ICT in Education for Teachers in Sri Lankan Universities

by

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MODULE SPECIFICATION

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Introduction

The ICT curriculum for university teachers, presented in this manual, is broad enough to address the training needs of the entire population of university educators ranging from those who have been exposed to modern teaching methods incorporating technology, to those who have not had the opportunity to experience the benefits of ICT in higher education. This would greatly benefit the effort to address the paradigm shift of teacher centered to learner-centered education.

The curriculum consist of the following modules

1.   Online resources for teachers

2.   Office applications

3.   Online collaboration tools

4.   Student engagement through online collaboration

Each module is fashioned so that ICT is seen, as an enabler for education. Each module compliments and reinforces the others. However, modules can also be followed in isolation or selected, to suit the trainee's specific needs.

Module 1 is a bootstrap module which will ensure that the learners will have access to online services that will be utilized in latter modules. It will also give a taste of 'on-line' learning. Module 2 is aimed at enhancing productivity of educators through the efficient use of ICT. Module 3 introduces collaborative tools to facilitate collaboration among teachers and students alike and is taken forward in module 4 by building effective out-of-class student engagement skills.

This manual organizes each *module* into several cohesive *topics*. An activity based *lesson plan* is given for each topic. The activities are addressed through a series of detailed *tasks*. The instructions for the tasks are richly interspersed with screen clippings that would aid the instructor as well as the learner by providing a visual reference point to the task at hand.

Module 1: Online Resources for Teachers

Intended Learning Outcomes

Topic 1: Gmail, Google+, Google Groups and Twitter

1. Setup a gmail account to facilitate access to Google+ and Google Groups
2. Given a gmail account, setup a Google+ account to facilitate online interaction with students
3. Given a gmail account, participate in a Google Group
4. Setup a Twitter account to facilitate interaction with students beyond the classroom

Topic 2: YouTube and Chrome Applications

1. Given a collection of educational videos, design learning activities based on suitable videos
2. Given a collection of educational applications, select suitable applications for use in a course
3. Given an educational application design suitable learning activities

Topic 1: Gmail, Google+, Google groups and Twitter
(Duration: 1 hr 20 min)

Introduction

Email has been an invaluable tool which has augmented our ability to engage students outside the classroom. However, with large classes it becomes difficult to address students on an individual basis through email alone.

Google+, Google groups and Twitter allow us to address groups of students. Official communications such as class announcements as well as general encouragement can be dispensed to an entire class effortlessly.

Intended learning outcomes

1. Setup a gmail account to facilitate access to Google+ and Google Groups
2. Given a gmail account, setup a Google+ account to facilitate online interaction with students
3. Given a gmail account, participate in a Google Group
4. Setup a Twitter account to facilitate interaction with students beyond the classroom

Lesson plan

Activity	Timing
Setup gmail account and explain/walkthrough basic organization mechanisms such as filters and labels	20 min
Configure Google+ and setup a circle for the participants of the program	20 min
Enroll all participants in a Google group	20 min
Setup twitter accounts	20 min

The activities above are self-explanatory. Gmail accounts are required as the credentials for these accounts will be required for many of the online services that will follow in this program.

Participants will be guided through the configuration steps and shown how to interact with students through Google+, Google groups and twitter.

Topic 2: YouTube and Chrome applications
(Duration: 1 hr 20 min)

Introduction

The number of browser based education applications and educational videos available for educators have increased exponentially in the past couple of years. These applications should be leveraged in a disciplined and effective manner to augment student learning; only to show a video or merely to direct a student to an application.

Intended learning outcomes

1. Given a collection of educational videos, design learning activities based on suitable videos
2. Given a collection of educational applications, select suitable applications for use in a course
3. Given an educational application design suitable learning activities

Lesson plan

Activity	Timing
Demonstrate use of a Chrome application and YouTube video	20 min
Group exercise on designing learning activities for a video/application	25 min
Presentation of learning activities	35 min

The activities above are self-explanatory. The education channel on YouTube and Chrome's educational applications will be used as resources for this lesson.

Assignment

(Duration: 2 hrs)

Create a detailed lesson plan for a topic of your choice incorporating videos & applications.

Module 2: Office Applications

Intended Learning Outcomes

Topic 1: MS Word advanced features for teachers

1. Given a report writing task, produce a document with a standard layout and structure using the page layout and insert ribbon features
2. Given a text, produce a properly formatted document which is reader friendly and editor friendly using the clipboard, font, paragraph, styles and editing toolbar features
3. Given a document with proper layout, structure and formatting, insert tables, pictures, shapes and charts using the tables and illustrations toolbar features
4. Given a document with proper layout, structure and formatting containing inserted elements, insert a table of contents, references and citations using the references ribbon
5. Given a standard document, review the document using the review ribbon features

Topic 2: MS PowerPoint advanced features for teachers

1. Explain the best practices for creating effective presentations
2. Given material for a presentation, create master slide(s) with appropriate design, running titles and copyright information using the design and view ribbon features
3. Given multimedia elements, insert these elements into the presentation using the insert ribbon features
4. Given an unanimated PowerPoint presentation, apply animation and transition by using the animations ribbon features to control the pace of delivery
5. Given a process, simulate the dynamic nature of the process by using the animations ribbon features
6. Produce self-learning material using Power Point

Topic 3: MS Excel advanced features for teachers

1. Given a dataset (i.e. students' marks, research data) apply formatting for better visualization of data by using the font, alignment and formatting tool bars
2. Given a data set, apply formulas for aggregation and filtering of data by using the Formulas ribbon features
3. Given a dataset, produce graphs by using the charts toolbar features

Topic 4: MS Access advanced features for teachers

1. Given a dataset, create a database consisting of multiple related tables using the datasheet ribbon
2. Given a database structure, create a form for data entry using the forms toolbar features
3. Given a database, extract data by running Structured Query Language (SQL) queries created using the query wizard
4. Given a database, design reports for presenting data extracted from queries using the reports toolbar features

Topic 1: MS Word advanced features for teachers

Lesson 1

(Duration: 1 hr)

Intended learning outcomes

1. Given a report writing task, produce a document with a standard layout and structure using the page layout and insert ribbon features
2. Given a text, produce a properly formatted document which is reader friendly and editor friendly using the clipboard, font, paragraph, styles and editing toolbar features

Lesson plan

Activity	Timing
Introductory session on common documentation mistakes	10 min
Use the page layout and insert ribbons: page layout, headers, footers, page numbering, page breaks, cover pages, themes	20 min
Use the home ribbon: font, paragraph, styles and editing features	20 min
Combined exercise of the above	10 min

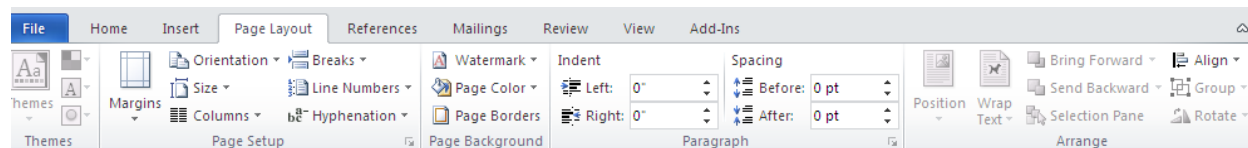Complete the following tasks using the toolbars shown

Figure 1: Page layout ribbon

1. Adjust the page margins orientation and size
2. Insert headers, footers and page numbering
3. Insert page breaks and section breaks
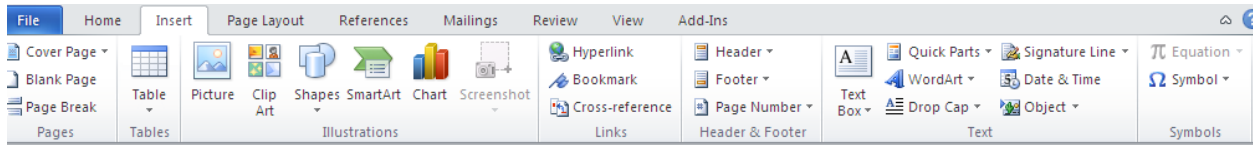4. Insert a cover page
5. Choose a theme

Figure 2: Insert ribbon

1. Insert a word art
2. Insert a signature line
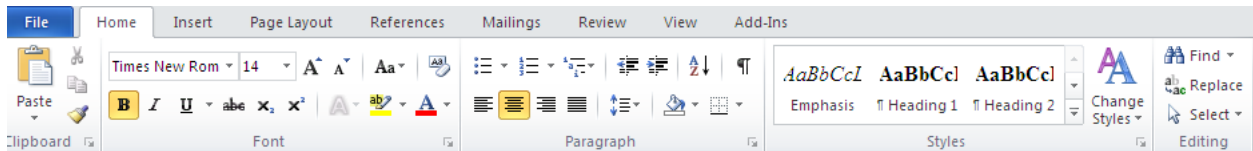3. Insert a date and a time

Figure 3: Home ribbon

1. Apply font styles to a paragraph
2. Apply justification to a paragraph
3. Apply bullets
4. Apply numbering
5. Adjust line spacing
6. Apply styles
7. Edit styles

Lesson 2

(Duration: 1 hr)

Intended learning outcomes

1. Given a document with proper layout, structure and formatting, insert tables, pictures, shapes and charts using the tables and illustrations toolbar features
2. Given a document with proper layout, structure and formatting containing inserted elements, insert a table of contents, references and citations using the references ribbon
3. Given a standard document, review the document using the review ribbon features

Lesson plan

Activity	Timing
Insert and format a table	10 min
Insert various illustrations	15 min
Insert references and citations	10 min
Generate table of contents	05 min
Review a document	10 min
Combined exercise of the above	10 min

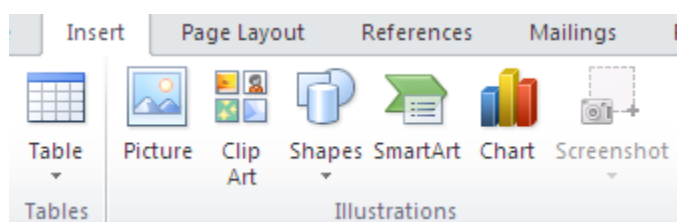Complete the following tasks using the toolbars shown

Figure 4: Insert toolbar

1. Insert a table
2. Format a table
3. Insert a picture
4. Insert a clip art
5. Insert shapes
6. Insert smart art
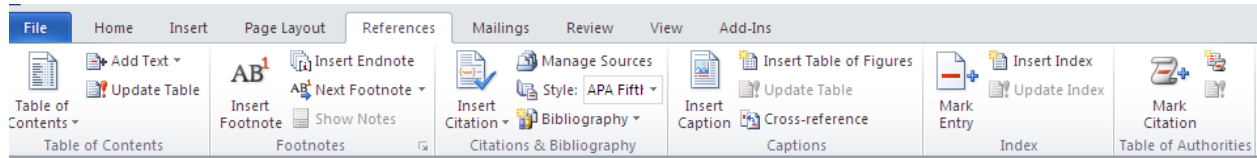7. Insert a chart
8. Insert a screen clipping

Figure 5: References ribbon

1. Insert table of contents
2. Insert references
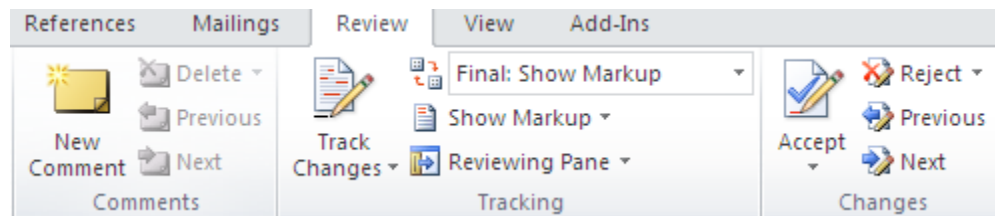3. Insert citations
4. Insert captions

Figure 6: Review ribbon

1. Enable track changes
2. Insert comments
3. Reject or accept changes

Assignment

(Duration: 2 hrs)

Prepare a detailed module handbook for module 1- online resources for teachers, incorporating the lesson plans that were formulated in the previous assignment.

