IDE 631: Project Report

Application of Google Docs in Undergraduate
Online Writing Courses

Submitted by:
Ranata DeGennaro
Kennia Delafe

IDE 631 – Instructional Design and Development I

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Submitted to:
Tiffany A. Koszalka, Ph.D.
Instructor

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Abstract:

This project describes a teaching response issue and provides a prototype of an instructional solution for this problem. The performance problem we found is that undergraduate students are expected to acquire specific writing skills by attending to online writing classes, but participating professors in that course are unable to provide feedback on writing assignments promptly to support their learners' knowledge acquisition. Professors in the online writing class seem to lack knowledge and skills in the use of online collaborative systems that are created specially to support online cooperative learning.

This situation creates a performance gap between professors' expectations and students' performance. Therefore, the proposed instructional solution includes a two-part 60-minutes each sessions. In the first will be a quick overview of the basic computer skills for online collaboration, instruction of the prerequisite knowledge and skills of Google Apps, and a series of short practices that can be used as the model for future classes. Second, is a follow-up session covering skills and knowledge such as how to manage students' files, and facilitate students/ professors online collaboration for all written assignments to close the gap between students' performance and professors' expectations. In the second session, time is provided to practice, help with specific concerns, and assess instruction.

A list of resources to be secured or developed is included, as well as an implementation and evaluation plan to provide guidance on how to ensure the quality of instruction in dissemination and materials.

Given professors in the online writing classes skills needed using Google Docs, professors then will be able to provide constructive feedback on students' writing progress consistently with established standards 100% of the time within twenty-four hours.

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Instructional Analysis

Problem statement:

In the online introductory writing classes for undergraduate students, professors do not respond to students' writing assignments input to give constructive feedback or help with any problem consistently with expectation in a 24-hour frame. Professors ask students to send drafts by email, and it takes a long time to the response get back to students. This problem ends in having students sending multiple version of their work by email, buying unnecessary software to be able to type their work in a compatible software, and not meeting the course expectations because of the delay in the collaborative instruction-learning process.

Competent Performance:

Writing Introductory online class professors are expected to know how to use Google Docs online collaborative technology including creating and sharing assignments, revising and comment student's' writing drafts and promptly to efficiently assist on students' writing skills process.

Performance Problem:

Professors in the online writing classes are unable to follow up and give constructive feedback on students' writing assignments promptly using online collaborative technology. Professors do not appear to understand online collaborative teaching-learning applications well enough and do not have advanced technology skills (beyond basic emailing and online search) to support students' writing skills process in an accurate and timely manner. Professors lack online collaboration knowledge and skills are making instruction, follow up, and constructive feedback challenging for students.

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Analysis

Audience Profile:

Introduction to Writing online class professors are adjunct or full-time college professors that have received a Master or Ph.D. in their fields of study. They are a mix of first-time faculty and tenured professors. They are at one small liberal arts college in the Northeast United States. They are encouraged to attend workshops for professional development and are paid to attend during summer and semester breaks. They receive feedback from students on their courses at the end of each session. To teach an online course professors are required to engage in workshops to enhance their instruction.

Learning and Working Environments:

The working environment for the online writing classes professors is usually their offices at the college. Therefore, it is a quiet space where the professor can easily concentrate on their students' writing assignments revision, planning classes, or any other function to benefit their students' learning. Also, offices have enough lighting, adjusted temperature according to professor's needs, and table or desks with comfortable chairs are available. Another important feature is that, because many of the offices are for individual use, professors have the possibility of decorating and create a welcoming atmosphere in their space that facilitates a healthy and productive working day. Additionally, professors have access to computers provided by the school as well as the instructional technology lab where both Mac's and PC's are available in case they would like to work in the open/shared space or to meet with their students. There are online training tools for the teachers to use such as the Google learning center or the Google training plugin. These devices are also open to students in the computer labs. Because there is no physical space where students meet, there is no classroom. Students work from various locations using personal devices at home or the PC labs on campus. Students may request a meeting in the professor's office to go over drafts of their assignments. The teacher uses email to communicate with students and provides them their office phone number to reach them as well as their cellphones. Students can email or call with questions. Often professors will also attend video conference with the students if the student has access to a webcam. Webcams can be loaned out at the IT Help Desk. Professors post syllabus, rubrics, class materials, notes, and recorded lectures online on their MLS for students to view and hosts live conferences for students to attend.

