
Welcome to Google Classroom Digital Workshop



1. We'll begin at 10:00
2. Please enter your name in the chat and rate your Google Classroom Knowledge from 4-1: I can teach it (4), Proficient (3), Somewhat proficient (2), Need to learn (1).
3. We will take attendance/survey at the end.
4. We will record the session for internal use.

Google Classroom

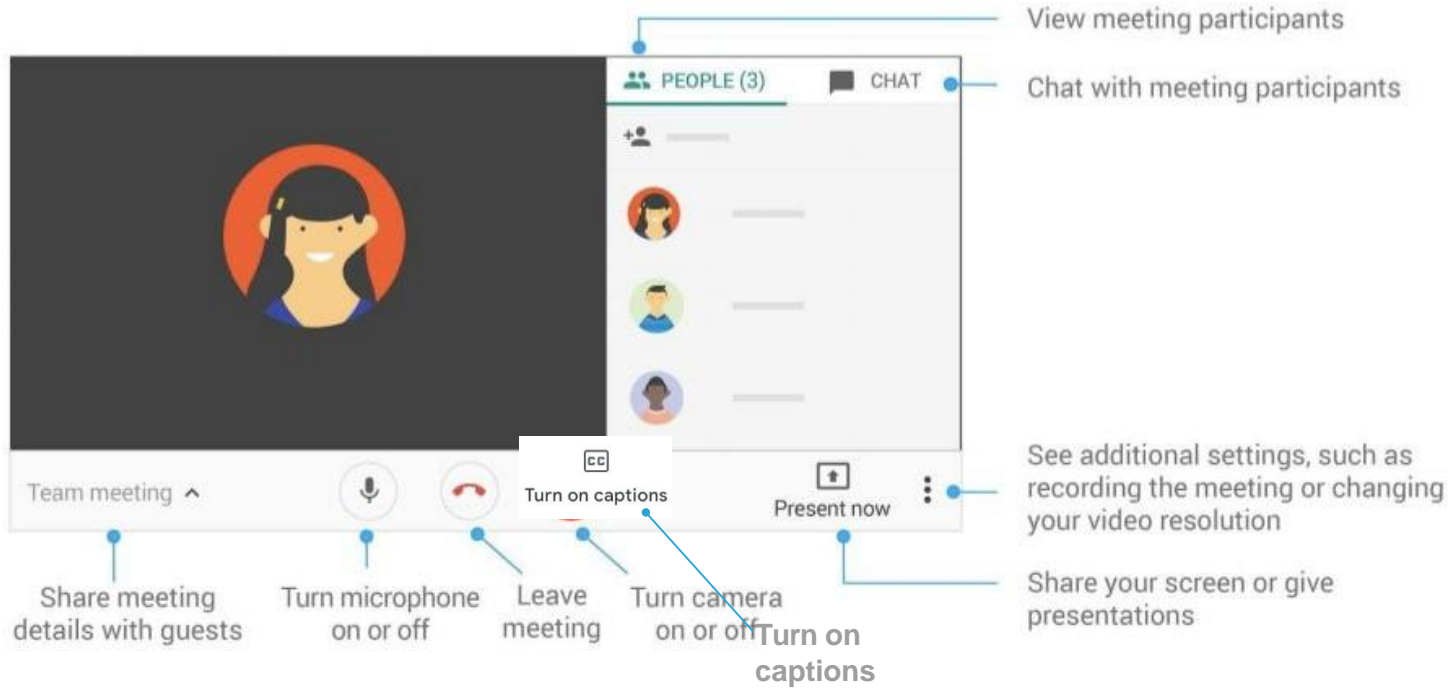


Support for Digital Pedagogy

Presenter:

Chat Moderator:

In-Meeting Controls



Basic Norms for Today's Webinar using Meets

- Mute your microphone
- Turn off video (lagging)
- **Optional:** turn on captioning
- Post questions about the content that is being presented in the chat
- Ignore the **Present now** button
- Complete the survey to receive credit for attending