Topic 2: MS PowerPoint advanced features for teachers

Lesson 1

(Duration: 1 hr)

Intended learning outcomes

1. Explain the best practices for creating effective presentations
2. Create master slide(s) with appropriate design, running titles and copyright information using the design and view ribbon features
3. Insert given multimedia elements into the presentation using the insert ribbon features

Lesson plan

Activity	Timing
Introductory session on common mistakes in creating presentations	10 min
Best practices of developing PowerPoint presentations	15 min
Use Master slides, headers, footers, date	10 min
Insert elements	10 min
Combined exercise of above	15 min

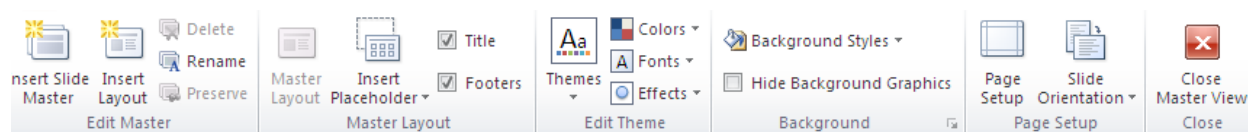Complete the following tasks using the toolbars shown

Figure 7: Master view toolbar

1. Insert a header
2. Insert a footer
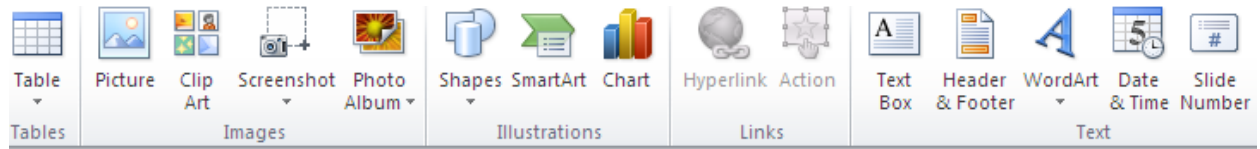3. Insert data
4. Edit master slide styles

Figure 8: MS PowerPoint insert ribbon

1. Insert table
2. Insert picture
3. Insert clip art
4. Insert screenshot
5. Insert shape
6. Insert chart
7. Insert text box

Lesson 2

(Duration: 1 hr 15 min)

Intended learning outcomes

1. Given an unanimated PowerPoint presentation, applyanimation and transition by using the animations ribbon features to control the pace of delivery
2. Given a process, simulate the dynamic nature of the process by using the animations ribbon features
3. Produce self-learning material using Power Point

Lesson plan

Activity	Timing
Use animations ribbon to increase dynamism of slides	15 min
Animate shapes to emphasize content	15 min
Link slides so that the presentation is student driven	10 min
Exercise 1: Self-learning material exercise	35 min

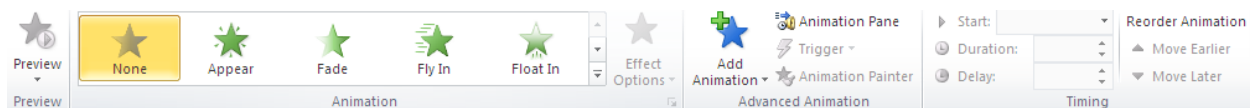Complete the following tasks using the toolbars shown

Figure 9: Animations ribbon

1. Experiment with the different animations available
2. Experiment with animation and slide timing
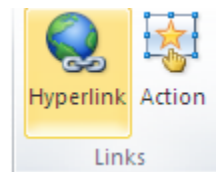3. Change animation order

Figure 10: Action and Hyperlink buttons

1. Use actions to navigate to other slides
2. Use hyperlinks to navigate from the presentation

Exercise 1

Create a self-learning presentation for the ICT module

Topic 3: MS Excel advanced features for teachers

Lesson 1

(Duration: 1 hr)

Intended learning outcomes

1. Given a dataset(i.e. students' marks, research data) applyformatting for better visualization of databy using the font, alignment and formatting tool bars
2. Given a data set, apply formulas for aggregation and filtering of data by using the formulas ribbon features

Lesson plan

The following activities will be done on the provided excel sheet

Activity	Timing
Calculate totals, percentages	10 min
Applying conditional formatting	15 min
Calculating grades	10 min
Averages and counts	10 min
Graphs	15 min

Exercise2

(Duration: 1 hr)

Create a comprehensive mark sheet for the ICT module

Topic 4: MS Access advanced features for teachers

Lesson 1

(Duration: 1 hr)

Intended learning outcomes

1. Given a dataset, create a database consisting of multiple related tables using the datasheet ribbon
2. Given a database structure, create a form for data entry using the forms toolbar features

Lesson plan

Activity	Timing
Create tables	25 min
Populate data	10 min
Create a form	25 min

Complete the following tasks using the toolbars shown
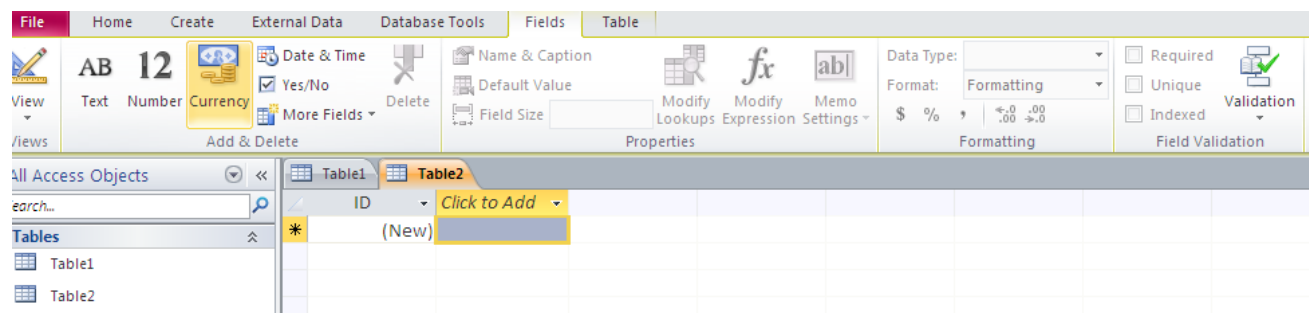
Figure 11: Table design view

Create at least 2 tables with at least 8 fields in each table. Let this be for a student information database
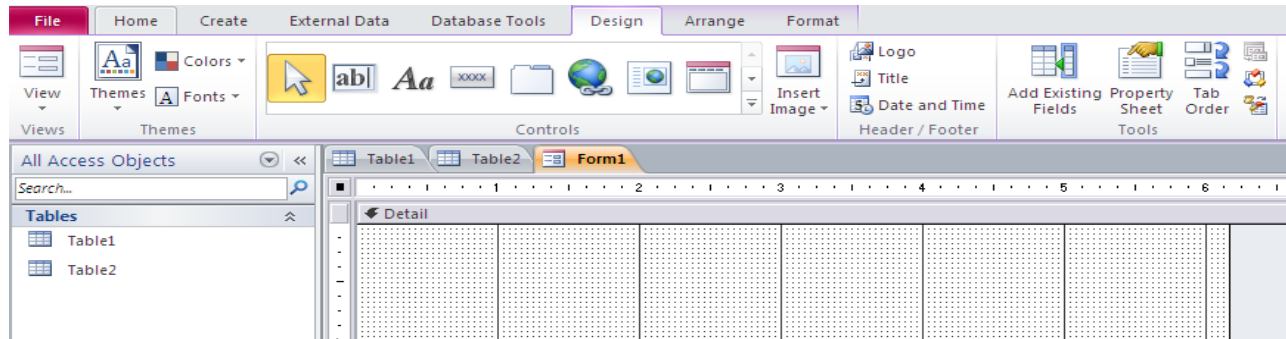
Figure 12: Form design view

Create 2 forms to enter data into the tables

Lesson 2

(Duration: 1 hr)

Intended learning outcomes

1. Given a database, extract data by running Structured Query Language (SQL) queries created using the query wizard
2. Given a database, design reports for presenting data extracted from queries using the reports toolbar features

Lesson plan

Activity	Timing
Create queries	20 min
Design report 1	20 min
Design report 2	20 min

Complete the following tasks using the toolbars shown
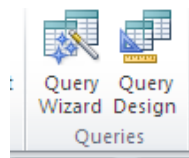
Create 5 queries to extract data from the tables
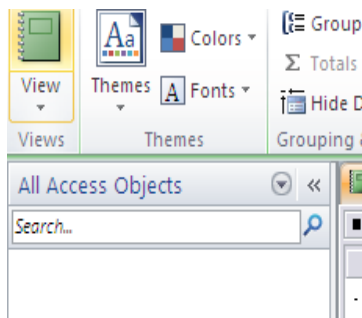
Figure 13: Query design buttons

Figure 14: Report design view

Create reports for 2 queries given above

Module 3: Online Collaboration Tools

Intended Learning Outcomes

1. Given a subject engage in collaborative writing
2. Given a questionnaire, create and distribute an online survey
3. Given a completed online survey, import the data to a spreadsheet
4. Given a questionnaire, use spreadsheets to collect data through Googledocs
5. Given a document, collaboratively write/revise through Googledocs
6. Given a course publish an online timetable
7. Givena timetable/schedule, effectively manage student appointmentsby publishing through Google Calendar

Topic 1: Google Docs for collaboration among teachers and students

(Duration: 1 hr 15min)

Introduction

The real-time collaboration of documents in Google Docs makes it ideal for a teaching and learning environment.

