Mastering Google instructional skills

to transform learning in your school district

Hāpara

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Technology can make learning truly transformational for students. It holds so many possibilities for educators to provide choice to learners, opening up a path to endless exploration and discovery. But, have you ever wondered how to help teachers reach the next level with their tech skills using Google tools for teaching and learning? To truly master instructional use of Google tools it requires the support of the entire learning community. Everyone can play a part in the orchestration of transformational learning through technology.

Keep reading to learn how teachers, school leaders and technology leaders can all support the mastery of instructional use of Google tools.

How do Google instructional skills measure up in your school district?

The first thing to look at on the road to transformational learning is the degree of mastery of Google instructional tools that educators possess. The best way to measure that is to examine learner skills. Use the table below to indicate where your learners are with each skill on a scale of not evident to mastery.

	Not evident	Emerging	Developing	Mastery
Students articulate and set personal learning goals and develop strategies leveraging technology to achieve them.				
Students enrich learning by making online connections with other learners and experts for personal or academic interests.				
Learners are able to transfer their knowledge to explore emerging technologies.				
Learners engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.				
Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.				
Learners contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.				
Totals Add up the total for each column				

These skills are from the International Society for Technology in Education (ISTE) Standards for Students. The ISTE standards for students were designed to describe the skills and knowledge youth need to contribute to an ever-changing society.

Analyze your results. What skills are strengths of your school or district? What skills are weaknesses? Use the ideas below to level up those skills with your school team that have not yet reached mastery.

Students articulate and set personal learning goals and develop strategies leveraging technology to achieve them.

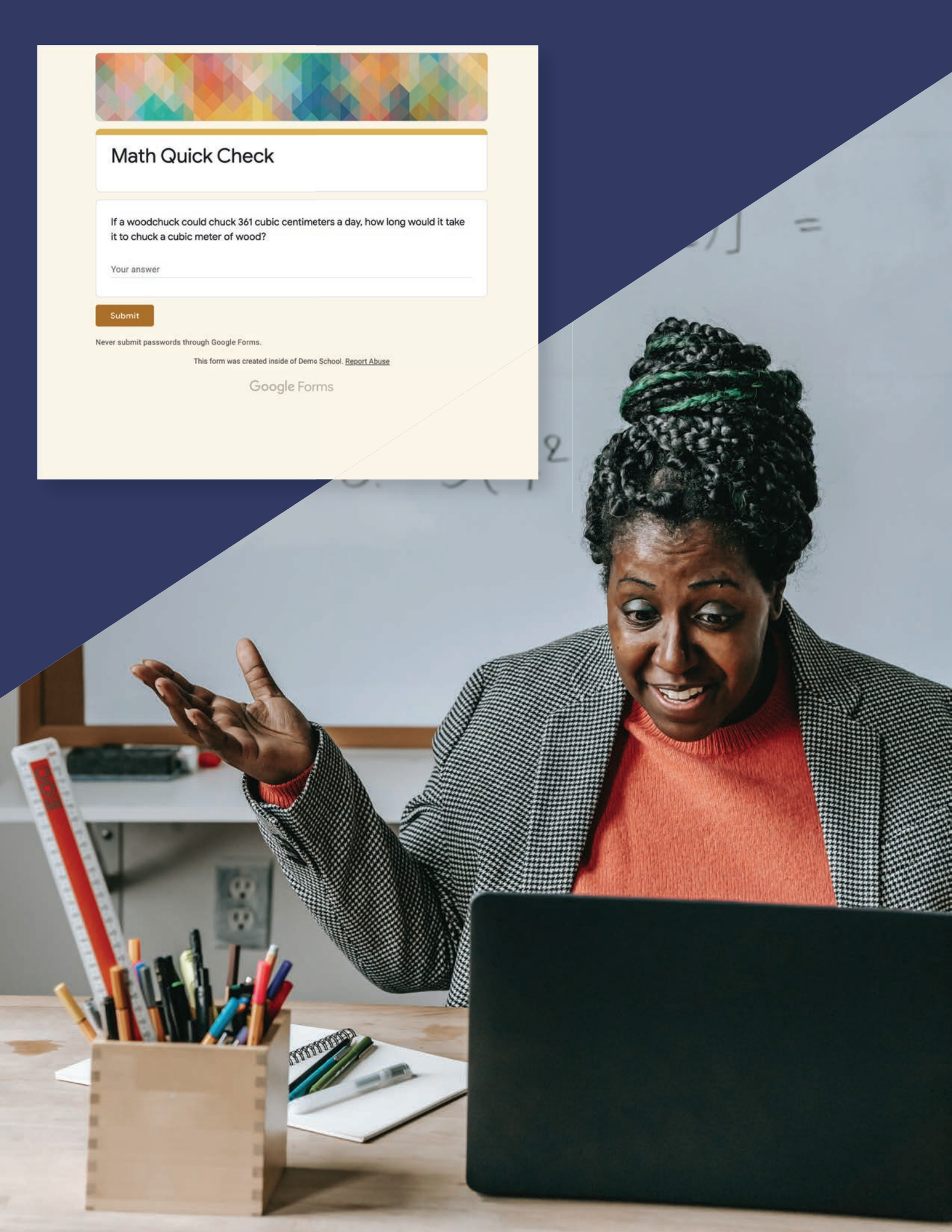
ISTE standards for students 1a: Empowered learner - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

Let's take a look at Ms. Dubois' classroom to see an example of mastery of this standard.

