

DEVELOPMENT DESIGN

The development design is a companion to the curriculum design with information that directs an individual or team on what they're building and how to build it. It includes specifications about the client's chosen platform, the sequence of the experience, and media to be created (such as images or videos).

COURSE DEVELOPMENT OVERVIEW

This course covers the development of six units and twenty-five lessons designed to resolve the focus statement as provided in the curriculum design. This document includes a full inventory and breakdown of all known media and components using the following convention:

D5.2-020.010		
D[evelopment][Unit#].[Lesson#]	[Media#]	[Component#]
D5.2	020	010

All media tracking numbers begin with "010" and are spaced in 10's to allow for sequential additions to the inventory (where necessary). For example, a video for lesson 1.1 whose shot was numbered D1.1-020.015 would come between shots D1.1-020.010 and D1.1-020.020, and a worksheet for the same lesson might be D1.1-030. This makes it easy to correlate which components belong to which media item, which media items belong with which lesson, and which lessons belong with which unit.

Where not otherwise noted, the following should be true for the duration of development:

- Where a source is not noted in the inventory, **items will be created specifically for this course** using resources such as Acrobat, Canva, Powtoons, and Screencastify.
- Videos should all be hosted through Google's cloud services and embedded into the content as within the limitations of Google Classroom.
- **Full branding**, including the client's logo, should be included on every artifact that might circulate outside of this learning experience, ie. worksheets and videos.
- All aspects of graphic design, including font, image size, coloring, margin, and formatting direction are provided in the **visual style guide** (a separate document).

For additional information, please refer back to the curriculum design, the visual style guide, or contact the instructional designer (Jennifer Brola) for clarification.

DEVELOPMENT SPECIFICATIONS

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COURSE SYLLABUS

COURSE DESCRIPTION

This course has been designed to provide the **knowledge and step-by-step guidance** needed for technology administration within the Polly Cooper Chapter. Having completed this learning journey, chapter board members and volunteer information specialists will be able to address **account management, online communications tools, and digital file organization** (including website updates). The only prerequisite is that they've browsed the internet or checked email in the past.

The course, as designed, has **six major units and 25 individual lessons**, each with an activity or quiz to help reinforce learning. The entire sequence should be able to be completed within **six to eight hours**, although learning is self-paced according to individual needs. Scores, whether self-assessed or automatically graded, are intended to be indicators of whether material has been mastered or needs revisiting. **Success means having the confidence and skills needed to manage chapter technology.**

COURSE OUTCOMES

This course engages adult learners in a multi-modal learning experience in order to provide the following core competencies and capabilities:

1. Navigating the Google Admin Console for adding, deleting, and modifying chapter member accounts within the organization.
2. Extending the concept of email aliases within Google Admin Console to include email routing for cross-coverage of incoming messages.
3. Combining knowledge of account management and application management to administrate Google Groups for Business.
4. Adding, deleting, and modifying folders and files within Google Drive as well as build on knowledge of account structures to manipulate permissions.
5. Planning, composing, and publishing a simple website in Google Sites using Google Drive assets.

COURSE MATERIALS

Although there is no textbook for this course, the following are needed to successfully complete it:

- Computer or tablet with an internet browser (preferably Google Chrome or Mozilla Firefox)
- Printer with paper
- Pencil or other erasable writing instrument

CLASS GUIDELINES

The following guidelines will help learners to get the most from their time in this course:

- Meet your personal milestones. Those cues are the first part of your "habit loop" for learning.
- Don't skip activities. They reinforce what you've seen or read so it "sticks" better.
- Share your insights in the discussion boards. Your feedback becomes part of the next person's learning experience.
- Don't give up or wander away. If you are facing obstacles, reach out for help.

GRADING INFORMATION

As part of a self-paced learning experience, **there are no due dates** (other than what learners set for themselves). Likewise, **there is no formal gradebook**. Scores, whether self-assessed or automatically graded, are intended to be indicators of whether material has been mastered or needs revisiting. Where scores are integrated into an activity or assessment, the following should be kept in mind:

Score (10pt. Scale)	Insight
90-100	Excellent - you've mastered the material so far!
80-89	Very good - double check your notes, but you're on the path to mastery.
<79	Keep trying - revisit some of the concepts or activities that were challenging.

PROJECT DESCRIPTIONS

Among discussion board posts and worksheets, there are also a couple of projects, including:

- **Project 1: Constructing a Personal Google Group**
 - Learners will construct a personal Google Group, direct add new members, set delivery frequency, and make other adjustments and complete an action checklist.
- **Project 2: Constructing a Business Card Webpage**
 - Learners will fully construct a business card webpage after reviewing their notes and worksheets while at their home computer and self-assess it according to a rubric.

