

# GOOGLE CLASSROOM

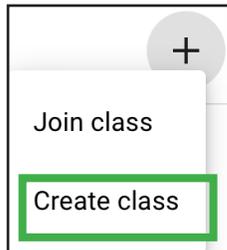
## CREATING A CLASS

1.



On the upper right of your classroom page is a plus sign.

2.



Choose "Create Class".

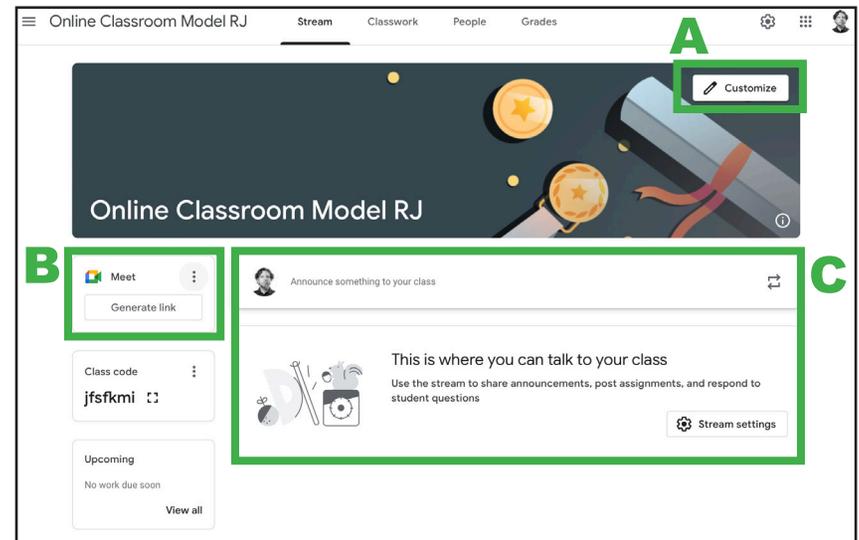
3.

A screenshot of the 'Create class' form. The form has four input fields: 'Class name (required)', 'Section', 'Subject', and 'Room'. The 'Class name (required)' field is highlighted with a green rectangular border. At the bottom right of the form are 'Cancel' and 'Create' buttons.

Fill out the form for your class name following department guidelines.

*(Include section, subject and room if applicable.)*

4.



Class name will appear in the upper left. You can customize your graphic (A) and generate a meeting link (B).

Stream will be your recorded dialog with students used for announcements and sharing content (C).

Class code is the specific access code for your class.

Upcoming will display projects or assignments with deadlines assigned to them.

The gear in the upper right is your settings.

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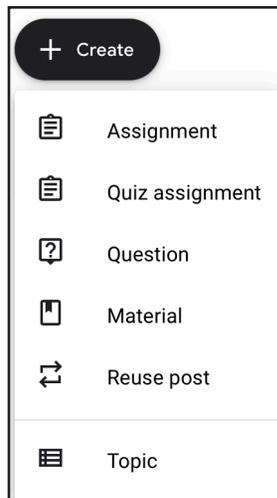
## SETTING UP CONTENT

1.



Click on the Classwork Tab and begin to create content.  
*Note: Design your topics to follow your syllabus so that it is easy for your students to tell determine the order of assignments.*

2.



**Assignment** - Creates a submission portal and a rubric will port this material into the Grades tab.

**Quiz Assignment** - Creates a form

**Question** - Gathers feedback

**Material** - is a module to provide learning material and directions.

**Reuse post** - copies one of these items

**Topic** - is a top level folder to contain these previous modules

3.



All of your material will be saved in your Class Drive Folder. You can use your Google Calendar to set up meetings.

### CONSIDERATIONS WHEN PLANNING

1. If you release content weekly, consider creating a topic for each week and put materials and assignments under that topic.
2. Each module creates a Stream post and sends an email to the student. If you can consolidate your material into less posts, the student has less of a chance of being overwhelmed with communications.

### SUGGESTED STRUCTURE FOR CLASSROOM MATERIALS.

#### Day 4 - Video

- Day 4 - Class Outline and Materials *Outline of class, slides, links and videos*
- Thumbnails and Description for Video Project *Prep assignment to collect planning stage.*

#### Day 5 - Video - Remote/Asynch

- Day 5 - Remote Schedule and Asynchronou... *Outline of remote schedule and prepared asynchronous learning*
- Concept Video Project *Section assignment to test skills and concepts taught in this section.*

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## SETTING UP CONTENT - ASSIGNMENT

### 8. Assign

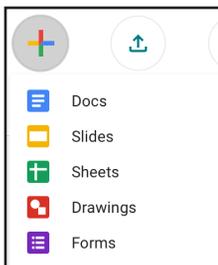
**8. Assign** - Assign will share the assignment to all students through Stream. Schedule will release the assignment at a set time. Save draft will hold the assignment until you are ready to go live.

