

Where Paperless?

EVERYWHERE!



When Paperless?

NOW!



Making the Paperless Classroom a Reality

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Why Paperless?

- No more wasting time on printing, copies, etc. and undercuts students' excuses for not having work done related to printing/copying
- No more clutter
- No more lost papers; no wasted time/confusion collecting/passing out papers
- It's the way of the world: Not only the rise of the Internet, but also governmental requirements of tablets for medical offices, and this generation is used to using touch pads as keyboards, etc.
- Financial cost of iPads/other tablets or laptop/desktop PCs is equal to or only slightly more than comprehensive use of paper in a department while providing students experience with state-of-the-art technology

Why Paperless? (cont'd)

- Gives students hands-on experience with computers and tablets
- Stands to interest students who are relatively less technologically advantaged while at the same time to provide familiarity with students who are relatively more technologically advantaged.
- iPads/other tablets provide mobility and versatility in the classroom
- In informal online surveys of four terms of students in five separate classes, the majority of students have shown:
 - Interest in using iPads
 - Agreement that a paperless classroom is a good idea
 - Ease and comfort with using touch pad keyboards even for writing paragraphs and essays

iPads Actually Being Used in the Classroom: Jackson Christian School in Jackson, Tenn.

- Grades 6-12 Using iPads for Assignments and Assessments (A new way, 2012, October 2)

Benefits:

- Students needing fewer books/paper materials and reporting easier multitasking through tablet use
- Teachers able to spend more one-on-one time with students, with tablets promoting independent learning; easier multitasking; and less need for paper

iPads Actually Being Used in the Classroom: Oklahoma State University Apple iPad Pilot Program

- Apple iPad Pilot Program involved five sections of two courses across two colleges and two campuses (iPad study, 2011)

Benefits found in study:

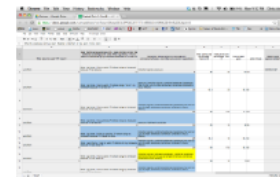
- "Among the enhancements noticed by both professors was an increase to the pace of the course, reaching traditional benchmarks sometimes weeks in advance."
- "There is evidence to suggest a decrease in student expenses with maximum integration"
- "75 percent agreed or strongly agree with the statement, 'I think the iPad enhanced the learning experience of this course.'"

What Paperless

Examples of Common Components of Classes That Can Be Paperless:

1. Making written tests and assessments

- Quiz/Test functions on Moodle/Blackboard/other course management systems
- Google Docs -- Forms function: especially useful



Google Docs, Especially, for Quizzes/Tests

- Quiz/test results reliable ... only mistake presenter has had is with students leaving the page with the form
- Students can see everyone's results at once
- Privacy issues with grades are resolvable:
Each student can have a secret number

Quiz 2, Part B -- ADV CORE SKILLS A -- Fall 2012

This quiz, including Quiz 2, Part A, is worth 100 points. It is worth 5% of your grade overall.

All multiple choice questions and small text box questions are worth 5 points and all large text box questions are worth 10 points unless otherwise stated. All questions about grammar (using your GD3 textbook) are open book. You may also use your Editing Codes handout.

* Required

What is your special number? *

What is your name? *

Write the vocabulary word you hear. Spelling is important. (2 pts. each, 10 pts. total) *

(Make a list, each item starting with 1, 2, 3, 4, and 5 and write the word you hear after each number.)

Select the vocabulary word that goes with each meaning below. (3 pts. each, 15 pts. total) [communication] *

	substitute	contact	mutual	integrate	input
use something different (for the same purpose)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
shared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ideas or advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
to join in the life and customs of a group or society or to help someone do so	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Write a sentence using the word "contrary" correctly. *

NOTE: You MUST use the exact word above. The sentence you write MUST show that you know the meaning of the word. Do not use the word in a way that many non-related words could also work in the sentence. Also, beyond using the vocabulary word/related form correctly in the sentence, points will not be deducted from your grade if you have other grammatical/punctuation mistakes that do not conflict with the comprehensibility of your writing. (Do NOT copy a sentence from any source.)