> *Ms. Dubois' students experience a blended learning environment where each learner works at their own pace through the course content. At the beginning of the class, each learner completes a grade contract where they set a personal goal for the class. In order to track goal progress, Ms. Dubois created a check-in form using Google Forms. The form matches the course unit and lesson numbers, so learners can easily mark which units and lessons are complete, and which unit and lesson they are currently working on. Ms. Dubois is able to review this information and track individual progress against individual goals. In addition, the blended learning model frees up Ms. Dubois' time during class, and she is able to meet with each learner at least once a week to discuss their personal goals, as well as successes and challenges.*

Google Forms is a great tool for checking on goal progress. However, Ms. Dubois has a secret weapon to help learners reach their goals: Hāpara. Hāpara allows Ms. Dubois to place learners in groups based on their goals. Then, she uses actual progress from the Google Form check-ins to easily move learners to different groups based upon their actual progress vs. their goal. Once learners are in the correct goal-based groups, Hāpara allows Ms. Dubois to share resources specific to each group as well as guide their learning in real time.

In order for learners to reach mastery of this standard, Ms. Dubois relied on support from her principal, Mr. Hall. Ms. Dubois needed to attend training to learn how to implement a blended learning model. Mr. Hall understood the importance of professional development and was able to provide Ms. Dubois with the resources needed to attend these trainings.


Math Quick Check
If a woodchuck could chuck 361 cubic centimeters a day, how long would it take it to chuck a cubic meter of wood?
Your answer
Submit
Never submit passwords through Google Forms.
This form was created inside of Demo School. Report Abuse
Google Forms

Students enrich learning by making online connections with other learners and experts for personal or academic interests.

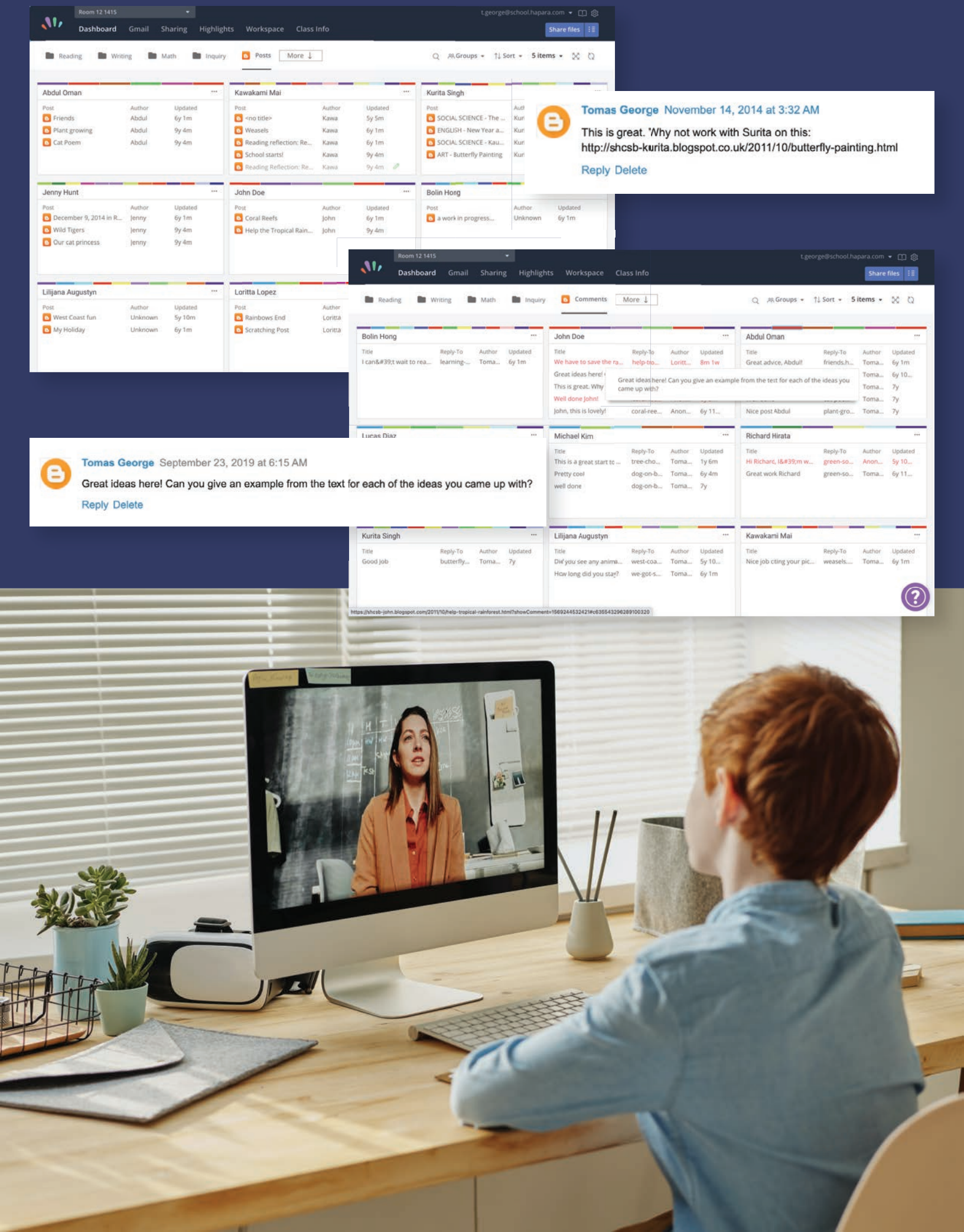
ISTE standards for students 1b: Empowered learner - Students build networks and customize their learning environments in ways that support the learning process.