### CONSIDERATIONS WHEN PLANNING

1. If the instructions are created in an ordered manner with numbered steps to complete successfully, this will act as a guide in addition to verbal instructions.
2. Indicating what skills are to be displayed in a project will help the student build a checklist of what they need to do.
3. Submission instructions will help the student know exactly how you want them to provide content and what formats.

**NOTE:** Check for Plagiarism will compare content against the the web to see if it has been copied from a site.

- 1. Title and Instructions** - Project title and instructions on how to complete the project successfully.
- 2. Student Access** - Class and students that have joined class.
- 3. Point Value** - Total points that can be earned for this project.
- 4. Due Date** - Deadline for submission.
- 5. Topic** - Groups assignment by topic if this is needed.
- 6. Rubric** - Click on **add rubric** to create a criteria listing with values for completion.
- 7. Attach** - In addition to text content that you include in instructions, add drive file links, Youtube URLs, create Google content, upload a file or link to an external location.



*These elements can be created directly from the assignment portal and will appear in the classroom Google drive location.*

TEST

Add the criteria you'll use to evaluate student work as well as any performance levels or descriptions you want to include. Students will receive a copy of this rubric with their assignment.

Use scoring

Sort the order of points by: Descending

**E** /1

**A** Criterion title (required) /1

**B** Criterion description

**C** Points (required) 1

Level title

Description

**D** + Add a criterion

- A. Title** - A Criterion title is the most visible descriptor in the grading interface. Make short and consistent. Students will get used to what to expect in each category.
- B. Description** - Itemize what skills must be demonstrated in order to get full credit.
- C. Levels** - Itemize these as levels of success at completing a task in give each level a corresponding value. For example if the criterion is worth 10 points, full credit is one level of 10 points, partial credit is another level of 5 points and no credit is a level of 0 points.
- D. Add Criterion** - Add a new criterion with attention to the total points for that project. for example, it might make sense to have 5 criterion each worth 20 points for a 100 point project.
- E. Total Points** - The total possible points will be accumulated here and transfer to the grading portal

### CONSIDERATIONS WHEN PLANNING

1. Having a criterion title and description that provides exact details of what is needed to get the best grade is key in communicating expectations to the student.
2. These details will be visible to the student and can be a point of documentation and discussion if there is need to review a grade or offer a chance to resubmit a project.

Concept Skills Project

/100

**Concept and Ideation** /20

Stills follow the thumbnail sketch and concept description.

Perfect (A+) 20 pts	Exemplary (A) 19 pts	Accomplished (B) 17 pts	Developing (C) 15 pts	Emerging (D) 13 pts	Not Evident (F) 10 pts
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Here is a sample of the Foundations template adapted to a specific project by altering the description to fit the project goals.

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## SETTING UP CONTENT - QUIZ ASSIGNMENT

The screenshot shows the 'Assignment' creation screen. At the top, there are fields for 'Title' and 'Instructions (optional)'. Below these is a rich text editor with bold, italic, underline, list, and link icons. A red box highlights a 'Blank Quiz' component, which includes a 'Grade importing' toggle. At the bottom, there are 'Attach' options for Drive, YouTube, Create, Upload, and Link.

**A Quiz Assignment adds the component of a form and Grade Importing.**

*Example: Rate on a scale of 0 to 5*

*Rows and Columns*

*Rows and Columns*

The screenshot shows the 'Blank Quiz' editor. At the top, there are tabs for 'Questions', 'Responses', and 'Settings', along with a 'Send' button and a user profile icon. The main area shows a 'Blank Quiz' form with a 'Form description' field. Below this is a question editor for an 'Untitled Question'. A red box highlights the 'Multiple choice' question type, and another red box highlights the 'Answer key' checkbox. A plus sign icon is also highlighted.

- Short answer
- Paragraph
- Multiple choice
- Checkboxes
- Dropdown
- File upload
- Linear scale
- Multiple choice grid
- Checkbox grid
- Date
- Time

**Questions** can be in any of the following forms. More questions can be added with the plus sign (A).

Under the plus sign are components of import, title, image, video and sections.

