Juxtaposition'", and "Clear formatting". A blue circle with the number "1" is next to the "Define 'Juxtaposition'" option.

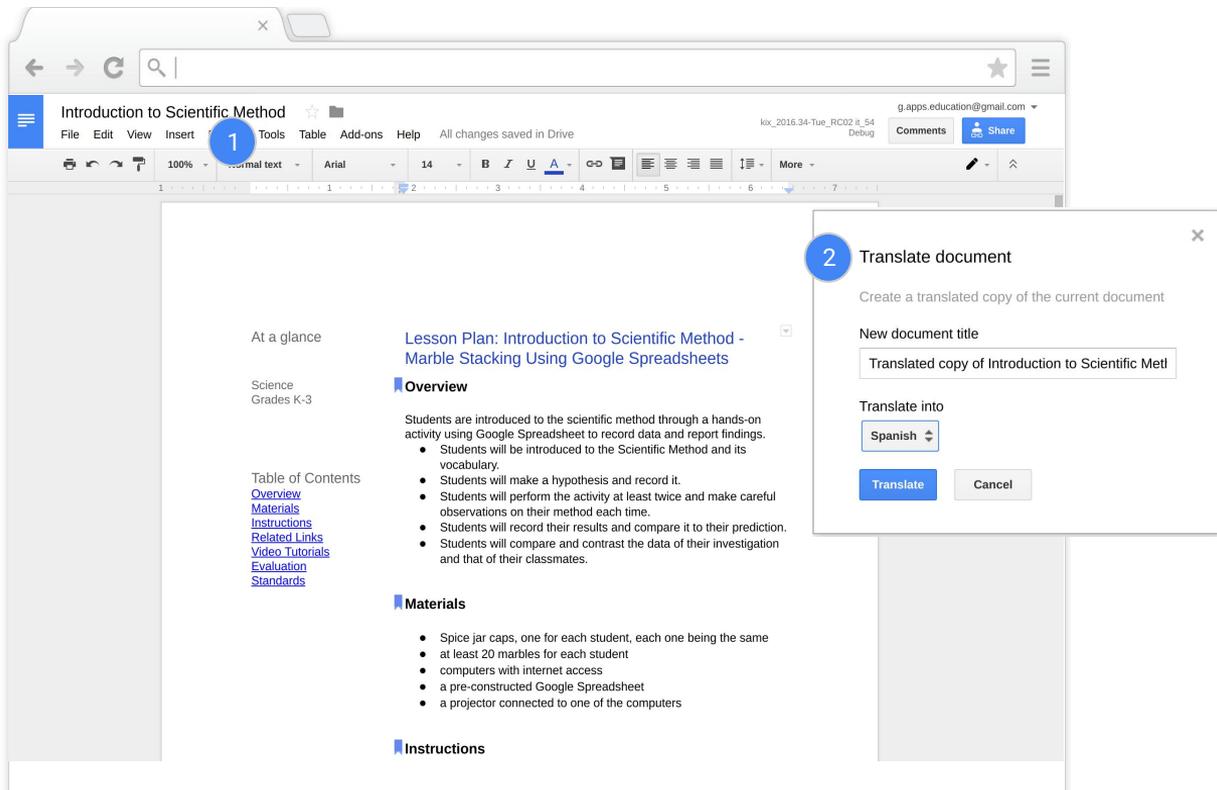
Time	Activity
0:00 to	Sample introduction (5 min)

Translate



Support students and parents learning in a **second language** through **translate document**.

This allows you to translate an **entire** document into an **array of languages** and **save** a new copy.



The screenshot shows a Google Docs document titled "Introduction to Scientific Method" with a blue circle '1' highlighting the 'Tools' menu. A dialog box titled "Translate document" is open, with a blue circle '2' highlighting the title. The dialog box contains the following text:

Create a translated copy of the current document

New document title

Translate into

The document content visible in the background includes:

- At a glance
- Science Grades K-3
- Table of Contents
 - [Overview](#)
 - [Materials](#)
 - [Instructions](#)
 - [Related Links](#)
 - [Video Tutorials](#)
 - [Evaluation](#)
 - [Standards](#)
- Lesson Plan: Introduction to Scientific Method - Marble Stacking Using Google Spreadsheets
- Overview**

Students are introduced to the scientific method through a hands-on activity using Google Spreadsheet to record data and report findings.

 - Students will be introduced to the Scientific Method and its vocabulary.
 - Students will make a hypothesis and record it.
 - Students will perform the activity at least twice and make careful observations on their method each time.
 - Students will record their results and compare it to their prediction.
 - Students will compare and contrast the data of their investigation and that of their classmates.
- Materials**
 - Spice jar caps, one for each student, each one being the same
 - at least 20 marbles for each student
 - computers with internet access
 - a pre-constructed Google Spreadsheet
 - a projector connected to one of the computers
- Instructions**

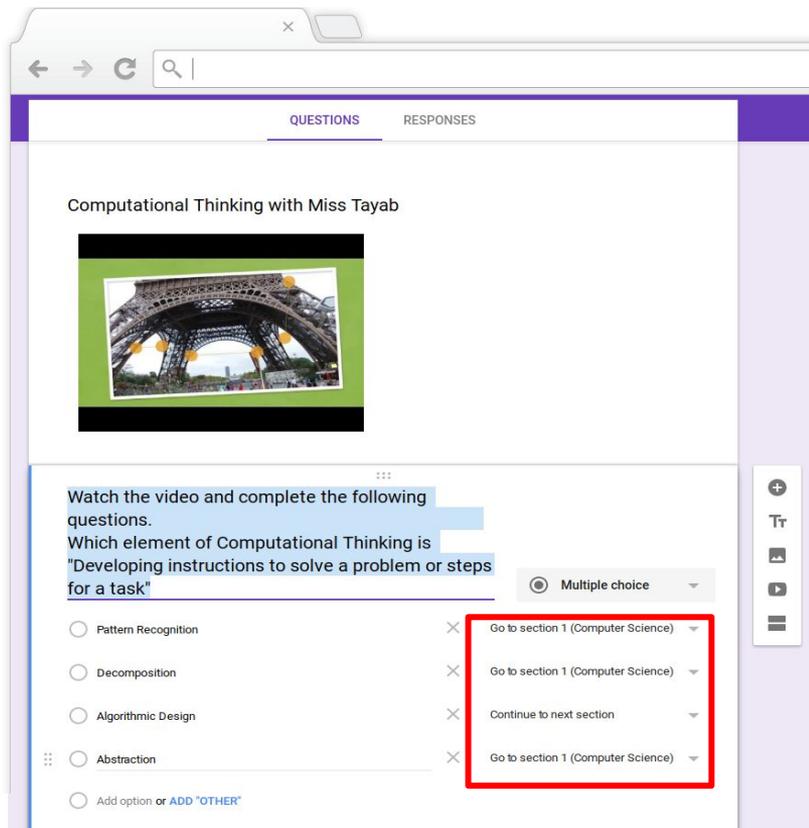
Alternative Quiz Paths



Redirect students to the beginning of a quiz or tutorial if the incorrect answer is given in a quiz.