ACADEMIC POLICIES

During this course, learners will upload the following policies and standards:

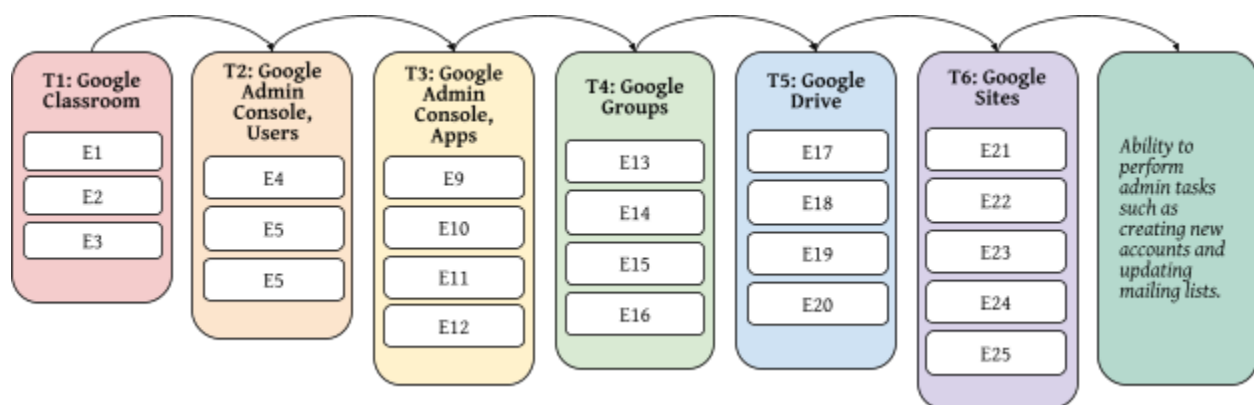
- **Academic Integrity**
 - This course builds knowledge and skills and thus requires original work, individual effort, and a commitment to do both without skimming, skipping, or cheating.
- **Classroom Civility**
 - Where activities involve posting on discussion boards, learners should do so in a manner that's informative, encouraging, and supportive of others.
- **Intellectual Property & Acceptable Use**
 - Worksheets and other course artifacts should not be publicly distributed.
 - Follow all terms of service when using all Google applications.
 - Do not share login, password, or other secure information.

HELP & CONTACTS

For help with course materials, reach out to the chapter regent for the current volunteer information specialist chair's contact information. For technical support with Google products, refer to their documentation: <https://support.google.com/>

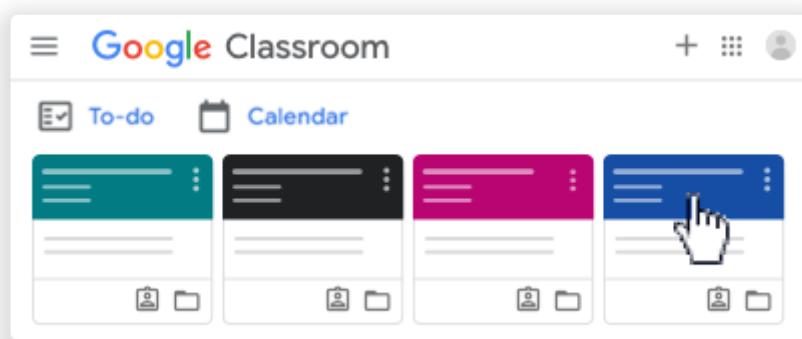
COURSE WORKFLOW

The following infographic depicts the relationship and sequence of learning to be developed:



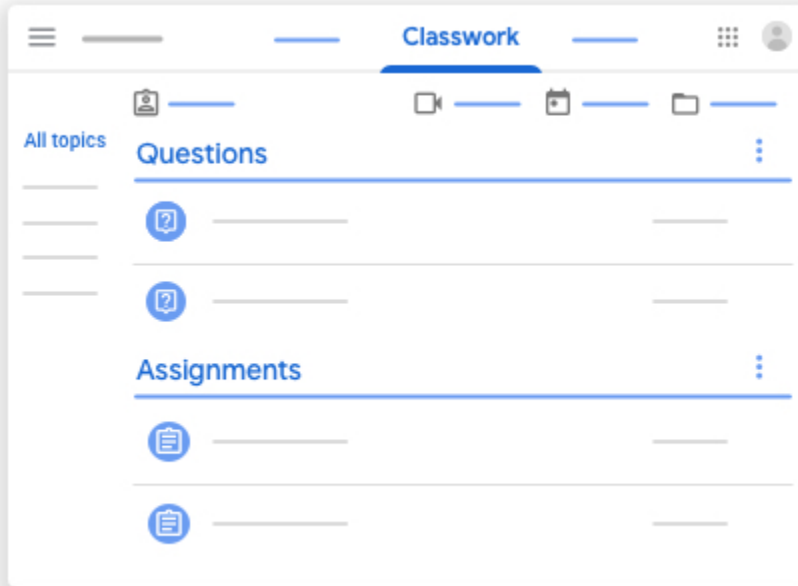
COURSE DELIVERY PLATFORM

The Polly Cooper Chapter will be using Google Classroom under their Google for Non-Profits license (Google, 2022). There will be a single course from which the experience can be accessed:

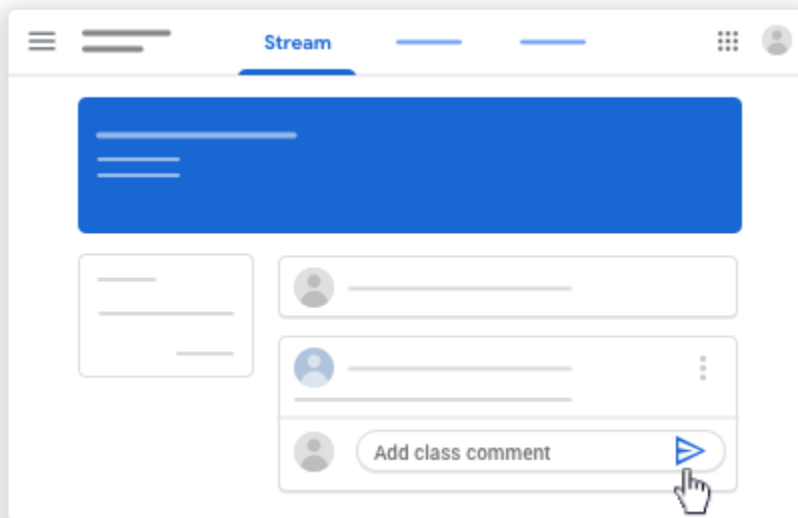


Within the course, the activity stream will have a basic welcome on behalf of the chapter. The classwork tab will hold the primary sequence of learning, with **top-level topics being lessons (not units)**. Instructional material, discussions, and assignments will be nested under their corresponding lesson. **Lessons should follow a naming convention prefixed by unit and lesson numbers**, such as:

- 1-1: Title of Lesson One
 - 1-1a: Reading Element
 - 1-1b: Video Element
 - 1-1c: Quiz
- 1-2: Title of Lesson Two
 - 1-2a: Video Element
 - 1-2b: Discussion Prompt



When there are discussion prompts (known as “Questions”), the learner will interact by posting their response as a comment. Learner-added topics (“Share something with your class”) should be disabled.



Worksheets should be offered as downloadable and printable PDFs. Learners should not be asked to “turn them in,” only provide rubric-based feedback when required. **Every activity should have a “did I do it” confirmation step**, either completed automatically or manually by the learner. All form-based interactions will occur through linked Google Forms.

INTERACTIVITY REQUIREMENTS

Tracking		Development Type							
Unit	Item#	Copy	Image	Infographic	Video	Form	Rubric	Worksheet	Forum
		←-----Low-----Interactivity-----High-----→							
0.0	D0.0-010							✓	
1.0	D1.0-010							✓	
1.1	D1.1-010	✓							
1.1	D1.1-020					✓			
1.2	D1.2-010	✓							
1.2	D1.2-020							✓	
1.3	D1.3-010	✓							
1.3	D1.3-020						✓		
1.3	D1.3-030								✓
2.0	D2.0-010							✓	
2.1	D2.1-010	✓							
2.1	D2.1-020					✓			
2.2	D2.2-010	✓							
2.2	D2.2-020				✓				
2.2	D2.2-030							✓	
2.3	D2.3-010	✓							
2.3	D2.3-020			✓					
2.3	D2.3-030					✓			
2.4	D2.4-010	✓							
2.4	D2.4-020		✓						
2.4	D2.4-030								✓
2.4	D2.4-040			✓					
2.5	D2.5-010	✓							
2.5	D2.5-020						✓		
2.5	D2.5-030							✓	

Unit	Item#	Copy	Image	Infographic	Video	Form	Rubric	Worksheet	Forum
3.0	D3.0-010							✓	
3.1	D3.1-010	✓							
3.1	D3.1-020					✓			
3.2	D3.2-010	✓							
3.2	D3.2-020		✓						
3.2	D3.2-030					✓			
3.3	D3.3-010	✓							
3.3	D3.3-020							✓	
3.4	D3.4-010	✓							
3.4	D3.4-020					✓			
4.0	D4.0-010							✓	
4.1	D4.1-010	✓							
4.1	D4.1-020					✓			
4.2	D4.2-010	✓							
4.2	D4.2-020			✓					
4.2	D4.2-030							✓	
4.3	D4.3-010	✓							
4.3	D4.3-020				✓				
4.3	D4.3-030								✓
4.4	D4.4-010	✓							
4.4	D4.4-020							✓	
Unit	Item#	Copy	Image	Infographic	Video	Form	Rubric	Worksheet	Forum
5.0	D5.0-010							✓	
5.1	D5.1-010	✓							
5.1	D5.1-020					✓			
5.2	D5.2-010	✓							
5.2	D5.2-020				✓				
5.2	D5.2-030							✓	
5.3	D5.3-010	✓							

5.3	D5.3-020				✓				
5.3	D5.3-030							✓	
5.4	D5.4-010	✓							
5.4	D5.4-020					✓			
6.0	D6.0-010							✓	
6.1	D6.1-010	✓							
6.1	D6.1-020					✓			
6.2	D6.2-010	✓							
6.2	D6.2-020				✓				
6.2	D6.2-030							✓	
6.3	D6.3-010	✓							
6.3	D6.3-020		✓						
6.4	D6.4-010	✓							
6.4	D6.4-020						✓		
6.5	D6.5-010	✓							
6.5	D6.5-020					✓			
		Copy	Image	Infographic	Video**	Form	Rubric	Worksheet	Forum
Subtotal		25+	3+	3	5	11	3	16	3
Total		68							

* Each element specified should follow the project's visual style guide which includes font, image size, coloring, margin, and formatting direction in alignment with the client's branding.

** Videos will each be accompanied by a storyboard and dialog script.

MEDIA INVENTORIES

IMAGES INVENTORY

Item#: Title	Description	Logo
D2.4-020: Stock Photography	Photos of someone at their computer reading email, stock computer screens.	
D3.2-020: Admin Screengrabs	Still images showing Google Admin Console images of their app management and Gmail areas.	