Shifting to Digital Pedagogy

Context:

- Over 2900 attendees in over 60 webinars!
 - Live webinars archived and available through myPD, also posted on the Teacher Communication website.
 - Transition from **digital tools support** to **digital pedagogy support**.
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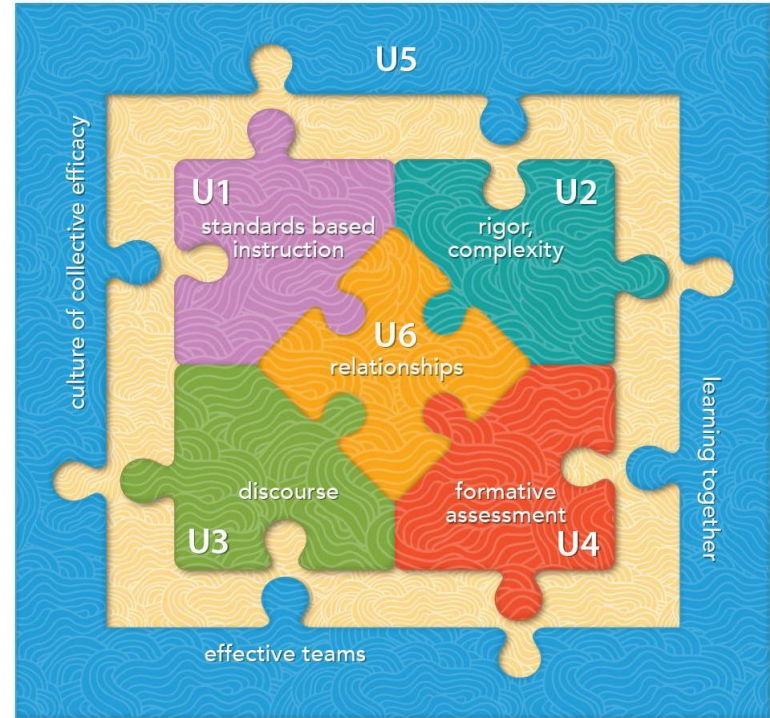
Shifting to Digital Pedagogy

Purpose:

- We are building our own common language and practices to support content area teachers in digital pedagogies:
 - Identify key instructional moves
 - Use G Suite to support those instructional moves
 - Discuss innovative ways to help build our system's capacity
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Common Pedagogy

- Introduce Concepts
- Relevant/Complex Tasks and Making Meaning
- Collaboration, Connections, and Conversations
- Checking for Understanding
- Feedback
- Closure



Why Google Classroom?

- Connect with “students”
 - Asynchronously
 - Synchronously
- Platform for content resources as well as feedback
- Flexibility and G-Suite integration
- Discussion forum using Question feature.



Learning Target

- Identify methods of using Google Classroom to address pedagogical moves online
 - Understand that integrating Google Suite with Google Classroom allows for greatest potential
 - Understand that Google Classroom alone may not be the best technological tool for the pedagogical move selected
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Pedagogy Utilizing Google Classroom

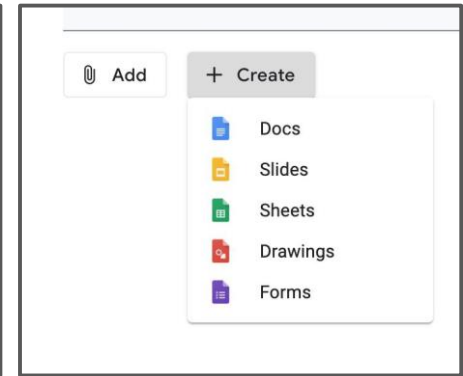
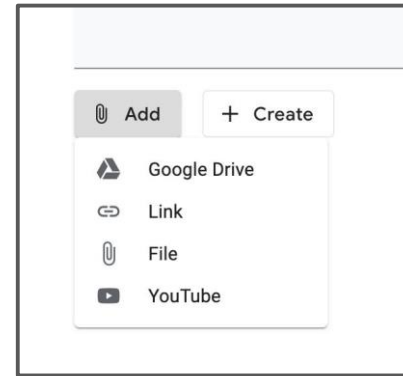
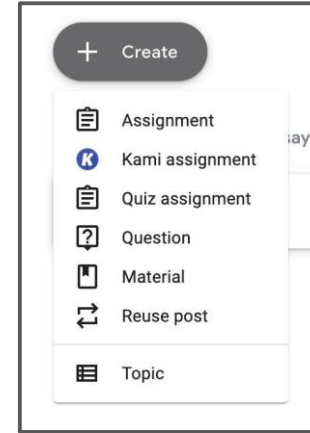
Pedagogical Moves