Select  then “Go to Section Based on Answer” and redirect students to the beginning of the tutorial if an incorrect answer is selected.

This can be used to differentiate a tutorial or quiz to different sections and can be used in Homework.



The screenshot shows a Google Forms quiz titled "Computational Thinking with Miss Tayab". It features a video player showing the Eiffel Tower. Below the video is a question: "Which element of Computational Thinking is 'Developing instructions to solve a problem or steps for a task'". The question type is set to "Multiple choice". The answer options are:

- Pattern Recognition
- Decomposition
- Algorithmic Design
- Abstraction
- Add option or ADD "OTHER"

Each option has a dropdown menu to its right. The dropdown for "Go to section 1 (Computer Science)" is highlighted with a red box. The interface also shows navigation icons on the right side.

Evidence of Progress

21. [Literacy in School](#)

22. [e-Portfolio](#)

23. [Revision History](#)

24. [Gradebook](#)



Chrome



Sheets



Forms



Docs

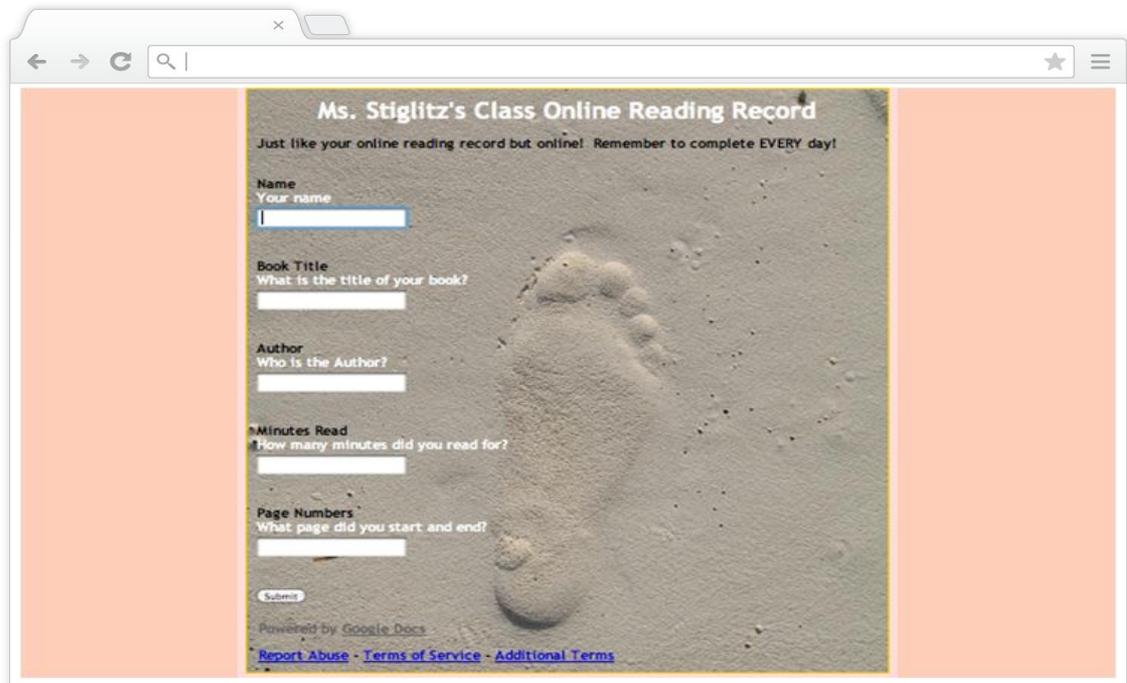


Slides



Sites

Literacy in School



The screenshot shows a web browser window displaying a Google Form. The form is titled "Ms. Stiglitz's Class Online Reading Record" and includes the following fields and instructions:

- Name:** "Your name" with a text input field.
- Book Title:** "What is the title of your book?" with a text input field.
- Author:** "Who is the Author?" with a text input field.
- Minutes Read:** "How many minutes did you read for?" with a text input field.
- Page Numbers:** "What page did you start and end?" with a text input field.

At the bottom of the form, there is a "Submit" button, a "Powered by Google Docs" notice, and links for "Report Abuse", "Terms of Service", and "Additional Terms". The background of the form is a photograph of a footprint in sand.



Reading Records

Encourage students to read by having them complete their reading records electronically using Google Forms.

A log of students reading entries can then be created as a record for future interventions.

E-Portfolios

The screenshot shows a web browser displaying a Google Sites page titled "Joe Student's Portfolio". The main content area features a large header image with the text "My Portfolio" and "Joe Student". Below the header, there is a section titled "View my current projects in the sheet below:" which contains a table of projects. The table has columns for Project Number, Topics, Progress, Link, and Notes. The table lists five projects: Biology (In progress), Geology (In progress), Geography (Complete), Maths (Complete), and English (Complete). To the right of the main content area, there is a sidebar menu with options like "INSERT", "PAGES", and "THEMES". The "INSERT" menu is expanded, showing options for Text box, Images, Embed URL, and Upload. Below these are sections for Google Drive (From Drive, Drive Folder), Google Embeds (YouTube, Calendar, Map), Google Docs (Docs), and Slides.