Let's take a look at Ms. Vasquez's classroom to see an example of mastery of this standard.

> *Ms. Vasquez's class is starting a creative writing unit, and she finds an author to be a virtual guest speaker in her classroom. The author shares what it is like being an author, what inspires new storylines and how to get published. She tells learners that anyone can be an author and shares various websites that allow for self-publishing or printing of books. Hearing from a real-life author and the prospect of professionally printing their stories gets learners excited about writing their own stories. Ms. Vasquez uses Google's Blogger tool for learners to write their stories within their blog. Blogger makes it easy for students to share their writings with each other as well as their guest author. The guest author provides comments on learners' stories in order to challenge and motivate them to continue honing their writing skills.*

Blogs are a great way for learners to foster online connections with other learners and experts. However, Blogger was not created as a tool for educators. If a teacher has more than a handful of learners, managing student blogs in Blogger can be time consuming. This project was made easier for Ms. Vasquez with the use of Hāpara Teacher Dashboard. Teacher Dashboard shows all learner blog posts and comments in one cohesive, easy-to-use view, increasing the efficiency of Blogger as an instructional tool. This visibility saves Ms. Vasquez time and helps her ensure learner safety during these rich online connections. As learners wrote their stories using Blogger, Ms. Vasquez had quick and easy access to each students' blog via Teacher Dashboard. She was able to oversee the writing process as well as the comments left by the guest author.

In order to have a virtual guest speaker join her class, Ms. Vasquez consulted her school's technology director, Ms. Lin. Ms. Lin explained that guest speakers would need to be admitted into the Google Meet and demonstrated how this would work. Ms. Vasquez and Ms. Lin also discussed security and privacy standards of Google Meet video calls with the guest to ensure learner safety was at the forefront.