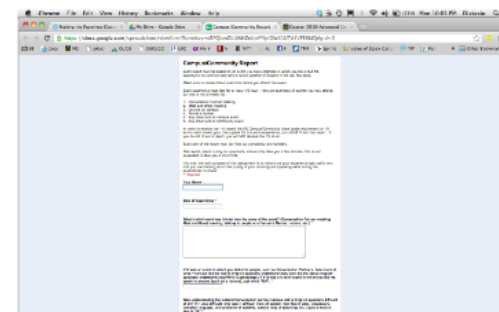
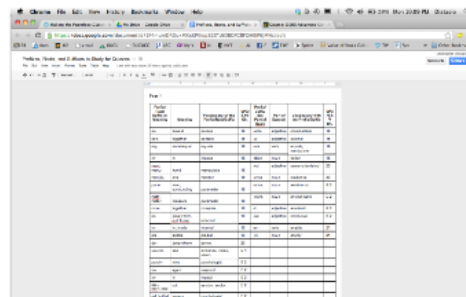
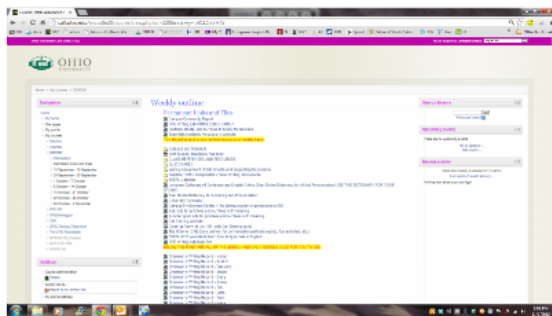
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	How much credit do you need to get credit for this class?	Is the following statement true or false? Statement: It is considered cheating to copy information from someone else's paper and turn it in as your own. (5 pts.)	What is the total amount that writing assignments are worth in the class?	From your current level, Advanced Core Skills A (Level 50), which grade below will NOT allow you to advance to part-time academic classes?	What is a kind of event outside of class that OPIE/ISFS does NOT sponsor/participate in?	Write the vocabulary word you hear. Spelling is important. (2 pts. each, 10 pts. total)	Select the vocabulary word that goes with each meaning below. (3 pts. each, 15 pts. total) [communication] [communication]	Select the vocabulary word that goes with each meaning below. (3 pts. each, 15 pts. total) [to give money, time, or effort to get a profit or success later] [to give money, time, or effort to get a profit or success later]	Select the vocabulary word that goes with each meaning below. (3 pts. each, 15 pts. total) [a plan] [a plan, a way]	Select the vocabulary word that goes with each meaning below. (3 pts. each, 15 pts. total) [an important job or activity] [an important job or activity]	Select the vocabulary word that goes with each meaning below. (3 pts. each, 15 pts. total) [an official way of doing things, a rule] [an official way of doing things, a rule]	Write the tense (both time and aspect) for the verb in the following sentence. Sentence: I will have been living in Athens for three years next August.	Which statement below is false?	How many different kinds of determiners are in the following sentence? Sentence: This class can have a lot of conversation!	Follow these steps exactly: 1. Copy the following sentence and paste it in the large text box below. 2. Write a forward slash (this punctuation mark: /) between the phrases in the sentence. Sentence: There is a large bee in the classroom.	How many clauses a follow sentence? Sentence: a woman lives in
2	90%	TRUE	30 D+	Labor Day Party	1. conduct 2. emphasize 3. input 4. range 5. secure	contact	invest	strategy	undertaking	policy	future perfect progressive	All reading purposes require the same strategy.	There is a large bee / in the classroom.			
3	90%	FALSE	30% D+	Labor Day Party	1.conduct 2.emphasize 3.input 4.range 5.secure	contact	invest	strategy	undertaking	policy	future perfect progressive	All reading purposes require the same reading strategy (way of reading).	There is/ a large bee/ in the classroom.			
4	90%	FALSE	90% C	Labor Day Party	1.conduct 2.emphasize 3.input 4.range 5.secure	contact	invest	strategy	undertaking	policy	future perfect progressive	All reading purposes require the same reading strategy (way of reading).	There is a large bee in the classroom. There is a cat in my room.			
5	90%	FALSE	70% D+	Wednesday Discussions	1. conduct 2. emphasize 3. input 4. range 5. secure	contact	invest	strategy	undertaking	policy	future perfect progressive	All reading purposes require the same reading strategy (way of reading).	There is / a large bee / in the classroom.			
6	90%	FALSE	30% D+	Labor Day Party	1.Conduct. 2.Emphasize. 3.Input. 4.Range. 5.Secure.	contact	invest	strategy	undertaking	policy	future perfect progressive	All reading purposes require the same reading strategy (way of reading).	There is a large bee / in the classroom /.			
7	90%	TRUE	30% D+	Labor Day Party	1.conduct 2.emphasize 3.input 4.range 5.secure	contact	invest	strategy	undertaking	policy	future perfect progressive	All reading purposes require the same reading strategy (way of reading).	VF SV There is a large bee / in the classroom /.			
n					1. conduct 2. emphasize											