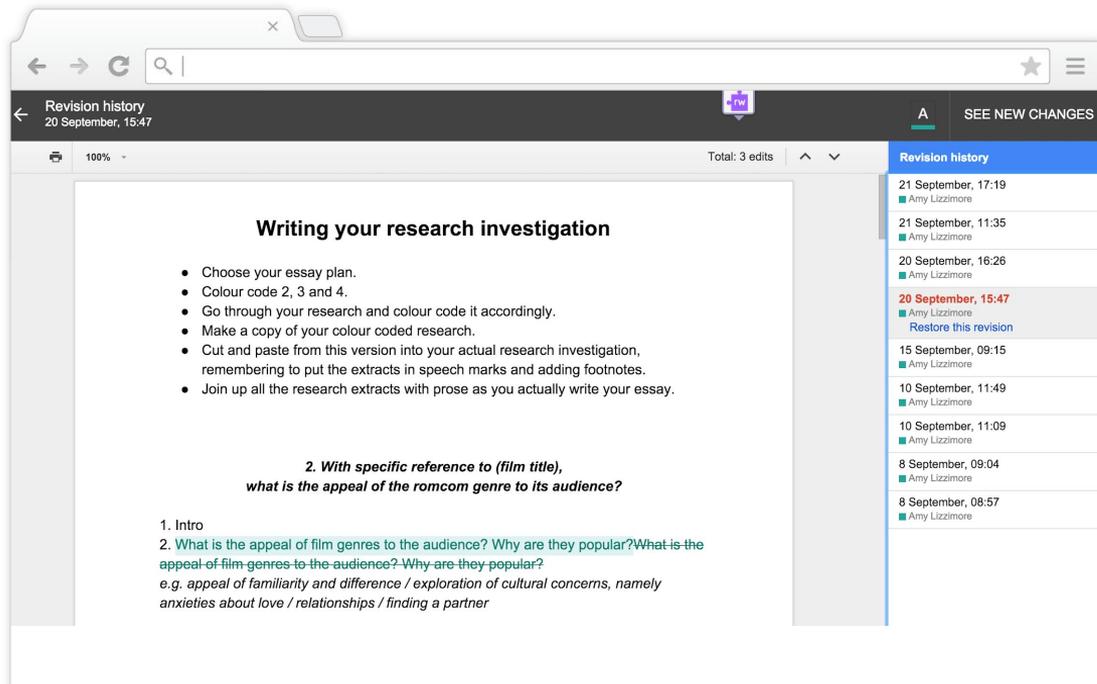
Project Number	Topics	Progress	Link	Notes
1	Biology	In progress	https://drive.google.com/c/	
2	Geology	In progress	https://drive.google.com/c/	
3	Geography	Complete	https://drive.google.com/c/	
4	Maths	Complete	https://drive.google.com/c/	
5	English	Complete	https://drive.google.com/c/	



Students can keep records of their best work using sites as a E-Portfolio. They can organise their work by subject and can include as many pages as they require.

Students can also use Sites to write a blog or submit a project. You can also make a school template for your student's portfolios.

Tracking Progress and Improvements



The screenshot shows a Google Docs interface with a document titled "Writing your research investigation". The document content includes a list of bullet points and a section titled "2. With specific reference to (film title), what is the appeal of the romcom genre to its audience?". The revision history sidebar on the right shows a list of changes made by Amy Lizzimore, with the most recent change on 20 September at 15:47 highlighted.

Writing your research investigation

- Choose your essay plan.
- Colour code 2, 3 and 4.
- Go through your research and colour code it accordingly.
- Make a copy of your colour coded research.
- Cut and paste from this version into your actual research investigation, remembering to put the extracts in speech marks and adding footnotes.
- Join up all the research extracts with prose as you actually write your essay.

**2. With specific reference to (film title),
what is the appeal of the romcom genre to its audience?**

1. Intro
2. What is the appeal of film genres to the audience? Why are they popular? What is the appeal of film genres to the audience? Why are they popular?
e.g. appeal of familiarity and difference / exploration of cultural concerns, namely anxieties about love / relationships / finding a partner

Revision history sidebar:

- 21 September, 17:19 Amy Lizzimore
- 21 September, 11:35 Amy Lizzimore
- 20 September, 16:26 Amy Lizzimore
- 20 September, 15:47 Amy Lizzimore** (Restore this revision)
- 15 September, 09:15 Amy Lizzimore
- 10 September, 11:49 Amy Lizzimore
- 10 September, 11:09 Amy Lizzimore
- 8 September, 09:04 Amy Lizzimore
- 8 September, 08:57 Amy Lizzimore



Check the revision history in a document to see how students are progressing over time and who is contributing.

An effective method to track progress and completed tasks.

Draftback, an [add-on](#), can be used to create visual progress of a student's work. Great for spotting plagiarism.

Bring your Gradebook Online

GRADEBOOK OVERVIEW

Change the grading system by editing the '% Range' and 'Grade' letters below.
The number of students with each grade will be calculated automatically based on the 'Grades' tab.
View reports for individual students on the 'Individual report' tab.

GRADING SYSTEM		
% Range	Grade	# of students
97 - 100	A+	0
93 - 96	A	1
90 - 92	A-	0
87 - 89	B+	0
83 - 86	B	1
80 - 82	B-	0
77 - 79	C+	1
70 - 76	C	0
60 - 69	D	0
0 - 59	F	0

GRADE DISTRIBUTION
based on class avg.

AVERAGE SCORES
per assignment

Student 1 Report

CLASS NAME	HW 1	QUIZ 1	TEST 1	
Class average	B 85%	83%	92%	83%
Student 1	B 82%	100%	100%	70%

Navigation: Overview - Grades - Individual report



Grade book template

Use the Grade book template in Google Sheets to easily track student progress.

Individual reports are created automatically to track progress of a student throughout the year.

☰ Organisation

25. [Groups of Students or Teachers](#)

26. [Review Assignments & Give Feedback](#)

27. [Minutes and Agendas](#)

28. [Room Bookings](#)

29. [Timetable](#)

30. [Table of Contents](#)

31. [Resources](#)

32. [Homework Tracker](#)

33. [Behaviour Referrals](#)

34. [Parent Appointments](#)

35. [Resource Allocation](#)

36. [Revision & Subject Resources Site](#)

37. [Professional Development](#)



Drive



Sheets



Forms



Docs



Slides



Sites



Calendar



Groups

☰ Easily Communicate with Teachers and Students



Create online and email-based groups for your students and staff.

Groups encourage discussion among peers and can be used to share resources and materials.

Save time when sending emails by typing in a group name rather than individual recipients.

