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Open innovative resources
for distance learning



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TRAINING PROGRAMME

Topical area I: Increasing competencies connected with the use of information and communications technologies in distance learning

Module I.

Methods: description, presentation, practical exercises

Topic: Tools for online work and cooperation – Google Drive as a work environment

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UMCS
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Università
degli Studi di
Messina



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1. INFORMATION ABOUT THE TRAINING

1.1. The subject of the training

Tools for online work and cooperation – Google Drive as a work environment

1.2. Training needs analysis

A significant moment in the history of the Internet was the introduction of the concept of Web 2.0 at the beginning of the 21st century. The most important element of this concept was to reverse the role of the creator and receiver. In the case of Internet services before the paradigm shift, the content on websites was created by the website creators (similarly to television broadcasts). Internet users could only read the information, without the possibility of creating content. The Internet consisted of static pages. After the implementation of the Web 2.0 concept, every user became a creator. The role of the broadcaster changed from a content creator to the coordinator of the environment in which users could generate content (so-called user-generated content). The technological support for this vision was the launch of infrastructure for Internet services in the form of cloud computing.

A profound cultural and social change has begun thanks to almost unlimited possibilities of free access to the application for mass users without the need to download, install and save any files. The dissemination of cloud-based services has led to vital changes in the way people work and communicate. It has also created a participatory way of thinking about the world, bringing with it changes that go far beyond the technology itself. In particular, the way the students think has changed. Immediate availability of information, constantly being in touch with others, and immediate participation in the use of content (not only receiving but also publishing and processing) have become everyday life that they cannot escape.

Processes that change the society require people involved in education or didactic design to keep up with the changing reality and to anticipate and shape this reality. In this context, online collaboration tools should be considered not only as simple gadgets enhancing the teaching process but also as a new environment for communication, creativity and education.



1.2. Learning objectives

Main objectives

The aim of the training is to equip participants with knowledge concerning the use of online tools, including Google Drive, in the teaching process. Participants shall be able to design, organise, and run project activities in distance and blended learning.

Detailed objectives

Participants of the training shall:

in terms of knowledge:

- know the methods of creating a cooperation environment,
- know the rules of permission and access to given resources,
- know the most important possibilities connected with the use of Google Drive apps;

in terms of skills:

- be able to create cooperation and communication environments,
- be able to design a workflow and plan teaching projects,
- be able to manage the teaching process from planning, through execution of the plan, to evaluation of the outcomes.

in terms of attitudes:

- be aware of social changes connected with the development of technologies such as cloud computing and Web 2.0;
- use technologies oriented on cooperation and develop working methods based on the information technologies with Web 2.0 standards.

1.3. The target group of the training

The training is intended for academic teachers, teachers in primary and secondary schools, and students who want to prepare to conduct classes with the use of methods and techniques of distance learning. The target group of the training are people who want to gain knowledge and develop their skills in conducting classes in an online cooperation environment such as Google Drive.

1.4. Form of training implementation

It is recommended to implement the training in a group of 15 people.

The instructor needs to have a Google Drive account.

It is recommended that participants have Google Drive accounts, but it is not strictly required. Accounts can also be created during training. It is possible to conduct training even for participants who are not logged in.

1.5. Duration time of the training

The duration of the training is 4 hours and 30 minutes.

2. TRAINING PROGRAMME

2.1. Learning contents

During the training, the instructor shall present the learning materials and ideas for exercises.

2.2. Training schedule

Topics	Duration time
Part 1. The organisation of the group work: <ul style="list-style-type: none">• sharing documents for users without an account,• catalogue structure and creating a workspace,• sharing – access options,• data privacy.	1.5 h
Part 2. Text document as a communication environment: <ul style="list-style-type: none">• connecting the cloud with a personal computer – data synchronisation, uploading documents,• working on the structured document.	1.5 h
Part 3. Planning, assessment, and evaluation: <ul style="list-style-type: none">• creating a project plan,• immediate feedback – scoresheet,• creating evaluation questionnaire.	1.5 h



2.3. Didactic means and materials

Means and materials used:

- computer with the Internet connection and a web browser,
- Didactic materials (instructions),
- cooperation environment created during the training,
- practical exercises.

2.4. Teaching methods

Employed teaching methods:

- group practical exercises,
- explanation and presentation,
- discussion.

2.5. Recommended sources and Internet sources

- Clarke A., E-learning: nauka na odległość, Wydawnictwa Komunikacji i Łączności, Warszawa 2007
- Hyla M., Przewodnik po e-learningu, Kraków 2009
- Horton W., e-Learning by Design, New Jersey 2006
- Plebańska M., Kula I., E-learning: treści, narzędzia, praktyka, ALMAMER Szkoła Wyższa, Warszawa 2011
- Plebańska M., E-learning. Tajniki edukacji na odległość, C. H. Beck, Warszawa 2011
- <https://www.slideshare.net/LozaBiznesu/metodyka-webinarw> (Metodyka Webinarów) [accessed: 16.11.2021]
- https://www.researchgate.net/publication/284726647_Teaching_and_Learning_in_the_Cloud (Teaching and Learning in the Cloud) [accessed: 16.02.2022]

3. COURSE OF TRAINING

3.1. Part 1

Detailed objectives:

Participants:

- can define a virtual learning environment,
- know the main features of Google Drive,
- have a user's account in [GoogleDrive](#),
- know the ways of sharing catalogues and implications connected with inherited permissions,
- know the personal data protection rules.

Didactic methods:

- explanation and real-time presentation of creating and managing the collaboration environment,
- practical exercises,
- discussion.

Duration time: 1.5 h

Didactic means and materials:

computer with the Internet browser and access to the Internet, didactic materials.