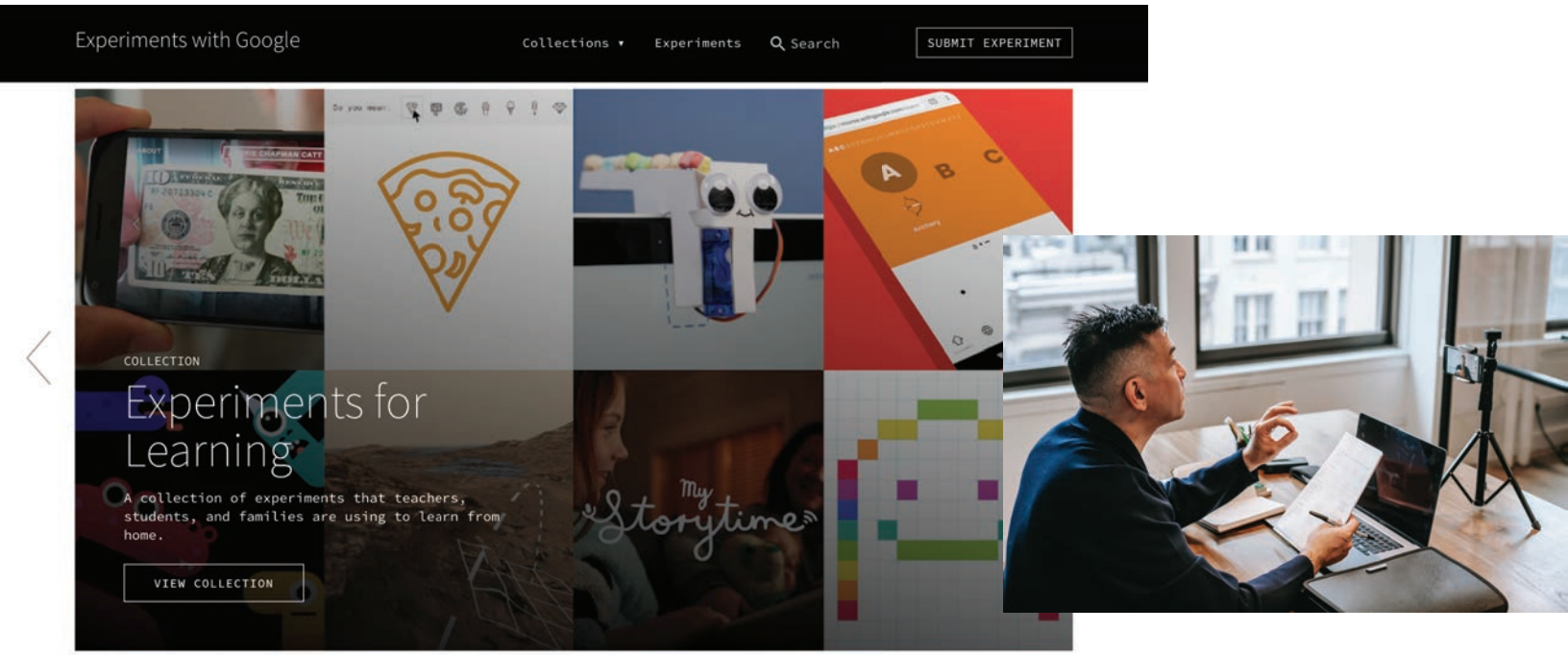

Room 12 1415
t.george@school.hapara.com
Dashboard
Gmail
Sharing
Highlights
Workspace
Class Info
Share files
Reading
Writing
Math
Inquiry
Posts
More
Groups
Sort
5 items
Abdul Oman
Kawakami Mai
Kurita Singh
Jenny Hunt
John Doe
Bolin Hong
Lilijana Augustyn
Loritta Lopez
Tomas George November 14, 2014 at 3:32 AM
This is great. Why not work with Surita on this:
http://shcsb-kurita.blogspot.co.uk/2011/10/butterfly-painting.html
Reply Delete
Comments
Michael Kim
Richard Hirata
Lucas Diaz
Tomas George September 23, 2019 at 6:15 AM
Great ideas here! Can you give an example from the text for each of the ideas you came up with?
Reply Delete

Learners are able to transfer their knowledge to explore emerging technologies.

ISTE standards for students 1d: Empowered learner - Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

Let's take a look at Mr. Rodriguez's classroom to see an example of mastery of this standard.

> *Mr. Rodriguez knows that his learners live in a world where new technologies are discovered every day. He understands the importance of exposing learners to emerging technologies. Mr. Rodriguez conferred with his school's technology integration specialist, Mr. Finlay, to determine what emerging technologies to focus on. Mr. Finlay shared a tool from Google called Experiments with Google, which highlights emerging technologies, such as artificial intelligence and augmented reality. During class time, Mr. Rodriguez places learners in groups and assigns each group an experiment to explore. To easily get each group to the correct experiment, he uses the Share Links feature in Hāpara Highlights. Highlights allows Mr. Rodriguez to share the correct website with each group and that website automatically opens on each learner's device. Once each group explores their Experiment with Google, the group reports back on what was learned to the whole class.*



Learners engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

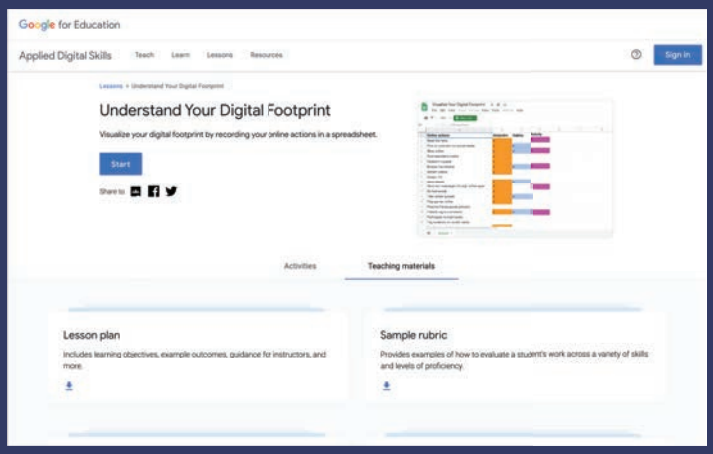
ISTE standards for students 2a: Digital citizen - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

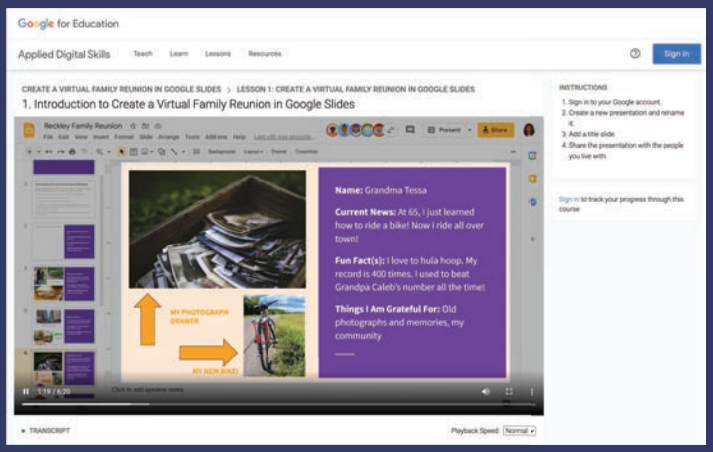
Let's take a look at Ms. Harris' classroom to see an example of mastery of this standard.