- Introduce a Concept
 - Make Meaning of Text/Task (eg DBQ or TDQ?)
 - Check for Understanding
 - Provide Feedback
 - Closure
 - Collaboration
 - Differentiation
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Introduce a Concept

Pedagogical Application Ideas

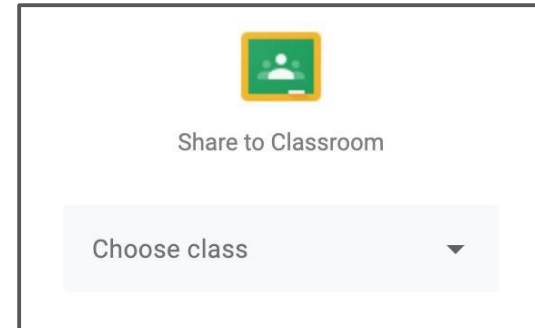
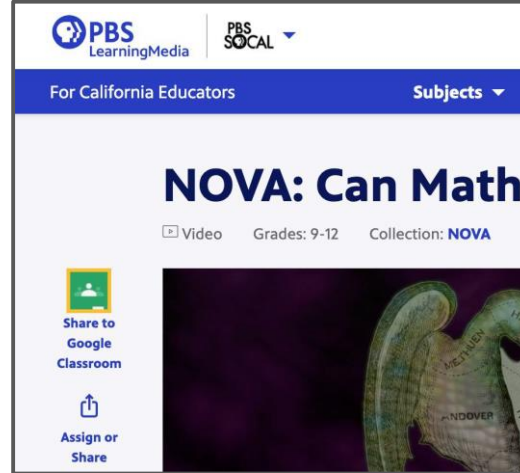
- Post can include links, files, and attachments which can be articles, websites, videos (teacher made or publicly available) and more



Introduce a Concept

Pedagogical Application Ideas

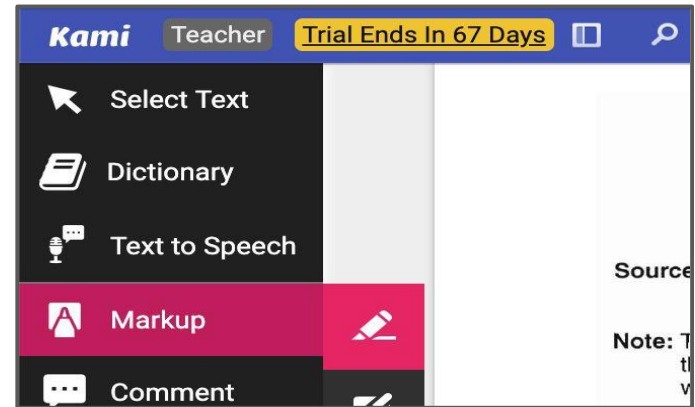
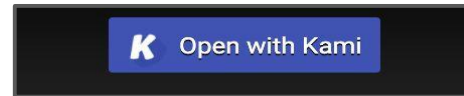
- Content post can be generated by the Teacher or/and enhanced by adding web-based content.



Introduce and Making Meaning

Pedagogical Application Ideas

- Optional add-on to G-Class is KAMI PDF annotation tool
- FREE Trial of additional tools in KAMI (Normal free tools are enough)
- Post can integrate KAMI to annotate a PDF.
- Students can turn in their work through KAMI



Make Meaning of Text/Task (eg DBQ or TDQ?)