The Answer Key provides point value and tells the system what the correct answer is.

**(B)**

To the right is duplication, delete and setting a question as required.

**Responses** will be by student email when completed.

**Settings** are preferences.

**NOTE: For CE instructors, uncheck PCAD restriction under responses.**

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## SETTING UP CONTENT - QUESTION

Question

Short answer

Instructions (optional)

Attach

Drive YouTube Create Upload Link

For: FD 112 Fall 2... All students

Points: 100

Due: No due date

Topic: No topic

Students can reply to each other

Students can edit answer

**A**

Question is a single question (short answer or multiple choice) but introduces the opportunity for a forum (A).

### CONSIDERATIONS WHEN PLANNING

1. Questions can help with benchmarking a student's starting skill before a new section. A self assessment question could be asked of a class before a skill is taught to see what they know.
2. The forum option can be a good tool for engagement that will utilize the online conversation to activate group cooperation.

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## SETTING UP CONTENT - MATERIAL

The screenshot shows the 'Material' creation interface in Google Classroom. At the top left, there is a close button (X) and the title 'Material'. At the top right, there is a 'Post' button with a dropdown arrow. The main area is divided into two columns. The left column contains a 'Title' text box, a 'Description (optional)' text box with a rich text editor (B, I, U, list, link icons), and an 'Attach' section with five icons: Drive, YouTube, Create, Upload, and Link. The right column contains a 'For' section with two dropdown menus: 'FD 112 Fall 2...' and 'All students'. Below that is a 'Topic' section with a dropdown menu set to 'No topic'.

**Material is not connected to the Grading portal and is for delivering learning material.**

### CONSIDERATIONS WHEN PLANNING

1. Each module creates a Stream post and sends an email to the student. If you can consolidate your material into less posts, the student has less of a chance of being overwhelmed with communications.
2. Make sure to indicate what content is to be reviewed in what order if there is a progression to content.
3. Google classroom sometimes has quirks with downloading content or watching videos. YouTube videos play the best and tabbing download content will reveal the download option if it is initially missing.

When creating or gathering content to provide in your materials, consider your student's learning styles.

All learners have different strengths and weaknesses in these modalities.

The most successful material will have an even combination of **all learning styles**.

### VIDEO AND VISUAL GRAPHICS

Use visual examples, video, color to break up sections, flow charts, graphs and diagrams

### VIDEO, LECTURE AND DISCUSSION

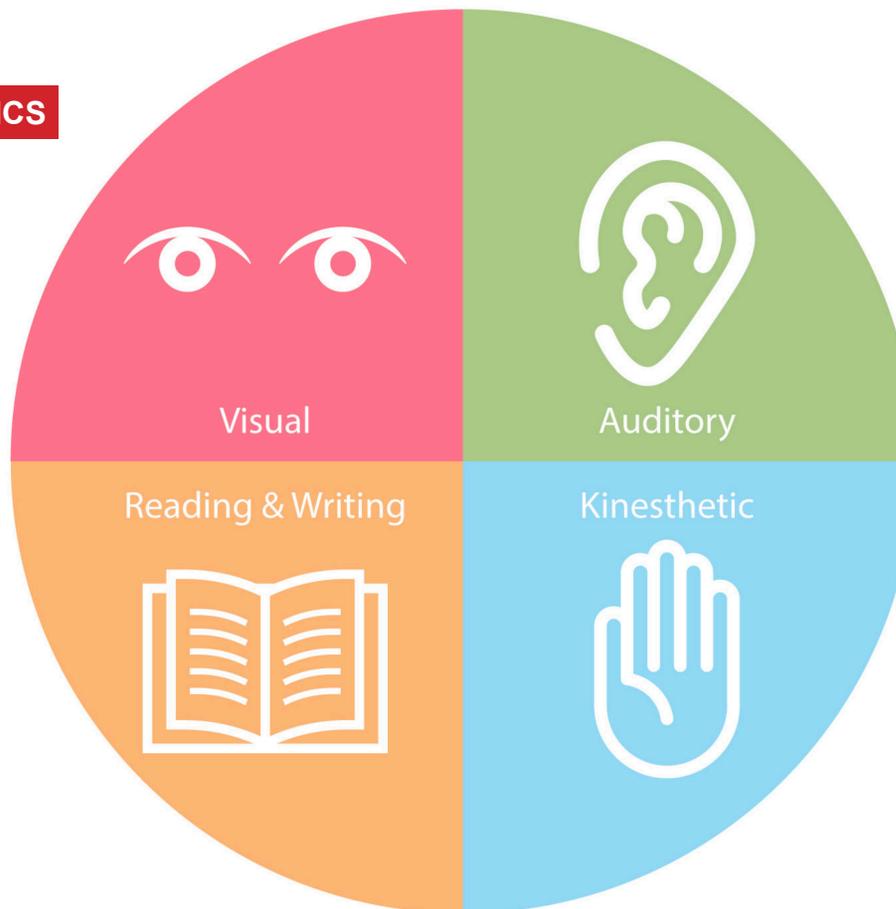
Be clear, steady and precise in your lecture and recorded audio delivery. Check for retention with a verbal response.