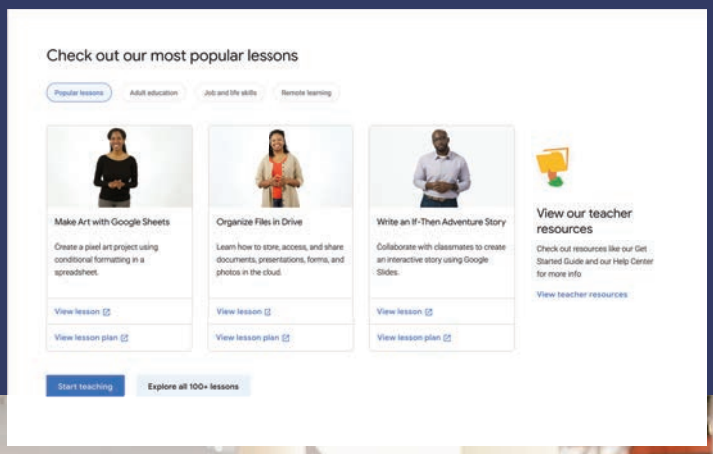
> *To ensure her learners engage in positive and safe online activity, Ms. Harris embeds digital citizenship lessons into her class. During the first week of class, learners complete the "Understand your digital footprint" lesson from Google's Applied Digital Skills curriculum. In this lesson, learners work collaboratively to brainstorm online activities, then mark the activities they do online. These items are color-coded in order to visualize personal digital footprints. learners keep a learning journal throughout the course and continually reflect on how their digital footprint is considered during their online interactions. Ms. Harris uses his students' learning journal entries to determine their subjective interactions with technology. To objectively assess learner engagement with technology, Ms. Harris uses Hāpara Highlights. Highlights allows Ms. Harris to get a birds-eye view of learners' online browsing habits. She is able to encourage positive and safe technology uses as well as redirect any potential unsafe behavior in the moment.*

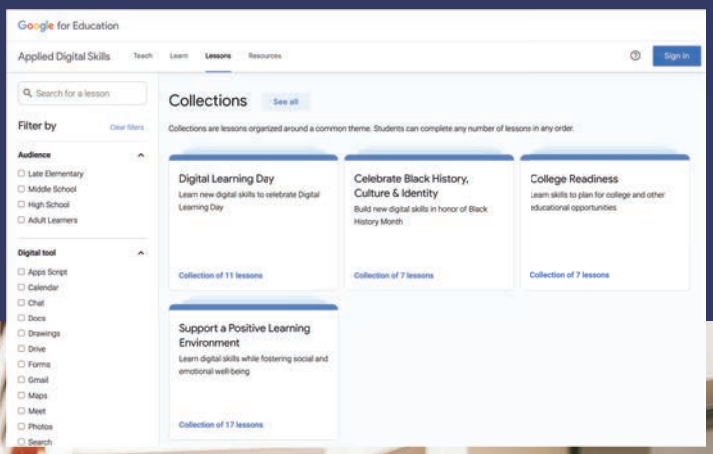
Using learning journals to gauge her students' subjective interactions was a great start for Ms. Harris to meet this standard. However, Ms. Harris needed a way to objectively measure learners' interactions with technology and determine if those interactions are positive, safe, legal and ethical. Luckily, Hāpara Highlights was just the tool that integrated perfectly with the Applied Digital Skills curriculum and the learning journals that she had already implemented. Highlights allows you to guide learners through online browsing in real time to ensure positive, safe, legal and ethical online behaviors.

Digital citizenship encompasses many different elements, so Ms. Harris relies on her school's framework for teaching digital citizenship skills. The framework was developed by a technology committee consisting of other teachers, school leaders, parents and learners. Teachers receive training and resources on the framework from the school administration team as well as the technology department.


Google for Education
Applied Digital Skills
Teach
Learn
Lessons
Resources
Sign in
Understand Your Digital Footprint
Visualize your digital footprint by recording your online actions in a spreadsheet.
Start
Share to
Activities
Teaching materials
Lesson plan
Includes learning objectives, example outcomes, guidance for instructors, and more.
Sample rubric
Provides examples of how to evaluate a student's work across a variety of skills and levels of proficiency.


Google for Education
Applied Digital Skills
Teach
Learn
Lessons
Resources
Sign in
CREATE A VIRTUAL FAMILY REUNION IN GOOGLE SLIDES > LESSON 1: CREATE A VIRTUAL FAMILY REUNION IN GOOGLE SLIDES
1. Introduction to Create a Virtual Family Reunion in Google Slides
INSTRUCTIONS
1. Sign in to your Google account.
2. Create a new presentation and rename it.
3. Add a title slide.
4. Share the presentation with the people you live with.
Sign in to track your progress through this course
Name: Grandma Tessa
Current News: At 65, I just learned how to ride a bike! Now I ride all over town!
Fun Fact(s): I love to hula hoop. My record is 400 times. I used to beat Grandpa Caleb's number all the time!
Things I Am Grateful For: Old photographs and memories, my community
MY PHOTOGRAPH DRAWER
MY NEW BIKE!
TRANSCRIPT
Playback Speed
Normal


Check out our most popular lessons
Popular lessons
Adult education
Job and life skills
Remote learning
Make Art with Google Sheets
Create a pixel art project using conditional formatting in a spreadsheet.
View lesson
View lesson plan
Organize Files in Drive
Learn how to store, access, and share documents, presentations, forms, and photos in the cloud.
View lesson
View lesson plan
Write an If-Then Adventure Story
Collaborate with classmates to create an interactive story using Google Slides.
View lesson
View lesson plan
View our teacher resources
Check out resources like our Get Started Guide and our Help Center for more info
View teacher resources
Start teaching
Explore all 100+ lessons


Google for Education
Applied Digital Skills
Teach
Learn
Lessons
Resources
Sign in
Search for a lesson
Filter by
Clear filters
Audience
Late Elementary
Middle School
High School
Adult Learners
Digital tool
Apps Script
Calendar
Chat
Docs
Drawings
Drive
Forms
Gmail
Maps
Meet
Photos
Search
Collections
See all
Collections are lessons organized around a common theme. Students can complete any number of lessons in any order.
Digital Learning Day
Learn new digital skills to celebrate Digital Learning Day
Collection of 11 lessons
Celebrate Black History, Culture & Identity
Build new digital skills in honor of Black History Month
Collection of 7 lessons
College Readiness
Learn skills to plan for college and other educational opportunities
Collection of 7 lessons
Support a Positive Learning Environment
Learn digital skills while fostering social and emotional well-being
Collection of 17 lessons