Pedagogical Application Ideas

- Teachers can post a DBQ; broken down to several posts or just one
- Can be completed from a template that the Teacher adds and / or Students can +Create/ upload work via attachments.

The screenshot shows a digital assignment interface. At the top, it displays 'Women's Right Movement TDQ #8' with a due date of 'Due Feb 21, 2019'. Below this is a section for '#09 Irish Immigrants' with a due date of 'Due Feb 22, 2019'. The assignment instructions state: 'Review all the documents to answer the guided questions and create a paragraph response.' To the right of the instructions are three columns showing progress: '0 Turned in', '3 Assigned', and '9 Graded'. Below the instructions are four document thumbnails: 'Irish Immigration Student... PDF', 'Short Version Irish Immig... Google Docs', 'Here's Everyone Who's I... http://metrocosm.com/anim...', and 'See 200 Years of Immigr... https://www.nationalgeograp...'. At the bottom of the assignment card is a 'View assignment' link. The interface also shows a preview of the next assignment, '#10 Abolition of Slavery and John Brown', due on 'Due Feb 25, 2019'.

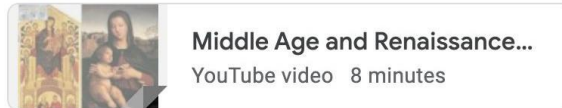
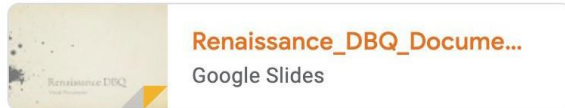
Make Meaning of Text/Task (Know the Student view of your posts)

Due Apr 24, 11:59 PM

Renaissance (assignment #4) Doc A "Art: Middle ages vs Renaissance" 5 points

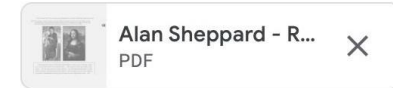
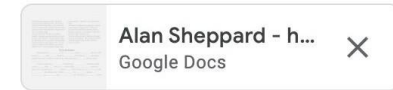
 [Redacted] Apr 19 (Edited Apr 19)

Annotate the DBQ and answer the questions. Then watch the video Middle Ages and Renaissance Art and complete the worksheet. Support: Renaissance DBQ Document ABCD visuals will give you a better picture and guide to your annotations. I will also put a copy of the classroom discussion and further instructions if you do not know how to do the assignment.



Class comments

Your work Assigned



+ Add or create

Turn in

Private comments



Add private comment...



Introduce a Concept & Make Meaning of Text/Task



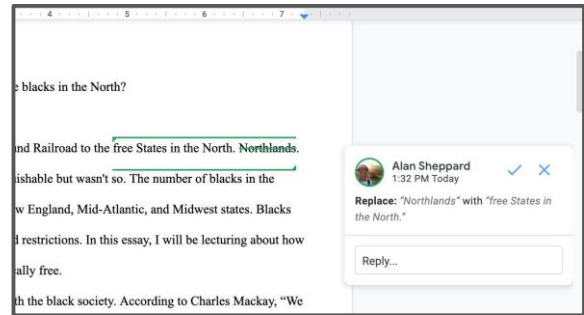
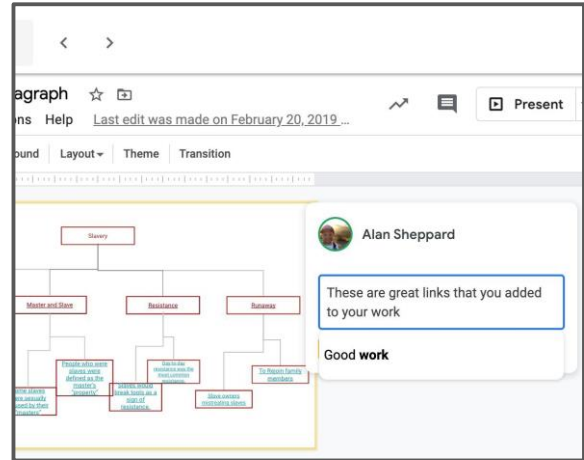
- Questions
- Comments
- Ideas
- Examples to share