Course of training:

1. The instructor greets participants and gives the subject of the training.
2. Warm-up questions:
 - *Does any of you use Google Drive?*
 - *Have you ever used Google Drive?*
 - *Do you know any other examples of collaboration environments?*

3. The instructor presents the structure of catalogues in his/her Google Drive (GD).
4. If the majority of the group does not know the features of cloud drives, the instructor explains what is Google Drive and what kind of documents can you create there. He/she also mentions that documents synchronise automatically on all the computers that have access to them.
5. The instructor creates the catalogue dedicated to materials for this particular training and at the same time describes the process of preparing the collaboration environment.
6. The instructor creates a new spreadsheet with columns “nickname” and “email address” (Google Drive account).
7. The instructor shares the document with participants via the link. He/she copies the link.
8. The instructor uses Bit.ly to create a short version of the link so that participants can type it in the browser and access the file even if they are not logged into Google.
9. The instructor asks participants to enter their nicknames and explains the implications connected with personal data protection rules in case of using a free version of Google Drive. The instructor encourages participants to join the discussion on issues connected with revealing their personal data in a collaboration environment that can be created free of charge.
10. Participants enter their nicknames and email on the list. The instructor adds a column named “team” and asks participants to divide themselves into work teams by putting the number of the team next to their nicknames. There can be no more than 5 people in each team. When each participant chooses his/her team, the instructor sorts the table according to the team number. The instructor asks participants to designate a leader for each team. The leader’s task is to coordinate the work in the team, i.e. creating a collaboration environment, contacting the instructor, and designating tasks for other group members. The instructor creates the “leader” column and asks participants to put “1” next to each leader’s nickname.
11. The instructor asks participants to perform task no. 1.

Task 1.

Participants who already have Google accounts need to log in, and those who haven't registered before create new accounts so that they can fully use the features of Google Drive. The newly-registered users add their email addresses to the spreadsheet.

12. The instructor copies the email addresses. Participants can access the main catalogue as "Viewers" and the scratch catalogues as "Editors".
13. The instructor presents how to move a shared catalogue from the shared section to your main catalogue.
14. The instructor describes the issues connected with inherited permissions in folders and files based on the structure he/she created.
15. Participants perform task no. 2.

Task 2.

Participants follow the instructions to copy the shared catalogues to their own Google Drive. Leaders create catalogues for their teams in the "workspace" catalogue. They include the number of their team in the name of the folder, i.e. "T_1", etc.

In the team folder, each participant creates his/her own folder and renames it to his/her nickname. He/she changes the permissions so that only the owner and the instructor could access the folder.

16. The instructor encourages participants to share their thoughts and ideas connected with permissions in Google Drive and the possibilities of using its features during their own classes. Which features would be the best for them?

3.2. Part 2

Detailed objectives:

Participants:

- can share documents and folders with the use of their computers,
- give examples of how to use shared documents in teaching,
- can use shared documents as means of communication,
- can prepare the instructions with the use of Google Slides.

Didactic methods:

- presentation,
- group practical exercises,
- discussion.

Duration time: 1.5 h

Didactic means and materials:

computer with the Internet access, Google Drive account, didactic materials

Course of training:

1. The instructor presents the Google Drive application for the computer.
2. The instructor presents how to download and install the app on the computer.
3. The instructor presents the application Google Drive for Android on the smartphone.
4. The instructor creates a document called “The_use_of_documents_scenarios” in the “Materials” folder. The document includes four sections: Scenario 1, Scenario 2, Scenario 3, and Scenario 4.
5. The instructor presents how to create a copy of a file and move it to another folder.
6. The instructor discusses one of the methods found on the website <https://methopedia.eu>.
7. Participants perform task no. 3

Task 3.

Participants can access the „Materials” folder as viewers. Each team copies the document named “The_use_of_documents_scenarios” and places it in their “workspace” folder. Each team describes five examples of using a shared document to implement different teaching methods during classes. Participants can use ideas from the website <https://methopedia.eu>

Each example should contain:

- a short description of a method,
 - a description of how the users should create the content,
 - 3 exemplary topics from different areas of knowledge described with the use of this method.
8. When participants perform the task, the instructor should oversee their work and help them if needed.
 9. The instructor asks each team to discuss one of the methods that they have described.
 10. Participants perform task no. 4.

Task 4.

Each team creates a folder with the following permissions:

- team members are editors,
- sharing: “Everyone with the link can comment”.

Each team posts comments about the methods described by other teams. The comments should include 3 advantages of implementing a given method and 3 possible difficulties/disadvantages connected with its implementation during classes. Moreover, participants should give examples of similar methods that they use or that can be used in a given context. If participants are less experienced teachers, they can post comments with questions about the details concerning the implementation of a given method.

The first team posts comments on the materials of the second team, the second team comments work of the third team, and the third team comments on the first one. Each team has to answer comments posted by other teams. When the discussion ends, the

comments are closed by the document owners or other person that finished the discussion and is satisfied with its outcome.

11. The instructor summarizes the task. He/she emphasizes the paradigm shift in the approach to the document which is no longer a static object with content but rather a communication environment. In addition, the instructor discusses issues related to the smaller efficiency of working on a document created by many people in a situation where it is sent by email and new versions are created in comparison to a shared document, where changes are introduced immediately, and at the same time a backup copy of every moment of the document's life is created. The instructor asks the participants to list the steps needed to create the document when it is edited by five people using only email and a text editor. For comparison, participants create a similar list in the case of creating a shared document. The lists are analysed and the instructor initiates a short discussion on the effectiveness and potential difficulties associated with working with documents in the cloud.
12. The instructor presents the history of changes in a sample document and shows how to restore the version before the last changes. He/she also indicates which changes were implemented by which users.
13. The instructor shows how to prepare a sample document with instructions, e.g. on adding a video on YouTube. He/she inserts screenshots and short annotations (arrows, borders, etc.) into a Google Slides file.

3.3. Part 3

Detailed objectives:

Participants:

- know how to use the spreadsheet to plan teaching/learning activities,
- are able to create a feedback system with the use of a shared spreadsheet,
- can use the spreadsheet to create the grading system for the course participants,
- can use the tools available in the cloud to create an evaluation form.

Didactic methods:

- presentation,
- practical exercises,
- discussion.

Duration time: 1.5 h

Didactic means and materials:

computer with the Internet access, a Google Drive account, didactic materials.