### READING MATERIAL AND WRITING ASSIGNMENTS

Include written content to read and an opportunity to write about learned content.

### LABS AND GROUP ACTIVITIES

Have regular activities when introducing content so that students have time to try a core concept on their own before you continue to another level.

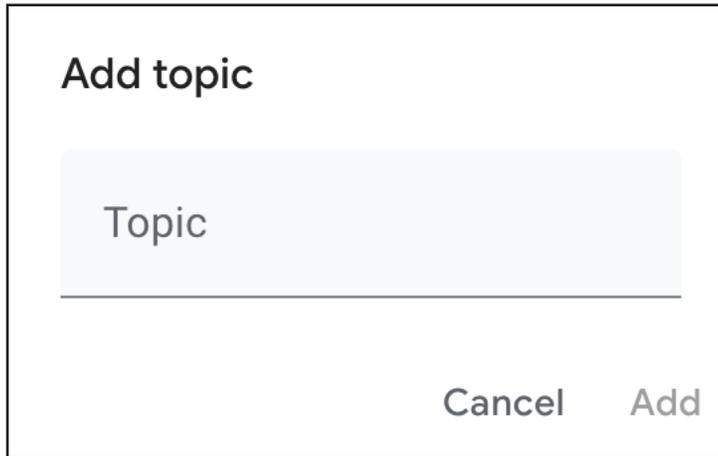


*Neil Flemming's VARK model*

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## SETTING UP CONTENT - REUSE POST AND TOPIC

### TOPIC



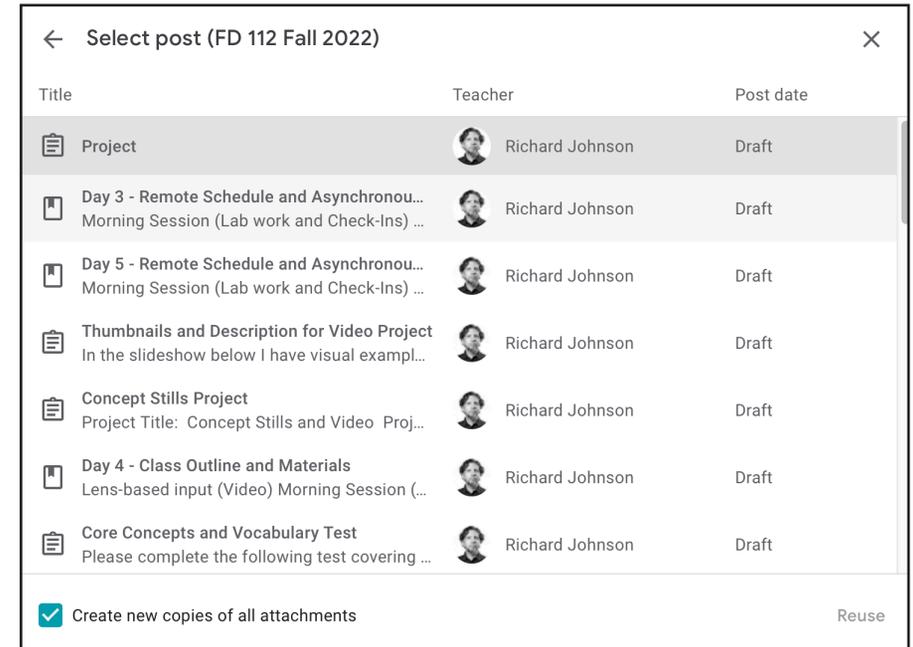
Add topic

Topic

Cancel Add

**Topic will create a section header. You can drag other modules under these topics to organize.**

### REUSE POST



Select post (FD 112 Fall 2022)