The screenshot shows a web browser window displaying a Google Groups page. The page title is "Southeast Apps Users" and it is marked as "Shared publicly". Below the title, there is a welcome message: "Welcome to the Google Apps Southeast User Group Forum! Feel free to browse or post messages to the group here." The main content area lists several posts:

Post Title	Author	Post Count	Views	Date
Southeast June Meetup (1)	By Ken Ingle	1 post	53 views	5/15/13
2013 Meetup (2)	By Ken Ingle	2 posts	17 views	4/29/13
Southeast Meeting Update (3)	By Ken Ingle	3 posts	40 views	6/5/12
Third Party Apps from the Marketplace (3)	By Ken Ingle	3 posts	25 views	5/6/11
Post-Event Survey (2)	By Ken Ingle	2 posts	7 views	3/18/11
Google for Education Communities Update (1)	By Jordan	1 post	2 views	1/13/15
Google App Engine Training in Atlanta Feb 17-20 (1)	By Jordan	1 post	1 view	2/11/14
Cloud Sherpas Admin Class in February (1)	By Jordan	1 post	4 views	1/6/14
Arkansas institutions: Have you enabled Google+ yet? (3)	By djspi...@ualr.edu	3 posts	7 views	6/29/13

Review Assignments & Give Feedback in real time



Teachers can see how many students have completed an assignment, review it, then provide grades and comments to students

The screenshot shows a web browser window displaying an assignment page. The page title is "Assignment: Basic Italian Vocabulary" with a due date of "AUG 12". The page has a red header with navigation options: "What I did this summer", "ASSIGNMENT DETAILS", and "ASSIGNMENT STATUS". The user's email is "missantos@classroomacademy.com". Below the header, there are buttons for "RETURN", "EMAIL", "FOLDER", and "DOWNLOAD". The main content is a table of student submissions.

<input type="checkbox"/>	Student	Status	Grade	Points
<input checked="" type="checkbox"/>	Zach Yeskel <small>Well done, Zach. I can tell you have</small>	DONE Aug 7	100/100 <small>Not Returned</small>	100
<input type="checkbox"/>	Ben Schrom <small>Send a note</small>	DONE	No Grade	
<input type="checkbox"/>	Jen Miller <small>Thanks, Jen. Great job. Moon is</small>	RETURNED Aug 7	98/100	
<input type="checkbox"/>	Sheryl Jackson <small>Send a note</small>	NOT DONE	No Grade	
<input type="checkbox"/>	Mike McCallum <small>Send a note</small>	NOT DONE	No Grade	
<input type="checkbox"/>	Matt Thomas <small>Well done, Matt!</small>	RETURNED Aug 7	92/100	
<input checked="" type="checkbox"/>	Elizabeth Frank <small>Send a note</small>	DONE	86/100 <small>Not Returned</small>	
<input type="checkbox"/>	Brittany McGinnis <small>Send a note</small>	DONE	No Grade	
<input type="checkbox"/>	Chat Atapattu <small>Send a note</small>	NOT DONE	No Grade	

Send Feedback

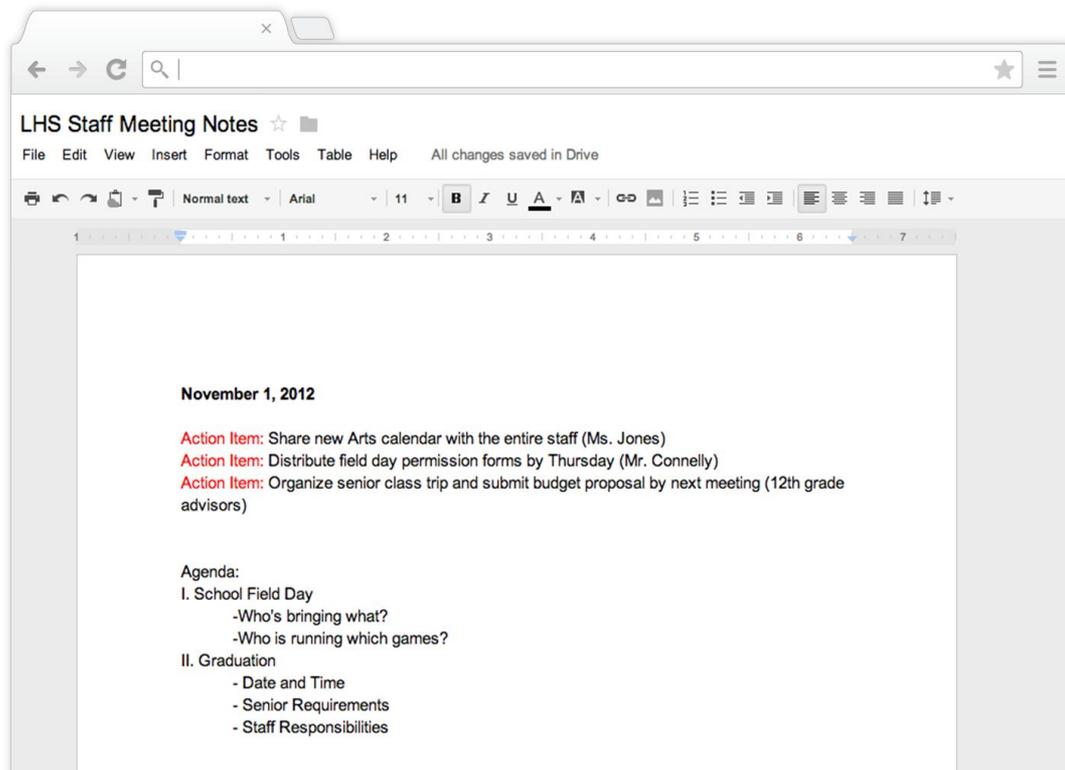
Keep Minutes and Agendas Online



Keep a live document detailing the agendas and minutes of staff meetings.

Choose who can view and edit the document.

Notes can then be updated at any time signaling what has been completed or if additional support is required.



☰ Manage and Share your Timetable



Share your calendar with colleagues (and overlay their shared calendars) to more efficiently schedule meetings and events.