	O	P	Q	R	S	T	U	V
1	What does the code "VF" mean?	Copy the following sentence with a code and then correct the sentence according to the code: When I go home, I like to watch TV before doing my homework because TV is relax VF .	Select the following form/s involved with coherence/cohesion. (more than one answer is possible)	Total points and percentage, Section B	Total points and percentage, Part A	Total of both parts	Letter Grade	What is your special number?
2	verb form	When I go home, I like to watch TV before doing my homework because TV is relaxing.	transition signals, pronouns	5	80	20	100	A+
3								ANSWER KEY
4	verb form	When I go home, I like to watch TV before doing--" to do " my homework because TV is relax VF . *	pronouns, transition signals, combined sentences (sentences that are not just all simple sentences; sentences combined to focus effects)	2.5	62.5	20	82.5	B
5								
6	Verb Form	When I go home, I like to watch TV before doing my homework because TV is relaxing.	transition signals, combined sentences (sentences that are not just all simple sentences; sentences combined to focus effects)	2.5	60	17.5	77.5	C+
7								
8	verb form	When I go home, I like watching TV before doing my homework because TV is relax VF.	pronouns, high-level vocabulary	2.5	65	15	80	B-
9								
10	verb form	When I go home, I'd like to watching TV before doing my homework because TV makes me relax.	transition signals, combined sentences (sentences that are not just all simple sentences; sentences combined to focus effects)	2.5	53.5	10	63.5	D
11								
12	verb form	When I went home, I liked to watch TV before did my homework because TV was relax VF .	transition signals, combined sentences (sentences that are not just all simple sentences; sentences combined to focus effects)	2.5	65	17.5	82.5	B
13								
14	verb form	When I go home, I like to watch TV before doing my homework because TV can relax me.	transition signals, high-level vocabulary, combined sentences (sentences that are not just all simple sentences; sentences combined to focus effects)	0	68	10	78	C+
15								
16	verb form	When I go home, I like to watch TV before doing my homework because TV is relaxing.	transition signals, combined sentences (sentences that are not just all simple sentences; sentences combined to focus effects)					

What Paperless (cont'd)

2. Class Storage and Maintenance

- Moodle/Blackboard/Other course management systems can be used instead of paper, on both tablets and computers, to access all the same kinds of class information/assignments
- Google Docs/wikis allow information to be updated constantly within the same document; no need for providing a new document each time the information is updated and not even need for any computer-based procedures such as uploading/sending documents at all
- Course management systems can be used to access wikis/links to Google Docs, Prezi, and other web-based tools to store and access ALL kinds of work both in and out of the class for both teachers and students





Home → My courses → D500102

Navigation

- Home
 - My home
 - Site pages
 - My profile
 - My courses
 - Sandbox
 - Ling9922
 - D500102
 - Participants
 - Permanent Links and Files
 - 10 September - 16 September
 - 24 September - 30 September
 - 1 October - 7 October
 - 8 October - 14 October
 - 15 October - 21 October
 - 22 October - 28 October
 - 29 October - 4 November
 - D701103
 - OPIEWritingLab
 - CSM
 - OPIE_Testing_Placement
 - The OPIE Roundtable
 - OPIE033102_Distasio
 - ACS A (31:100)
 - OPIE31100

Settings

- Course administration
 - Grades
- Switch role to...
 - Return to my normal role
- My profile settings