Some examples of how teachers can use online documents:

- Collaborate and share curriculum plans
- Consolidate notes for department or faculty meetings
- Share and collect assignments without printing
- Provide instant feedback to students

Some examples of how students can use online documents:

1. Improve writing skills through peer editing and feedback
2. Access documents in class or at home
3. Work on reports, research, or papers together with peers in different classes, schools, countries
4. Keep a continuous, running log for assignments such as journal entries, writing samples, etc.

Intended learning outcomes

1. Upload a document to GoogleDocs
2. Edit and format a document within GoogleDocs using the edit toolbar
3. Share a document with students and/or colleagues by specifying share settings
4. Engage in collaborative writing by using the viewer's panel

Lesson plan

Activity	Timing
Introductory video on Google Docs	05 min
Discussion on the opportunities available to teachersthroughGoogle Docs	10 min
Task 1: Upload a document	10 min
Task 2: Edit and format document using the document toolbar	20 min
Task 3: Share a document	10 min
Task 4: Engage in collaborative writing	20 min

	MODULE SPECIFICATION	Topic 1: Google Docs for
HETC	**MODULE SPECIFICATION**	collaboration among teachers
	Module 3: Online Collaboration Tools	and students

Task 1: Uploading a document

1. Sign into http://docs.google.com with your Google user name and password
2. Select the upload icon andchoose upload file and upload a word document to Google Docs.
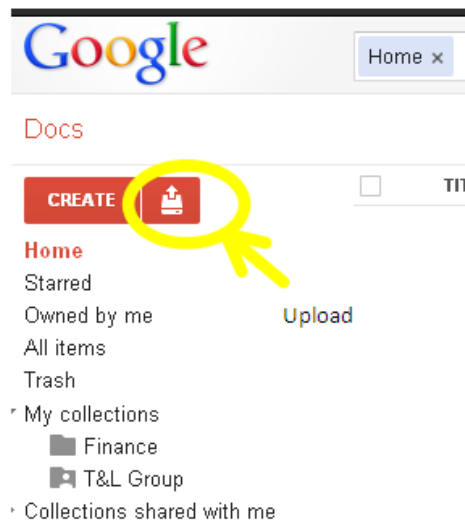
Figure 15: Google Docs sidebar

3. Choose "Convert documents, presentations, spreadsheets, and drawings to the corresponding Google Docs format" option in the "Upload Settings Dialog", click the start upload button.
4. You will see the uploaded document in the document list. Clicking on the document title will open the document.

	TITLE	OWNER	LAST MODIFIED
	Module 3 Online Collaboration and Student Engagement.docx	me	1:06 pm me
	Ideaspoo...	Nilu Rajapakse	4/18/08 Nilu Rajapakse
	Project Backlog Shared	roodi	4/15/08 roodi
	backlog Shared	roodi	2/21/08 roodi
	Backlog Shared	roodi	12/15/07 roodi

Figure 16: GoogleDocs home page

Task 2: Edit and format document using the document toolbar

The document toolbar on Google Docs is very similar to the one found on any popular word processer. You can use the toolbar to edit and format text.

1. Try out each of the toolbar features to familiarize yourself with working on Google Docs.
    a. Type out a paragraph explaining how to edit a document using Google Docs using text formatting features
    b. Insert a table
    c. Insert a picture
    d. Insert a bulleted list
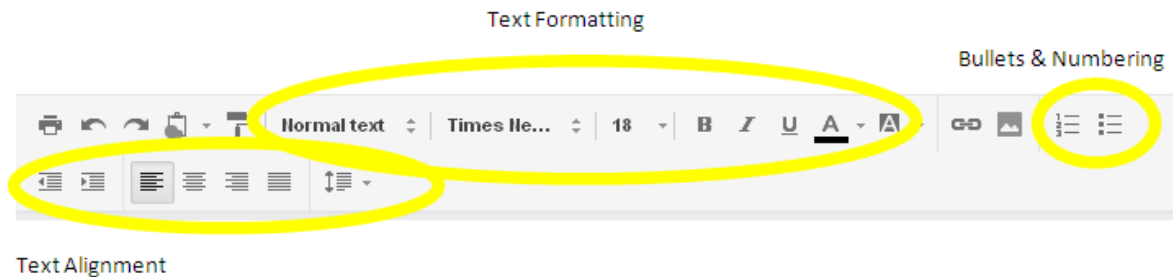
Figure 17: Google Docs format toolbar

Task 3: Share a document

1. Click the share button on the document screen
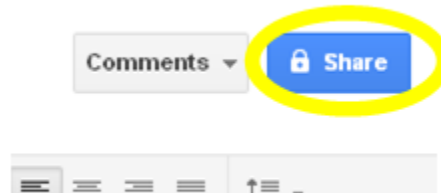
Figure 18: Google Docs share button

2. Choose the people you want to share this document within the "Share Settings Dialog". You can either directly enter the persons Google user name or select from your list of contacts.
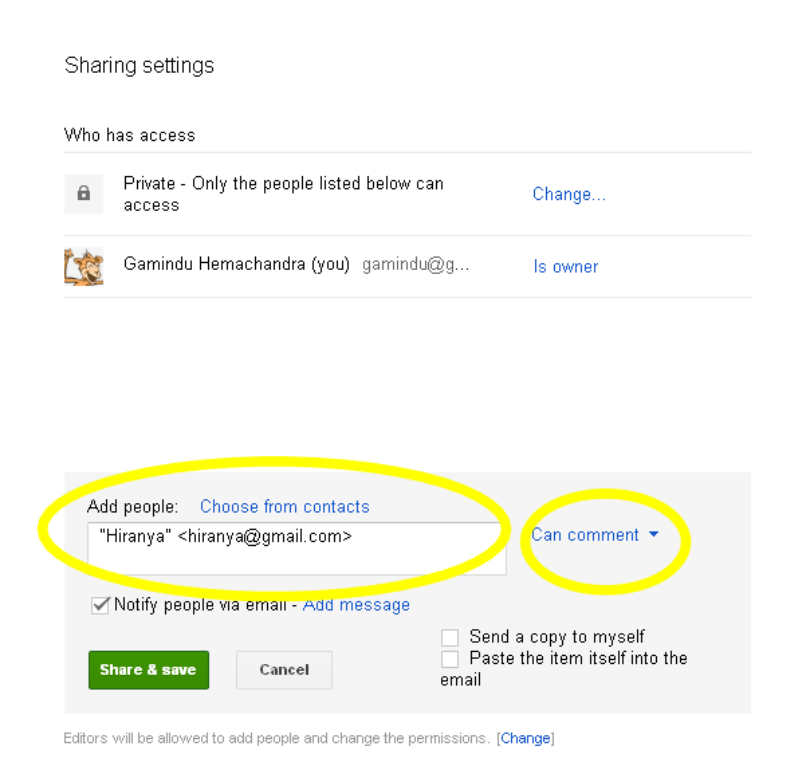
Figure 19: Google Docs share settings
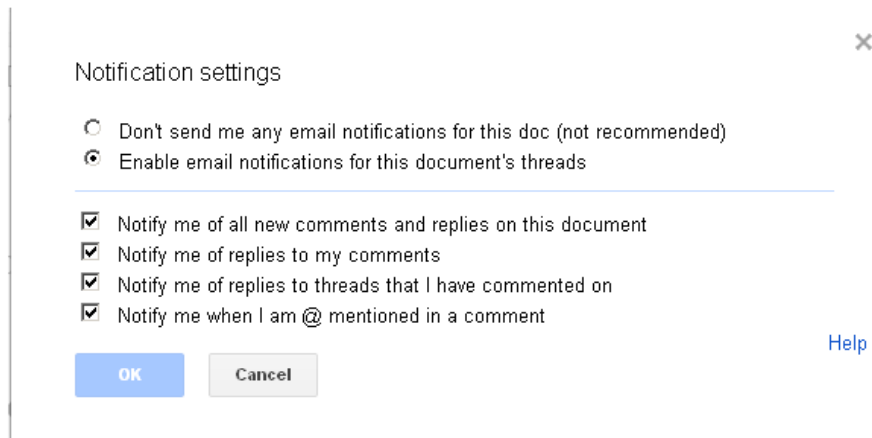
3. You can also choose whether the person whom you just shared the document with, can
   - view
   - comment
   - edit

   the shared document. Click the "Share and Save" button when done.

Task 4: Engage in collaborative writing

To engage in collaborative writing a document must be shared between several individuals.

1. Set the appropriate "notification settings". These settings will determine the level of engagement you will have in your collaborative writing exercise
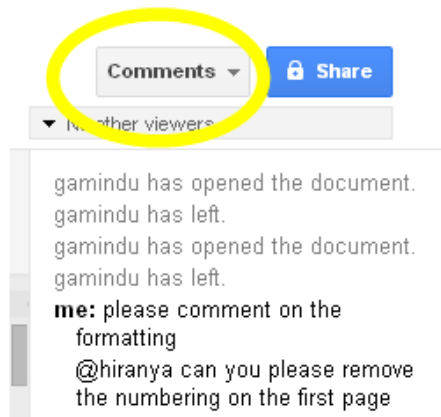
Figure 20: Notification settings

2. Use the comments button to enable the comments stream. Once the comments stream is enabled, you may converse with your collaborators

Figure 21: Comments stream button

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Formative Assignment

(Duration: 1 hr)

Take the "Online collaboration and student engagement" document and collaboratively improve it.

Essential Reading

Google Apps Training Home - Module 4: Docs
http://edutraining.googleapps.com/Training-Home/module-4-docs

Resources

Videos:

Google Docs in Plain English **http://www.youtube.com/watch?v=eRqUE6IHTEA**

Introducing a new Google Docs**http://www.youtube.com/watch?v=6_hJ3R8jEZM**

Topic 2: Data collection using Google Forms

(Duration: 1 hr 5min)

Introduction

With Google Forms, you can quickly create a form or survey, send it to students, or staff, and keep track of the answers in one spreadsheet.

Since forms are filled out online, there's no need to enter in results manually. Responses are collected and displayed immediately in a corresponding Google Docs spreadsheet which allows you to sort, analyze, and visualize the information.

You can send forms to anyone - even those outside of your school Apps domain. Respondents can access the form via email, a published webpage, or embedded on a site.

Forms also generate an automatic summary with charts, graphs, and statistics about your form responses and can notify you when new responses are submitted.