D6.3-020: Sites Screengrabs	Still images showing step-by-step process for creating/publishing “Coming Soon” site.	
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INFOGRAPHICS INVENTORY

Item#: Title	Description	Logo
D2.3-020: Anatomy of an Org	Relationships between accounts, organizations, and applications/permissions.	✓
D2.4-040: Email Alias Flowchart	Simplified depiction of email path from sender thru alias and finally recipient.	✓
D4.2-020: Groups Relationships	Relationships between Google for Business, Google Groups, groups, members, roles, and messages.	✓

VIDEO + STORYBOARD + DIALOG INVENTORY

Item#: Title	Description	Logo
D2.2-020: Console Ops Screencast	Covers operations to add, edit, and delete accounts under a single organization with Google Admin Console w/ voiceover. Doesn't cover organizational structures.	✓
D4.3-020: Google Groups Screencast	Covers operations to add, edit, and delete member accounts using the Google Groups interface w/ voiceover.	✓
D5.2-020: Google Drive Screencast #1	Compares shared vs. personal drives; covers operations to create folders and files, change folder colors, rename either, drag-and-drop from desktop w/ voiceover but EXCLUDES permissions-based settings.	✓
D5.3-020: Google Drive Screencast #2	Covers permissions on a shared drive versus permissions on a personal drive w/ voiceover.	✓
D6.2-020: Google Sites Screencast	Covers basic features of sites related to themes, fonts, text, images, importing content from Drive, and linking to publicly permissioned Drive files.	✓

WEB-BASED FORMS INVENTORY

Item#: Title	Description	Logo
D1.1-020: Knowledge & Confidence Pre-Course Survey	Mixed qualitative/quantitative survey that measures what learners know of Google accounts, Gmail, Groups, and Sites and gauges how confident they are in trying to help manage those on behalf of the chapter.	

D2.1-020: Google Classroom Review Knowledge Check	Five question review of concepts related to the syllabus and Google Classroom.	
D2.3-020: Account Organization Matching Exercise	Multiple column/row matchup between organizations and what apps they can access or who should be in them (by role, ie. Regent).	
D3.1-020: Account Management Review Knowledge Check	Five question review of concepts related to Google Admin Console account management.	
D3.2-030: Console App Management Matching Exercise	Multiple column/row matchup between applications and what properties can be controlled within the Google Admin Console (focus on Gmail, Drive, Groups).	
D3.4-020: Halfway Point Quiz: Application Controls and Email Routing	Fifteen question, multiple-choice/true-false quiz primarily covering application controls and email routing with a few account management questions.	
D4.1-020: Email Routing Review Knowledge Check	Five question review of concepts related to Google Admin Console's Gmail app email routing.	
D5.1-020: Mailing Lists Review Knowledge Check	Five question review of concepts related to Google Groups for Business and Google Groups list management.	
D5.4-020: Google Drive Quiz	Fifteen question, multiple-choice/true-false quiz primarily covering addition of images, native Google assets (like presentations), and permissions/sharing.	
D6.1-020: File Management & Permissions Knowledge Check	Five question review of concepts related to Google Drive file management and permissions.	
D6.5-020: Knowledge & Confidence Post-Course Survey	Same questions as pre-course survey plus evaluation questions such as level of difficulty, how many days it took to complete, suggestions for improvement, etc.	

RUBRICS INVENTORY

Item#: Title	Description	Logo
D1.3-020: Course Reflection Rubric	Rubric of a prompted post that considers elements such as: referencing syllabus, success tactics, etiquette, quality of writing.	✓
D2.5-020: Steps to Add Member Account with Alias Rubric	Rubric of a prompted post that considers elements such as key steps and quality of writing.	✓

D6.4-020: Simple Website Rubric	Rubric of a fully constructed business card webpage (with a minimum of one image from their Drive, text, link to a group, custom footer) that is publicly visible.	✓
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PRINTABLE WORKSHEETS INVENTORY

Item#: Title	Description	Logo
D0.0-010: Joining the Class	Printable PDF with guidance on what to expect when clicking the classroom's "join link."	✓
D1.0-010: Welcome to Classroom Reference Sheet	Printable PDF with guidance on how to access lesson materials and assessments ("top down" vs. by unit/color), how to download and view lesson attachments, and who to contact for assistance (use the vis@ email alias for durability)	✓
D1.2-020: Personal Milestones Worksheet	Personal milestones calendar is a PDF with an empty 30-day grid that someone fills out with dates from a smaller multi-year one-page calendar. Study dates should be circled, key deliverables should be starred.	✓
D2.0-010: Key Terms & Concepts	Printable PDF with key terms, their definitions, and concepts which would otherwise not be explicitly explained in the unit.	✓
D2.2-030: Console Functions Worksheet	PDF labeling exercise to place function names from a list onto monochrome screenshots depicting which buttons or links lead to those functions.	✓
D2.5-030: Adding Member Accounts Step-by-Step	PDF to write or draw about the steps of adding a new member account such that it meets the accompanying rubric (D2.5-020).	✓
D3.0-010: Key Terms & Concepts	Printable PDF with key terms, their definitions, and concepts which would otherwise not be explicitly explained in the unit.	✓
D3.3-020: Routing Sequence Worksheet	Mixed PDF wireframes of the different screens and options to set up email routing; exercise is to order them correctly and "fill in" any required information.	✓
D4.0-010: Key Terms & Concepts	Printable PDF with key terms, their definitions, and concepts which would otherwise not be explicitly explained in the unit.	✓
D4.2-030: Google Groups Steps Worksheet	PDF of lined paper and instructions asking that the steps to add and then the steps to remove a member in Google Groups be written down.	✓