The learning environment proposed for this project can be any of the computer labs available on campus that can hold a maximum of twenty-five participants. Computer labs are usually accommodated with comfortable chairs, workstations or tables, good lighting, and a pleasant temperature for learning. Technology for presentation purposes is installed and ready to use. There is often a door that can be used for privacy during instruction.

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Content Analysis

       The knowledge and skills professors in the online writing class include general computer skills such as basic computer and software operations and internet use, specifically Google Apps and Google Docs functioning. The instructional analysis suggests that instruction should include basic computers, software, and online operations toward online collaboration for teaching and learning. See diagram below:
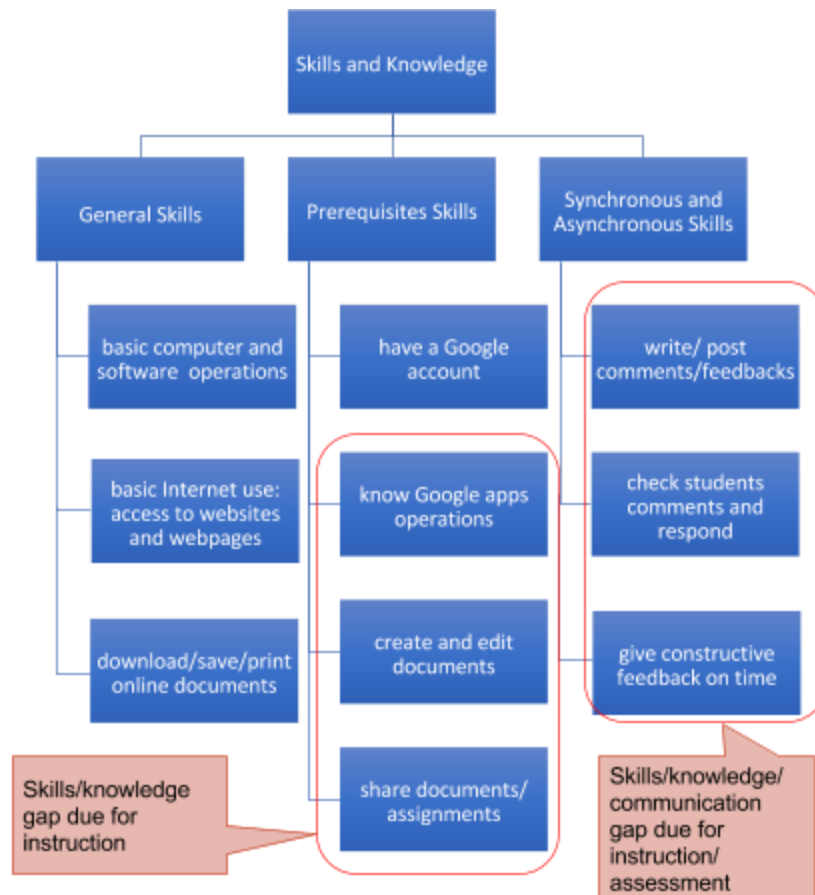
Shaded areas indicate the focus for instruction based on identified performance gaps in the online writing class; instructional support required to:

- Instruction on Google Apps operations for online collaborative work
- Additional review/instruction on response/action procedures with emphasis on synchronous and synchronous communication on students' writing performance.