Intended learning outcomes

1. Create a form for online data collection
2. Publish the form for data collection
3. Analyze data from the form

Lesson plan

Activity	Timing
Introductory video on Google Forms	05 min
Task 1: Create form	20 min
Task 2: Distribute a form	10 min
Task 3: Create and distribute form of choice	20 min
Task 4: Present findings on form of choice	10 min

Task 1: Create a form

1. Select the create form option from the create menu
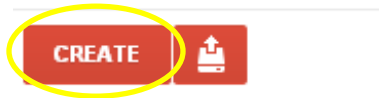
Figure 22: Create button

2. Choose a theme for the form
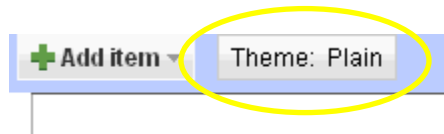
Figure 23: Theme selector

3. Add a form title and description

Figure 24: Form title and description

4. Choose add item and select a question type and fill in the details
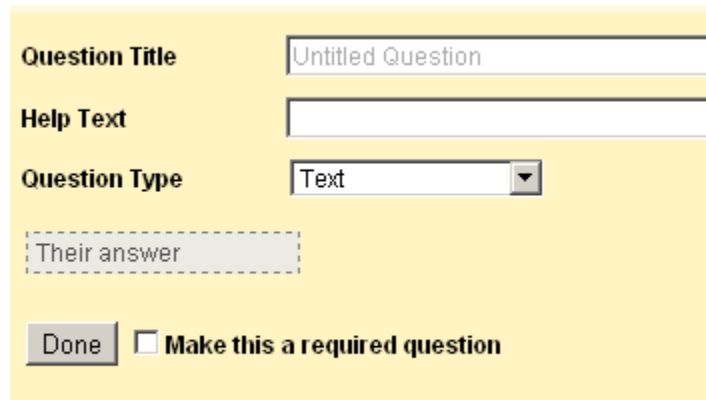
Figure 25: Question dialog

5. Use add item for the different question types. Use the situation analysis questionnaire to build your first form.

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Task 2: Distribute a form

1. Choose *Email this form* or More actions > Embed
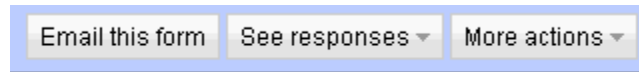
Figure 26: Email form button

2. If you are emailing then fill out the send dialog
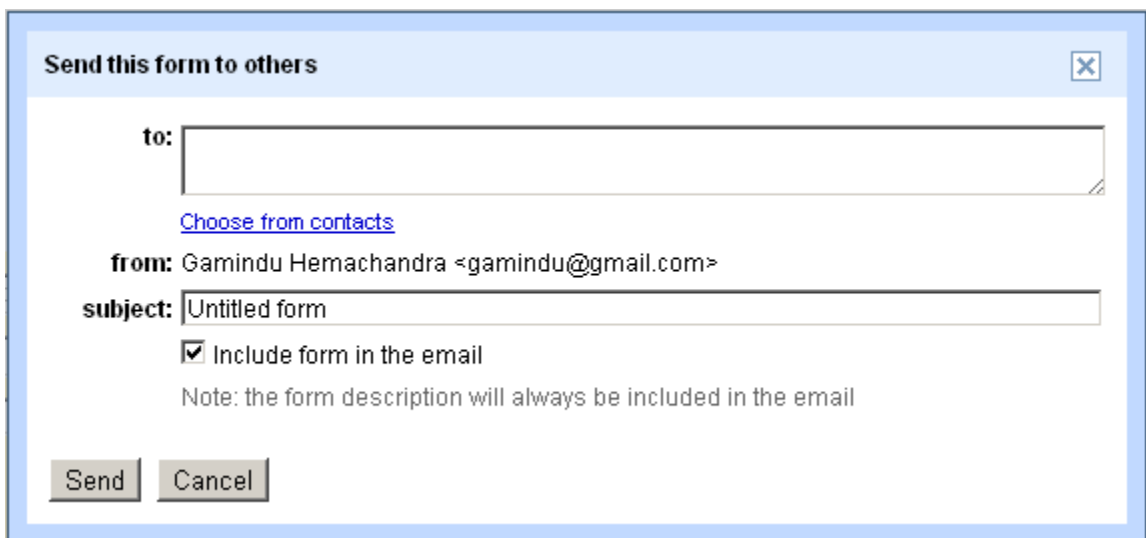
Figure 27: Email dialog

3. If you are embedding the form in a website then fill out the embed dialog
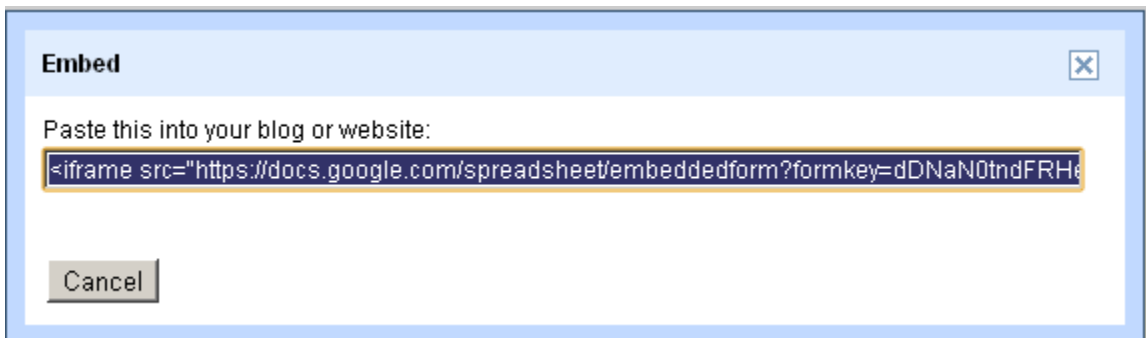
Figure 28: Embed link

Task 3: Create and distribute a form of choice

Design and develop a form that would enable you to assess any topic within the ICT curricula.

Task 4: Present findings on form of choice

1. Select *see responses* from the form design view
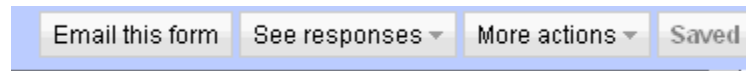
Figure 29: Form design toolbar

2. Select either the summary or spreadsheet view
   The summary view will give a graphical representation of the quantitative responses
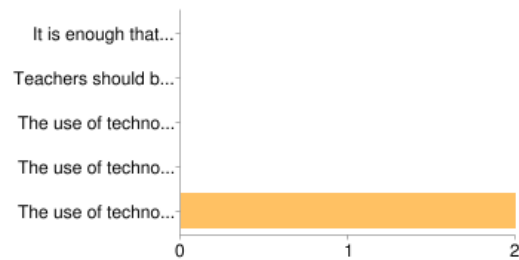
Figure 30: Summary view

3. The spreadsheet view will give you the raw responses

Figure 31: Spreadsheet view

Formative Assignment

(Duration: 1 hr 30 min)

Design and share an evaluation form for the module "Online Collaboration and Student Engagement"

Essential Reading

Google Apps Training Home - Module 4: Docs
http://edutraining.googleapps.com/Training-Home/module-4-docs

Resources

Videos:

Using forms in Google Docs**http://www.youtube.com/watch?v=IzgaUOW6GIs**
Introduction to Google Forms in
Education**http://www.youtube.com/watch?v=oGWeNUk2s9A**

Sample form:

https://docs.google.com/spreadsheet/viewform?hl=en_US&formkey=dG5HMy0xTHFHY245en
dOLXo3UW1LeEE6MQ#gid=0

Topic 3: Shared task list through Google spreadsheets

(Duration: 1 hr 25 min)

Introduction

Spreadsheets in Google Docs allow teachers and students to easily aggregate, organize, and analyze information in an electronic document. With advanced tools for sorting, formatting, creating charts, visualizing information with gadgets, and entering formulas, shared, online spreadsheets can be used in a variety of settings.

Some examples of how teachers can use online spreadsheets:

- Create a seating chart
- Create a shared task list
- Record grades with an organized gradebook
- Track attendance, missing assignment, behavior reports
- Store a database of contact information for students and parents

Some examples of how students can use online spreadsheets:

- Collect data from across the web for research
- Create interactive flashcards with a spreadsheet gadget
- Format a weekly class schedule

Intended learning outcomes

1. Create a spreadsheet in Google Docs
2. Edit and format the spreadsheet
3. Collaboratively edit and input data into the spreadsheet
4. Analyze the data in a spreadsheet

Lesson plan

Activity	Timing
Introductory video on Google spreadsheets	05 min
Discussion where spreadsheets could be used within the course	10 min
Task 1: Create a spreadsheet	05 min
Task 2: Edit and formatspreadsheet using the spreadsheet toolbar	20 min
Task 3: Share a spreadsheet	10 min
Task 4: Engage in collaborative writing	20 min
Task 5: Generate graphs	15 min

Task 1: Create a spreadsheet in Google Docs

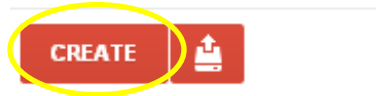1. Select the create spreadsheet option from the create menu

Figure 32: Create button

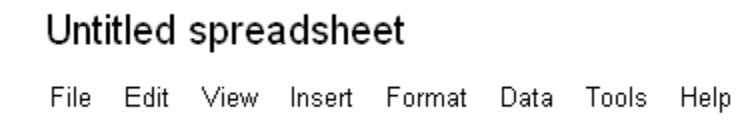2. Name the spread sheet by replacing the text "*Untitled spreadsheet*"

Figure 33: Spreadsheet name

Task 2: Edit and format the document using the spreadsheet toolbar

1. Create the following columns in the spreadsheet: Module, topic, duration, resources, scheduled date, assigned to, preparation complete, complete.
2. Change the background color of the column headings

Figure 34: Spreadsheet format options

3. Set up data validation for the duration field by **selecting** the rows for the duration, **right clicking** the selection and selecting **data validation** option

Figure 35: Data validation dialog

4. Set up validation for the "Preparation Complete" and "Complete" columns so that the fields will only accept Yes/No values

Figure 36: Data validation dialog (additional)

5. Set up the "Scheduled Date" column so that it accepts dates between August and December 2012.
6. Set up the "Assigned to" column so that the user can pick a resource person from a predefined list.
7. Enter data for 5 rows.
8. Enable filter on the "Assigned to" column and experiment with the filter.
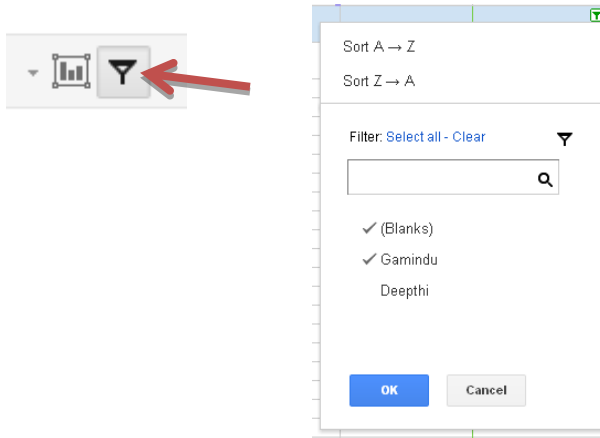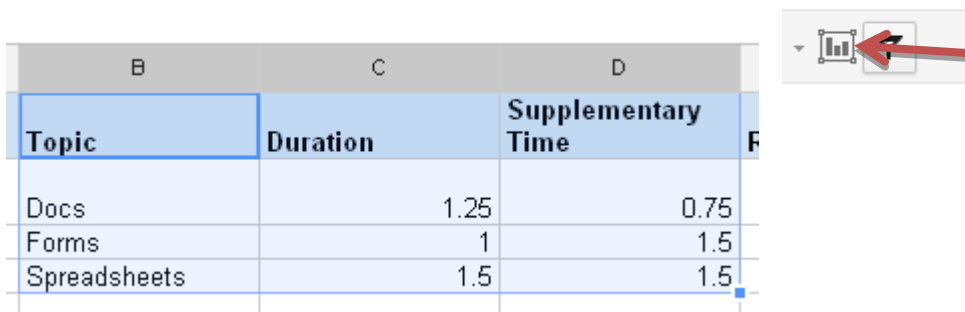
Figure 37: Data filter options

Task 3/4: Share the spreadsheet and engage in collaborative writing

Revisit Topic 1, Task 3 and share the spreadsheet with 4 of your colleagues and collaboratively fill it in. Add columns that would help you plan out the delivery of the program.