D4.4-020: Google Group Setup Checklist	PDF of a checklist outlining all the actions they need to take to setup a Google Group, direct add members, manage initial member settings and other adjustments.	✓
D5.0-010: Key Terms & Concepts	Printable PDF with key terms, their definitions, and concepts which would otherwise not be explicitly explained in the unit.	✓
D5.2-030: File Storage Plan Worksheet	PDF of a file storage plan that shows a filetree and asks the user to name folders, files, etc., who can see them (a precursor for permissions), and finally the actual permission level for each.	✓
D5.3-030: File Storage Plan Worksheet	(Same as D5.2-030)	✓
D6.0-010: Key Terms & Concepts	Printable PDF with key terms, their definitions, and concepts which would otherwise not be explicitly explained in the unit.	✓
D6.2-030: Webpage Wireframe Worksheet	PDF of a webpage with guidelines to wireframe (boxes, scribbles) the layout of a simple webpage.	✓

DISCUSSION FORUMS INVENTORY

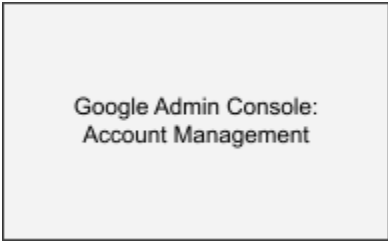
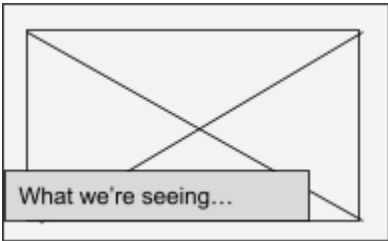
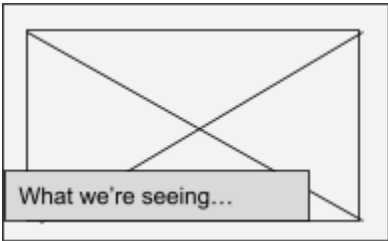
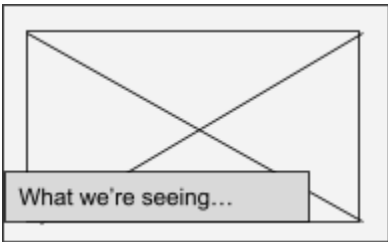
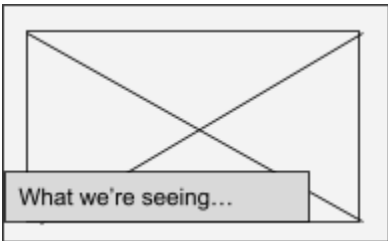
Item#: Title	Description	Logo
D1.3-030: Course Reflection	Prompt to post about this course such that it meets the accompanying rubric (D1.3-020).	
D2.4-030: Alias Reflection	Prompt to post at least one example of why aliases might be useful to individuals and/or the chapter.	
D4.3-030: Groups Compare/Contrast	Prompt to post a compare/contrast between the Google Groups for Business and Google Groups interfaces and experiences.	

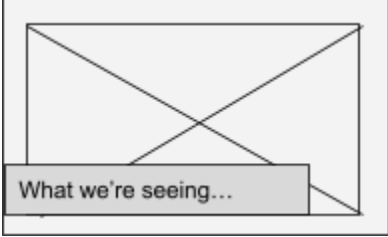
YOUTUBE VIDEO BREAKDOWNS

CONSOLE OPS SCREENCAST

D2.2-020: Video covers operations to add, edit, and delete accounts under a single organization with Google Admin Console w/ voiceover. Doesn't cover organizational structures.

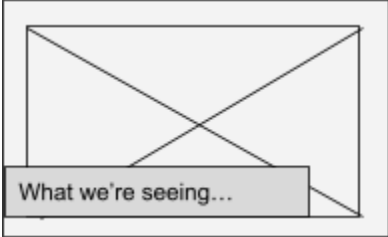
10 Minutes		
Shot#: Name	Shot Content	Dialog Notes

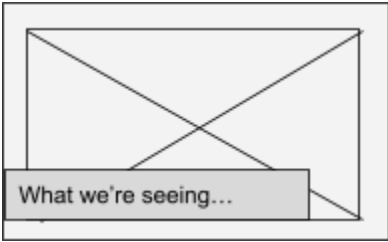
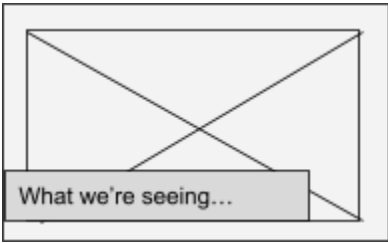
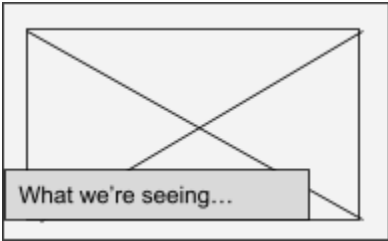
D2.2-020.010: Title Screen		Google Admin Console: Account Management. In this video, we'll look at the operations needed to add, edit, and delete member accounts under a single organization with Google Admin Console. Please note, you'll need an account with administrator permissions to do this for the chapter.
D2.2-020.020: Google Admin		Before we dig into the specifics, let's do a flyby of the Google Admin interface... <<voiceover commentary with screencast of Google Admin>>
D2.2-020.030: Member Accounts		Time to dig into why we're here: member accounts. In Polly Cooper's Google-based system, a member may or may not be a DAR member. It's possible that they're associates, perspectives, or partners who are involved in other ways. We can organize each by role, and grant access to applications (or not).
D2.2-020.040: Adding Accounts		There are always multiple ways to do things. One simple way to add a member account (and remember, this doesn't have to be a DAR member), is to... <<voiceover commentary with screencast of Google Admin>>
D2.2-020.050: Editing Accounts		For accounts that are already in the system, we may want to make some changes. For example, someone may get married (or divorced) and want their name changed, or they might want to update their personal email address... <<voiceover commentary with screencast of Google Admin>>

D2.2-020.060: Deleting Accounts		And sometimes, we need to remove a member entirely. Although we might say “delete,” we actually prefer to disable accounts. Delete is forever. We never know when someone’s data might become relevant again. Disabling an account preserves the files in a member’s personal drive and the emails in their inbox, but it locks them out from further access. <<voiceover commentary with screencast of Google Admin>>
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CONSOLE GROUPS SCREENCAST

D4.3-020: Covers operations to add, edit, and delete member accounts using the Google Groups interface w/ voiceover.