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Design

Summary of performance and content relationships:

Performance	Content
Operate Google Apps for collaborative learning Intellectual skills - concept learning, procedural learning, problem-solving	Use provided instructions and guides to operate Google Apps for creating class folders, documents to share, and update students' online writing assignments.
Reflect on issues in students' writing drafts and provide constructive feedback Higher order thinking – assessing writing issues, choosing appropriate corrections, give feedback	Use Google Docs comments feature to add feedback to each student's work. Use the suggesting mode to correct mistakes in papers and suggest edits to the written work. Use version history feature to track student progress.

Instructional Goals:
- To facilitate Online Intro to Writing class' professors in developing the knowledge and skills to operate online collaborative applications.
- To facilitate professors in developing the knowledge and skills of Google Docs applications, to create and share writing assignments, provide students with effective writing skills feedback.

Learning Objectives:
- Professor will be able to use online collaborative applications in their online writing class accurately 100 % of the time.
- Professor will be able to create and share writing assignments using Google Docs application with all students 100 % of the time.
- Professors will be able to follow up on students' writing skills, edit, and make suggestion or give feedback using Google Docs 100% of the time within twenty-four hours time frame.

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Summary of goals, objectives, and assessments relationships:

Instructional Goal	Learning Objectives	Learning Assessment
To facilitate professors in developing the knowledge and skills to operate online collaborative applications.	● Professor will be able to use online collaborative applications in their online writing class accurately 100 % of the time.	Observational assessment: ● demonstrate the use of online collaboration applications by signing into google.com, navigating to Google Drive and opening Google Apps without help
To facilitate professors in developing the knowledge and skills of Google Docs, to create and share writing assignments, provide students with effective writing skills feedback	● Professor will be able to create and share writing assignments using Google Docs with all students 100 % of the time. ● Professors will be able to follow up on students' writing skills, edit, and make suggestion or give feedback using Google Docs app 100% of the time within twenty-four hours time frame.	Simulation assessment: ● Professors will create and share writing assignments with instructor. ● Professors will demonstrate competencies by editing and commenting instructor's document. ● Professor will provide feedback on the experience.

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Development: Storyboard

Narrative:

Title: Online Collaboration Using Google Applications
Estimated time: 60 minutes
Purpose: Introductory workshop for online writing course professors

Context: This is the final workshop, out of two, for professors teaching online writing courses. This workshop is the only formal training professors will attend on online collaboration using Google Docs. The previous pieces of their training were dedicated to instruct and assess basic online and computer skills needed as prerequisites for this online writing course collaboration session.

Overview: This story board represents 60 minutes of activities on creating and editing, sharing and reviewing, and posting feedback using Google Docs. This workshop will include a presentation of the skills need for online writing classes, a demonstration of how to utilize Google Docs, practice using Google Docs, assessment of learning, and a debrief and evaluation of instruction.

The presentation will describe the procedure to effectively use Google docs to collaborate with students in their writing assignments. This will include a demonstration of creating and editing documents, sharing with others, and opening later to review and post comments or feedback. The facilitator will drive learners though the steps as they follow them diligently. The instructor will assess learners practice that will show comprehension of the given skills. A brief debrief will follow to answer questions or concerns, and to determine following actions if it's needed.

Expected Outcomes: Professor will be able to effectively create, share, edit, and post feedback and comments using Google Docs 100% of the time to solve the performance problem during their online writing courses, and successfully support their students writing process in a timely manner.

Resources: Facilitator, presentation materials, computers with online access, handouts with simulation activities.

Facilities: Computer lab with space for 15-20 students, projector for presentation.