The screenshot shows a Google Calendar interface for a user named 'union school district'. The calendar is in a weekly view for the week of September 4-10, 2016. The interface includes a search bar, navigation buttons, and a list of calendars on the left. The main calendar area shows a grid of events for each day. Key events include:

- Monday, Sep 5:** Labor Day (highlighted in blue), Curriculum Prep (9-10 AM, yellow), Mrs. Your grade - R (1p - 2p, light blue), Science (1:30p - 2:30p, green), English Department Daily Download (3p - 4p, dark brown), Office Hours (30min slots) (4p - 5p, red).
- Tuesday, Sep 6:** Math (1:30p - 2:30p, blue), Science (1:30p - 2:30p, green), English Department Daily Download (3p - 4p, dark brown), Office Hours (4p - 5p, red).
- Wednesday, Sep 7:** Curriculum Prep (9-10 AM, yellow), Running Club Meeting (11-12p, red), Science (1:30p - 2:30p, green), Math (1:30p - 2:30p, blue), English Department Daily Download (3p - 4p, dark brown), Office Hours (4p - 5p, red).
- Thursday, Sep 8:** Math (1:30p - 2:30p, blue), Science (1:30p - 2:30p, green), English Department Daily Download (3p - 4p, dark brown), Office Hours (4p - 5p, red).
- Friday, Sep 9:** Curriculum Prep (9-10 AM, yellow), Science (1:30p - 2:30p, green), English Department Daily Download (3p - 4p, dark brown), Office Hours (4p - 5p, red).

☰ Table of Contents



Indicate whether text is a title, heading or subheading to insert a hyperlinked table of contents to the beginning of your reports.

If you add more content, simply press refresh to automatically update the table.

The screenshot shows a Google Docs document with a table of contents on the right side. The main heading is "D1: Evaluate the spreadsheet model suggesting improvements." Below it is a sub-heading "Layout" followed by a paragraph of text. At the bottom of the page is a bicycle graphic with the text "Welcome to wickham wheels".

D1: Evaluate the spreadsheet model suggesting improvements.

Layout

The layout is simple and easy to use which makes it friendly for the users. When you open the spreadsheet, it opens up on the home page which consist all the buttons to navigate around the spreadsheet. Also from the questionnaire I found out that it was easy to open and navigate around the spreadsheet.

[Layout](#)

[Function/ Formula](#)

[Automation features:](#)

[Suitable for the client](#)

[Strength of spreadsheet model](#)

[Further Improvement](#)

☰ Centrally Organise and Share Resources



Stay updated with curricular changes by creating a centralised folder of departmental resources.

Share folders across departments or faculties so everyone has access to the same content.

The screenshot shows a Google Drive interface for a user named 'G1 union school district'. The current view is 'My Drive > 4th Grade Shared Curriculum Folder'. The left sidebar shows a list of folders and files, with '4th Grade Shared Curriculum Folder' highlighted. The main area displays a table of items within this folder.

Name	Owner
Vacation	me
Field Trip: Class Picnic	me
Hogwarts Roster	me
Google Classroom Session Feedback	me
Google for Education Feature Requests	me
San Diego Zoo Field Trip (Responses)	me
Photosynthesis	me
GAFE Resources	Eileen Huang
Eileen's Copy - Classroom Intro	Eileen Huang

Homework Tracker



Tracks student's homework attainment and progress through Google Sheets.

Use conditional formatting to highlight areas for concern and patterns.

Share with Senior Leaders or use as evidence during Parent's Evening.

The screenshot shows a Google Sheets spreadsheet titled "Homework Tracker" with a menu bar (File, Edit, View, Insert, Format, Data, Tools, Help) and a status bar ("All changes saved in Drive"). The spreadsheet has columns for dates and rows for student names. Conditional formatting is applied to the score cells.

Student	9/3/2012	9/4/2012	9/5/2012	9/6/2012	9/7/2012
Unicorn Hunter	90	80	0	80	90
Battleship	80	60	65	65	70
Two Two Three	70	0	65	0	80
Dog Lover	100	100	95	90	100
London Fiend	100	90	75	80	85

☰ Behaviour Referrals



Keep track of discipline referrals across a school. Recognise behavioural patterns and share the results with key stakeholders.

The screenshot shows a web browser window with a single tab. The address bar contains a search icon and a search input field. The page content is a form titled "Discipline Referrals" with an orange header bar. Below the title is a paragraph: "Use this form to track discipline concerns. This form will generate reports so that we have an accurate picture of how our students are doing." The form contains three sections: "Teacher Name" with a dropdown menu showing "Ms. Regis"; "Class Period" with a dropdown menu showing "Period 4"; and "Nature of the Incident" with five radio button options: "Uniform Infraction", "Late to Class", "Disrespecting the teacher and/or classmates", "Causing a class disturbance", and "Other : _____".

Discipline Referrals

Use this form to track discipline concerns. This form will generate reports so that we have an accurate picture of how our students are doing.

Teacher Name
Ms. Regis ▾

Class Period
Period 4 ▾

Nature of the Incident

Uniform Infraction

Late to Class

Disrespecting the teacher and/or classmates

Causing a class disturbance

Other : _____

☰ Parent Appointments



Create a shared Sheet for parents or students to sign up for timeslots with the teacher.

Or use appointment slots to schedule parent-teacher conferences or counselor sessions.

Today	Sep 4 - 10, 2016	Sun 9/4	Mon 9/5	Tue 9/6	Wed 9/7
			Science	Math	Science
2pm					
3pm					
4pm				4p - 8p Parent-Teacher Time Slots	Parent-Teacher
5pm					Parent-Teacher
6pm					Parent-Teacher
7pm					Parent-Teacher

☰ Device Allocation



Use forms to create a **sign-out** for resources (i.e. laptops) so a log is created of resources allocated.

- 1 Complete a form creating a resource request.
- 2 Export the information into **sheets** to keep **up to date records**.
- 3 Send a confirmation **email** detailing the terms of use.

1

Chromebook Sign out form

Your username (rdnixon@wheatleypark.org) will be recorded when you submit this form. Not you?
[Sign out](#)

*Required

Your Name *

Choose ▾

Your Device Number *

Choose ▾

Send me a copy of my responses.

SUBMIT

3

Dear BRAND, Alicia,

Please find attached your Chromebook details for reference. Remember, You are expected to bring your Chromebook into school everyday and its a stand piece of equipment just like a pen or pencil.

Its a good idea to read the [Chromebook Guide](#) to get the best out of your device.

You can request access to an App from the Chrome Webstore by following the link on [wpsportal.wheatleypark.org](#). In a few months time you will also be able to use apps from the Google Play Store as well.

Any questions - do ask.