Learners use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

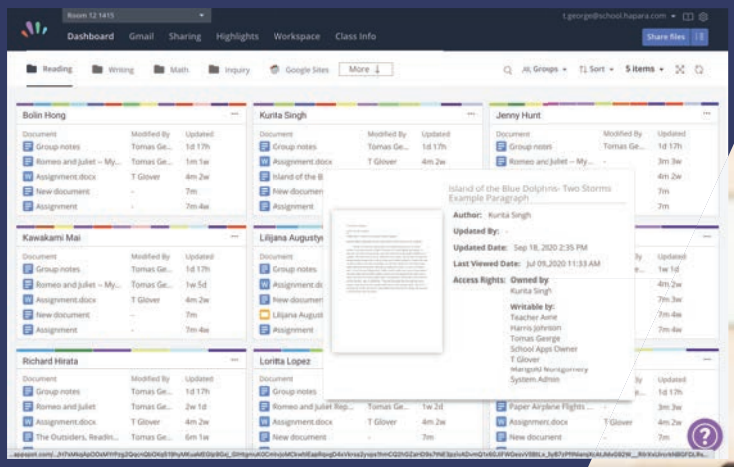
ISTE standards for students 7a: Global collaborator - Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

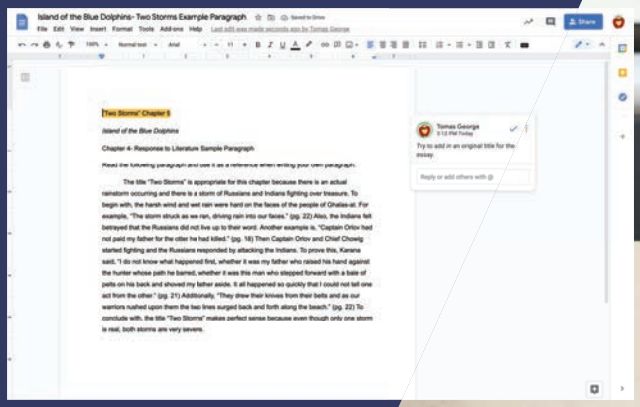
Let's take a look at Mr. Rea and Ms. Miller's classrooms to see an example of mastery of this standard.

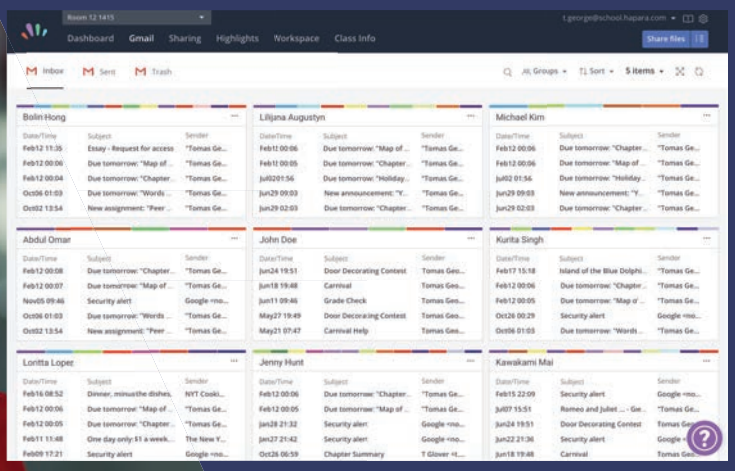
> *Mr. Rea, in New Zealand, and Ms. Miller, in the United States, are connecting their classrooms to complete a global collaborative project. Two learners from Mr. Rea's class and two learners from Ms. Miller's class will combine to create one project group. The goal of each group is to answer this challenge statement: How can you guard the planet for future generations? Since the learners at each school will be working together virtually, all group communications will occur via Gmail and collaborative Google Docs. In order to answer the challenge statement, students must learn more about each other. Therefore, learners begin by sharing about their different cultures via a collaborative Google Slide and identify similarities and differences. The result is a solution to the challenge statement that reflects both cultures.*

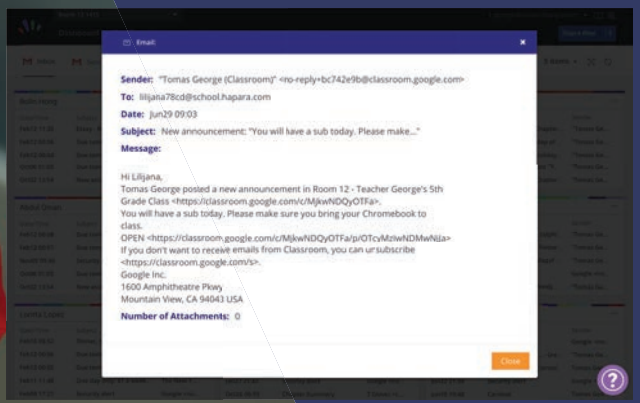
Both Mr. Rea and Ms. Miller know that connecting learners from a variety of backgrounds and cultures is a powerful learning experience. However, they also knew that they had to manage the project effectively from the teacher perspective in order for it to be successful. Since students were communicating via Gmail and Google Docs, Mr. Rea and Ms. Miller were both able to use Hāpara Teacher Dashboard to manage and guide the learning experience. Teacher Dashboard provides visibility into Google Docs and Gmail. Mr. Rea was able to open any Google Doc to provide in-time feedback to group members, regardless of which group member created the document. Ms. Miller was able to view learner email correspondence to ensure each group was on track to complete the project by the due date.