Task 5: Generate graphs

1. Select the topic, duration and supplementary time fields and click the graph button.

Figure 38: Data selection for graph

2. Use the chart dialog to produce a couple of charts for analysis.
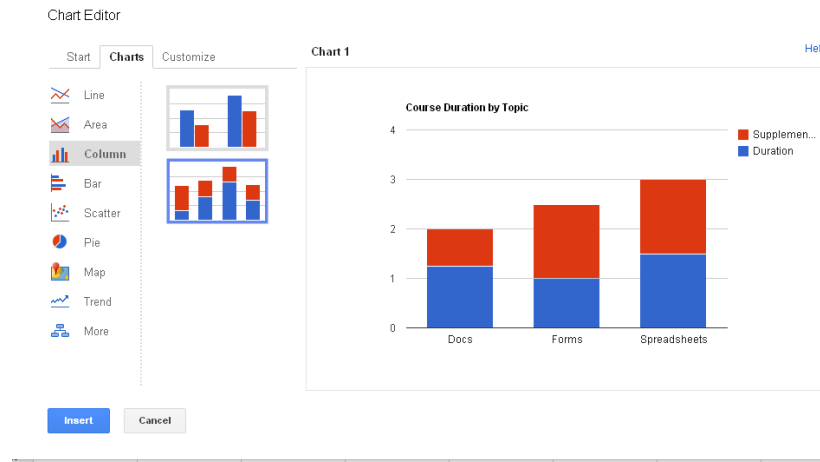
Figure 39: Chart dialog

3. Use the chart dropdown to move the chart into its own sheet

Formative Assignment

(Duration: 1 hr 30 min)

Design and share a planning sheet that you will find useful in the delivery of this module.
Repeat the student mark sheet exercise completed in MS Excel.

Essential Reading
Google Apps Training Home - Module 4: Docs
http://edutraining.googleapps.com/Training-Home/module-4-docs

Resources
Videos:
Using Google Spreadsheets**http://www.youtube.com/watch?v=irith5aQHnk**
Sample spreadsheet: (Lesson timing for ICT module)

Topic 4: An introduction to templates and self -marking quizzes
(Duration: 1 hr)

Introduction

With the built in template library we can quickly make forms of choice. Self-grading tests are of particular interest to teachers.

Intended learning outcomes

1.   Select an appropriate template for a quiz from the template gallery
2.   Create and publish a quiz
3.   Analyze answers from the quiz

Lesson plan

Activity	Timing
Introductory quiz using Google forms	10 min
Task 1: Select an appropriate template for a quiz	10 min
Task 2: Modify the form according to your needs	15 min
Task 3: Distribute and accept answers	10 min
Task 4: Analyze results	15 min

Task 1: Select an appropriate template for a quiz

1. Select "From Template" from the create drop down
2. Search for an appropriate template
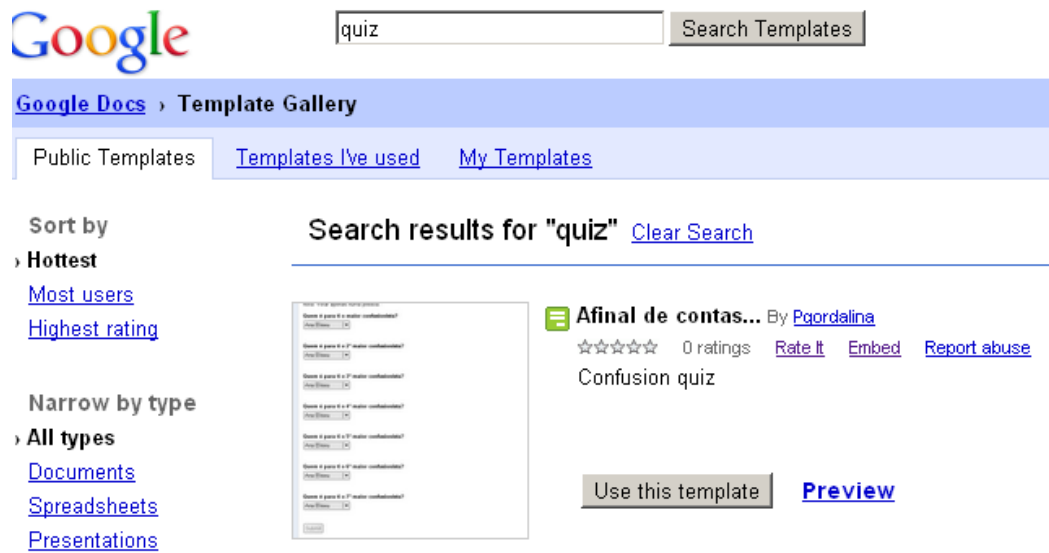
Figure 40: Template gallery

3. Use the chosen template

Figure 41: Choosing a template

4. Rename the form by right-clicking on the document title on the home page
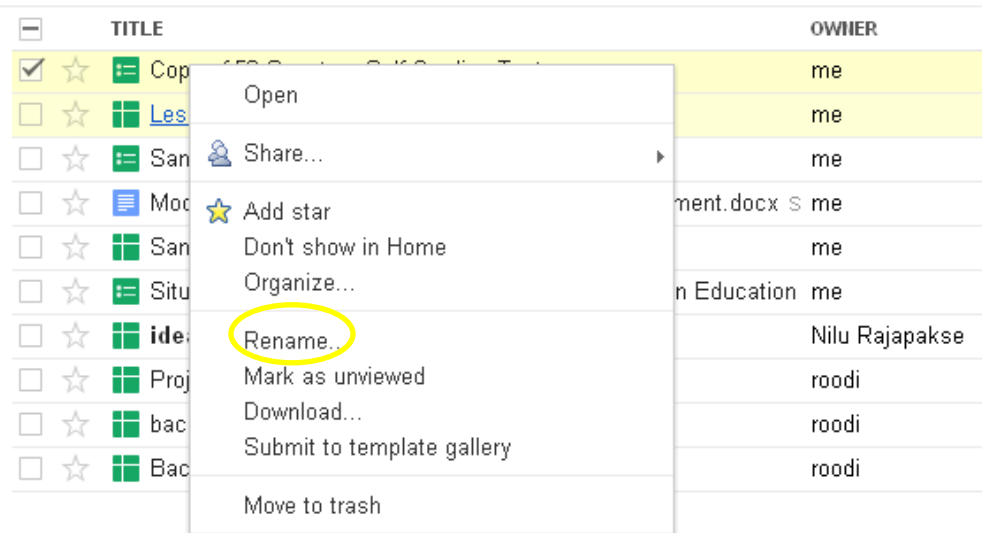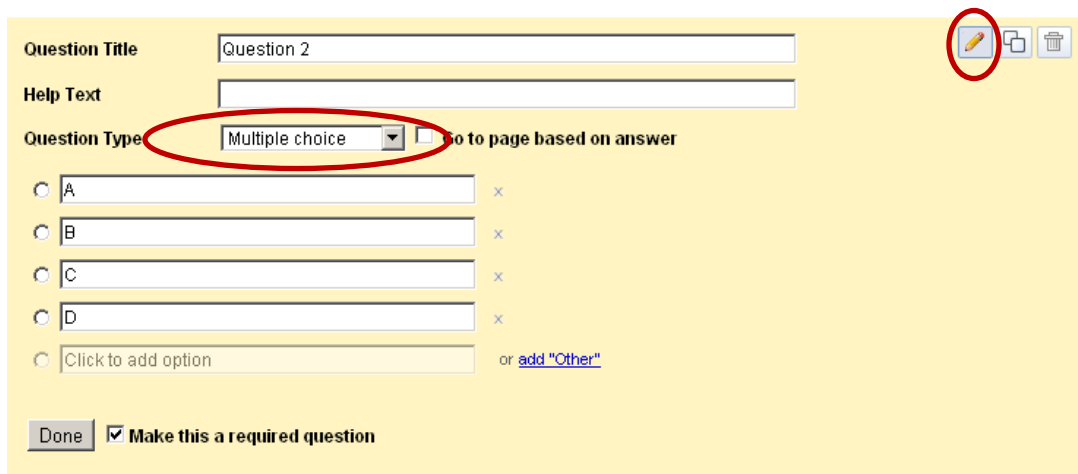
Figure 42: GoogleDocs context menu

Task 2: Modify the form according to your needs

1. Edit the questions by clicking on the edit button on the edit forms view
2. Ensure that you select the MCQ answer type

Figure 43: Google forms question dialog

3. Fill in the answers for the questions on the accompanying excel sheet

Figure 44: Answer key for self-grading quiz

4. Note the formula in the grading sheet and modify if necessary

Figure 45: Formula for self-grading quiz

Task 3: Distribute and accept answers

Use the form menu item on the spreadsheet to distribute the quiz. The quiz can be emailed or published on the web. Ensure that the "accepting responses" option is ticked on the forms. Refer to task 2 in topic 2 (data gathering using forms) for complete instructions.