Weekly outline

Permanent Links and Files

- Campus/Community Report
- OPIE Writing Lab CONFERENCE SIGNUP
- Prefixes, Roots, and Suffixes to Study for Quizzes
- Essential Academic Vocabulary Website
- You should expect to use the links above on a weekly basis.
- Syllabus and Schedule
- OPE Student Handbook Fall 2012
- CLASS REFERENCES AND RESOURCES
- QUIZ GRADES
- Writing Assignment Grade Sheets and Supporting Documents
- Practice TOEFL Composition (Timed Writing) Documents
- TOEFL Materials
- Longman Dictionary of Contemporary English Online (Best Online Dictionary for All but Pronunciation) USE THIS DICTIONARY FOR YOUR WORK!!
- Best Online Dictionary for Listening and Pronunciation
- University Compass
- Campus Involvement Center -- for joining student organizations at OU
- Best site for prefixes and suffixes with meaning
- Another good site for prefixes and suffixes with meaning
- Car Sharing Website
- Close-up View of Lot 120 (with Car Sharing cars)
- The O'Zone (OPIE Zone online) (for conversation partners signup, fun activities, etc.)
- EXCELLENT website to learn how to type fast in English!
- OPIE Writing Lab Main Site
- BELOW THIS POINT ARE ALL OF THE WEEKLY AND DAILY GOOGLE DOCS FOR YOU TO USE
- Grammar in Writing Record - Mishal
- Grammar in Writing Record - Ibrahim
- Grammar in Writing Record - Tianwen
- Grammar in Writing Record - Jason
- Grammar in Writing Record - Geng
- Grammar in Writing Record - Ammy
- Grammar in Writing Record - Tim
- Grammar in Writing Record - Linlin
- Grammar in Writing Record - Wen
- Grammar in Writing Record - Issue

Search forums

Advanced search

Upcoming events

There are no upcoming events
Go to calendar...
New event...

Recent activity

Activity since Tuesday, 6 November 2012, 04:44 PM
Full report of recent activity...
Nothing new since your last login

Prefixes, Roots, and Suffixes to Study for Quizzes ☆

File Edit View Insert Format Tools Table Help Last edit was made 33 hours ago by cadistasio

Christopher DiStasio - Comments Share

Normal ... Arial 11 B I U A

Page 1

Prefix/ Root/ Suffix w/ Meaning	Meaning	Vocabulary w/ the Prefix/Root/Suffix	VP3/ EAV Ch.	Prefix/ Suffix det. Part of Spch	Part of Speech	Vocabulary with the Prefix/Suffix	VP3 /EA V Ch.
ac-	toward	access	18	-able	adjective	considerable	18
con-	together	context	18	-al	adjective	rational	18
eq-	same/equal	equate	18	-ate	verb	equate, manipulate	18
im-	in	impose	18	-(t)ion	noun	notion	18
mani, manu-	hand	manipulate	18	-ed	adjective	career-orientated	20
mon(o)-	one	monitor	18	-ence	noun	residence	20
para-	near, surrounding	parameter	18	-ance	noun	assistance	E 2
metr- meter	measure	parameter	18	-ment	noun	environment	E 2
com-	together	comprise	19	-ic	adjective	academic	E 2
ex-	(away from, out, former)	external	19	-ive	adjective	conducive	E 2
in-	in, inside	internal	19	en-	verb	enable	21
pre-	before	predict	19	-ity	noun	priority	21
de-	(away) from	derive	20				
vis-/vid-	see	evidence, video, vision	E 1				
psych-	mind	psychologist	E 2				
re-	again	respond	E 2				
im-	in	impact	E 2				
sec- sect-, seg-	cut	section, sector	E 2				
-ist (suffix)	person	psychologist	E 2				

Campus/Community Report

Each report must be based on an event you have attended in which you have had the opportunity to communicate with a native speaker of English in the last few days.

Make sure to review these questions before you attend the event.

Each experience must last for at least 1/2 hour. Here are examples of events you may attend, but this is not a limited list:

1. Conversation Partner meeting
2. Meet and Greet meeting
3. Lecture on campus
4. Farmer's Market
5. Any other kind of campus event
6. Any other kind of community event

In order to receive the 1% toward the 5% Campus/Community class grade requirement or 1% extra credit toward your class grade for this each experience, you MUST fill out this report. If you do not fill out a report, you will NOT receive the 1% at all.

Each part of the report must be filled out completely and honestly.

This report, which is only six questions, should only take you a few minutes; this is not supposed to take you a lot of time.

You see, the main purpose of this assignment is to make sure your experience was useful and that you are thinking about the quality of your listening and speaking skills during the experiences involved.

* Required

Your Name *

Date of Experience *

What kind of event was it/what was the name of the event? (Conversation Partner meeting, Meet and Greet meeting, talking to people at a Farmer's Market, lecture, etc.) *

If it was an event in which you talked to people, such as Conversation Partners, how much of what YOU said did the native English speakers understand (how well did the native English speakers understand you)(Write a percentage.)? If it was a kind of event in which you did not speak to anyone (such as a lecture), just write "N/A". *

Was understanding the lecturer/conversation partner/various native English speakers difficult at all? If it was difficult, why was it difficult (rate of speech (how fast it was), vocabulary, complex language, pronunciation of speaker, special way of speaking, etc.) (just a word or two is OK)? *

Settings

- Course administration
 - Turn editing on
 - Edit settings
 - Users
 - Filters
 - Grades
 - Outcomes
 - Backup
 - Restore
 - Import
 - Reset
 - Question bank
 - Repositories

Switch role to...

