

Participants will review classmates' plans and provide feedback.

Outcome	Assessment	Activities	NYS Standards / NETS	Time
Welcome and course's structure				
Participants will be able to create a profile in Moodle and post comments to two other participants.	I. One or more paragraphs about themselves. II. Upload an image. III. Welcome 2 more participants.	Participants will write a brief one paragraph self introduction. This paragraph will include information about their work and hobbies. Participants will upload an image that represents them. Participants will welcome 2 more participants to the course. Instructor will welcome participants to the course.	MST 5 (computer technology) ELA Standard 4 Key idea 2 NETS for teachers 5. a.	30 Min.
Participants will be able to explain the process of learning in an online environment.	I. Choose 2 topics and explain why they chose those 2 topics II. Comment on one classmate's post.	Participants will review the following PowerPoint created in Google Docs and Published using Google Docs. http://docs.google.com/presentation/view?id=dfd39x46_167d4b42kd2 Participants will choose two topics they believe are the most important when learning online and explain why. Participants will comment on one classmate's post.	MST 5 (impacts of technology) ELA 1 key idea 2 NETS for students 4. c.	25 Min.

<p>Participants will be able to identify the requirements and structure of the course.</p>	<p>I. Post a read post in Moodle. II. Answer instructor's helper post.</p>	<p>Participants will review the following documents: Syllabus, Roadmap and policies. Participants will indicate they have read all three documents. Participants will need to identify 1 assignment they think they might be able to be an instructor helper to assist participants who might need additional help completing the assignment.</p>	<p>MST 5 (computer technology) ELA 1 Key idea 1 NETS for teachers 5 Key idea 3</p>	<p>15 Min.</p>
<p>Online collaboration and differentiation of instruction using Google tools</p>				
<p>Participants will be able to summarize the benefits of using online collaborative tools.</p>	<p>Summary post in Moodle.</p>	<p>Participants will read some research about using online collaborative tools in the classroom, focusing on Google tools. Participants will comment on the research that they have read.</p>	<p>MST 5 (impacts of technology) ELA 3 Key idea 2 NETS for teachers 5. a.</p>	<p>30 Min.</p>
<p>Participants will be able to explain how Google tools are used to support and differentiate instruction by other educators.</p>	<p>Post in forum</p>	<p>Participants will read blogs and lesson plans created by other educators who use Google tools in their classroom. Participants will comment about what they have read.</p>	<p>MST 5 (impacts of technology) ELA 3 key idea 2 NETS for teachers 5. b.</p>	<p>30 Min.</p>

Participants will be able to relate how can they use or how they use Google tools in their classroom.	I. Post group work. II. Indicate time each participant invested in completing the assignment. III. Individual reflections.	In groups of three or more, participants will brainstorm (using the chat feature) to suggest ways to use Google tools to motivate students, enhance the curriculum and differentiate instruction for students. Participants will post a group summary onto Moodle. Participants will reflect about group work.	MST 5 Key idea 1 ELA 4 key idea 2 NETS for teachers 5. b., 3. b. NETS for Students 2. d.	30 minutes
Google Documents and Presentation				
Participants will be able to describe the importance of visual presentations in the teaching field.	Post in forum	Participants will read about the importance of visual presentation when teaching students. Participants will comment on their reading.	MST 5 (impacts of technology) ELA 3 key idea 2 NETS for teachers 5. c.	20 Min.
Participants will be able to create a Google account and explain its features.	I. Create an account in Google II. Post in forum	Participants will create a Google account. Participants will access their Google Docs home. Screencasts and videos will be used as tutorials to explore the different features in Docs Home. Participants will answer posts regarding Google Docs.	MST 5 (impacts of technology) ELA 1 key idea 2 NETS for teachers 5. a.	30 Min.

