

**Graduate Course Number: 6963**

**Course Title: Advanced Google Tools: Level II Certificate**

**Credits: 3 Graduate Credits**

**Instructor:**

Theresa Hoover, [musicaltheresa@gmail.com](mailto:musicaltheresa@gmail.com), [thoover@vandercook.edu](mailto:thoover@vandercook.edu), 484-467-8749.

Office Hours will be schedule when class begins and are also available by appointment

This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.

**Student Engagement Statement:**

Students will complete all assignments and discussions, responding and engaging in conversation with at least two others in each discussion.

Each hour of credit implies approximately 1 hour per week of course work completion, for a total of 45 hours. Additional time may be required depending on the student's level of comfort with various technologies.

**Course Description:**

Music teachers can take their Google for Education skills to the next level with this advanced course. Here, teachers will build upon their current knowledge of Google tools to increase technology integration in the music classroom. They will learn how to maximize efficiency within Google Classroom, create digital lesson experiences, and differentiate content for students. All projects completed throughout the course will offer teachers the flexibility to create something that can be used in their classrooms. This course is taught by a Google for Education Certified Trainer and Innovator. Successful completion of the course will prepare teachers for the Google for Education Level 2 Certification Exam, which they will take during the final weeks of the course.

While completing the Level 1 Certification before taking this course is not required, prior experience using the Google for Education tools is necessary. For information about the Level 1 Certification exam, see <https://edu.google.com/teacher-center/certifications/educator-level1/>

<b><u>Student Learning Outcomes</u></b>	<b><u>Outcomes Assessments</u></b>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Perform advanced tasks within Google Docs, Sheets, Slides, and Forms.</li> <li>● Find and use add-ons and extensions.</li> <li>● Use tools such as Jamboard, Blogger, Google Earth, and Google Maps to extend teaching and learning.</li> <li>● Create a YouTube Channel and use the YouTube Editor.</li> <li>● Create a Google Site.</li> <li>● Use Google tools to provide differentiation for students.</li> </ul>	<p>Assessments include:</p> <ul style="list-style-type: none"> <li>● Assignments and projects demonstrating proficiency on Google tools</li> <li>● Discussion questions</li> <li>● Written lesson plan assignments</li> <li>● Google Certified Educator Level 2 Exam</li> </ul>

**Program-Level Outcomes Addressed:**

a. Professionalism in Teaching - Candidates will participate in group and character-building activities by working alone and with others to explore personal strengths, weaknesses, opportunities, and threats to personal and professional growth. Students will demonstrate the ability to: Research best educational practices; Discern new uses for information from a variety of course work; Reflectively discuss their teaching and ways to enhance it.

**Course Requirements and Assessment:**

- Create and demonstrate an application of various Google Workspace tools
- Contribute to class discussions
- Create lesson plans and assessments with a combination of Google Workspace Tools
- Complete the Google Level 2 Educator Certification Exam (there is a \$25 fee to register for this exam)

**Grading Breakdown:**

Projects - 40%  
 Assignments - 30%  
 Discussions - 30%

**Grading Scale:**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 59 & below

### Instructional Materials:

No required materials

Optional materials:

- Clark, H., Avrith, A., & Keeler, A. (2019). *The Google Infused Classroom: A Guidebook to Making Thinking Visible and Amplifying Student Voice* (Illustrated edition). Elevate Books Edu.
- Highfill, L., Hinton, K., & Landis, S. (2019). *The Hyperdoc Handbook: Digital Lesson Design Using Google Apps*. Elevate Books Edu.

### Course Bibliography:

[Google For Education: Level 2 Certification](#)

### Course Calendar or Schedule:

- Weeks 1 & 2 - Effective use of digital technology, tools to optimize workflow, Google Docs, Google Sites
- Weeks 3 & 4 - Alternate learning models, personalized learning, Google Drive, Chrome Browser
- Weeks 5 & 6 - Tools to enhance communication, tools to analyze and interpret data
- Weeks 7 & 8 - Tools to move beyond the walls of the classroom, tools to give students agency
- Weeks 9 & 10 - Tools to create interactive learning experiences
- Weeks 11 & 12 - Google Level 2 Certification Exam

### Attendance Policy:

Students are required to complete all coursework each week.

### Candidate Conduct

***“An important part of VanderCook’s Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.”***

### Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

### Academic Honesty

“Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate’s success in the program. Examples of academic dishonesty include:

- Presenting another’s words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.”

### Plagiarism

“Plagiarism means taking someone else’s words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else’s work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.”

Disability Statement

“If a student has a disability which might interfere with that student’s ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.”