Title	Teacher	Post date
Project	Richard Johnson	Draft
Day 3 - Remote Schedule and Asynchronou... Morning Session (Lab work and Check-Ins) ...	Richard Johnson	Draft
Day 5 - Remote Schedule and Asynchronou... Morning Session (Lab work and Check-Ins) ...	Richard Johnson	Draft
Thumbnails and Description for Video Project In the slideshow below I have visual exampl...	Richard Johnson	Draft
Concept Stills Project Project Title: Concept Stills and Video Proj...	Richard Johnson	Draft
Day 4 - Class Outline and Materials Lens-based input (Video) Morning Session (...)	Richard Johnson	Draft
Core Concepts and Vocabulary Test Please complete the following test covering ...	Richard Johnson	Draft

Create new copies of all attachments

Reuse

**Reuse post will allow you to duplicate a previous and choose to duplicate attachments.**

# GOOGLE CLASSROOM

## ADDING PEOPLE - STUDENTS AND TEACHERS

Stream   Classwork   **People**   Grades

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### Teachers

**ADD TEACHERS** 

**OPTIONS**

- Email
- Remove
- Make class owner

**ADD STUDENTS** 

**SHARE CLASS LINK**

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### Students

**ADD STUDENTS** 

**SHARE CLASS LINK**



Add students to this class

 **Invite students**

#### Invite teachers

Type a name or email

-  Pam Barby  
pbarby@pcad.edu
-  Natalie Lascek  
nlascek@pcad.edu
-  Holly Mosher  
hmosher@pcad.edu
-  Linda King Brown  
lbrown@pcad.edu

#### Invite students

**Invite link**

<https://classroom.google.com/c/NTM3Mjk1NDQxNjc0?cjc=2o2...> 

Type a name or email

-  Pam Barby  
pbarby@pcad.edu
-  William Mammarella  
wmammarella@pcad.edu
-  Natalie Lascek  
nlascek@pcad.edu
-  Holly Mosher  
hmosher@pcad.edu

Cancel   Invite

You will see a status if a student has accepted the class invitation

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## GRADES



Each project will appear in the grading columns along with student rows. Projects with a rubric will be calculated.

Sort by last name ▾	Jun 1 Core Concept... out of 100	Jun 1 Book Concept/... out of 100	Jun 1 Digital Composi... out of 100	May 27 Thumbnail s and... out of 100	No due date Thumbnail s and... out of 100	No due date Digital Manipul... out of 100	No due date Thumbnail s for... out of 100	May 18 Drawn Illustrati... out of 100	May 6 Thumbnail s and... out of 100	No due date Concept Stills an... out of 100
	80	94	92	✓	✓	93	✓	89	✓	89
	85	87	87	✓	✓	85	✓	95	✓	85

The screenshot shows a student's submission for 'Book Concept/ Online Portfolio'. The main content is a pink-themed portfolio page titled 'The Artwork Of Spring Semester 2022'. It features several artworks with captions: 'Charcoal Recreates of Last Evening's Holyman', 'Apocalyptic Self Portrait', 'The Moment Before the Strike', and 'Kate in Towns'. On the right side, there is a grading sidebar with a 'Files' section showing the submitted portfolio, a 'Grade' field set to 98/100, and a 'Rubric' section with various criteria like 'Concept and...', 'Craft and Te...', 'Composition...', 'Engagement...', and 'Professional...' each with a score of 20/20. A 'Private comments' section is also visible at the bottom of the sidebar.

- 1. Students** - Moves through all students to display submission.
- 2. Files** - All submitted files (Note: some formats do not display and need to be downloaded)
- 3. Rubric** - Criteria and point blocks based on project rubric that can be rated per student. Result displays as grade above.
- 4. Private Comments** - Coach a student or remind them of missed materials.
- 5. Return** - This is how you share your grade with the student.

**NOTE: Google classroom does not connect to Self-Service. You will need to manually enter grades into Self-Service.**

The screenshot shows a web application interface for 'Grading - Activity Grades'. It includes a navigation menu with options like 'Home', 'Register', 'Advising', 'Classes', 'Finances', 'Grades', 'Search', 'My Profile', and 'Consents & Reports'. The main content area shows a 'Select Course' dropdown menu with the selected course being '2022/Spring/Main - FD 109/Studio/F3'. Below this, there are sections for 'Violations', 'Attendance', and 'Options'. A 'View All Students' Activity Grades' button is visible at the bottom.