My profile settings

OPIE Writing Lab Main Site

BELOW THIS POINT ARE ALL OF THE WEEKLY AND DAILY GOOGLE DOCS FOR YOU TO USE.

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- Grammar in Writing Record - Linlin
- Grammar in Writing Record - Wen
- Grammar in Writing Record - Issue
- Grammar in Writing Record - Saline
- Mishal -- All Grammar in Writing Work
- Ibrahim -- All Grammar in Writing Work
- Tianwen -- All Grammar in Writing Work
- Jason -- All Grammar in Writing Work
- Geng -- All Grammar in Writing Work
- Ammy -- All Grammar in Writing Work
- Tim -- All Grammar in Writing Work
- Linlin -- All Grammar in Writing Work
- Wen -- All Grammar in Writing Work
- Issue -- All Grammar in Writing Work
- Saline -- All Grammar in Writing Work
- Weekly Outside Reading Journal -- Mishal
- Weekly Outside Reading Journal -- Ibrahim
- Weekly Outside Reading Journal -- Tianwen
- Weekly Outside Reading Journal -- Jason
- Weekly Outside Reading Journal -- Geng
- Weekly Outside Reading Journal -- Ammy
- Weekly Outside Reading Journal -- Tim
- Weekly Outside Reading Journal -- Linlin
- Weekly Outside Reading Journal -- Wen
- Weekly Outside Reading Journal -- Issue

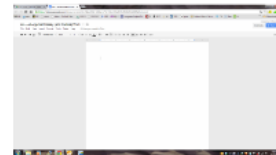
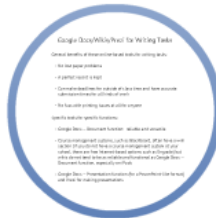
What Paperless (cont'd)

3. Extensive Writing Assignments

- Essays/presentations/other writing assignments given and submitted in Google Docs, wikis, Prezi, and/or e-mail

Not only eliminates the need for paper, but allows for:

- Building grammar and writing skills efficiently, with instructor monitoring and training multiple students at the same time
- Engaging dynamic corrective feedback: real-time interaction (directly on the Google Doc or in a separate chat function in the margin of the Google Doc) and instantaneous instruction on specific grammar and writing points
- Making peer editing more efficient, allowing instructor to monitor the work of all groups/partners doing peer editing, and reducing the need for students to have multiple copies of their work in class
- Potentially allowing for peer editing tasks to be done as homework



Google Docs/Wikis/Prezi for Writing Tasks

General benefits of these online-based tools for writing tasks:

- No lost paper problems
- A perfect record is kept
- Can make deadlines for outside of class time and have accurate submission times for all kinds of work
- No fuss with printing issues at all for anyone

Specific tools for specific functions:

- Google Docs -- Document function: reliable and versatile
- Course management systems, such as Blackboard, often have a wiki section (if you do not have a course management system at your school, there are free Internet-based options such as Engrade) but wikis do not tend to be as reliable and functional as Google Docs -- Document function, especially on iPads
- Google Docs -- Presentation function (for a PowerPoint-like format) and Prezi for making presentations

Jin -- All Argument Essay (and Outline) Work

File Edit View Insert Format Tools Table Help All changes saved in Drive

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1 2 3 4 5 6 7

|

What Paperless (cont'd)

4. Miscellaneous functions

- Gradekeeper for grades, attendance, etc.
- Daily plan in Word/text document can easily become projected plan for students to follow for excellent classroom maintenance
- All peripheral files kept on Dropbox, Google Drive, iCloud, or other online storage vehicle/flash drive
- Socrative for instantaneous, anonymous surveying in class (<http://www.socrative.com>)

How Paperless

- Desktop computers (PCs/Macs)
- Class sets of laptop computers (PC laptops/MacBooks)
- Class sets of tablets (iPads/other tablets)
- Really, any way to have computer access for all students in each class is OK
 - If no class sets of laptop computers/class sets of tablets available, desktop computers and presentation projectors theoretically enough



Desktops/Laptops

iPads/Other Tablets



presentation projects



Desktops/Laptops



Advantages of desktops, laptops, and netbooks

- Can use all of the tools discussed without any issues with tablet operating systems (though apps are available and quite a bit of what you would do on the Internet with a computer can be done with an iPad)
- Computers are more available for classes, students, and teachers
- Less expensive/less technically complicated keyboard (though may not be an issue) than an iPad/other tablet
- Class sets of netbooks/laptops can be moved from classroom to classroom
- With a sensible amount of inconvenience on the part of the student, can it can be reasonably assumed that every student in your school has access to a computer to do work during a time during school or after school?