Mr Nixon

2

	A	B	C	D	E	F	G	
1	Timestamp	Your Name	Your Device Number	Username	Serial Number	First	Second	
54	30/06/2016 10:51:30	FPR	Staff-46	itsupport@wheatleypark.c	5CD53995Z3	Freddie	Price	
55	01/07/2016 09:33:06	KAY	Staff-26	itsupport@wheatleypark.c	5CD539951N	Karen	Ayres	
56	01/07/2016 09:33:28	SDV	Staff-16	itsupport@wheatleypark.c	5CD5396HG6	Simon	Davies	
57	01/07/2016 09:33:45	TDE	Staff-30	itsupport@wheatleypark.c	5CD539954F	Tamsin	Decosemo	

☰ Revision and Subject Resources Site



Create a site for your class or wider department to store and share content and relevant resources all in one place.

Separate sections by year group, key stage or class. Embed a Drive folder, class calendar, videos, and/or presentations.

TITLE	LAST MODIFIED
Eileen's Copy - Classroom Intro	11/4/15 Eileen Huang
Field Trip: Class Picnic	May 20 Minerva McGonagall
GAFE Resources	11/4/15 Eileen Huang
Google Classroom Session Feedback	May 20 Marie Nguyen
Google for Education Feature Requests	12/14/15 Marie Nguyen

Professional Development



Create a Professional Development Site containing appraisal information, policies, CPD and Inset resources.

Amend the settings to allow staff to add information through forms but be unable to edit pages.

The screenshot displays a web browser window with the title "Appraisal Objectives 2015/16". The browser's address bar is empty, and the page content is organized as follows:

- NAVIGATION** (Left sidebar):
 - APPRAISAL OBJECTIVES 2015/16
 - APPRaisee PERFORMANCE SUMMARY
 - LEARNING WALKS
 - FLEXIBLE LEARNING
 - COLLABORATIVE PLANNING
 - DEVELOPMENTAL OBSERVATIONS
 - INSET-ONLINE
 - INSET-OPTIONAL
 - RECORDING ACTIVITIES AND TIME EQUIVALENCE
 - WHAT ELSE COUNTS?
 - REQUEST CPD ACTIVITY
 - WORK SCRUTINY
- APPRAISAL OBJECTIVES 2015/16** (Main content area, left column):

Your username (rdnixon@ schoolpark.org) will be recorded when you submit this form. Not rdnixon? [Sign out](#)

Powered by This form was created inside of Wheatley Park School.
[Report Abuse](#) - [Terms of Service](#) - [Additional Terms](#)
- SUPPORT STAFF OBJECTIVES 2015/2016** (Main content area, right column):

Your username (rdnixon@ schoolpark.org) will be recorded when you submit this form. Not rdnixon?
[Sign out](#)
***Required**

Objective 1 *

Performance Criteria *

Subject Specific

38. Touring in [Humanities](#)

39. Expeditions in [Geography](#)

40. Population Charts in [Geography](#)

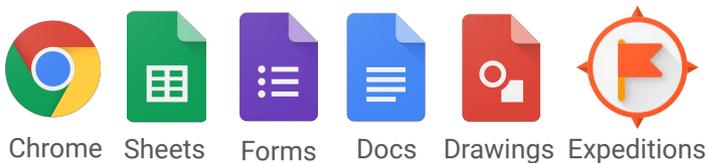
41. Examine Patents in [Design](#)

42. Write Equations in [Maths](#)

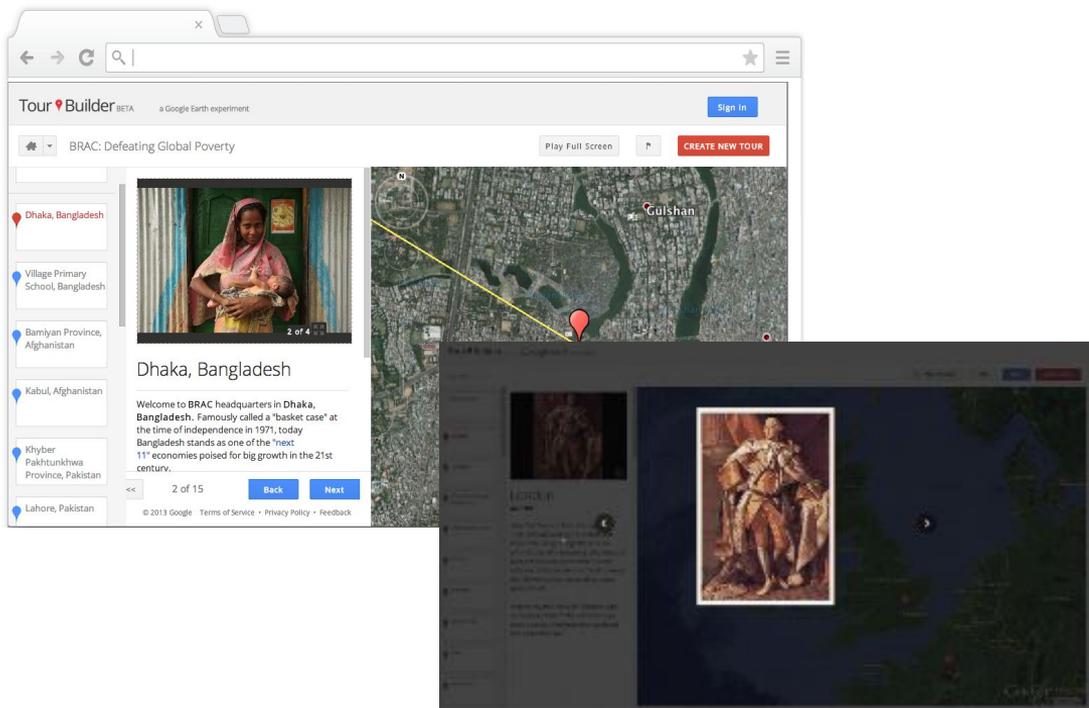
43. Visual Questions in [Maths](#)

44. Recreate Landmarks in [Design](#)

45. Create Charts in [Business](#)



Touring in Humanities



Take students on a virtual trip around the world with Google Tour Builder. Add context, videos and pictures to really tell a story.

This is perfect for a Geography or History lesson, but has use-cases across all subjects.