In order to make a global collaboration work, both Mr. Rea and Ms. Miller consulted with school leadership to create a permission form to send to each parent. The assistant principal at Ms. Miller's school, Mr. Daher, was extremely helpful in navigating family communications and relationships. The technology team at Mr. Rea's school assisted with the security and privacy questions regarding the different technologies used.


Dashboard
Gmail
Sharing
Highlights
Workspace
Class Info
Bolin Hong
Kurita Singh
Jenny Hunt
Kawakami Mai
Lilijana Augustyn
Richard Hirata
Loritta Lopez


Island of the Blue Dolphins- Two Storms Example Paragraph
Chapter 4- Response to Literature Sample Paragraph


Dashboard
Gmail
Sharing
Highlights
Workspace
Class Info
Bolin Hong
Lilijana Augustyn
Michael Kim
Abdul Omar
John Doe
Kurita Singh
Loritta Lopez
Jenny Hunt
Kawakami Mai


Email:
Sender: "Tomas George (Classroom)" <no-reply+bc742e9b@classroom.google.com>
To: lilijana78cd@school.hapara.com
Date: Jun29 09:03
Subject: New announcement: "You will have a sub today. Please make..."
Message:
Hi Lilijana,
Tomas George posted a new announcement in Room 12 - Teacher George's 5th Grade Class
You will have a sub today. Please make sure you bring your Chromebook to class.
Google Inc.
1600 Amphitheatre Pkwy
Mountain View, CA 94043 USA
Number of Attachments: 0
Close

Learners contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

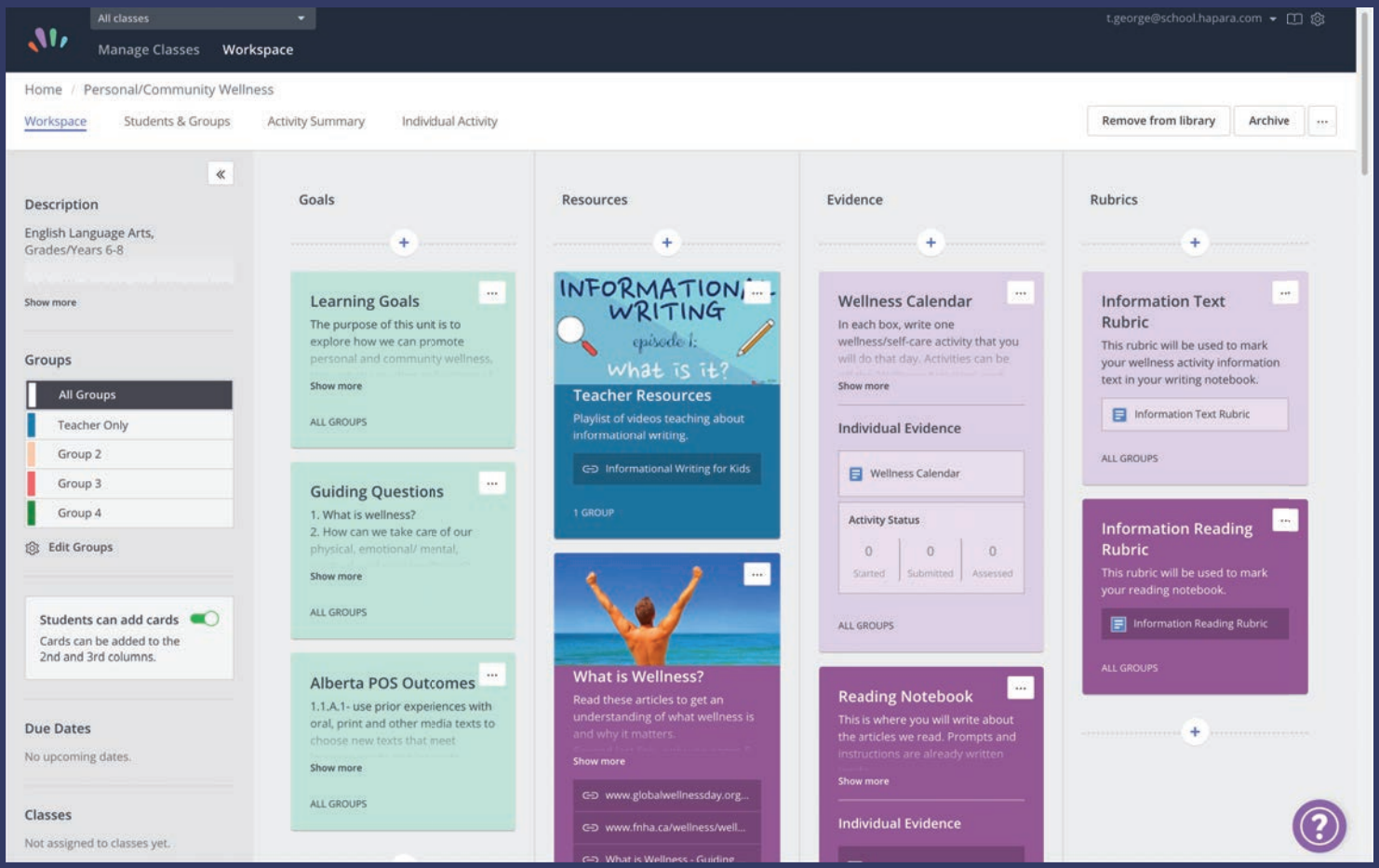
ISTE standards for students 7c: Global collaborator - Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Let's take a look at Ms. Stoltz's classroom to see an example of mastery of this standard.

