Google Classroom 101: Using Google Classroom in grades 3-5

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Introduction

The topic of focus will be using Google Classroom in grades 3-5. The perceived usefulness of Google Classroom in elementary schools has become apparent. Google Classroom has the ability to automate some of the remote tasks required by teachers (Herold, 2021), and when used in conjunction with the physical classroom, it has the ability to allow students to accomplish many more higher order thinking tasks than previously thought (Bradley, 2021). That said, the acceptance of Learning Management Systems as a whole has been mixed. Many long time teachers have resisted the use of Google Classroom in favor of more traditional curriculum materials, either due to difficulties with using the interface or lack of time to learn how to use it. This course is important, because if teachers can learn how to effectively use Google Classroom, it can help teachers teach in hybrid classrooms and even increase learner engagement by allowing them to present diverse, accessible higher order thinking tasks (Bradley, 2021).

Learner Objectives

There will be 5 learning objectives presented to learners at the beginning of this course so learners can understand the goals from this module. The objectives are as follows:

1. Learners will be able to distinguish the difference between the 3 different types of learning systems and recognize the benefits of each.

2. Learners will be able to create a digital learning environment with a unique name and topic using the Google Classroom Platform.

3. Learners will be able to demonstrate the ability to invite learners to their created digital learning environment.

4. Learners will be able to create a stream post on Google Classroom that includes multimedia, a video, and internet link for their selected topic.

5. Learners will be able to create an assignment, quiz, question, or learning material as classwork that includes multimedia in Google Classroom.

Activities

To accomplish these learning objectives, a variety of activities which follow William Horton's (2012) framework that includes Absorb, Do, and Connect activities will be presented to the learner.When these types of activities are presented in order, student learning outcomes improve.

Absorb activities

The course will contain 2 types of absorb activities: A slideshow, and software demonstrations. According to Horton (2021), these types of activities would be best suited for the learning outcomes presented in the module. Slideshows are administered when information needs to be presented in a logical sequence. Considering that each part of the platform needs to be unveiled step by step for full understanding by the learner, it makes sense to use a slide show to present the information. The software demonstrations make sense because they will allow the learner to see how an experienced user accomplishes each objective in a risk free environment. It prepares the novice learner for a simulation activity.

Do activities

Each module within the course involves a unique activity, aligned with the learning objectives. The do activities will have the learner match or order items into categories following an absorb activity focused on the same topic.

Connect activities

In the later modules of the course, connect activities will follow software presentations. The learner will complete software simulations to help them become familiar with each aspect of

Google Classroom related to the learning objectives.

Learner Analysis

This course will be presented to teachers in grades 3-5 in the Cheshire Public School district in Cheshire, CT. These teachers may have some experience using Google Classroom, so the nature of the course is that some topics can be selected to address particular needs that teachers have. It is expected that approximately 90% of the participants will be female, and 10% will be male, matching the demographics of the grades 3-5 teachers in Cheshire. These teachers have varying levels of experience, so information in the earlier modules of the course will be presented in smaller chunks, while those who are more experienced using Google Classroom will be able to select topics of their choice.

Environmental Analysis

This course will be presented as a professional development opportunity for teachers wishing to become more well versed in using Google Classroom in a remote or hybrid classroom. The content for this course will also be done within the Google Classroom platform itself. A link to the course will be provided to learners prior to the initiation of the course.

Google Classroom has the potential to benefit teachers at lower grade levels. This course will serve as an introduction to help teachers become familiar with the platform and realize its potential to positively influence learning outcomes. Through the completion of the absorb, do, and connect activities presented in this course, learners will be able to use every major aspect of Google Classroom in their elementary classroom.

References

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