Course of training:

1. The instructor presents how to prepare a plan for project implementation with an automatic system of checking the progress in the spreadsheet. The instructor:
 - a. Explains that the presentation aims to provide instruction on how to prepare a document with a project plan concerning the implementation of an educational project in groups.
 - b. The instructor opens a new Google Drive spreadsheet and names the first three columns “id”, “what” (“co”), and “who”. In the consecutive columns, the instructor inserts the date and extends it to two months. He/she highlights the dates, changes the text alignment to vertical, and double-clicks to adjust the width of columns.

- c. The instructor types 10 exemplary tasks to be done and designates the groups to perform them in the “Group” column.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
	id	co	15-04-2022	16-04-2022	17-04-2022	18-04-2022	19-04-2022	20-04-2022	21-04-2022	22-04-2022	23-04-2022	24-04-2022	25-04-2022	26-04-2022	27-04-2022	28-04-2022	29-04-2022	30-04-2022	01-05-2022	02-05-2022	03-05-2022	04-05-2022	05-05-2022	06-05-2022	07-05-2022
	10	Prepared cooperation area																							
	20	Permission contacts file																							
	30	Presentation on didactic methods																							
	40	Document with described exercise scenarios																							
	50	Document with instructions for installing the software on the desktop																							
	60	Document with instructions for installing the mobile software																							
	70	Prepared sheet with the project plan																							
	80	A prepared feedback sheet																							
	90	An evaluation questionnaire prepared																							

The instructor uses conditional formatting to set the conditions of marking the cell fill and font depending on the following conditions: (<1 – red; =1 – grey; >1 – green)

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
	id	co	15-04-2022	16-04-2022	17-04-2022	18-04-2022	19-04-2022	20-04-2022	21-04-2022	22-04-2022	23-04-2022	24-04-2022	25-04-2022	26-04-2022	27-04-2022	28-04-2022	29-04-2022	30-04-2022	01-05-2022	02-05-2022	03-05-2022	04-05-2022	05-05-2022	06-05-2022	07-05-2022
	10	Przygotowany obszar współpracy	Grupa 1	1																					
	20	Plik z kontaktami do uprawnień	Grupa 2		1																				
	30	Prezentacja dotycząca metod dydaktycznych	Grupa 3			1																			
	40	Dokument z opisanymi scenariuszami ćwiczeń	Grupa 1				1																		
	50	Dokument z instrukcjami instalacji oprogramowania na desktop	Grupa 2					1																	
	60	Dokument z instrukcjami instalacji oprogramowania mobile	Grupa 3						1																
	70	Przygotowany arkusz z planem projektu	Grupa 1																						
	80	Przygotowany arkusz z informacją zwrotną	Grupa 2																						
	90	Przygotowana ankieta ewaluacyjna	Grupa 3																						

2. Participants perform task no. 5.

Task no. 5.

Create a plan for the didactic project. The project should be implemented in groups. The particular tasks that need to be performed to complete the project should constitute a didactic plan to be implemented with the use of Google Drive tools. The duration time of the task should not exceed 15 minutes. When participants complete the task, the instructor discusses the spreadsheets that they have prepared.

3. The instructor shows how to prepare a scoresheet for the group projects. He/she discusses the possibilities of introducing the elements of gamification by enabling students to gain points and prizes for their achievements.
4. The instructor discusses the issues connected with class evaluation. He/she points out that it is a vital element of the didactic process. He/she also mentions that it allows for improving the course and the way of conducting classes. The instructor creates an evaluation questionnaire including five questions:
 - a. *How would you assess the quality of the course? (1-5)*
 - b. *How would you assess the quality of didactic materials? (1-5)*
 - c. *How would you assess the way of conducting classes? (1-5)*
 - d. *How would you improve the course?*
 - e. *What was the best element of the classes?*
5. The instructor mentions that the time for completing the questionnaire should be indicated in its title. He/she mentions that the survey is anonymous. Then, he/she shares the link to the survey (it can be clipped).
6. The instructor asks participants to complete the survey (3 minutes).
7. The instructor presents the data collected in the survey and the diagrams.
8. Participants perform task no. 7

Task no. 7.

Participants prepare the evaluation questionnaire and then ask their groupmates to complete it. (10 minutes)

9. The instructor encourages participants to share their opinion about the virtual environment for conducting online classes that they have learned during the course.



4. DIDACTIC MATERIALS

4.1. Introduction

The concept of e-learning includes the issue of learning in its meaning. The semantic emphasis is placed on the active role and empowerment of the learner. This is quite a significant change in the education paradigm, which may be based on patterns derived from the approach of transferring knowledge from the teacher to students until today. On the Internet, which is one of the main kinds of media nowadays, the basic function is a participatory model of interacting with content, creating it independently by users, processing, disseminating, as well as easy access to information. Thus, it is not possible to stay in the education system based on the distribution of knowledge only from the teacher to pupils/students. One of the ways to enable relatively easy implementation of methods based on collaboration, co-creation, and quick feedback is the use of online collaboration tools. An example of this type of solution is Google Drive, but Microsoft's One Drive and Dropbox also work similarly.

Google Drive (GD) is a great tool because of its easy accessibility and interoperability, as well as independence from operating systems. A characteristic feature of GD is the ability to create not only a file repository, but also a place for the cooperation of many people and teams, and a place for communication (also in documents).

The workspace structure in GD is completely flexible when it comes to permission levels for specific resources. It is possible to share workspaces (online folders) or files with people who do not have an account in the service by passing a link to a specific file or place. A person who does not have an account can read, download, and edit shared documents if you configure the permissions properly. It is also possible to make resources available to specific people (accounts). Moreover, you can apply the option of setting total privacy for specific resources.

You can place all types of files in the workspace, including documents provided in the service itself (text files, spreadsheets, multimedia presentations) and many other applications available in the store. In GD, you can edit documents saved in various formats of programs such as Libre Office, Microsoft Office, etc. What is important, you can also install a desktop or mobile application in which you can access the entire directory tree fully synchronized in real-time with the cloud service, which allows for very effective work with documents. It is also possible to edit documents offline, and as soon as the Internet connection is restored, all changes are synchronized.