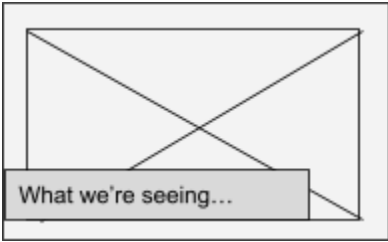
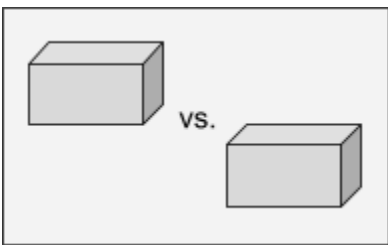
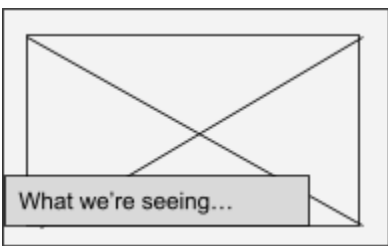
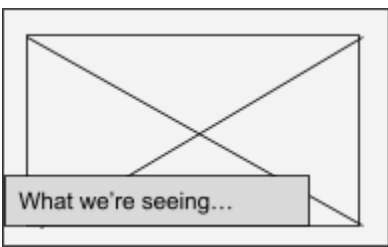
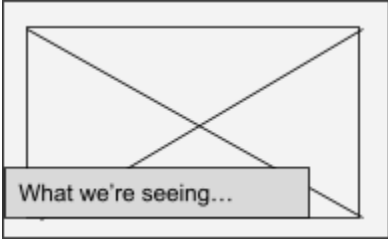
5 Minutes		
Shot#: Name	Shot Content	Dialog Notes
D4.3-020.010: Title Screen		Google Groups. In this video, we’ll look at the operations needed to add, edit, and delete member accounts from a Group. While there are two interfaces to do these from (Google Admin Console and Google Groups), we’re going to focus on Google Groups itself. Please note, group owner or chapter administrator permissions are required.
D4.3-020.020: Google Groups		Before we dig into the specifics, let’s do a flyby of the Google Groups interface. This is one that other members with a Polly Cooper account can see, although the things they can do may be more limited... <<voiceover commentary with screencast of prebuilt Google Group>>
D4.3-020.030: Groups vs. Organizations		What sets Groups apart from Organizations? What are the practical differences? Let’s take a quick side trip... <<voiceover commentary with PowToons Explainer Video>>

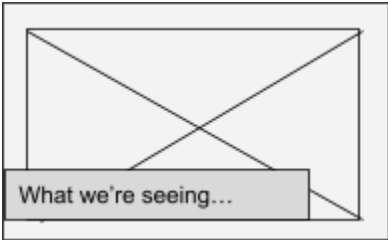
D4.3-020.040: Direct Add Member		Back in our Group, let's say we've had a new DAR member join. How would we add them? What if they don't have a Polly Cooper Google account? Well, they won't be able to see this interface, but they can still interact with the group by email. First, though, they have to be added, or "direct added" as it's called... <i><<voiceover commentary with screencast of Google Groups>></i>
D4.3-020.050: Edit Member		What if a Group member gets elected to a board position or committee and needs the ability to email everyone via the group address? Or they want to change how often they're getting emails? There are a few different ways to edit a Group member... <i><<voiceover commentary with screencast of Google Groups>></i>
D4.3-020.060: Delete Member		Lastly, what if a Group member leaves the chapter? We have a couple of different options. We can turn off the option that sends them email, but most likely we would delete their account. If they ever get re-added with a Polly Cooper Google account, they'll have access to this interface and the full archive of all previous messages. They don't go away. <i><<voiceover commentary with screencast of Google Groups>></i>

GOOGLE DRIVE SCREENCAST #1

D5.2-020: Compares shared vs. personal drives; covers operations to create folders and files, change folder colors, rename either, drag-and-drop from desktop w/ voiceover but EXCLUDES permissions-based settings.

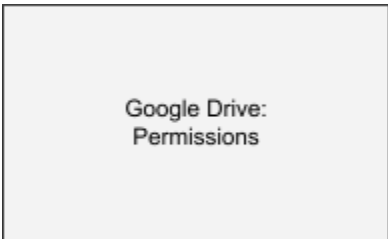
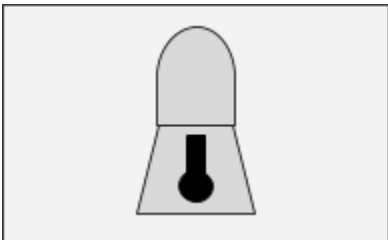
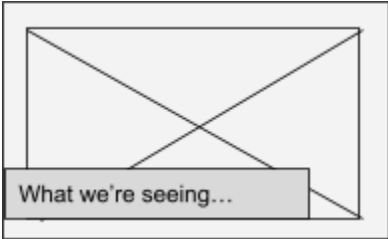
5 Minutes		
Shot#: Name	Shot Content	Dialog Notes
D5.2-020.010: Title Screen		Google Drive: Folders & Files. In this video, we'll compare shared vs. personal drives, creating files and folders, making changes and dragging items in from your desktop.