Disadvantages of desktops, laptops, and netbooks

- There is not the same mobility as there is with a tablet PC or an iPad, especially with desktop computers. (Note: One may find netbooks, such as the Chromebook, a reasonable, nearly as mobile, and ultimately less expensive option at \$199 and up than a 10-inch tablet with keyboard case (generally \$80 and up).)
- Class sets of tablets/iPads can be moved from classroom to classroom easily, but desktop computers in the classroom are usually restricted to computer labs.

How Paperless

- Desktop computers (PCs/Macs)
- Class sets of laptop computers (PC laptops/MacBooks)
- Class sets of tablets (iPads/other tablets)
- Really, any way to have computer access for all students in each class is OK
 - If no class sets of laptop computers/class sets of tablets available, desktop computers and presentation projectors theoretically enough



Desktops/Laptops

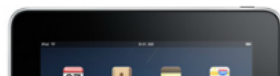
iPads/Other Tablets



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iPads/Other Tablets



Advantages of (Class Sets of) iPads/tablets

- There is a dynamic mobility that desktop computers do not have (though to a lesser extent for laptops and netbooks)
 - Useful for kinesthetic learners
 - Useful for sharing information and images on the Internet -- a boon to making class discussion interesting
 - Intuitive zooming/scrolling functions
- Students are used to communicating with mobile devices (texting).
- Class sets of tablets/iPads can be moved from classroom to classroom easily/easily stored in a classroom, but desktop computers in the classroom are usually restricted to computer labs.



Advantages of (Class Sets of) iPads/Other Tablets over Smartphone Mobile Phones

- Able to handle more extensive writing tasks on iPads/other tablets
- Cannot assume all students have a smartphone mobile phone/tablet and a program would need to provide iPads/other tablets to ensure all students have mobile devices for a paperless classroom model, anyway

A Note About Tablets with Screens Smaller than ~10 inches

- Cost much less, making class sets of iPad Minis/Other Small Tablets (plus optional keyboard cases) more feasible for a program
 - iPad Mini (7.9 in.): \$329 retail compared to iPad 3 (9.7 in.): \$499 retail
 - (Samsung) Galaxy Tab (7 in.) and (Google) Nexus 7 (7 in.), \$199 retail; and (Amazon) Kindle Fire (7 in.), \$159 retail compared to (Samsung) Galaxy Tab 2 (10.1 in.), \$359 retail
- Smaller screen size may be problematic with tasks involving extensive writing

Disadvantages of iPads/Other Tablets

- Cannot do some common tasks on an iPad that you can do on a computer:
 - print (but who needs paper now, anyway, right?)
 - wikis (flash problem with iPads/not with some other tablets)
- More technically complicated peripheral keyboard than an iPad/other tablet with bluetooth keyboards/cases (though may not be an issue because students are used to touch screens from their smartphones)
- iPads, specifically, are quite expensive relative to other tablets (though other tablets are mostly as useful as iPads (minus the greater number/variety of useful Apple mobile apps))

Drawbacks to Paperless Classroom Model

- Learning curve for faculty
- Learning curve for students (but it's part of what they are learning, too)
- Time/frustration to adjust in class
- Dependence on third parties to keep online tools free
- Technology of tablets not as reliable as that of desktops/laptops
- Wikis -- Moodle, Blackboard, Engrade not so good; Google Docs is best for extensive writing tasks so far in presenter's experience
- School-wide wi-fi technology, etc. needs to be up to date

References

Oklahoma State University. (2011). iPad Study released by Oklahoma State University. Retrieved from <https://news.okstate.edu/press-releases/929-ipad-study-released-by-oklahoma-state-university>

Cheshier, T. (2012, October 2). A new way of learning. The Jackson Sun, 8B. Retrieved from <http://pqasb.pqarchiver.com/jacksonsun/access/2782633971.html?FMT=ABS&date=Oct+02%2C+2012>