Task 4: Analyze results

1. Ensure that the "accepting responses" option is unchecked on the forms menu to ensure answer recording is switched off.
2. Use the built in summary and/or create graphs directly to analyze results

Assignment

(Duration: 1 hr 30 min)

Design and share a self-grading quiz for one of the ICT topics

Essential Reading
Google Apps Training Home - Module 4: Docs
http://edutraining.googleapps.com/Training-Home/module-4-docs

Resources
Videos:

Google self-grading quizzes: http://www.youtube.com/watch?v=EFl3iw6Bp3g

Topic 5: Calendar basics for improved time management
(Duration: 1 hr 10 min)

Introduction

Google calendars can be used by teachers as a personal productivity tool, a collaboration tool as well as a tool to promote student engagement. With teachers playing diverse roles and providing services to many stakeholders in the education process effective time management becomes an essential skill. In Google calendars we find a tool that meets a wide spectrum of teacher needs.

Intended learning outcomes

1. Create events, events spanning several days, recurring events and setting up reminders
2. Setup your mobile phone to receive reminders from your calendar events
3. Create a lesson plan on agenda view
4. Share the lesson plan with colleagues

Lesson plan

Activity	Timing
Introductory video on Google Calendar	10 min
Discussion on where Google Calendar can be used	10 min
Task 1: Creating events	10 min
Task 2: Setup SMS for reminders	10 min
Task 3: Create lesson plans on agenda view	20 min
Share lesson plans and discussion	10 min

Task 1: Creating events

1. Create a new calendar
2. In the calendar settings ensure that
    1. The location and time zone are specified
    2. The sharing and permissions are specified

<p align="center">**Figure 46: Calendar share settings**</p>

3. Perform the following tasks to familiarize yourself with the calendar events screen

<p align="center">**Figure 47: Calendar events**</p>

a. Create a calendar entry with start and end times
b. Create a calendar entry spanning one or multiple days

c. Create an ongoing or repeating calendar entry
d. Create entries in different calendars
e. Copy an entry to a different calendar
f. Add email, SMS, or pop-up reminders
g. Delete events

A sample calendar with the above done on monthly view:

Figure 48: Calendar monthly view

Task 2: Setup SMS for reminders

1. To set up SMS reminders, you must first configure the *calendar settings*
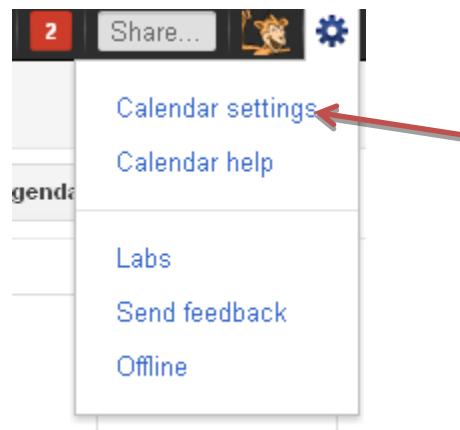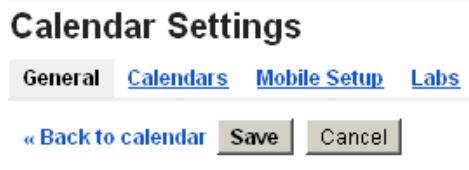
Figure 49: Calendar settings option
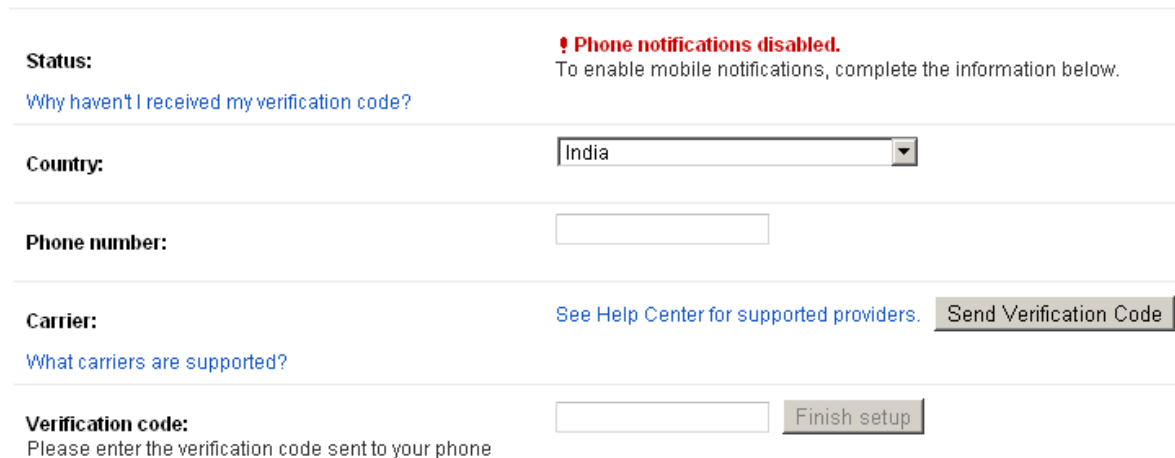
2. Choose mobile setup

Figure 50: Mobile setup option

3. Configure the default notifications that you would prefer
4. Fill the mobile setup page with your details

Figure 51: Mobile setup page

Task 3: Create lesson plans on agenda view

5. Create a lesson plan using the agenda view

Figure 52: Calendar agenda view

6. Share the lesson plan with a colleague so that he may be able to contribute by editing the lesson plan

Formative Assignment

(Duration: 1 hr)

Create one more lesson plan in agenda view and share it with a colleague so that he/she can contribute

Essential Reading
Google Apps Training Home - Module 3: Calendar
http://edutraining.googleapps.com/Training-Home/module-3-calendar
Resources
Videos:
New look for Google Calendar**http://www.youtube.com/watch?v=WymQHKfrbqw**

Topic 6: Collaboration through Calendars

(Duration: 1 hr10 min)

Intended learning outcomes

1. Invite individuals to events and manage invitation lists through Google Calendar
2. Create events through the short hand "quick add"
3. Define appointment slots
4. Create an academic calendar
5. Share an academic calendar with students

Lesson plan

Activity	Timing
Task 1: Invite individuals to events and manage guest lists	10 min
Task 2: Experiment with quick add	15 min
Task 3: Define appointment slots	10 min
Task 4: Create an academic/class/resource calendar	20 min
Present the academic/class/resource calendar by sharing	15 min

Task 1: Invite individuals to events and manage guest lists

1. Add individuals to an event using "Add guests"

Figure 53: Add guests dialog

2. Experiment with the email , guest calendars, guest options
3. Respond to invitations appropriately

Task 2: Experiment with quick add

The recipe for events is to enter 'what,' 'who,' 'where,' and 'when' (only 'what' and 'when' are required).

- **What:** This can be any text; the event title is created from this.
- **When:** This can be nearly any date and/or time expression. Using 'at' and 'on' can help.
- **Who:** This should begin with 'with' followed by a list of email addresses; these are added to the guest list.
- **Where:** This can be any text following 'at' or 'in.'

Experiment with the following phrases

Lunch with Deepthi at "Faculty Club" Friday 12 pm
Coach Volleyball at 5pm
Campus holiday 8/14
Staff meeting next Monday at 13:00
Assignments w/ Second Years 4:15 tomorrow for 45 minutes
Assignments w/ Second Years4:15 - 5 pm tomorrow
National Conference 9/23 - 9/26 in Peradeniya
Parent-Teacher Conference tomorrow noon Mr.Fernando@yahoo.com

When creating recurring events, the time expression has three parts: the start, the repetition, and the end.

To create a weekly recurring event:
Faculty meeting at board room every Monday at 2pm
Tennis practice Tuesday 7pm to 9pm weekly

To create a monthly recurring event:
Tea at the "Open Canteen" on the first Sunday of every month
Lunch duty on 9/1 every month

To create a yearly recurring event:
Year 1 Induction program June 19 yearly
Convocation July 3 yearly

To create an event that repeats a certain number of times:
Cricket every Thursday for 10 weeks
Professional Development every Wednesday 7-8pm for 5 months

Task 3: Define appointment slots

1. Select the "week view"
2. Clicking on a slot will pop up an event dialog with an "Appointment slot option"

Figure 54: Appointment slots

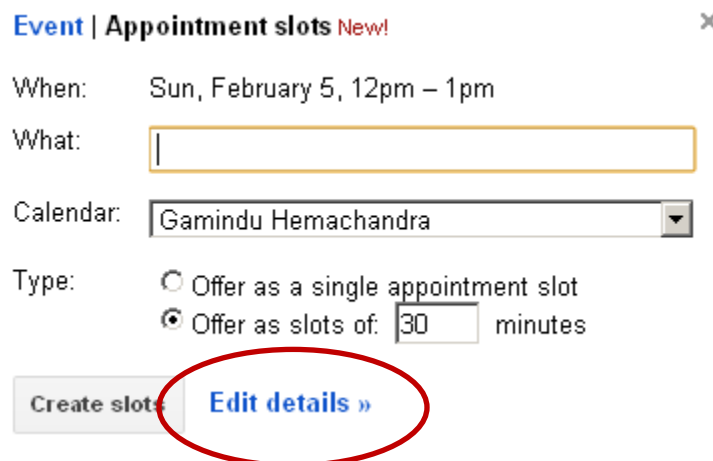3. Clicking the link will transform the dialog into appointment mode

Figure 55: Appointment slots - edit details tab

4. Clicking on edit details will bring up the full edit screen

5. You can share the appointment page giving the link above

Task 4: Create an academic/class/resource calendar

In groups create an academic / class / or resource calendar.

Assignment

(Duration: 1 hr)

Create and share a class calendar for the ICT module

Module 4: Student Engagement through Online Collaboration

Intended Learning Outcomes

1. Given a topic/theme/subject/module, createa blog

2. Given a blog, createcomments

3. Given a blog, engagewith students through commenting and collaborative writing

4. Given a topic/theme/subject/module, create a course website through Google Sites

Topic 1: Appreciating the role of blogs in higher education
(Duration: 1 hr 10 min)

Introduction

Blogs or 'web logs' have been used extensively amongst educators as passive repositories for teaching and learning material as well as a forum where teachers and students can interact in rich academic discourse. Participating in a blog discussion extends the classroom beyond the space and time constraints of scheduled sessions and enables wider, reflective and more inclusive discussion.

Intended learning outcomes

1. To describe the terms, blogging, commenting and group blogs
2. To formulate a strategy to use blogs within Sri Lankan higher education

Lesson plan

Activity	Timing
Introductory video	10 min
Task 1: Exploration of blogging in education	20 min
Task 2: Group presentations on "Blogging in Education"	40 min

Task 1: Exploration of blogging in education
Explore the provided educational blogs and YouTube videos on blogging and make a presentation on how blogs could be used in the Sri Lankan context.

The participants will be encouraged to use Microsoft OneNote to collect information for the presentation.

Five member groups will work in collaboration using Google Docs Presentations to create a presentation.