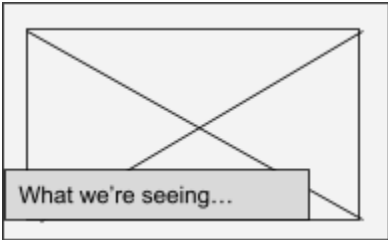
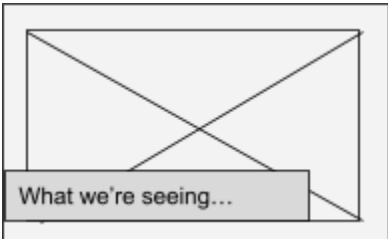
D5.2-020.020: Google Drive		Drive is your closet in the cloud. Or file cabinet! Before we dig into the specifics of what you can store there and how, let's do a flyby of the Google Drive interface... <<voiceover commentary with screencast of prebuilt Google Drive>>
D5.2-020.030: Shared vs. Personal		What is the difference between a shared drive and a personal drive? Why pick one versus the other? Let's take a quick side trip... <<voiceover commentary with PowToons Explainer Video>>
D5.2-020.040: Create Folder & File		Back in our Drive, let's say we need to create a new folder for event photos. How would we add them? And what are the differences between Google files and the other types of files we can store in them? For starters, the size of Google files don't count against the 30 gigabyte per-person cap... <<voiceover commentary with screencast of Google Drive>>
D5.2-020.050: Change Folder Colors		Over time, folders can have more folders, and it becomes difficult to quickly get a handle on which ones are most important. That's where creating your own color scheme can help... <<voiceover commentary with screencast of Google Drive>>
D5.2-020.060: Renaming		Let's say you're reorganizing the folders (or files) from a previous administration, but the names aren't quite the most descriptive. What are the ways to rename the items in Drive?... <<voiceover commentary with screencast of Google Drive>>

D5.2-020.070: Desktop Drag/Drop		Finally, let's take a look at something that comes in handy for archiving as well as for sharing (both as links and as embeds in a website), and that's desktop drag-and-drop. As a Google for Non-Profits organization, each Google member gets 30 gigabytes of upload storage... <<voiceover commentary with screencast of Google Drive>>
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GOOGLE DRIVE SCREENCAST #2

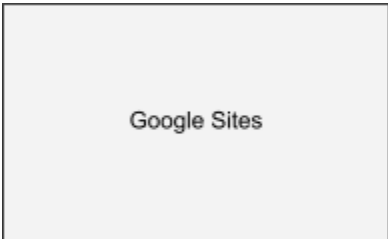
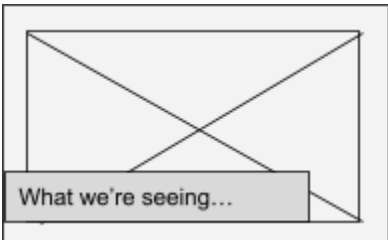
D5.3-020: Covers permissions on a shared drive versus permissions on a personal drive w/ voiceover.

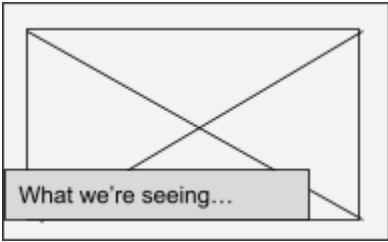
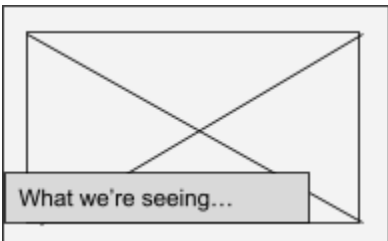
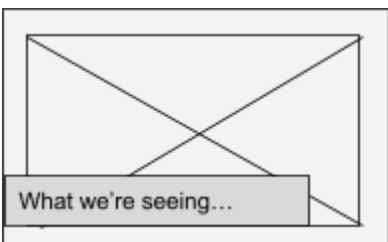
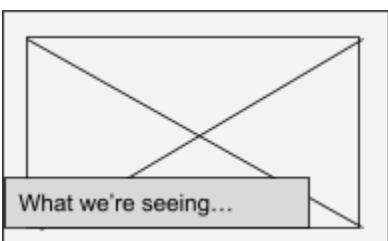
10 Minutes		
Shot#: Name	Shot Content	Dialog Notes
D5.3-020.010: Title Screen		Google Drive: Permissions. In this video, we'll take a look at one of the most powerful features of Google Drive - the ability to control who can interact with your files and to what degree.
D5.3-020.020: Permissions Overview		What are "permissions" and what can they control? In Drive, permissions are like keys that you can distribute to some people or to everyone, revoke, or swap for more powerful ones. Let's take a quick side trip... <<voiceover commentary with PowToons Explainer Video>>
D5.3-020.030: Shared vs. Personal		Back to our drive, let's look at how permissions play out in shared drives versus individual ones...the key concepts are similar, but the details of how they're expressed are slightly different... <<voiceover commentary with screencast of Google Drive>>

D5.3-020.040: Setting Permissions on Shared Drive Items		So how would we set permissions on a shared drive...let's walk through it step-by-step... <<voiceover commentary with screencast of Google Drive>>
D5.3-020.050: Setting Permissions on Personal Drive Items		It's nearly the same for personal drive items. Whether the permission is set at the folder or file level, the concepts are similar. Let's wrap up this video by giving it a try... <<voiceover commentary with screencast of Google Drive>>

GOOGLE SITES SCREENCAST

D6.2-020: Covers basic features of sites related to themes, fonts, text, images, importing content from Drive, and linking to publicly permissioned Drive files.