Links to Related Articles

<http://lt.msu.edu/issues/october2012/index.html>

<http://lt.msu.edu/vol14num2/stockwell.pdf>

Great Link About Using iPads/Other
Tablets in the Classroom

<http://www.educationdive.com/news/18-ipad-uses-how-classrooms-are-benefiting-from-apples-tablets/68569/>

How to Use Google Docs

Tips for Using Google Docs

•Do not be confused by the terms Google Docs and Google Drive. For classroom purposes, they are the same thing. Google Drive is the new name for Google Docs, which is essentially the same thing as Google Docs with the added function of optional online storage of files (such as with Dropbox, Box, Carbonite, etc.).

•In order for teachers to set up Google Docs for students to use on iPads, students will need to set up their own Google accounts.

•Users may need to select "Edit" and/or "Desktop Version" options in order to edit a Google Doc. Document on an iPad, specifically.

•Expect time for trial and error with instituting these online tools in a class.

•Although a teacher cannot hand write notes in margins in the Google Docs spreadsheet that results from students taking a test/assessment on a Google Docs Form as she/he can with a paper-based test/assessment, teachers can type in comments in the results spreadsheets directly.

•To download any Google Docs function as a permanent file in a variety of possible formats to put wherever desired, go to the menu bar in the open Form spreadsheet, Document, etc. and follow these steps: 1. Select "File"; 2. Select "Download as" and select a file format from the window that appears from the arrow on the right; 3. Select a place to save the file (as one would with any downloaded file); and 4. Save the file.

•There are some great how-to videos about using Google Docs on YouTube. Here are three examples of useful videos:

1. (for using Form) <http://www.youtube.com/watch?v=dGWeNUk2s9A>

2. (for using Google Docs in general, making and sharing a Document, and more) <http://www.youtube.com/watch?v=DFR8IZV8mAM>

3. (for making branches that link to different pages in a Form depending on responses) http://www.youtube.com/watch?v=p_9NYbMxIxl

Tips for Using Google Docs

- Do not be confused by the terms Google Docs and Google Drive. For classroom purposes, they are the same thing. Google Drive is the new name for Google Docs, which is essentially the same thing as Google Docs with the added function of optional online storage of files (such as with Dropbox, Box, Carbonite, etc.).
- In order for teachers to set up Google Docs for students to use on iPads, students will need to set up their own Google accounts.
- Users may need to select "Edit" and/or "Desktop Version" options in order to edit a Google Doc Document on an iPad, specifically.
- Expect time for trial and error with instituting these online tools in a class.
- Although a teacher cannot hand write notes in margins in the Google Docs spreadsheet that results from students taking a test/assessment on a Google Docs Form as she/he can with a paper-based test/assessment, teachers can type in comments in the results spreadsheets directly.
- To download any Google Docs function as a permanent file in a variety of possible formats to put wherever desired, go to the menu bar in the open Form spreadsheet, Document, etc. and follow these steps: 1. Select "File"; 2. Select "Download as" and select a file format from the window that appears from the arrow on the right; 3. Select a place to save the file (as one would with any downloaded file); and 4. Save the file.
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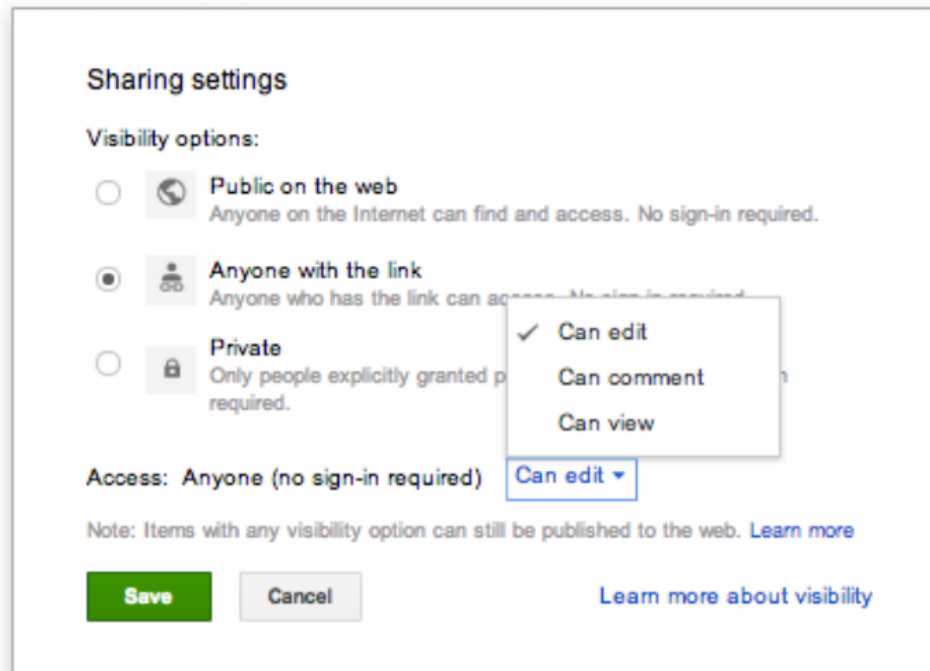