Check for Understanding

Pedagogical Application Ideas

- Feedback and guidance with students working on G-suite files attached on “Assignments” by adding comments, editing and suggestions on their work
- Asynchronous and Synchronous



Check for Understanding

Pedagogical Application Ideas

- Using “Questions” to engage students and probe their thinking
- Can allow students to see and/ or reply to each others response
- Asynchronous and synchronous

COMMENTS TO THE TOPIC		#5 How was North American slavery qualitatively different from conditions of servitude, bondage, and human mistreatment of other humans that had existed in Europe for centuries?			
Mo [redacted]	"Good answer"	9	0	3	9
Jac [redacted]	"Minimal response that seems v..."	7	Turned in	Assigned	Graded
A [redacted]	"Good response. You could have ..."	9	Graded		
De [redacted]	"Off topic, does not address the ..."	2	He [redacted] Feb 15, 2019 people where treating unfairly in Europe		
Je [redacted]	"Minimal answer that is vague a..."	7	Mc [redacted] Feb 15, 2019 North American slavery conditions were different from servants in Europe because slaves were sexually abused. Housing, food, and clothing was provided to servants.		
Ale [redacted]	"Not marked late"	10	Ja [redacted] Feb 15, 2019 they were abused and had a lot of pain to deal with		
Eve [redacted]	"This is a good start to an answe..."	7			

Provide Feedback

Pedagogical Application

- Private and public comments on a post.
- Teacher can post comments make edit suggestions on g-suite attachments
- Invite parents to see a summary view via email notifications



Jer [redacted] 20/20
Graded (See history)

Jer [redacted] - Slavery Tree...
Google Slides

2 private comments

😊 Jer [redacted] Feb 20, 2019
I hope this isn't marked late I did finish this

😊 Jer [redacted] Feb 20, 2019
Also I attached links to my evidence to show where I got it from.

Add private comment...

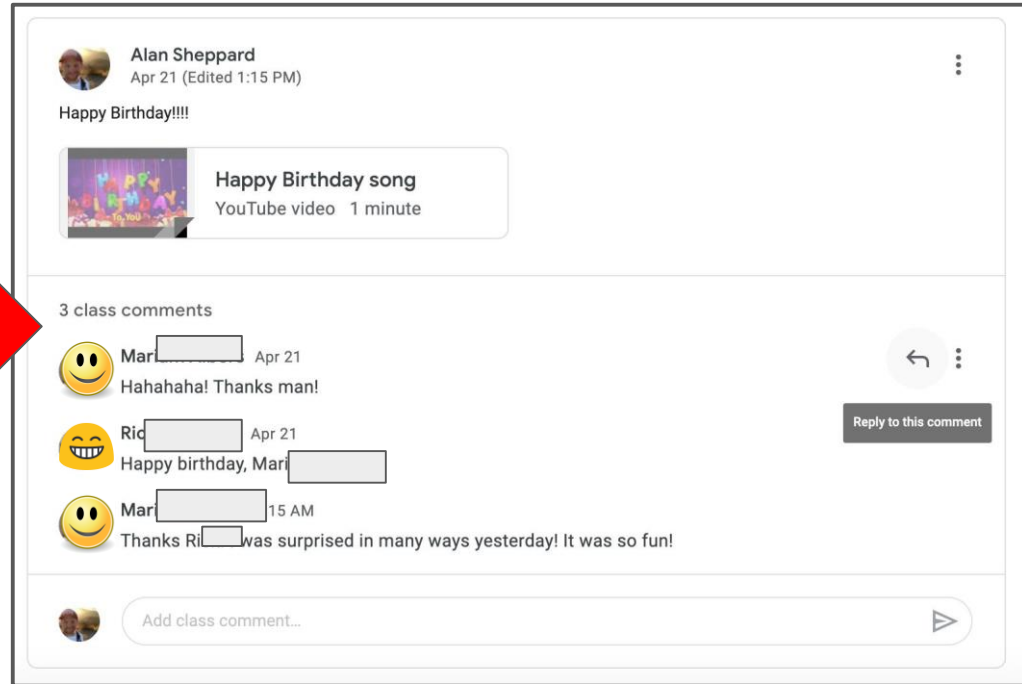
Alan Sheppard May 10, 2019
Few grammar errors. Your intro is has a strong lead, background and strong thesis. Your body paragraphs have a clear claim, connected evidence and strong reasoning. Though you could use more evidence and reasoning to support your argument. Has a plagiarism checker