5 Minutes		
Shot#: Name	Shot Content	Dialog Notes
D6.2-020.010: Title Screen		Google Drive: Sites. In the final video of this course, let's take a closer look at some of the more commonly used features of a Google-hosted website, from themes to fonts and shared files.
D6.2-020.020: Google Sites		Before we dig into the specifics, let's do a flyby of the Google Sites interface... <<voiceover commentary with screencast of Google Sites>>

D6.2-020.030: Setting Themes & Fonts		When beginning a new site, many choose to start with a theme. From there, they make choices about key colors and font styles... <<voiceover commentary with screencast of Google Sites>>
D6.2-020.040: Content Column		With the overall look decided, the next thing is to choose site content. Let's look a closer look at the options available from the insert column... <<voiceover commentary with screencast of Google Sites>>
D6.2-020.050: Adding Text		One of the things you'll need for the final course project is how to seat content into the site itself. For example, there are two ways to add text - the insert column and a right-click... <<voiceover commentary with screencast of Google Sites>>
D6.2-020.060: Importing from Google Drive + Permissions		The other significant thing to know for your final project is how to embed files from your Drive space. Just one note: be sure to set the permissions on those files in alignment with who should be able to see the site. Lets look at how that might play out... <<voiceover commentary with screencast of Google Sites>>

RUBRIC SPECIFICATIONS

COURSE REFLECTION RUBRIC

D1.3-020: Rubric of a prompted post that considers elements such as: referencing syllabus, success tactics, etiquette, quality of writing.

Prompt: Have you been in a program like this before or had another experience that was self-driven? How might a learner be successful? (Review the syllabus for additional information.)				
Outcomes	Performance Levels			
Topic or Element	Developing (1pts.)	Competent (3pts.)	Exemplary (5pts.)	Score

Syllabus Concepts	Referenced zero elements from the syllabus guidelines.	Referenced one element from the syllabus guidelines.	References two elements from the syllabus guidelines.	
Personal Insights	Referenced zero prior learning experiences.	Referenced a prior experience, but didn't mention insights of how to succeed.	Referenced a prior experience and made connections to insights .	
Quality of Writing	Written such that others would feel the writer is unsupportive of the learning experience.	Written with a respectful, interested tone. Thoughts are well-considered but quickly written.	Written with full sensitivity, respect, and interest in such a complete way as to further the education of others who may read it.	
Highest Possible Score				15

STEPS TO ADD MEMBER ACCOUNT WITH ALIAS RUBRIC

D2.5-020: Rubric of a prompted post that considers elements such as key steps and quality of writing.

Prompt: In your own words (or sketches, doodles, flowcharts, etc.), what are the steps necessary to add a new member account? During the step for adding an email alias, how would you choose one?				
Outcomes	Performance Levels			
Topic or Element	Developing (1pt.)	Competent (2pts.)	Exemplary (3pts.)	Score
Sequence of Steps	Avoided writing the answer in steps that could be reproduced by others.	Wrote the answer in earnest, but skipped a few steps such as formatting the username correctly (<<first>>.<<last>>).	Wrote the answer in complete, detailed steps that produce the same results when repeated by others.	
Email Alias	Skipped over any mention of when to add an email alias.	Included when to add an email alias, but forgot to mention anything on choosing an appropriate one.	Included both when to add an alias and how to choose an appropriate one.	
Quality of Writing	Written such that others would feel the writer is unsupportive of the learning experience.	Written with a respectful, interested tone. Thoughts are well-considered but quickly written.	Written with full sensitivity, respect, and interest in such a complete way as to further the education	

			of others who may read it.	
Highest Possible Score				15

SIMPLE WEBSITE RUBRIC

D6.4-020: Rubric of a fully constructed business card webpage (with a minimum of one image from their Drive, text, link to a group, custom footer) that is publicly visible.

Reflection: Given your completed business card website, how would you self-assess your work?				
Outcomes	Performance Levels			
Topic or Element	Developing (1pt.)	Competent (2pts.)	Exemplary (3pts.)	Score
Theme	Site uses the default theme and color scheme.	Site uses a stock theme . The header, fonts, and colors are all uncustomized.	Site uses a theme that's been customized with a unique header image, fonts, and/or colors.	
Text	There is no text (or only a site title).	There is a site title and possibly a member name (or pseudonym), but as a business card it's missing a lot of information.	There's a site title, member name (or pseudonym), and ample factual (or fictional) business card data such as chapter name, position, interests, and committees.	
Image	There is no member image on the site.	There is a member image, but it displays as a broken link due to improper permissioning.	There is a member image (either factual or fictional), and it displays on the published site.	
Group Link	There is no link to any Google Group on the site.	There is a URL for a Google Group, but it's incorrectly pasted as text instead of a readable link.	There is a link to a Google Group on the site that's both clickable and human readable .	
Custom Footer	There is no custom footer on the site.	The custom footer doesn't have a "last updated" date.	The footer has a "last updated" date (and maybe more).	
Highest Possible Score				15

REFERENCES

Google Help Center. (n.d.). Get started with Classroom for students. Classroom Help. Retrieved February 4, 2022, from <https://support.google.com/edu/classroom/answer/9582544>