

## Independent Study Course Syllabus

**Course Number:** TEC 994  
**Course Title:** The Chromebook Classroom

Online       Distance Learning

<p><b>Instructor:</b> Steve Young <b>Email:</b> SteveYoungFPUiv@aol.com <b>Website:</b> <a href="http://www.steveyoungfpu.net">www.steveyoungfpu.net</a></p>	<p><b>Units: 3</b> <b>Grade Level: K-12</b></p>
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### Course Description

As schools search for low a cost gateway to the digital age, a new star has emerged: the Chromebook. A Chromebook is a simple laptop using web-based applications (apps) and cloud storage. Affordable yet powerful, the Chromebook gives students and teachers access to a wide range of connectivity and productivity applications. The course will cover the nuts-and-bolts of the Chromebook, and the curricular capabilities and methodologies of classroom use. Real-life modeling of classroom use will be examined, leading to a practical, broad understanding of this new teaching and learning tool.

The course can be taken using a Chromebook, Windows or Mac computer; **it is not necessary to have access to a Chromebook to complete the course.** Instructor support is readily available via email and phone. All assignments may be completed without classroom participation. The supplemental text: Michael Miller’s *My Google Chromebook (3rd Ed.)* ISBN-10: 0789755343 is recommended to achieve maximum benefit from the course but is not included with the course materials; it must be obtained independently.

For information on the Fresno Pacific University Academic Policies and Procedures for Independent Study Courses go online to <https://ce.fresno.edu> and click the ‘CE Policies and Procedures’ link at the bottom of the page.

## Course Dates:

Enrollment is open and ongoing, so you may enroll at any time then have no less than three weeks and up to one year from the official date of registration to complete the course.

## Primary Learning Outcomes

Upon completion of the course participants shall:

- Become familiar with the terms of learning theory as it pertains to learning with technology.
- Understand the teacher's role in successfully utilizing Chromebooks in the classroom.
- Use modeled teaching strategies to instruct others in the techniques of instructing with technology.
- Develop classroom management strategies when working with Chromebooks.
- Identify uses of technology for peer-to-peer and student communication.
- Gain hands - on experience in creating curriculum-specific projects utilizing:
- Student will be able to access and navigate Chrome OS
- Student will be able to create and access documents
- Student will be able to access and use web based apps
- Student will be able to manage Chromebooks classroom
- Student will be able to work collaboratively

## Standards - Based Instruction

*...To ensure that students are prepared for their future we should: include technology and information literacy in state and local standards for what students should know and be able to do; ensure students use technology appropriately and responsibly; develop new student assessment tools; and strengthen partnerships with industry to help meet the work force needs of the future.*

Taken from the Executive Summary of the U.S. Department of Education National Education Technology Plan  
(<http://www.ed.gov/Technology/elearning/>)

Assignments contained within this course meet several important proficiency guidelines as defined by ISTE (International Society for Technology in Education). The ISTE Standards provide a framework for learning, teaching and leading that is amplified by technology. They provide a roadmap for educators worldwide as they navigate decisions about curriculum, instruction, professional learning and the transformation of pedagogy with technology.

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For more about ISTE and the ISTE standards go to: [www.iste.org/standards](http://www.iste.org/standards)

The seven Educator Standards are:

1. **Learner** - Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
2. **Leader** - Educators seek out opportunities for leadership to support student empowerment and success and improve teaching and learning.
3. **Citizen** - Educators inspire students to positively contribute to and responsibly participate in the digital world.
4. **Collaborator** - Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
5. **Designer** - Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
6. **Facilitator** - Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.
7. **Analyst** - Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Each standard is broken down into several subsections (a, b, c, etc.). The relevancy of these standards to this course is one of awareness and familiarity.

## Course Materials

Workbook: TEC 994: The Chromebook Classroom, by Steve Young.

Course Website: [www.chromebook.steveyoungfpu.net](http://www.chromebook.steveyoungfpu.net) containing resources, links, videos, coursework modules and social media links.

## Course Requirements

Hardware/Peripherals:

Computer (Chromebook, Windows or Macintosh); access to the Internet; a Google account.

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## **Schedule of Topics**

Pre Course Survey  
Introduction to Chromebooks  
Reading Reflection  
Chromebook Community Submission 1  
Hardware Tips and Tricks  
Filing and (Cloud) Storage  
WiFi Survey of School  
Apps for the Chromebook  
Using a Mac or Windows with Chromebook Apps  
App Review and Reflection - Student App or Site  
App Review and Reflection - Teacher App or Site  
Adding Apps from the Chrome Store  
Apps for Education Community Submission  
Using Productivity Apps  
Word Processing Document  
Presentation Document  
Spreadsheet Document  
Survey / Test Document  
Lesson Plan 1 - Using a Website  
Lesson Plan 2 - Using an App  
Lesson Plan 3 - Using Productivity App  
Classroom Rules and Safeguards  
Chromebook Community Submission 2  
Standards Correlation  
Post Course Survey

## **Grading Scale**

Letter grades, should one be requested, will be on the following scale:

90% -100% = 'A'                      80% - 89% = 'B' or 'Credit'                      79% or below = 'No Credit'

Participants striving for an 'A' should demonstrate the ability to follow directions, show neatness and pride in their work, and thoughtfulness in their responses to written assignments. Students taking the course for 'Credit' are expected to adequately complete all assignments.