Add private comment...

Provide Feedback

Pedagogical Application

- Private and public comments on a post.
- Teacher can post comments make edit suggestions on g-suite attachments
- Invite parents to see a summary view via email notifications



The screenshot shows a social media post by Alan Sheppard, dated April 21 (Edited 1:15 PM). The post content is "Happy Birthday!!!!" and includes a YouTube video titled "Happy Birthday song" (1 minute). Below the post, there are three class comments:

- Comment 1: A yellow smiley face emoji, "Mar [redacted] Apr 21", "Hahahaha! Thanks man!". A "Reply to this comment" button is visible to the right.
- Comment 2: A yellow wide-grin emoji, "Ric [redacted] Apr 21", "Happy birthday, Mar [redacted]".
- Comment 3: A yellow smiley face emoji, "Mar [redacted] 15 AM", "Thanks Ri [redacted] was surprised in many ways yesterday! It was so fun!".

At the bottom of the post, there is a text input field labeled "Add class comment..." with a play button icon to the right.

Provide Feedback

Pedagogical Application

- Private and public comments on a post.
- Teacher can post comments make edit suggestions on g-suite attachments
- Invite parents to see a summary view via email notifications

The screenshot shows a Google Docs document titled "Slavery" with a hierarchical diagram. The diagram has three main branches: "Master and Slave", "Resistance", and "Runaway".

- Master and Slave**
 - Some slaves were sexually used by their "masters"
 - People who were slaves were defined as the master's "property"
- Resistance**
 - Slaves would break tools as a sign of resistance
 - Day-to-day resistance was the most common resistance
- Runaway**
 - Slave owners mistreating slaves
 - To Rejoin family members

A red arrow points from the text "make edit suggestions on g-suite attachments" to the "Master and Slave" branch of the diagram.

On the right side of the document, a comment from Alan Sheppard is visible:

Alan Sheppard

These are great links that you added to your work

Good work

Provide Feedback

Pedagogical Application

- Private and public comments on a post.
- Teacher can post comments make edit suggestions on g-suite attachments
- Invite parents to see a summary view via email notifications



The screenshot shows a document editor interface. The main text area contains the following text: "e blacks in the North?", "nd Railroad to the free States in the North. **Northlands.**", "ishable but wasn't so. The number of blacks in the", "w England, Mid-Atlantic, and Midwest states. Blacks", "d restrictions. In this essay, I will be lecturing about how", "ally free.", and "th the black society. According to Charles Mackay, 'We". A red line highlights the word "Northlands." in the second line. A comment box on the right side of the document shows a comment from Alan Sheppard, dated 1:32 PM Today. The comment text is "Replace: 'Northlands' with 'free States in the North.'" and includes a checkmark icon and a close icon. Below the comment is a "Reply..." input field.