The short description above shows the unlimited potential of cooperation on various types of documents in the context of the educational process, in particular for activities based on the project method or for gamification.

Important note regarding personal data. When using a private, generally accessible version of your Google Drive account, Google is not authorized to process the personal data of our course participants. Therefore, we, as instructors, cannot require users to provide their names and surnames in our forms or other documents. This can only be done with the consent of these users. In the case of children, parental consent is required. Additionally, if our institution does not have a signed data processing agreement, we do not have enough information on how Google processes this data, so we are not able to tell the course participants exactly who and how will manage the data. Therefore, in such cases, the safest way to use shared documents is to use nicknames, institutional email addresses, etc.



4.2. Permissions and sharing

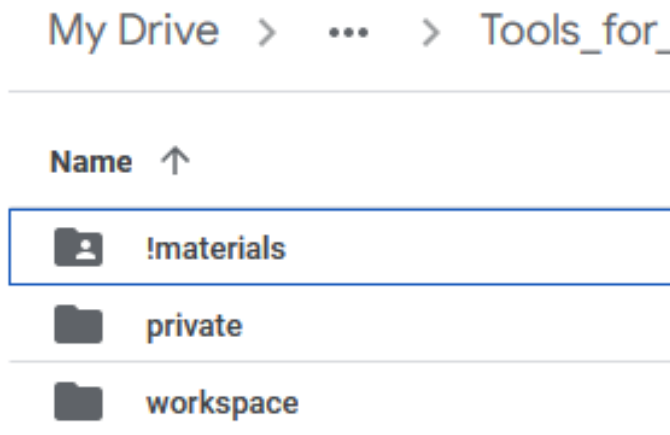
To cooperate during classes or manage projects you need to create a collaboration environment. Folders for storing and editing various types of materials may have different levels of access permissions:

- closed access – for the document owner only,
- open controlled access – for particular logged-in users,
- general access – also for users who are not logged in.

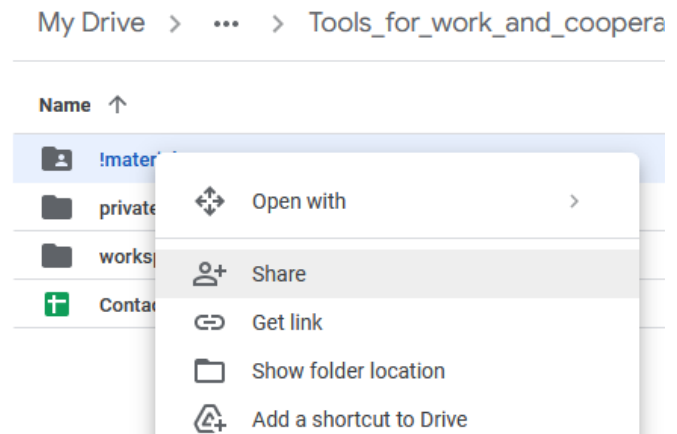
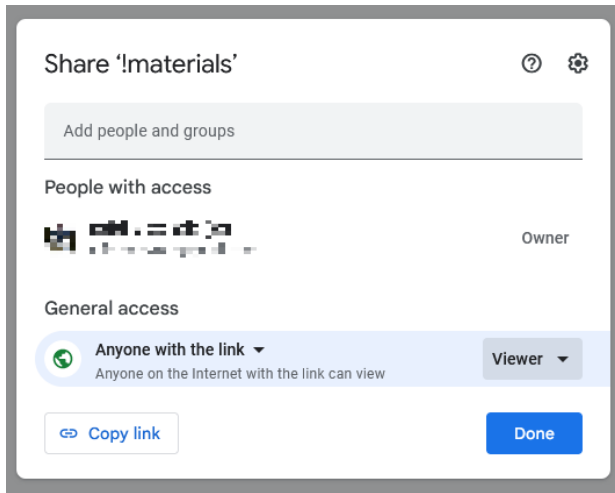
Moreover, the users may have different roles in shared documents:

- viewer,
- commenter,
- editor.

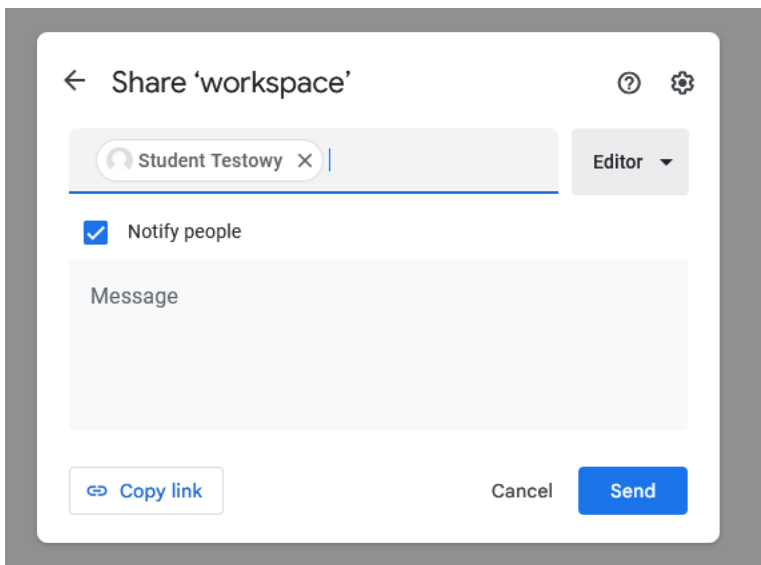
Let's create a structure including three elements: !materials, private, and workspace.