## Assignments (18 total for a maximum of 100 points):

- Pre Course Survey 5 points
- Reading Reflection 5 points
- Community Blog Submission 1 5 points
- WiFi Survey of School 5 points
- App Review and Reflection - Student App or Site 5 points
- App Review and Reflection - Teacher App or Site 5 points
- Apps for Education Community Submission 5 points
- Word Processing Document 6 points
- Presentation Document 6 points
- Spreadsheet Document 6 points
- Survey / Test Document 6 points
- Lesson Plan 1 - Using a Website 7 points
- Lesson Plan 2 - Using an App 7 points
- Lesson Plan 3 - Using Productivity App 7 points
- Classroom Rules and Safeguards 5 points
- Chromebook Community Blog Submission 2 5 points
- Standards Correlation Chart 5 points
- Post Course Survey 5 points

## Evidence of Learning

Participants in the course will be evaluated on their ability to follow the directions, as presented in this workbook, to successfully complete all the assigned course projects. All written assignments should contain thoughtful, reflective responses applicable to their personal and/or professional experiences, indicating they have put consideration and effort in to their replies.

## Instructor/Student Contact

I will email you to verify receipt of your registration and let you know that I am preparing your materials for shipping (usually the next day), and again once I have submitted your grade to FPU. I can not stress this enough - please never hesitate to contact me, as that's why I'm here! When contacting me e-mail is preferred, but if you need to phone please do so after 10:00 AM PT, being mindful of time zone differences, as early morning calls wake the family. Thanks for your cooperation and understanding.

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## Final Course Grade and Transcripts

When all work for the course has been submitted, login to your account at the Center for Professional Development website (<https://ce.fresno.edu/>) and select “Request Final Grade” in your account settings. Once I submit your grade you will need to log back in to print off your Final Grade Report. Once your grade in this course has been posted you may proceed with ordering transcripts. Please allow at least two weeks from the date your coursework was submitted for your final grade to be posted. For more information, please refer to the Independent Studies Policies and Procedures which are available at <https://ce.fresno.edu/> - under CE Policies and Procedures - at the bottom of the page.

## Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalog.

## References & Resources

Miller, Michael. My Google Chromebook (3rd Edition). Indianapolis, IN: Que, 2016

<http://www.iste.org/standards>

[http://www.cde.state.co.us/cdesped/accommodationsmanual\\_ccss\\_k12\\_techscope](http://www.cde.state.co.us/cdesped/accommodationsmanual_ccss_k12_techscope)

<https://sites.google.com/site/chromebookclassroominthecloud/home>\*

[www.thejournal.com/articles/2015/04/14/3-reasons-chromebooks-are-shining-in-education.aspx](http://www.thejournal.com/articles/2015/04/14/3-reasons-chromebooks-are-shining-in-education.aspx)

[www.g4w.co/chrome-device-deployment-guide-google-docs](http://www.g4w.co/chrome-device-deployment-guide-google-docs)

<http://www.classthink.com/managing-chromebooks-in-schools/>

<http://blog.learn2earn.org/chromebooks-for-education-guide/>

\*Special thanks to Molly Schroeder from EdTechTeam Inc.

<b>Grading Rubric</b>	<b>Exemplary (A)</b>	<b>Passing (B or Credit)</b>	<b>Failing (No Credit)</b>
Use of tools and techniques (T&T)	Followed directions concisely; consistent, appropriate and correct use of T&T. Added extra flourishes at times	Inconsistently followed directions. Shied away from using more complex T&T.	Directions not followed. Some steps omitted. Incorrect T&T(s) used.
Effort and Perseverance	Project continued until complete; effort set forth beyond that required; took pride, going beyond the basic requirements set forth. Experimented freely and frequently.	With a bit more effort & dedication projects could have improved; lacks finished quality; met just the minimum objectives of projects.	Project not seen to completion; work inadequate. Seems hurried to “just get it done” and move to the next project.
Craftsmanship and Consistency	Project completely and patiently done with great attention to detail; it was as good as hard work could make it. Tools & techniques consistently and properly demonstrated throughout the project.	Average craftsmanship but not as good as possible with more care, time, effort and attention to detail. Quality varied from project to project.	Below average effort. Lack of pride in work. Inconsistent use of tools/techniques from project to project.
Written Assignments	Depth of thought with thorough, candid and reflective replies. Relates personal/ professional experiences. Few, if any, errors in spelling, punctuation, grammar. Neatness and pride evident throughout. Thought provoking at times.	Replies vague, generic, superficial, abrupt. Strays away from topic. Grammar, spelling, punctuation errors distracting. Word processing replies is in order due to poor penmanship. Seems rushed. Not engaged.	Assignment(s) missing and/or incomplete. Failed to follow directions as set forth in materials. “Yes”- “No” replies without further discussion to justify response
Standards Correlation Chart	Correctly aligned any three course assignments to ISTE NETS-T standards and performance indicator.	Completed but did not chose applicable standard or performance indicator.	Failed to complete the assignment or align all 3 chosen assignments.

**CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:**

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.



## FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

<b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.

## Course Completion Checklist

- Assignment 1: Pre Course Survey
- Assignment 2: Reading Reflection
- Assignment 3: Chromebook Community Submission 1
- Assignment 4: WiFi Survey of Your School
- Assignment 5: App Review and Reflection - student app or site
- Assignment 6: App Review and Reflection - teacher app or site
- Assignment 7: Chromebook EDU G+ Community Blog Submission
- Assignment 8: Word Processing on The Chromebook Document
- Assignment 9: Presentations on The Chromebook Document
- Assignment 10: Spreadsheets on The Chromebook Document
- Assignment 11: Survey / Test on The Chromebook Document
- Assignment 12: Lesson Plan 1 - Using a Website
- Assignment 13: Lesson Plan 2 - Using an App
- Assignment 14: Lesson Plan 3 - Using Productivity App
- Assignment 15: Classroom Rules and Management
- Assignment 16: Chromebook Community Blog Submission 2
- Assignment 17: Standards Correlation Chart
- Assignment 18: Post Course Survey
- Submit Online Grade Request