Stakeholders
   Facilitator/trainer: Provide instruction of workshop
   Audience: Online introductory writing professors attending this workshop that have completed the two previous workshops.
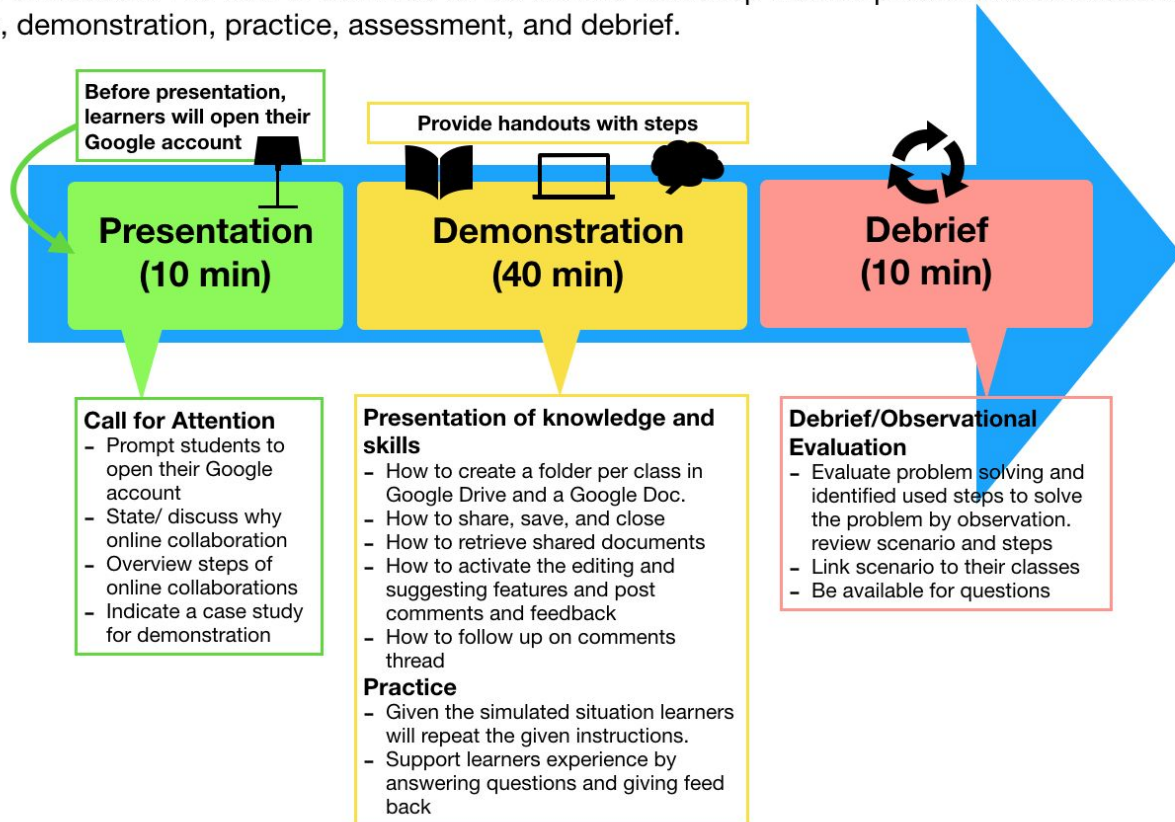
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Flow Chart:

Title: Online Collaboration Using Google Applications
Estimated time: 60 minutes
Purpose: Introductory workshop for the online writing course professors

Flow of Lesson: The flow of activities for 60-minute workshop include presentation/discussion of the skills, demonstration, practice, assessment, and debrief.

Before presentation, learners will open their Google account

Provide handouts with steps

Presentation (10 min)

Demonstration (40 min)

Debrief (10 min)

Call for Attention
- Prompt students to open their Google account
- State/ discuss why online collaboration
- Overview steps of online collaborations
- Indicate a case study for demonstration

Presentation of knowledge and skills
- How to create a folder per class in Google Drive and a Google Doc.
- How to share, save, and close
- How to retrieve shared documents
- How to activate the editing and suggesting features and post comments and feedback
- How to follow up on comments thread

Practice
- Given the simulated situation learners will repeat the given instructions.
- Support learners experience by answering questions and giving feed back

Debrief/Observational Evaluation
- Evaluate problem solving and identified used steps to solve the problem by observation. review scenario and steps
- Link scenario to their classes
- Be available for questions