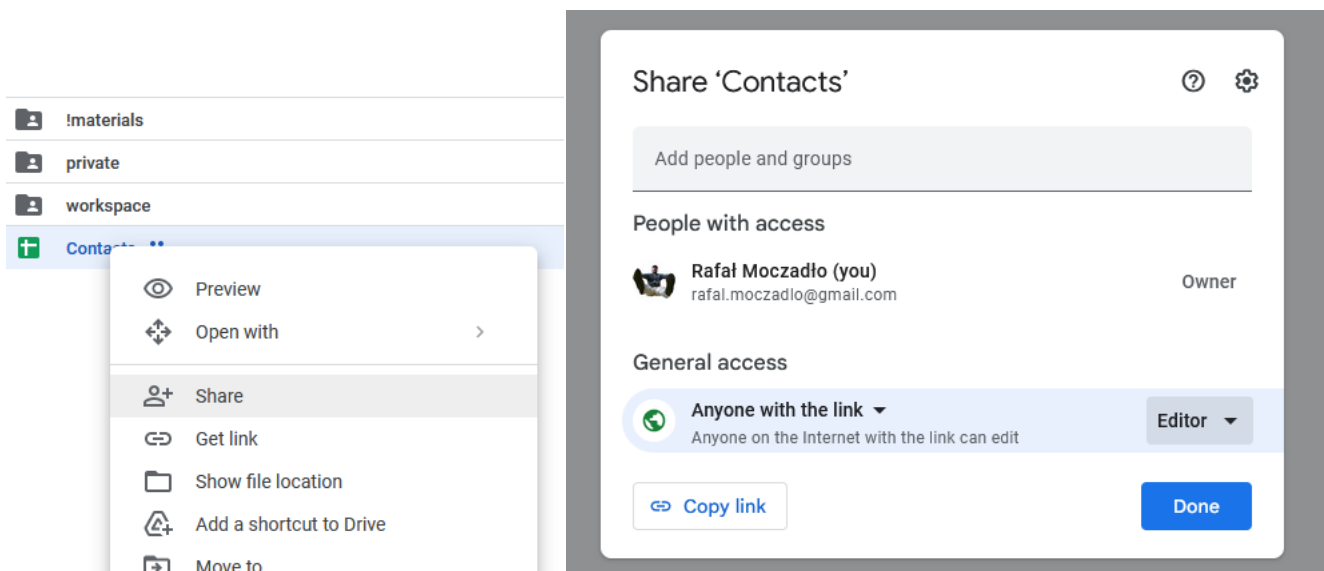
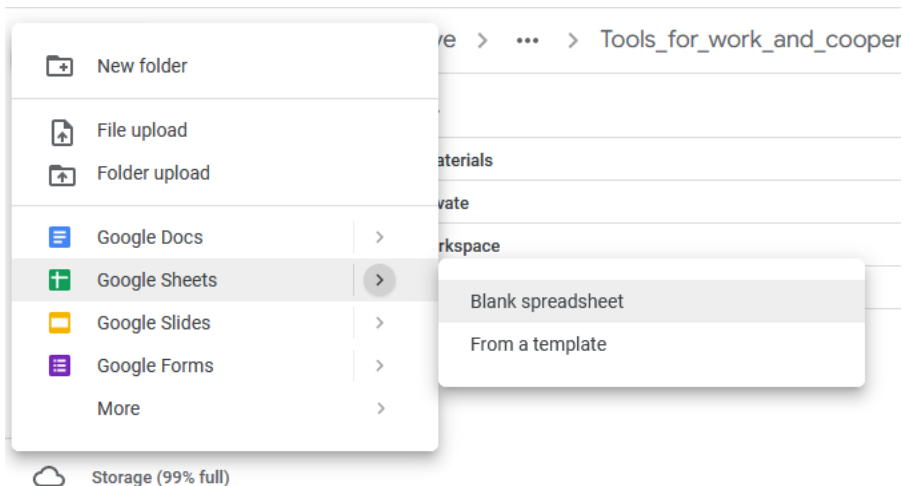
Now, share the “!materials” folder in general access, for everyone who has a link, with the role of a viewer. In this folder, you can place files with exercises, instructions, etc. Other users will be able to browse through this folder, as well as read and copy the materials, but they will not be able to edit it.



Share the “workspace” catalogue for particular users, by entering their email addresses (preferably these connected with Google accounts). You can copy and paste the email addresses of participants directly from the spreadsheet. If you want to allow editing for users who are not logged in, you need to choose sharing option “Everyone who has a link”.



Make sure that the folder “private” is available only for you. Thanks to that, participants will not see this folder at all. In this folder, you can place all the didactic materials that should be available only for the instructor.

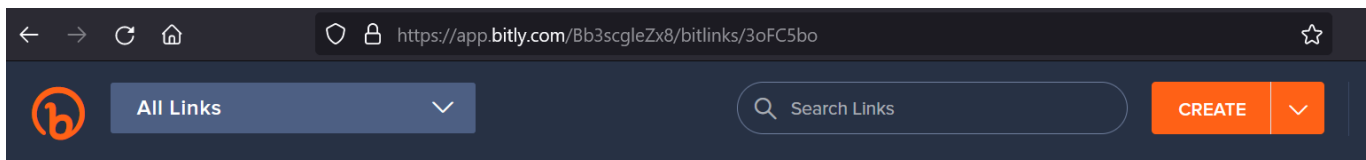


When you create subfolders in the main folder, they inherit the permissions of that folder. For example, when a parent folder is set to be accessed by anyone via a link, subfolders will inherit that setting. Therefore, when you create a private folder in a shared parent folder, you must disable all permissions for the private folder (be it link sharing or specific user accounts).

Next, create a spreadsheet called “contacts” and give edit permissions (Editor) to each person with the link. In this file, you will create a list of participants with a division into groups. Thanks to the editing settings, you can ask participants to fill in a table that can be divided into groups and collect email addresses that will be used to share the working folder without creating accounts.