Expeditions in Geography



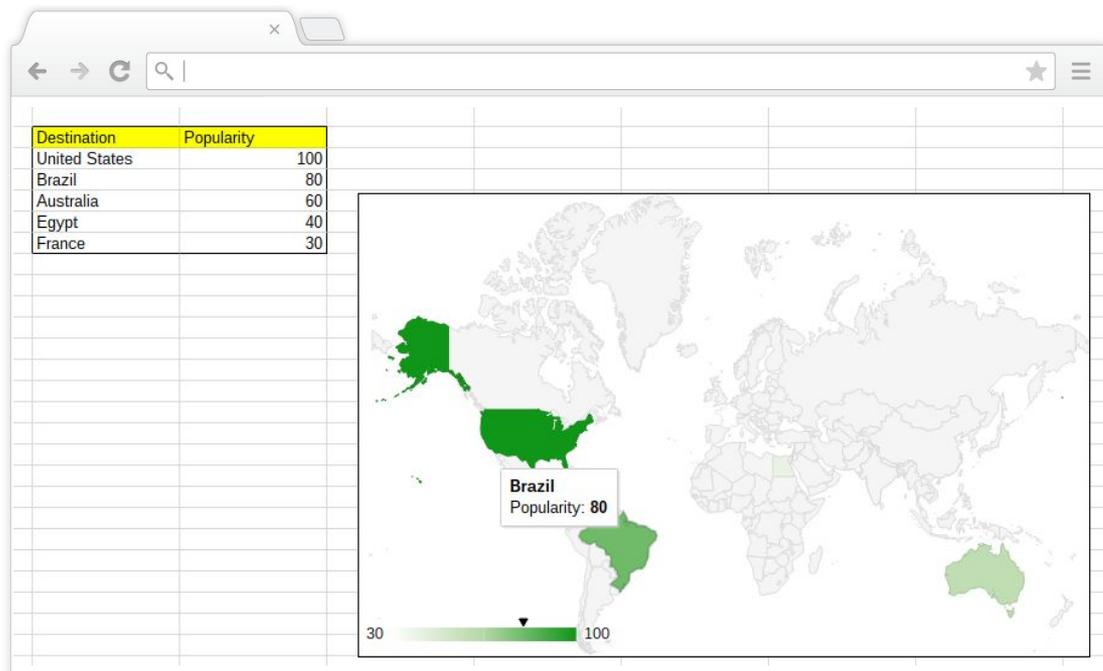
Get Cardboard and check out Expeditions to give your students a 360° view of the world.

Explore the depths of the Pacific Ocean or the Great Wall of China from their desks using VR!

Check out [Google Cardboard](#) and the thousands of [Expeditions](#) to explore, most with teachers notes and prompt questions for differentiation.

Download the Expeditions app for [Android](#) and [iOS](#)

Population Charts in Geography



Create population charts in Sheets to compare statistics visually.

Ideal to use in Geography or a Statistics-based lesson. Students can compare data across countries and change colours accordingly.

Other chart types are available in Sheets that can be used in different subject contexts.

Examine Patents in Art, Graphics, Design Tech

The screenshot shows a web browser displaying the Google Patents search results for the patent US20070032830A1. The search terms are "Automatic external defibrillator (AED) with wireless communications". The abstract describes an AED with wireless communications for contacting a remote emergency specialist. The patent is currently pending. The inventor is Kyle Bowers, and the current assignee is Access CardioSystems Inc. The patent includes 10 images, with FIG. 1 and FIG. 2 shown. The classification is A61N1/39 Heart defibrillators. The priority date is 2005-08-04, the filing date is 2006-08-04, and the publication date is 2007-02-08. The patent has 14 citations and is cited by 20 others.

SEARCH TERMS

Automatic external defibrillator (AED) with wireless communications

SEARCH FIELDS

Abstract

An Automatic External Defibrillator (AED) with wireless communications contained within the device. The wireless system is used to contact a remote emergency specialist. The remote instructor guides the lay rescuer through the resuscitation effort, thereby increasing the likelihood for successful defibrillation.

Images (10)

FIG. 1

FIG. 2

Classifications

A61N1/39 Heart defibrillators

View 3 more classifications

US20070032830A1
US Application

Download PDF Find Prior Art

Legal status: Pending

Application number: US11499273

Inventor: Kyle Bowers

Current Assignee: Access CardioSystems Inc

Original Assignee: Bowers Kyle R

Priority date: 2005-08-04

Filing date: 2006-08-04

Publication date: 2007-02-08

Info: Patent citations (14), Cited by (20), Also published as (8), Legal events, Similar documents

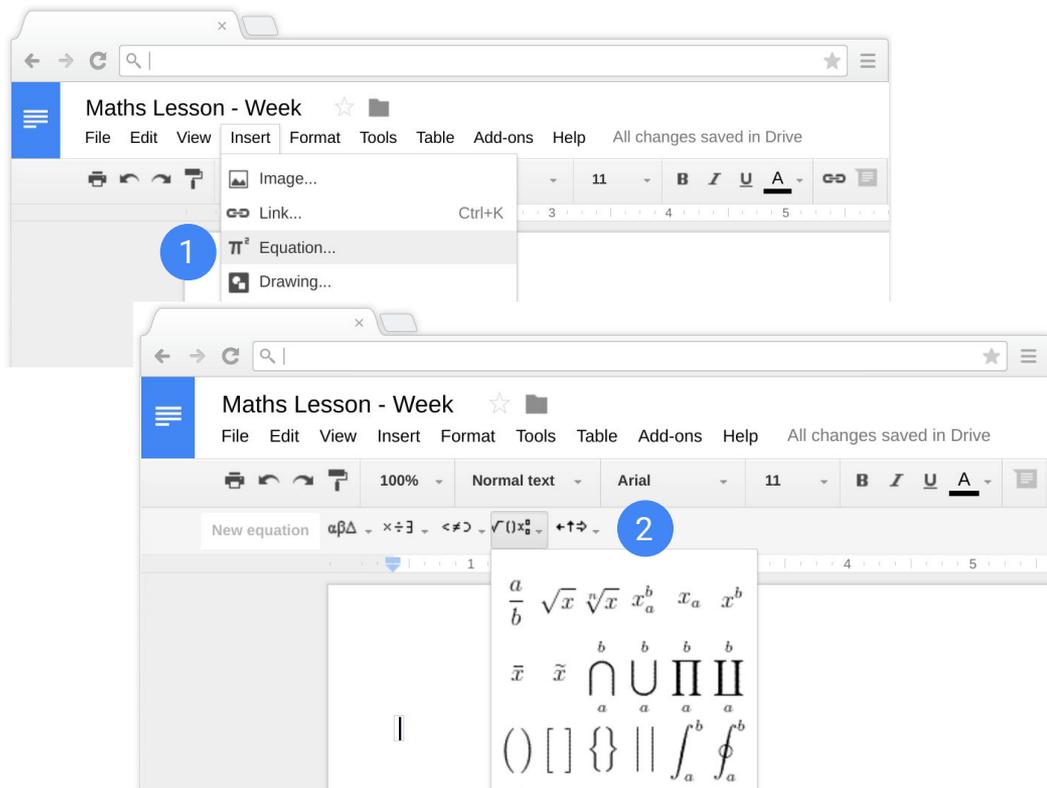
External links: USPTO, USPTO Assignment, Espacenet, Discuss



Search for patents (patents.google.com) and use the sketches and information to improve understanding.