Task 2: Group presentations on "Blogging in Sri Lankan Higher Education"
Each group will make a 5 minute presentation on their findings

Topic 2: The use of blogs to supplement classroom discussion
(Duration: 1 hr 20 min)

Intended learning outcomes

1. Setting up a blog for the ICT module
2. Post blog entries directly and by email
3. Engage in collaborative blogging
4. Engage in an academic discussion using a blog

Lesson plan

Activity	Timing
Task 1:Discussion on "Elements to include in a blog"	15 min
Task 2: Creating a blog	15 min
Task 3: Group blogging exercise	20 min
Task 4: Presentation of the blogs	30 min

Task 1: Discussion on "Elements to include in a blog"
Using a shared document the participants will put down elements that would be part of an educational blog. These could include the following;

Intended learning outcomes
Assessment strategy
Course calendar
Sample assessments
Course topics in brief
Discussions

Task 2: Creating a blog

1. While being signed into Google navigate to www.blogger.com
2. Create a new blog by clicking the "*New Blog*" button
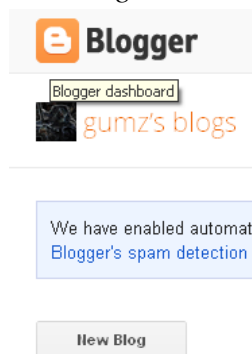
Figure 57: New blog button

3. Complete the new blog dialog. Special attention should be given to the name of the blog

Figure 58: New blog dialog

4. Click *overview* on the blog list to further configure your blog
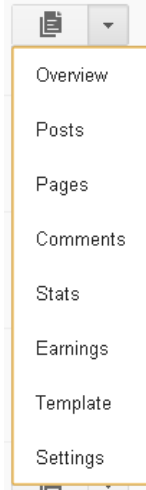
Figure 59: Blog overview option

5. Use the pages, templates links to add pages and further customize your blog

6. Explore the settings menu above paying special attention to the following

   1. Adding authors and readers
   2. Comment moderation
   3. Mobile and email settings
   4. Language and formatting

7. Add your first post to the blog by using the *create new post* button

Figure 60: Create new post button

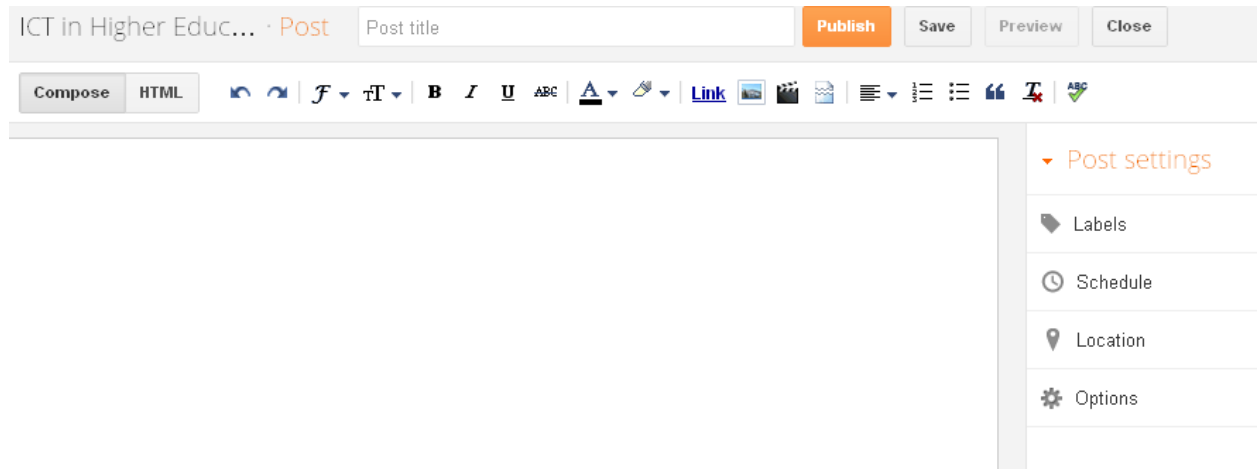8. Write your post using the editor screen and click "publish" when done

Figure 61: Post editor screen

9. Pay attention to the "options" link above which will give you control over whether the post can be commented on or not etc…
10. Labels can be used to classify your post

Task 3: Group blogging exercise

Participants will, in groups of 5, carry out the following tasks
1. Design a blog for the ICT module
2. Create at least 2 posts
3. Email in at least 2 posts
4. Comment on at least 2 posts of another groups blog

Task 4: Presentation of the blogs

Each group will present their blog. The group will evaluate
1. The structure of the blog
2. The content
3. The discussion generated

Assignment

(Duration: 1 hr)
Create a blog for the ICT module

Topic 3a: Creating a course website using Google Sites -1
(Duration: 1 hr 15 min)

Introduction

Using Google sites you can easily create a website for a course or project. These websites can be set up with multiple authors and can have repositories for course material and can be considered a one-stop shop for a particular academic engagement.

Intended learning outcomes

1. Create/Modify a course website using Google Sites
2. Create/Modify a navigation structure for a course website
3. Create/Modify simple web pages in Google Sites

Lesson plan

Activity	Timing
Introductory video/demonstration of a Google Site	10 min
Walk through of design principles	15 min
Task 1: Set up site	15 min
Task 2: Add navigation menus and site maps	15 min
Task 3: Add and edit pages	20 min

Design Principles

Review the design principles on Google's online training website for Google Apps. The following aspects should be addressed

1. Audience
2. Design
3. Content
4. Navigation
5. Animations

Task 1: Set up site

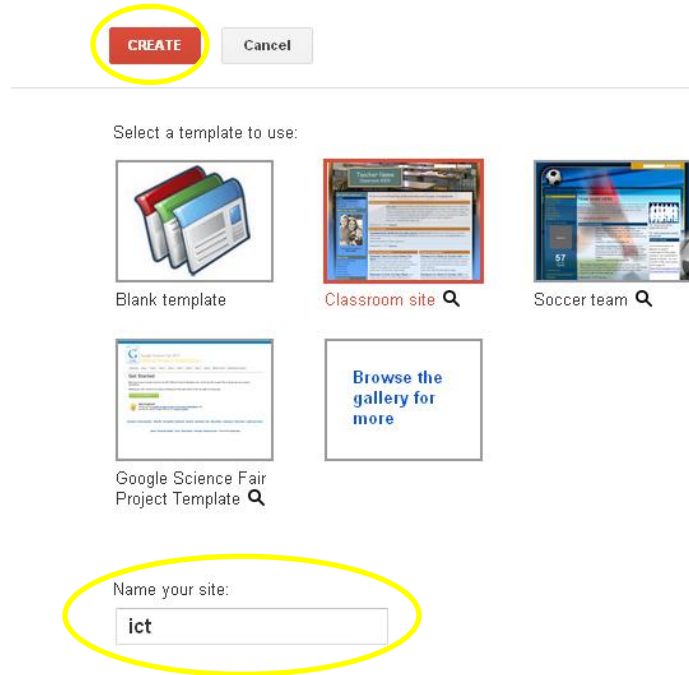1. Create website from a template. Provide a name for the site

Figure 62: Google Sites template dialog

2. Explore more options, provide a site description and specify who can view the site
3. Select the manage site item from the "more" button to configure your site
4. Select "site layout" and modify the layout of the site
5. Change the site header and logo
6. Modify content and layout of the side bar

7. Change colors and fonts for parts of the site

Figure 63: Site layout dialog

Task 2: Add navigation menus and site maps

1. Create a couple of pages that you would require by clicking the *add/edit* buttons

Figure 64: Add/edit buttons

2. Go to manage site > site layout and modify the layout of the header, footer and side bar
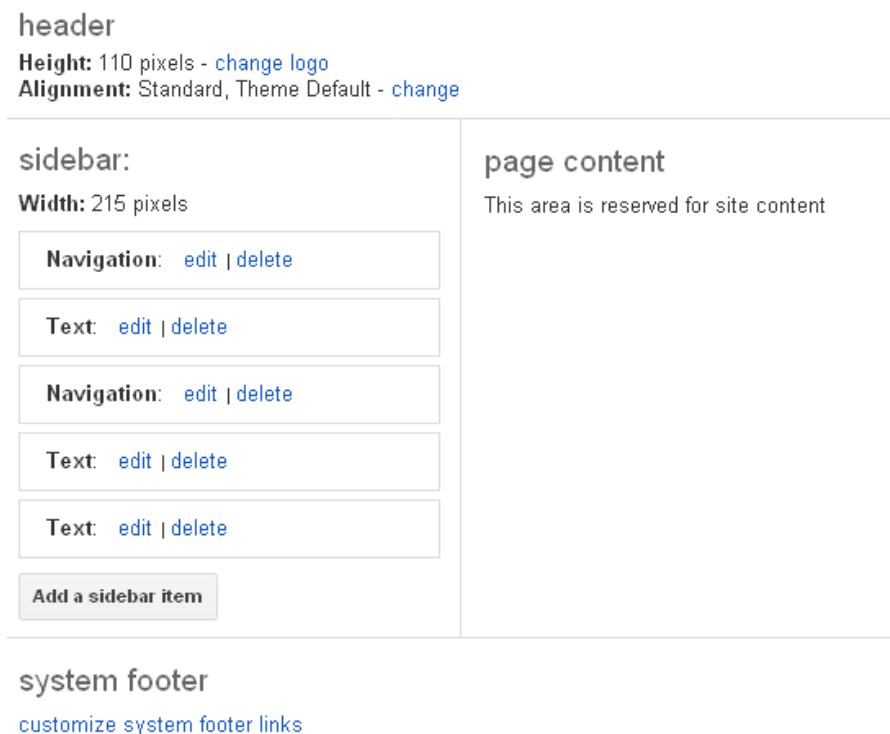