To facilitate the sharing of the contact sheet, you can use the <https://bit.ly> application, which allows you to shorten links. For this purpose, click the “Create” button:





Links

Upgrade

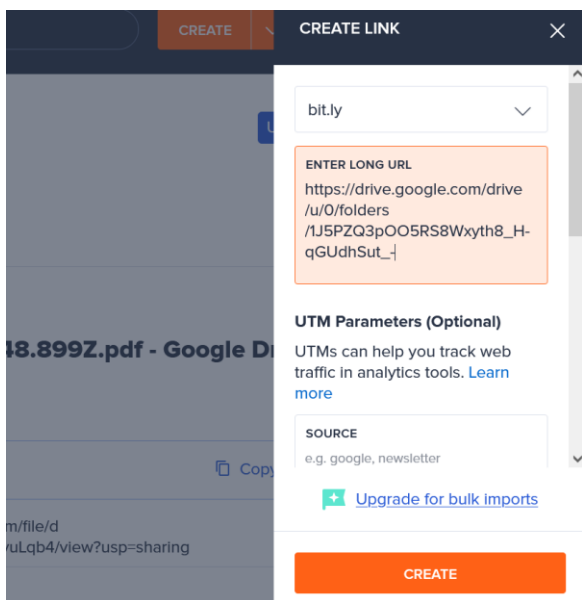
Date Created Top Performing

Filters

65 Results

Clicks all time

Show Chart



After passing the short link to the users and filling the table in, you can sort the list by the group.



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	A	B	C
1	email	pseudonym	group
2	test@test.com	raf	0
3	test1@test.com	Doris	2
4	test2@test.com	Alicia	3
5	test3@test.com	Sue	2
6	test4@test.com	Cristina	2
7	test5@test.com	Francesca	3
8	test6@test.com	Monica	1
9	test7@test.com	Nuria	1
10	test8@test.com	Diana	3
11	test9@test.com	Antonio	1

Contacts ☆ 📁 🌐

File Edit View Insert Format Data Tools Extensions Help [Last edit was seconds ago](#)

100% | z | % | .0

A1:C11 | fx | email

	A	B	C
1	email	pseudonym	group
2	test@test.com	raf	
3	test1@test.com	Doris	
4	test2@test.com	Alicia	
5	test3@test.com	Sue	
6	test4@test.com	Cristina	
7	test5@test.com	Francesca	
8	test6@test.com	Monica	
9	test7@test.com	Nuria	
10	test8@test.com	Diana	
11	test9@test.com	Antonio	

- Sort sheet
- Sort range
 - Sort range by column A (A to Z)
 - Sort range by column A (Z to A)
 - Advanced range sorting options
- Create a filter
- Filter views
- Add a slicer
- Protect sheets and ranges
- Named ranges
- Named functions New
- Randomise range
- Column stats
- Data validation
- Data clean-up New
- Split text to columns
- Data connectors New

Sort range from A1 to C11 ✕

Data has header row

Sort by group ▾ A → Z Z → A

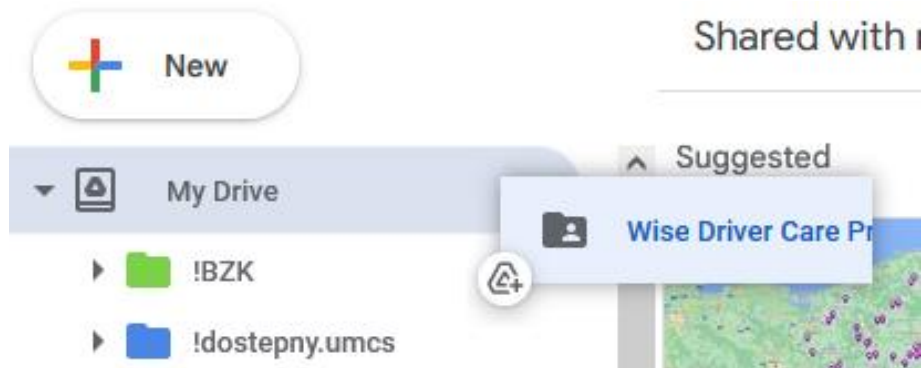
Add another sort column

Cancel Sort

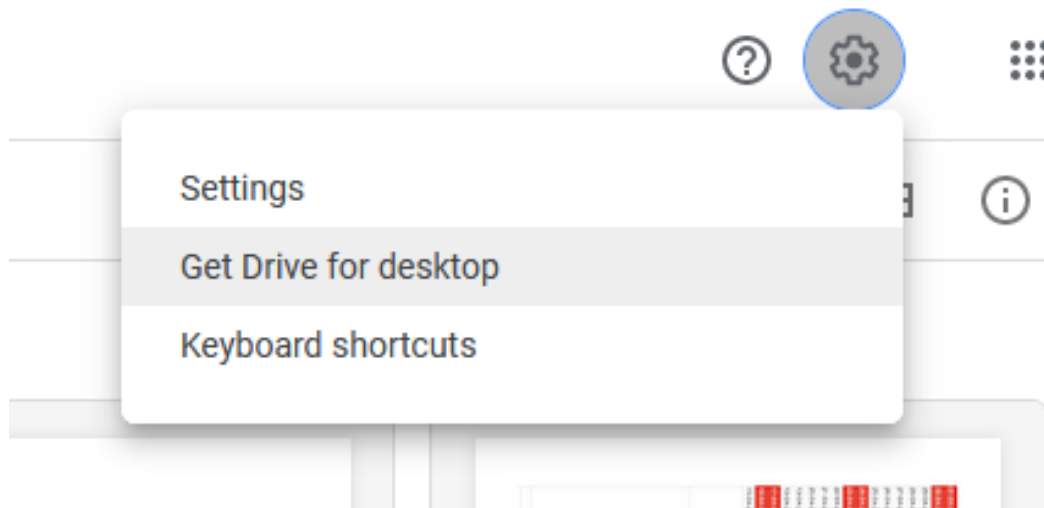


4.3. Synchronising documents

Participants can drag and drop the shared folders to copy them from the “Shared with me” to the “My Drive” folder.



