

# SYLLABUS: GOING ONE-TO-ONE

## LEARNER-CENTERED TEACHING IN 1:1 CLASSROOMS WITH GOOGLE APPS FOR EDUCATION

**COURSE GOALS** This two-part online course prepares teachers to support learner-centered 1:1 classrooms with Google Apps for Education. Participants use models and eLearning to create lessons and materials for core content areas, and test-drive student-centered 1:1 lessons with peers and students..

Course I supports the journey in three areas of change:

1. **Pedagogy: Design and Manage Student Centered Learning (SCL)**  
Apply the SCL Paradigm to lesson design and delivery.
2. **Technology: Adopt GAFE Norms for 1:1 Workflow Management:**  
Use GAFE to streamline procedures and student communications.
3. **Integration: Apply GAFE to Content-Specific Instructional Goals:**  
Move from Substitution to Augmentation to Transformation.

Course II applies of course I practices, tools and patterns:

4. **Application: Integrate SCL and GAFE in Project-Based Learning:**  
Design and run units to curricular standards, evaluating impacts.
5. **Showcase: Peer presentation and Review** of Design, Implementation and Student Work for modification, extension and adoption of models.

**COURSE STRUCTURE: DATES AND SCHEDULE** Full-option participants devote 6-8 hours per month (2-3 hours per week, 3-4 weeks per month) for each 4-month course section, or may select from a menu of a la carte options for lesser commitments. There are six stages:

1. **Site Survey and Analysis** (2 wks)
2. **Preparation** (4 weeks)
  - a. Principal Mentoring
  - b. Course Mentor Training
3. **Participant Orientation: In-Service Day** (90 minutes)
4. **Course 1: Classroom Management and 1:1 Learning Design** (16 wks)
5. **Course 2: Project-Based Learning Unit Design** (16 wks)
6. **Project Showcase Symposium**

**COURSE TOPICS** [Under construction](#) - informed by pilot participation.

**PREREQUISITES** Course presumes comfort with Google Mail (Gmail) and Google Text Documents (Google Docs), and strong, reliable home Internet access.

**INSTRUCTORS: PEER TEACHERS AND COURSE MENTORS** Participants, in teams of four, provide written feedback to each other as peer reviewers, guided by checklists and rubrics. Teammates help each other test out lessons playing student roles, and compare and contrast each other's' work.

The course is supported by a volunteer cadre of teachers on site known as "course mentors" who have made early progress towards achieving course goals. After a month of training, mentors are ready to support their peers as technology coaches, learning facilitators, and just-in-time tech supporters.

**LEARNING  
OBJECTIVES**

Participating teachers will:

- Use Google Classroom, Drive, Forms, Sites, and other tools to manage the workflow of a 1:1 classroom
- Develop and apply Formative Assessment techniques that align class activity with student needs.
- Experience success with student-centered learning in 1:1 classrooms by selecting and adapting model lessons that match their content areas and technology integration experience levels;
- Design, develop, implement, assess and showcase a project-based learning (PBL) unit, embodying student-centered learning through role-play, personal learning paths, and choice of final projects.

**PARTICIPATION  
GUIDELINES**

This online course will use Groups, Classroom and Canvas LMS for online discussions, depending on context. It follows best practices for professional development for technology integration, including:

1. Participants will support learning community growth through knowledge-sharing and risk-taking in online forums.
2. Participants will review and critique each other's work attentively, in accordance with rubrics and checklists.
3. Participants who cannot attend a given virtual meeting and follow-up forum discussion may view recorded meetings and join discussions later to enter comments when they can.
4. Participants expect course activities to meet current needs in local contexts, and offer choices when possible.
5. Participants are expected to apply course material to current work, to their level of comfort and readiness.

**MEDIA AND  
INTERACTIONS**

This course will be primarily online, with scheduled in-school group-work sessions if feasible. course mentors will serve as online mentors and on-site coaches, depending on individual arrangements made with participants.

- The course will be delivered through Google Classroom, with discussions held on Google Groups and other media. .
- Interactive E-learning modules will provide demonstrations, tutorials and performance assessments for content-areas lessons applications.
- Participants will use Hangouts regularly for personal tech support sessions with course mentors and for group check-ins.
- Participants will create ePortfolios (using Google Sites templates) to document their learning and share their work with peers.
- To submit assignments, participants will attach coursework to posts on ePortfolio Blogs, and share post links via Classroom.
- Participants may choose to skip familiar topics after completing pre-topic performance assessments using E-learning modules..
- All course content, printable guides and links will be available on an external site, [my.going121.com](http://my.going121.com).

**PREREQUISITES**

Course presumes comfort with Google Mail (Gmail) and Google Text Documents (Google Docs), and either sufficient set-aside time during the school day to complete work and/or strong, reliable home Internet access.