Figure 65: Google Sites modify layout dialog

3. Experiment with adding side bar items

4. Change the navigation structure by clicking the edit link on "Navigation"

Figure 66: Configure navigation dialog

5. Create sub menu items by clicking the arrows above

Task 3: Add and edit pages

1. In edit page mode use the insert item to
    a) Insert "Home" text to your website
    b) Insert a list of ILOs
    c) Insert a course calendar
    d) Insert quizzes
    e) Insert a document
    f) Insert a presentation
    g) Insert a drawing
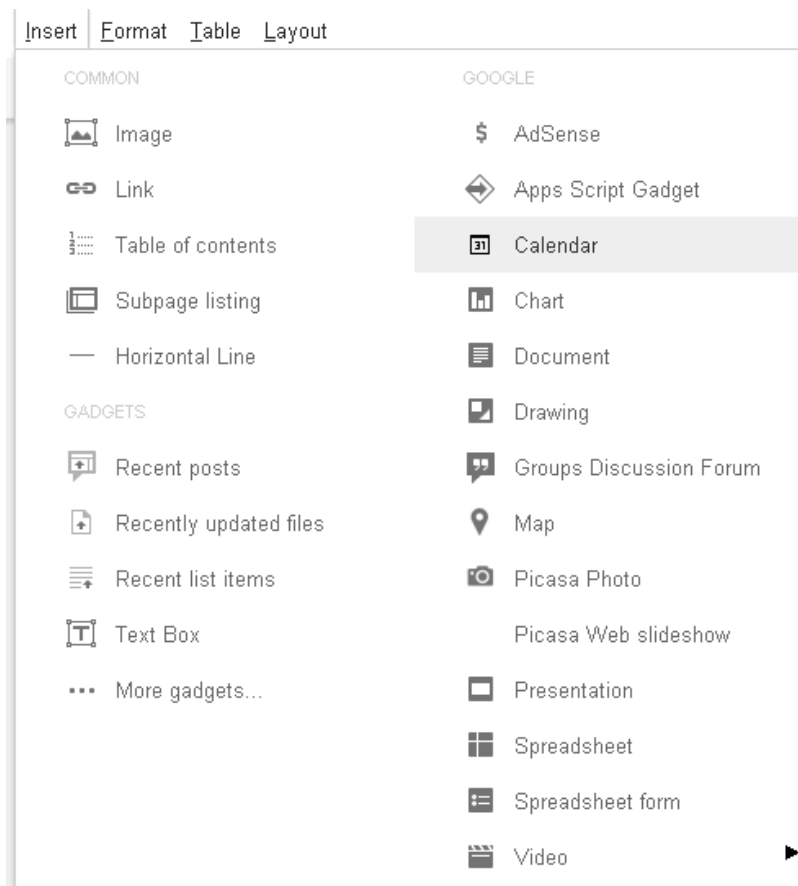   h) Insert a map

Figure 67: Google Sites insert dialog

Topic 3b: Creating a course website using Google Sites -2

(Duration: 1 hr)

Intended learning outcomes

1. Create/Modify a blog within the course website
2. Creating/Modify a bulletin board within the course website
3. Create and archive of learning material on a course website
4. Create learning lists such as glossaries on a course website
5. Set up collaboration on your course website

Lesson plan

Activity	Timing
Task 1: Add different page types	
Initial set up	10 min
Announcement	15 min
File cabinet	15 min
List	10 min
Task 2: Share, publish and protect a site	10 min

Task 1: Add different page types

1. Specify whether collaborators can comment or attach files to a particular page through the page settings menu item
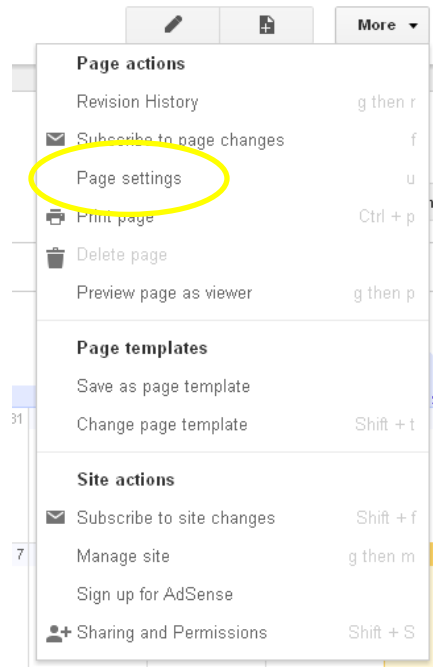
Figure 68: Google Sites page settings option

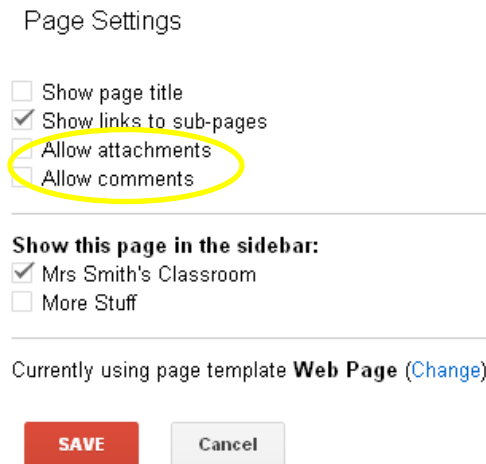2. Select the appropriate permissions from page settings dialog

Figure 69: Google Sites page settings dialog

3. Specify/Modify page location by selecting the Manage Site Option
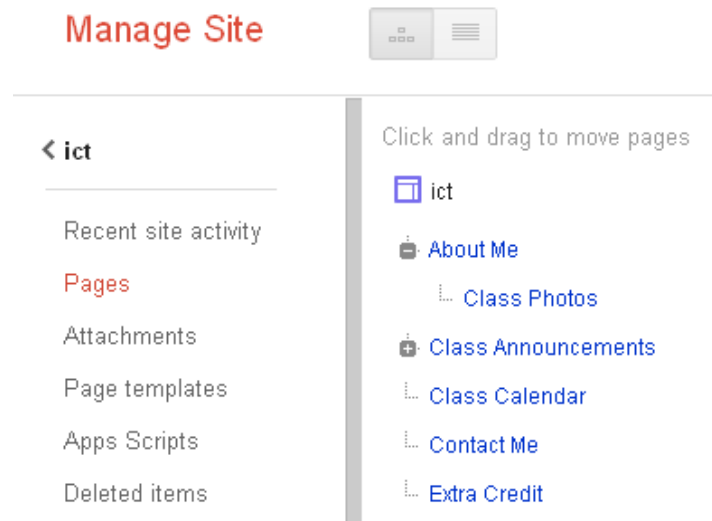
Figure 70: Manage site dialog

4. Choose a page layout from the page layout menu
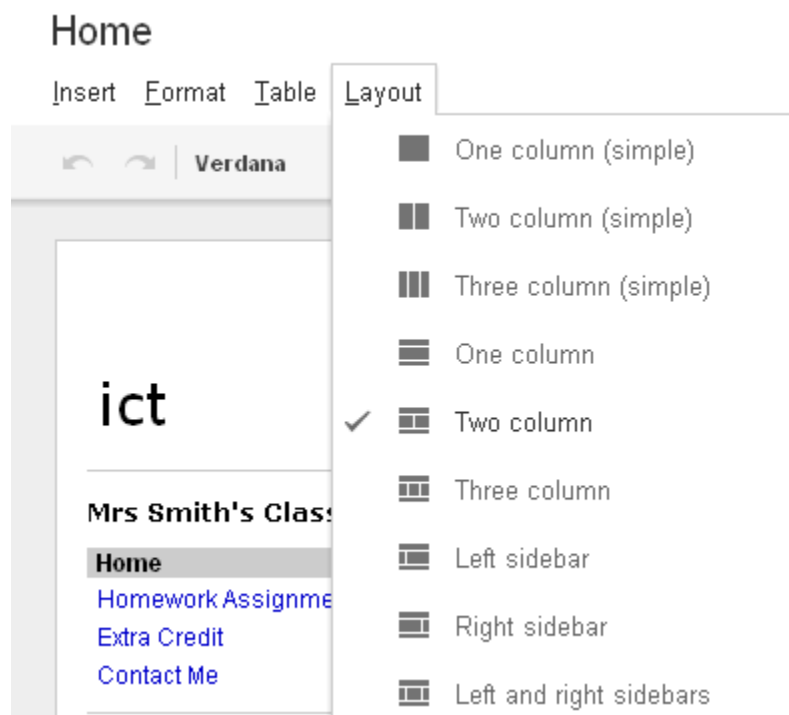
Figure 71: Page layout options

5. Add a page each of the following types
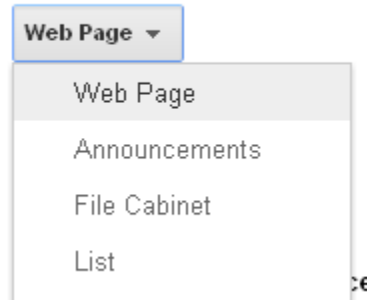   - announcement
    - file Cabinet
    - list

Figure 72: Page types

Task 2: Share publish and protect a site

Select sharing and permissions and set the page level permissions

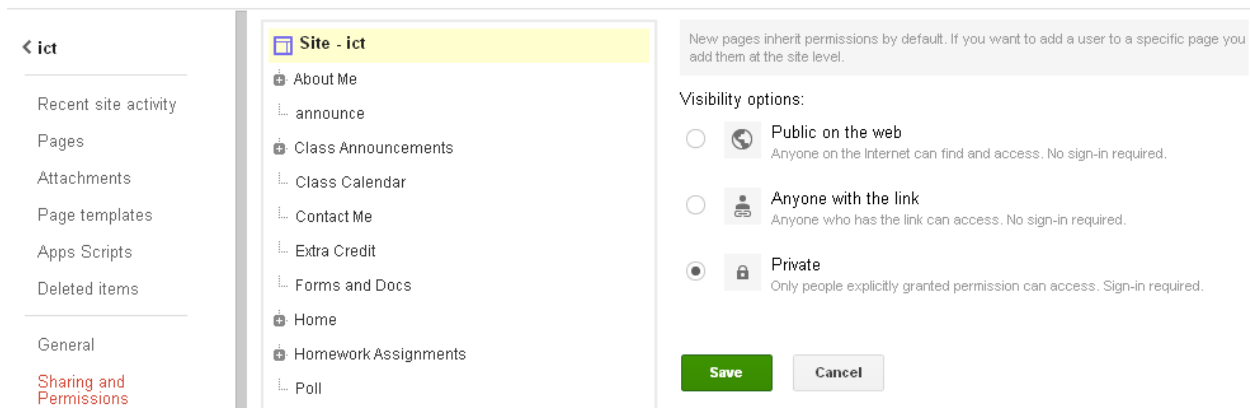**Figure 73: Google sites sharing and permissions dialog**

Topic 3c: Creating a course website using Google Sites -3

(Duration: 1 hr 10 min)

Intended learning outcomes

1. Create a comprehensive lesson page on a course website
2. Use calendars and forms to manage your class

Lesson plan

Activity	Timing
Task 1: Create a lesson page	20 min
Task 2: Use sites to manage your class	20 min
Presentation of websites	20 min

Task 1: Create a lesson page

On your lesson page, you could include:

- Outline of the lesson plan and activity instructions
- A Google Presentation with speaker notes, which students could then download as a PDF, PPT, or copy into Google Docs.
- A Google Document with the related assignment information.
- A video of your lesson hosted your school Apps domain or YouTube videos related to lesson content
- A quiz or survey taken during class

Task 2: Use sites to manage your class

Embed the following items in your site

1. A course calendar
2. Collect course work using the site
3. Administer a quiz

Assignment

(Duration: 1 hr 30 min)

Create a course website for the ICT module

Essential Reading

Google Apps Training Home – Module 5: Sites

https://sites.google.com/a/googleapps.com/edu-training-center/Training-Home/module-5-sites