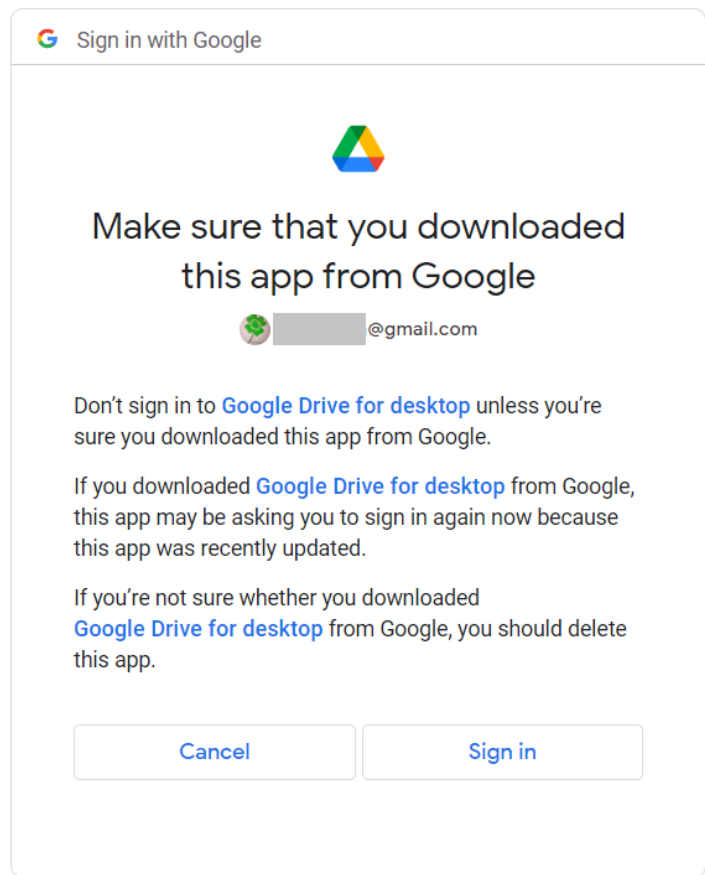
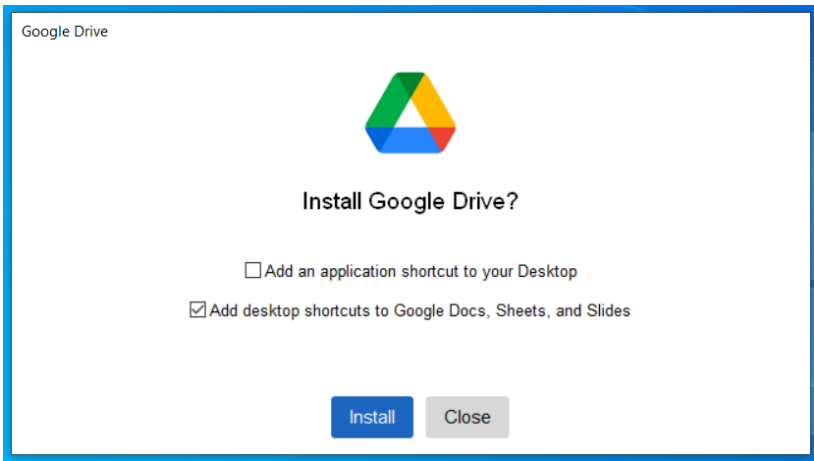
When you have the folders on your drive, you can download the Google Drive app for your personal computer. The app synchronises the data from the cloud with these on the personal computer and the other way round.



Download the file:



Install the application.



English (United States) ▾

[Help](#)

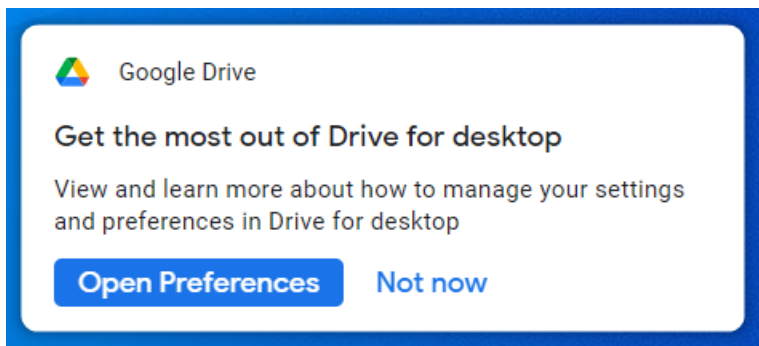
[Privacy](#)

[Terms](#)

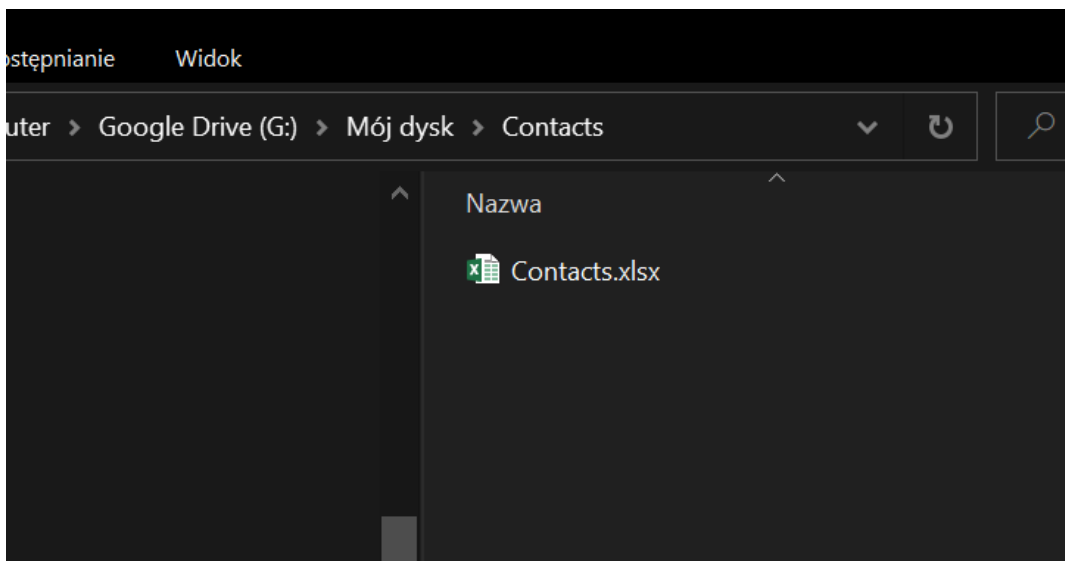


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All the files that are placed in the application on your computer synchronise with the cloud drive automatically.