Students can use models as the base of their designs and get a better understanding of structural development.

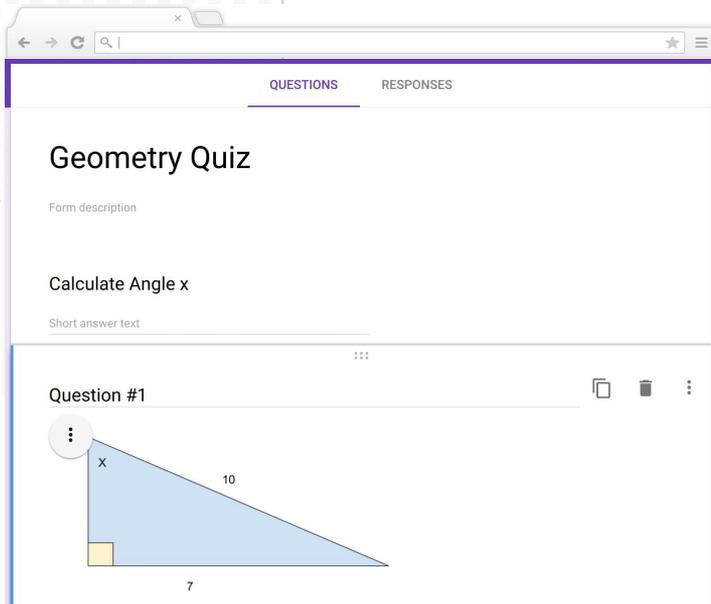
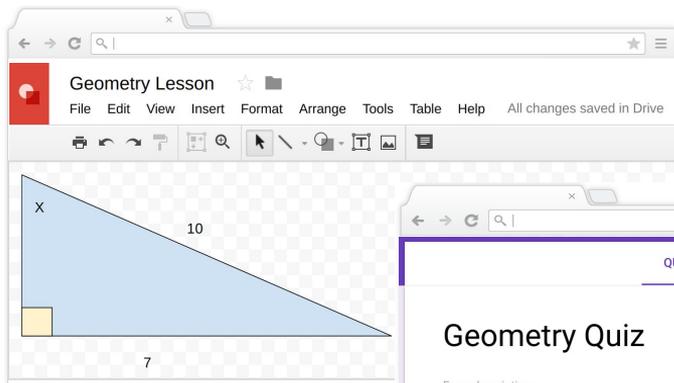
Write an Equation in Maths



Include Maths equations when creating worksheets or encouraging students to type up coursework.

Click to view the equation toolbar and choose from a variety of maths equations and symbols.

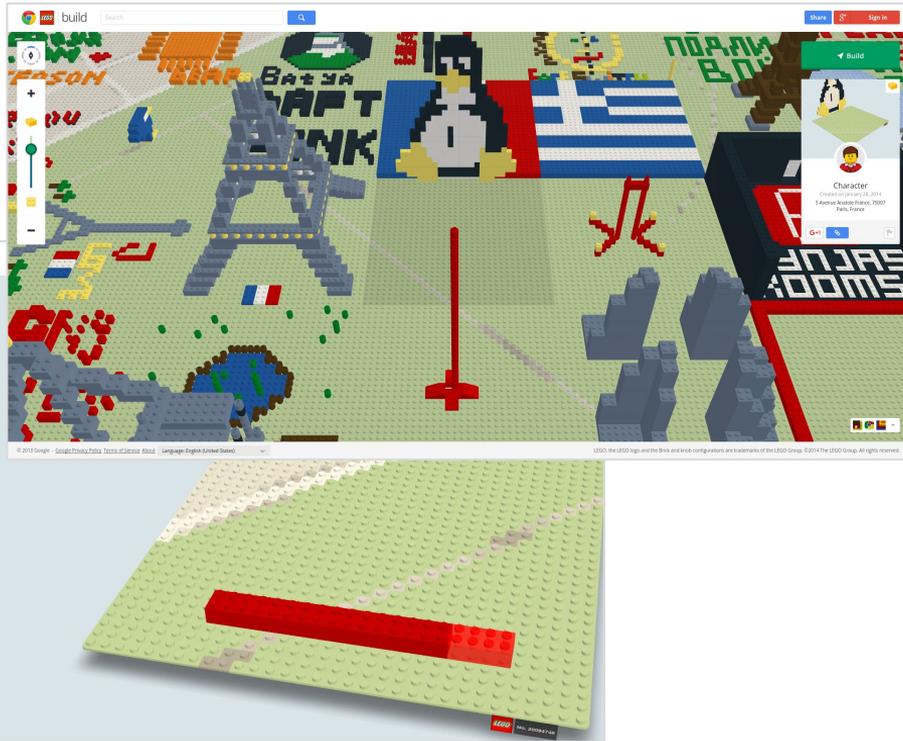
Create Visual Questions in Maths



Improve and customise Mathematics quizzes by creating your own images in Google Drawings.

Then save the drawing as a PNG and easily upload it into a Google Form.

Rebuild Landmarks in Design & Technology



Recreate landmarks and build your own fantastic structures using [Virtual Lego](#).

An excellent activity to develop creativity and structural knowledge. Associate designs to historical landmarks or encourage students to use maths to consider material use.

Create Charts in Business Studies or Computer Science



Quickly create and insert flowcharts, mind maps, and more diagrams directly into a Google Doc using LucidCharts.

Use LucidCharts in:

- Business to represent organisation charts
- Computer Science for creating flowcharts
- Across the curriculum to create revision mindmaps