Storyboards 1 & 2

Title: Online Collaboration Using Google Applications
Estimated time: **10 out of** 60 minutes
Purpose: Introductory workshop for online writing course professors: *Intro to Google Collaboration*

Successful Online Collaboration

Introduction to Google collaboration

Instructional Activity Description:
– Prompt learners to open their Google account before presentation
– Engage learners in discussion about why online **collaboration**
– Lecture/ discussion on online collaboration **procedures**
– Overview **steps** for using Google Applications
– Review session expected **outcomes**
– Indicate a case study for demonstration

Activity Deliverables/ Outcomes:
– Learners engage in discussion/questions about:
    – procedure
    – online collaboration/ online course problems
    – possible solutions

Required Resources:
- Room for 15-20 learners, computer, projector, internet connection, examples, handouts with steps, online case study

Notes:
– Begin the presentation with questions to prompt learners to recall information about online collaboration and their persisting issues in online writing courses.
– Allocate time for learners to ask questions
– Project google.com/drive onto screen to support learners thought and questions by visualizing the steps
– Show the actual location of the case study before to following section

Key Learning Outcomes:
- Learners will be able to identify online writing courses problem 100% of the time and will proceed to give a solution using Google Docs online collaboration

Key Content Points:
– Online collaboration procedures and steps
– Use of Google Applications
– Use of Google Docs

Title: Intro to Online Collaboration Using Google Applications
Estimated time: **15 out of** 60 minutes
Purpose: Introductory workshop for online writing course professors: *Presentation/Practice 1 out of 2*

Successful Online Collaboration

Introduction to Google Documents
Creating, Sharing, Feedback

Instructional Activity Description:
– Online demonstration:
    – Prompt learners to **open** google.com and follow **steps** from instruction
    – Show sequence of **procedure** using Google Docs (create folders, documents, saving, sharing, editing, closing, retrieving, comment, and feedback)
    – Provide **examples** of successful and unsuccessful online collaboration instruction

Activity Deliverables/ Outcomes:
Learners will learn and experience:
– How to create a folder per class in Google Drive and a Google Doc
– How to share, save, and close
– How to retrieve shared documents
– How to activate the editing and suggesting features and post comments and feedback
– How to follow up on comments thread
– Learners will be able to follow online collaboration steps accurately 100% of the time

Notes
– Project google.com before proceed with demonstration
– Start by localizing Google Drive and then Google Docs
– Show step-by-step the procedure of creating, saving, sharing, closing, re-opening, and posting comments and/or feedback
– Allocate time for learners to write notes on their handouts and ask questions
– Connect given skills with current online courses issues and allow learners to raise concerns

Required Resources:
- Projector, online case study, handouts with steps and description

Key Learning Outcomes:
– Learners will be able to know Google Docs steps and procedure 100% of the time
– Learners will be able to connect new knowledge to required skills for their online writing courses

Key Content Points:
– Google Docs features
– Skills for collaborative learning using Google Docs
– Steps to effectively use skills for future writing course requirements

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Storyboards 3 & 4

Title: Intro to Online Collaboration Using Google Applications
Estimated time: **25 out of** 60 minutes
Purpose: Introductory workshop for online writing course professors: *Hands-on Activity 2 out of 2*

Successful Online Collaboration
Introduction to Google Documents
Let's practice!

Notes
- Prompt students to use handouts to practice learned steps
- Follow up on learners' questions and concerns
- Assess results and give immediate feedback
- Allocate time for learners to repeat challenging steps
- Make sure all learners finish all the steps and are able to recall what they just did

Instructional Activity Description:
- Prompt learners to individually practice and check desirable results
- Give feedback
- Monitor learners and provide help as needed
- Prompt learners to recall steps and procedure
- Learners share thoughts and experiences about practice
- Facilitator prompt all learners to participate and add comments

Activity Deliverables/ Outcomes:
- Activity sheets to prompt students to practice learned steps and procedures
- Learners complete online scenario by practice steps, acquire skills, questions/problems