Figure 1. Settings to Select in the Window that Pops Up After Selecting Share to Make Links to Google Doc Documents with Student Writing for a Student/Multiple Students to Use for Writing/Editing

How to Make and Use Google Docs for Tests/Assessments and Documents

For online tests/assessments (with the Form function):

- 1.) In Google Docs, after signing up/in, select the red Create box on the top left corner of the screen then select Form;
- 2.) Make a title for the test/assessment;
3. Write a question and/or set of question choices after choosing from a variety of question types for each question; and select if the question is required or not (Important Note: Make sure to make a text box style question for the student's name at the beginning (and possibly another time at the end) of the test/assessment, or the result will be an anonymous mass of responses);
- 4.) Select the green Add Question + box at the top left of the page for each new question;
5. Finish making the test/assessment, using the available functions of moving (which can be done when the cursor is a bold cross tipped with arrow), editing, duplicating, and deleting questions;

How to Make and Use Google Docs for Tests/Assessments and Documents (cont'd)

6.) Select Save (the form is not saved automatically the way work in the results spreadsheets is on Google Docs);

7.) Go to the main Google Docs (Drive) page then find and select the test/assessment, which will appear toward the center of the page as a link named with the title you gave the test/assessment;

8.) Select the link with the title of the test/assessment, after which one will come to the results spreadsheet;

9.) On the menu bar at the top of the results spreadsheet, select Form then select Go to Live Form on the resulting drop-down menu;

10.) Copy the URL (web address) at the top of the page and paste the resulting link where students are to take the quiz, e.g., through a course management system or email

(Note: Make sure to select the URL to copy from window of the live form rather than the window of the form for making/editing the test/assessment).

How to Make and Use Google Docs for Tests/Assessments and Documents (cont'd)

Some final points:

1. When finished making the test/assessment, one can take the test/assessment oneself to make an answer key.
2. For scoring a finished test/assessment in the results spreadsheet, one can insert a row underneath each entry and total all the rows in the spreadsheet automatically with a formula, as can be seen in in a previous image in this handout.
3. One can analyze results through the spreadsheet and/or the summary of responses, which shows graphic representations of results, as can be seen in the previous pie chart in this handout, and which can be seen by selecting Show Summary of Responses in the drop-down menu under Form in the results spreadsheet for the test/assessment.
4. To edit a Form after initially working on it:
 - a.) Go to the results spreadsheet for the test/assessment;
 - b.) On the menu bar at the top of the spreadsheet, select Form then select Edit Form on the resulting drop-down menu.

For making documents for written in- or out-of-class exercises/activities or extensive writing work (with the Document function)

1.) In Google Docs, after signing up/in, select the red Create box on the top left corner of the screen then select Document;

2.) Select Untitled Document at the top left of the page then give the Document a title as being for an individual student's work (see the first circle in these Google Docs instructions for instructions about the next step, sharing the Document).

To Share a Document for a Student/Multiple Students to Use for Writing/Editing
(See Figures 1 and 2)

- 1.) In the Document, select the blue Share box at the top right of the page;
- 2.) Select the Anyone With the Link option to keep the document private to you and the student/other student/s in a partner/small group/whole class setting (if this poses technical difficulty and students cannot use the links (which one is advised to test out first), there is the Public on the Web option, which makes the document available to anyone);
- 3.) To the far right of the line beginning with Access, select the default Can View link and then select Can Edit from the choices that appear;
- 4.) Select the green Save box on the bottom left of the window;
- 5.) Copy the highlighted link to the Document appearing in the long horizontal text box at the top of the resulting window under the words Link to Share (Allows Editing);
- 6.) Paste the link into a course management system or an email sent to the student/s that are desired to have access to the relevant Document.