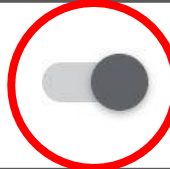
Provide Feedback

Pedagogical Application

- Private and public comments on a post.
- Teacher can post comments make edit suggestions on g-suite attachments
- Invite parents to see a summary view via email notifications



Guardian summaries
[See example](#)



Stream Classwork People Grades

Teachers

Alan Sheppa

Students

Actions

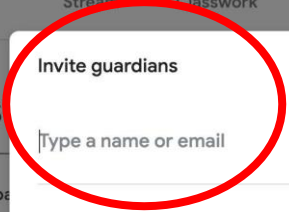
Mar

Rich

Cancel Invite

Invite guardians

Type a name or email



Closure

Pedagogical Application Ideas

- Teachers could ask students to write an “exit ticket” or create a reflection “Assignment”
- Ask a reflection “Question” or write a reflection on a private comment per assignment.

The screenshot displays a list of assignments in a learning management system. The first item is '#12 Nat Turner Slave Rebellion' with a due date of 'Mar 15, 2019'. The second item is 'Debate materials' posted on 'Jun 4, 2019'. The third item, 'Unit Reflection', is highlighted in a light grey box and is in 'Draft' status. Below the title, it says 'Please complete the selfreflection form.' and shows a preview of a Google Form titled 'Unit Reflection'. Below the preview is an 'Edit material' button. At the bottom of the list, there is a summary item 'Please complete the form' also in 'Draft' status.

Feedback, Checking for Understanding and Closure



- Questions
- Comments
- Ideas
- Examples to share



Collaboration









Pedagogical Application Ideas

- Students can be asked to collaborate on attachments which is enhanced with G-Suite
 - Assignments can be collaborated on both asynchronously/ synchronously.
 - Students cannot submit shared files.
 - Each collaborator would need to make a copy to submit their own version or the owner would need to unshare the shared file
 - Assignments can be posted to the whole class or a select few
 - Teacher can create small groups by level of readiness or interest
 - Posts can be custom to the group and allow collaboration in the assignment
 - Teachers can use the “Question” function to allow students to build on each others responses and collaborate in the discussion forum
-

Differentiation

Pedagogical Application Ideas

- Create differentiated Assignments/ Questions/ Materials for small groups
- Offering extensions
 - May do/ Must do
- Adding scaffolds
- Student selection based on interest
- Create a custom learning path with the student
- Differentiated rubrics

<input type="checkbox"/>		All students
<input type="checkbox"/>		Heidi <input type="text"/>
<input type="checkbox"/>		Jose <input type="text"/>
<input checked="" type="checkbox"/>		Monica <input type="text"/>
<input checked="" type="checkbox"/>		Jackson <input type="text"/>
<input checked="" type="checkbox"/>		Apin <input type="text"/>
<input type="checkbox"/>		Desiree <input type="text"/>
<input type="checkbox"/>		Jerimee <input type="text"/>

Tips

- Make a practice class with a thought partner
- Join a practice class as a **student** to get the “student view”
- Adjust your notifications
- Give meaningful assignments and productive feedback

History Department [redacted] 2019-2020

Due Dec 5, 2019

DBQ #1 Reflection

😊 Ca [redacted] Dec 4, 2019

Please complete the following reflection chart so we can discuss it at our meeting.

Class comments

Add class comment...

Your work Missing

Alan Sheppard - D...
Google Docs

+ Add or create

Turn in

Private comments

Add private comment...

View your work

Upcoming

Due today

NewsELA article...Econom...

Due Friday

QOTD 4/20 - 4/24

Afro-Eurasian Trade Route...

View all

Alan Sheppard

Title	Due	
QOTD 4/20 - 4/24 1	Apr 24	Assigned
NewsELA article...Economic Globalization	Today	Assigned
DBQ: Samurai & Knights - Essay	Mar 27	Missing
Khan Academy: Focus on context: disease and demography	Apr 8	Missing
Khan Academy: Key concepts: disease and demography	Apr 9	Missing
Khan Academy: Bubonic Plague	Apr 9	Missing

Google Classroom



- Questions
- Comments
- Ideas
- Examples to share



Additional Supports

- [G-Suite and Other Technology Applications](#)
- Contact Me _____
- Ask around to see other G-Classes to get Ideas
 - Do a “digital class walkthrough” with teachers



Link to reflection form:

<https://bit.ly/2xuHw5L>