Required Resources:
- Computers, internet access, handouts with instructions

Key Learning Outcomes:
- Learners will be able to use google documents features accurately 100% of the time
- Learners will be able to identify and solve problems while using Google Docs 100% of the time
- Learners will be able to create, save, share, close, re-open, edit, and post comments and feedback 100% of the time

Key Content Points:
- Best practice Google Docs for online collaboration
- Google Docs for online collaboration steps and procedure

Title: Intro to Online Collaboration Using Google Applications
Estimated time: **10 out of** 60 minutes
Purpose: Introductory workshop for online writing course professors: Debriefing/Evaluation

Successful Online Collaboration
Google Documents
Debriefing

Notes
- Facilitate workshop wrap up discussion
- Learners will be able to use handouts and notes for future references
- Facilitator will respond to any inquiry
- Facilitator will emphasize keys to successfully use online collaboration in a near future
- Facilitate the completion on the evaluation survey
- Indicate that a follow up email will be sent and there will be time for further questions and help
- Indicate that there will be another instructional evaluation survey at the end of the semester

Instructional Activity Description:
- Facilitator prompt all learners to ask final questions
- Facilitator adds comments and answers of any given question
- Learners complete the Workshop Evaluation Survey at the end of the instruction

Activity Deliverables/ Outcomes:
- Wrap up discussion
- Completion of workshop evaluation

Required Resources:
- Workshop Evaluation Survey handout

Key Learning Outcomes:
- Learners are able to use Google Drive and documents 100% of the time
- Learners will be able to use google sheets features accurately 100% of the time
- Learners will be able to identify and solve problems 100% of the time
- Learners will be able to create, save, share, close, re-open, edit, and post comments and feedback 100% of the time
- Learners will be able to adopt online collaboration for their online writing classes accurately 100% of the time
- Professors will be able to collaborate with their students in a timely manner 100% of the time

Key Content Points:
- Evaluation and feedback

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Implementation

Dissemination plan:

Learners (Professors) will use provided instructions and guides to operate Google Apps for creating class folders, documents to share, and update students' online writing assignments. They will be taught to use Google Docs comments feature to add feedback to each student's work. They will also learn the suggesting mode to correct mistakes in papers and suggest edits to the written work. The version history feature will be taught to faculty to track student progress.

Instruction will be implemented by providing a workshop on Google Docs and sharing Google training center tutorials with the faculty. Two seminars will be held throughout the series. Each workshop will have a presentation of the skills needed for online writing courses and demonstrations on how to use Google Docs. Faculty will follow along with instructions and be able to ask questions in class to clarify anything they did not understand.

At the end of the workshop, faculty will be able to replicate steps taught during the demonstration portion 100% of the time. At the end of the workshop series, there will be a post instruction survey for immediate feedback. Follow up coaching appointments and individual meetings based on faculty needs will be held. Faculty will have emails from instructors to ask questions throughout the semester.

At the end of the semester, a follow-up survey will be given to see what has been used throughout the semester and what could be added to future workshops. The instructional technologist will meet with the students halfway through the semester to gather anonymous feedback about how the class is going and what is/is not working. The professor will make adjustments along the way based on student feedback and needs. In the end, the students, as well as the professor, will provide feedback about the experience so that the teacher can evaluate and improve on the course.

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Evaluation: Formative and Summative Evaluation Plan, Cost Benefit
Overall Evaluation Plan

During workshops observation and check-ins will be used to verify the facilitation of learning. There will be a survey at the end of the workshop to gather initial feedback about the instruction and there will be a final survey after the first semester of practice to evaluate the effectiveness of instruction.