> *Ms. Stoltz uses a project-based learning (PBL) model in her classroom that has eight essential project design elements: key knowledge, challenging problem, sustained inquiry, authenticity, learner voice and choice, reflection, public product and critique and revision. This PBL model provides the perfect balance of independent and group work. For example, students work in groups to tackle the challenge problem but reflect individually on the learning process during the reflection stage. To ensure the group work is successful, each learner is assigned the role of "worker-researcher." Then, each learner is given an individual group role specific to them, such as the recorder, reporter, time keeper and learning manager. Assigning learners similar and different responsibilities ensures each learner contributes to the project as a whole. The Google Doc tools are perfect for PBL because documents can be private for individual work or shared for group work. In addition, the revision history feature of the Google Doc tools allows Ms. Stoltz to objectively view contributions from each group member.*

PBL is a powerful instructional model, but can be a lot for a teacher to manage. In particular, Ms. Stoltz found she needed a way to easily manage the sharing of Google Doc files. Hāpara Workspace is the perfect tool to organize PBL projects. She can attach a Google Doc file to the cards in the third column of Workspace and then mark that learning task as 'student' or 'group' depending on whether the task is done independently or cooperatively.

Ms. Stoltz integrated PBL over a period of time with tremendous support from her school leadership team, especially curriculum director, Ms. Lewellen. Ms. Lewellen hosted several training sessions throughout the year as well as office hours where Ms. Stoltz could ask questions during her prep period. Both Ms. Stoltz and her school leadership team know that implementing quality PBL is a continuous learning process. The school will continue to offer support and Ms. Stoltz will continue to take advantage of this support.


All classes
t.george@school.hapara.com
Manage Classes
Workspace
Home / Personal/Community Wellness
Workspace
Students & Groups
Activity Summary
Individual Activity
Remove from library
Archive
Description
English Language Arts, Grades/Years 6-8
Show more
Groups
All Groups
Teacher Only
Group 2
Group 3
Group 4
Edit Groups
Students can add cards
Cards can be added to the 2nd and 3rd columns.
Due Dates
No upcoming dates.
Classes
Not assigned to classes yet.
Goals
Learning Goals
The purpose of this unit is to explore how we can promote personal and community wellness.
Show more
ALL GROUPS
Guiding Questions
1. What is wellness?
2. How can we take care of our physical, emotional/ mental,
Show more
ALL GROUPS
Alberta POS Outcomes
1.1.A.1- use prior experiences with oral, print and other media texts to choose new texts that meet
Show more
ALL GROUPS
Resources
INFORMATIONAL WRITING
episode 1:
What is it?
Teacher Resources
Playlist of videos teaching about informational writing.
Informational Writing for Kids
1 GROUP
What is Wellness?
Read these articles to get an understanding of what wellness is and why it matters.
Show more
www.globalwellnessday.org...
www.fnha.ca/wellness/well...
Evidence
Wellness Calendar
In each box, write one wellness/self-care activity that you will do that day. Activities can be
Show more
Individual Evidence
Wellness Calendar
Activity Status
0 Started
0 Submitted
0 Assessed
ALL GROUPS
Reading Notebook
This is where you will write about the articles we read. Prompts and instructions are already written
Show more
Individual Evidence
Rubrics
Information Text Rubric
This rubric will be used to mark your wellness activity information text in your writing notebook.
Information Text Rubric
ALL GROUPS
Information Reading Rubric
This rubric will be used to mark your reading notebook.
Information Reading Rubric
ALL GROUPS

How will you help learners master these skills? Use the template below to create a plan.

Learner skills	My goal	How will I do this?	Who do I need support from?
Students articulate and set personal learning goals and develop strategies leveraging technology to achieve them.			
Students enrich learning by making online connections with other learners and experts for personal or academic interests.			
Learners are able to transfer their knowledge to explore emerging technologies.			
Learners engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.			
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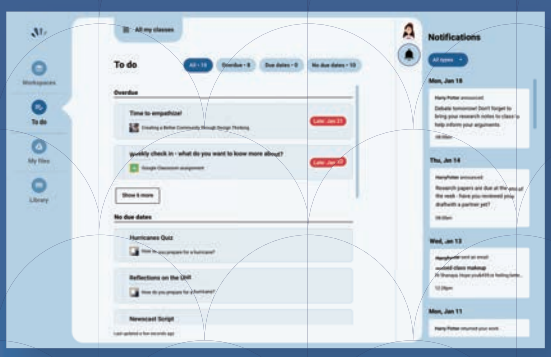

Explore how the Hāpara Instructional Suite and Google tools can enhance student learning.

Learn more