<p>Participants will be able to create 1 document and collaborate on 1 document in Google Docs.</p>	<p>I. Create a document in Google Docs. II. Share the document with the instructor and one classmate III. Comment in the shared document.</p>	<p>Participants will use screen casts, text and video tutorials. Participants will create a document "Using online collaboration with my student". Participants will share the document with the instructor and one classmate. Each participant will add comments directly onto the document that was shared with them by another participant.</p>	<p>MST 5 (Tools, Resources, and Technological Processes ELA 1 key Idea 2 and standard 4 key idea 2 NETS for teachers 3. a. and b.</p>	<p>40 minutes</p>
<p>Participants will be able to create, share and publish to the web 1 presentation in Google Docs.</p>	<p>I. Create a six slides presentation. II. Publish presentation. III. Post A URL in Moodle for review. Grading will be based on a rubric that will be available to participants.</p>	<p>Participants will use screen casts, text and video tutorials. Participants will create a 6 slides presentation " Ways to use presentations in class". Participants will share their presentation with the instructor. Participants will publish their presentation and post URL in Moodle for review and feedback.</p>	<p>MST 5 (Tools, resources and technological processes) ELA 4 key idea 2 and standard 1 key idea 2 NETS for teachers 3. c. and 1. d. and 5. b.</p>	<p>50 minutes</p>
<p>Collaborative presentations and google forms</p>				
<p>Participants will be able to evaluate peers' work and offer constructive criticism.</p>	<p>Post warm and cool feedback providing constructive criticism to other participants.</p>	<p>Class's " Ways to use presentations in class" will be posted in Moodle. Participants will view each other work and provide feedback (peer review) in Moodle.</p>	<p>MST 5 (Tools, resources and technological processes) ELA 3 key idea 2 NETS for teachers: 5. d. and 1. a.</p>	<p>20 Min.</p>

<p>Participants will be able to analyze the impact of online collaboration on students' motivation and learning.</p>	<p>Post in discussion forum.</p>	<p>Participants will discuss how online and remote collaboration can contribute to students' motivation; enhance their work and potentially increase test scores.</p>	<p>MST 5 (impacts of technology) ELA 4 Key idea 2 NETS for teachers 5. b. and 5. d.</p>	<p>20 Min.</p>
<p>Participants will be able to create 3 different Google Forms.</p>	<p>I. Create 3 types of forms including a survey, quiz and one more form that is useful for everyday work. II. Post forms in Moodle. III. Complete forms of other students you were assigned to and provide feedback via a post in Moodle.</p>	<p>Participants will use screen casts, text and video tutorials. Participants will create 3 types of forms including a survey /quiz and a product that will be useful in the classroom. Participants will post their forms for review. Each student will be assigned to complete the forms (survey, quiz, etc) of two other participants and provide feedback.</p>	<p>MST 5 (computer technology) ELA 1 key idea 2 NETS for teachers 5. a. and 5. d. and 2. c.</p>	<p>55 Min.</p>

Google Spreadsheet and Apps

<p>Participants will be able to explain the importance of assessment, data and data collaboration for students' success.</p>	<p>Post about assessment in forum.</p>	<p>Participants will read information regarding the importance of assessment and data in education. Participants will also read about why sharing that information with peers and parents is important for students' success. Participants will comment about their reading.</p>	<p>MST 5 (impact of technology) ELA 3 key idea 2 NETS for teachers 5. c.</p>	<p>20 Min.</p>
<p>Participants will be able to create 1 spreadsheet.</p>	<p>I. Create a simple spreadsheet, publishes it and post the link in Moodle for comments. II. Comment on one classmate's work.</p>	<p>Participants will use screen casts, text and video tutorials. Participants will create a spreadsheet based on their level of familiarity of spreadsheets. Some will be simple, while others will be more complex. Participants will publish the document and post the link in Moodle. Participants will review one classmates work and comment.</p>	<p>MST 5 (computer technology) and MST 3 (mathematical modeling / multiple representation). ELA 1 key idea 2 NETS for teachers 2. a. and 2. c.</p>	<p>50 Min.</p>
<p>Participants will be able to describe how Google Forms and Spreadsheet can be used for assessment, data gathering and sharing of information in a school setting.</p>	<p>I. Offer insight and ideas regarding using Google tools in the classroom, with parents and school wide. II. Participate in a chat.</p>	<p>Using Moodle forum as well as the chat feature, participants will discuss specific ways Google Forms and Spreadsheets can be used in the classroom, with parents and school wide for assessment, communication and data gathering.</p>	<p>MST 5 impact of technology) ELA 4 key idea 2 and standard 1 key idea 2 NETS for teachers 5. a. and 5. b. and 5. d.</p>	<p>25 Min.</p>