Formative evaluation

Component of instruction	Sample Evaluation questions	Instrument/ protocol	Stakeholders providing data
Presentation/ Discussion	Did the facilitator's questions guide discussion and engage learners? Was time allocated for learners questions? Did facilitator answer learners questions during instruction? Did facilitator present steps in logical sequence and at an appropriate pace? Did facilitator provided successful and unsuccessful examples during instruction?	Observation, Check and verify	Learners Instructor
Demonstration	Was demonstration effective and relevant to the goals? Were handouts clear and relevant to material demonstrated? Was the sequence of steps easy to follow and presented at a good pace? Did facilitator allow time for clarifying questions during demonstration? Did facilitator provide successful and unsuccessful examples?	Observation, Check and verify	Learners Instructor
Practice	Did the facilitator promote learners to practice skills? Did facilitator check results and provide feedback? Did the facilitator prompt learners to participate and add comments to documents? Did handouts guide the activity and provide structure?	Observation, Check and verify	Learners Instructor
Debrief	Did facilitator prompt learners to ask questions? Did facilitator add comments and answered questions to documents?	Observation, Check and verify	Learners Instructor

Summative evaluation

Type of evaluation	Sample Eval questions	Instruments/protocols	Uses
Satisfaction/ Attitude	Was the material demonstrated and presented efficiently and effectively? Did the workshop series teach relevant skills that can be used in future courses? Did working with an instructional designer enhance this experience?	End-of-instruction survey	Continue workshop series
Learning assessment	Was the learner able to repeat skills learned during instruction?	At least one follow up email, Follow up appointments as needed	Future enhancements
Learning Transfer	Can the skills and knowledge learned be used in the online writing classes?	Follow up survey at end of semester	Future enhancement, examples of use

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Cost-benefit Analysis

Costs associated with implementation (personnel, facilities, equipment, financial, resources, quantitative and qualitative)	Benefits associated with implementation (financial, resources, quantitative and qualitative)
- Professors time for training (2 60-minutes workshops) - Instructors for training - Incentive for Professors attending training	- Using a tool already paid for - Saves printing costs - Saves professors and students time - Saves physical storage space

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Final Report Checklist

Front Matter (2 pages)	☐ Title page and Table of Content present ☐ Effective Abstract (good grammar, spell checked)
Analysis (½ page)	☐ Required components present (problem statement, content analysis) ☐ Supporting graphics, charts, clear and accurate ☐ Section conforms to length guidelines ☐ Grammar, spelling, format check
Design (2 pages)	☐ Required components present (instr. strategies, resources, assessments) ☐ Supporting graphics, charts, clear and accurate ☐ Section conforms to length guidelines ☐ Goals, objectives, activities, assessments align and address identified gap ☐ Grammar, spelling, format check
Development (4 pages)	☐ Required components present ☐ Supporting graphics, charts, clear and accurate ☐ Prototype clearly demonstrates design of instruction ☐ Section conforms to length guidelines ☐ Grammar, spelling, format check
Implementation (1 page)	☐ Required components present (dissemination plan) ☐ Supporting graphics, charts, clear and accurate ☐ Section conforms to length guidelines ☐ Grammar, spelling, format check
Evaluation (1 page)	☐ All required components are present (formative/summative; cost/benefit) ☐ Supporting graphics, charts, clear and accurate ☐ Section conforms to length guidelines ☐ Grammar, spelling, format check
Appendices (End matter)	☐ References section is BEFORE appendix A, in APA style ☐ Supplemental Appendixes referenced in body of report ☐ Supporting graphics, charts, clear and accurate in Appendixes ☐ Grammar, spelling, format check ☐ Final checklist attached after LAST appendix
Formatting Overall	☐ All sections are written in a professional manner ☐ 12 pt Times New Roman font is used in main text, (tables can be 10pt) ☐ APA formatting is followed in citations ☐ Graphics and/or diagrams are used effectively ☐ Report is formatted into one file (pdf)
Overall Report Content	☐ Performance problem is clearly described ☐ Analysis supports recommendation for instructional solution ☐ Instructional Design solutions address gaps identified in Analysis ☐ Development plan addresses Design specification ☐ Implementation plan aligns with Analysis and Design plan ☐ Evaluation plan aligns with instruction and performance problem ☐ Flow of messages among sections and performance problem are clear