Participants will be able to review information about Google Apps	A review post in forum.	Participants will read articles and blogs about Google Apps. Participants will watch short videos about Google Apps. Participants will post to a Moodle post.	MST 5 (technological systems) ELA 3 key idea 2 NETS for teachers 5. a.	30 Min.
Participants will be able to explain the use of Google Apps in a school environment.	Post an analysis about the advantages and disadvantages of using Google Apps in a school environment.	Participants will summarize what are the advantages (and there are many) and disadvantages of using Google Apps in a school environment.	MST 5 (management of technology) ELA 3 key idea 2 NETS for teachers 5. a. and 5. b. and 5. d.	20 Min.
Google SketchUp				
Participants will be able to explain what is SketchUp and how can it enhance their curriculum.	I. Download Google SketchUp II. Describe what is SketchUp.	Participants will download Google Sketchup. Using video tutorials, screen casts and text, participants will explore the program. Participants will go to http://sketchup.google.com/3dwarehouse/ and review examples created by others. Those images can be downloaded and worked with /on. Participants will describe Google SketchUp and how can it be used with students.	MST 5 (tools, resources and technological processes) ELA 1 key idea 2 NETS for teachers 5. a.	40 Min.

<p>Participants will be able to identify 3D models that can be used in the classroom and relate it to state standards and state wide testing.</p>	<p>A post about 3D models participants can use in classroom for state wide testing.</p>	<p>Participants will look for specific 3D models in http://sketchup.google.com/3dwarehouse/ that can be used to enhance the instruction of mathematics and science or multi-disciplinary. Participants will write about the specific 3D model they chose indicating how would they use it in the classroom, how it is related to state standards, state wide testing and how can it be used for differentiation of instruction.</p>	<p>MST 5 (impact of technology) ELA 4 key idea 2 NETS for teachers 3. d. and 5. a. and 5. d.</p>	<p>45 Min.</p>
<p>Participants will be able to build a simple model in Sketchup.</p>	<p>I. A simple SketchUp model. II. Comments on other works.</p>	<p>Participants will build / draw a simple model in Sketchup. They will upload the file onto Moodle. Participants will comment on works created by other class members.</p>	<p>MST 5 (impact of technology and tools, resources and technological processes) ELA 4 key idea 2 NETS for teachers 3. d. and 5. a. and 5. d.</p>	<p>90 minutes</p>

Google Earth and Implementation plan

<p>Participants will be able to download Google Earth software and review Google Earth's Gallery</p>	<p>I. Download Google Earth. Post in forum a link to a Google Earth Tour from Gallery with explanation.</p> <p>II.</p>	<p>Participants will download Google Earth. Using video tutorials, screen casts and text, participants will explore the program. Participants will go to http://www.google.com/gadgets/directory?synd=earth&cat=featured&preview=on and review examples. Participants will chose one tour that they liked and post the link onto the forum. Participants will explain why they liked it and how can it support instruction, providing specific examples.</p>	<p>MST 5 (tools, resources, and technological processes) ELA 1 key Idea 2 NETS for teachers 3. a. and 5. b.</p>	<p>45 Min.</p>
<p>Participants will be able to explain how Google Earth and the Gallery can support different subject areas and state wide testing.</p>	<p>Post in forum regarding the integration of Google Earth</p>	<p>Participants will discuss specific ways in which Google Earth can be used in the classroom and for state wide testing. Participants will provide two specific examples.</p>	<p>MST 5 (impact of technology) ELA 1 key Idea 2 NETS for teachers 5. a. and 5. b and 1. a.</p>	<p>25 Min.</p>
<p>Participants will plan how to integrate their new acquired knowledge and skills in their school environment.</p>	<p>Lesson plan based on template.</p>	<p>Participants will write a lesson plan, providing specific examples of how they plan to use the tools introduced in this course in their school.</p>	<p>MST 5 (impact of technology) and (tools, resources and technological processess) and (computer technology) ELA 1 key idea 2 and standard 2 key idea 2 NETS for teachers 5. a. and 5. b. and 5. d. and 1. a. and 2. b.</p>	<p>70 Min.</p>

Participants will offer feedback to 2 other participants.	Feedback in forum	Participants will review classmate's plans and provide feedback.	MST 5 (impact of technology) ELA 4 key idea 2 NETS for teachers 5 a. and 5. b and 5. d. and 1. a.	30 Min.
<i>COURSE EVALUATION</i>				15 Minutes