4.4. Text document as a communication environment

In the text document, you can post comments that are immediately visible to other users. Moreover, each person who has access to a given file will receive an email notification about the posted comment.



You can highlight a part of the text and comment it.

Document authors:

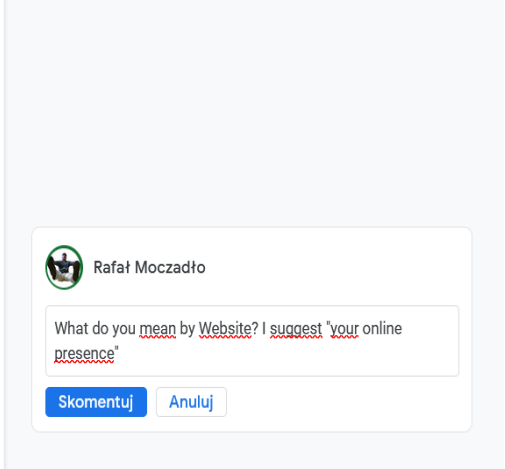
Company/user/organization:

Website (if exists):

Social media (if exists):

Please choose an **existing, real** medium or small unknown company (this may be a local company). Your goal will be to create a communication and advertising campaign on social media.

The first step in preparing a campaign is to examine the current status of the company's presence on the web.

A screenshot of a comment box in a document editor. The comment is posted by "Rafał Moczadło". The text of the comment is "What do you mean by Website? I suggest 'your online presence'". Below the text are two buttons: "Skomentuj" (Comment) and "Anuluj" (Cancel).

Other users can answer your comment.

Document authors:

Company/user/organization:

Sugerujesz

Website (if exists):

Social media (if exists):

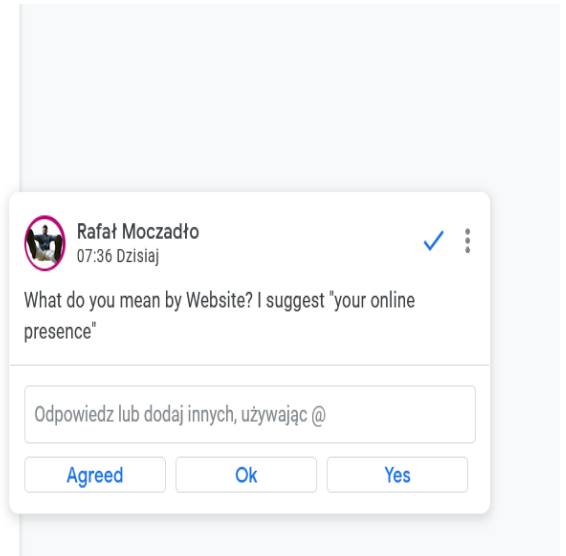
Please choose an **existing, real medium** or small unknown company (this may be a local company). Your goal will be to create a communication and advertising campaign on social media.

The first step in preparing a campaign is to examine the current status of the company's presence on the web.



Part I

You can close the comment after receiving an answer.



Document authors:

Company/user/organization:

Sugerujesz

Website (if exists):

Social media (if exists):

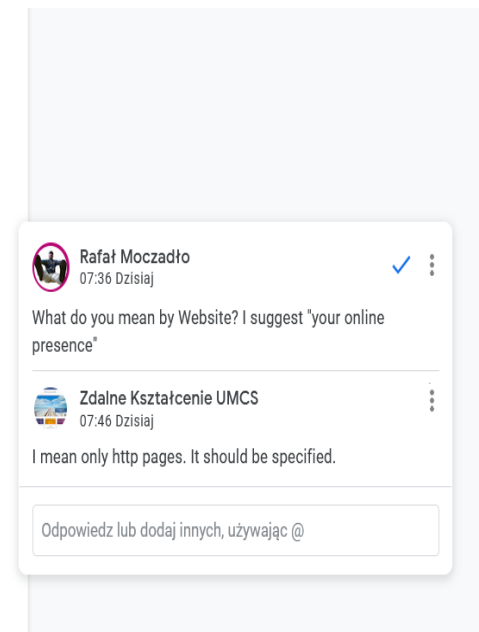
Please choose an **existing, real medium** or small unknown company (this may be a local company). Your goal will be to create a communication and advertising campaign on social media.

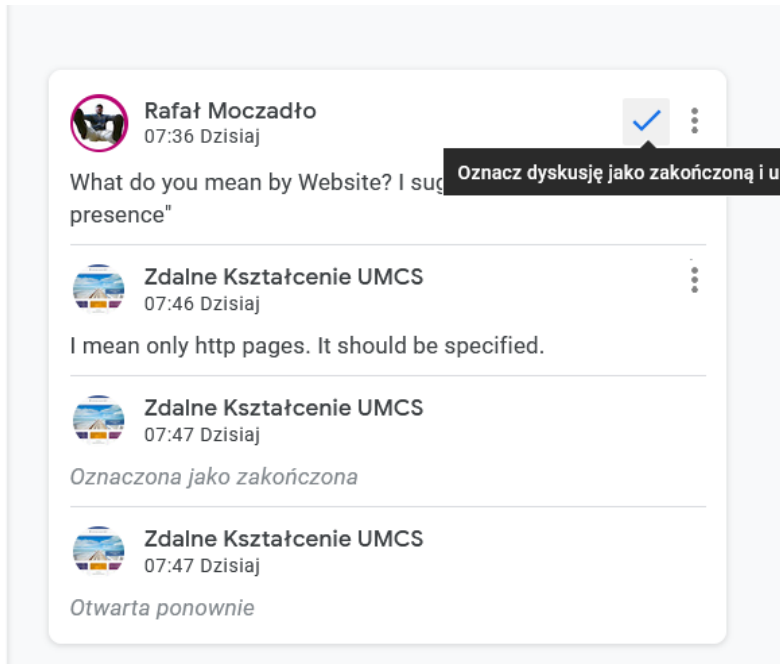
The first step in preparing a campaign is to examine the current status of the company's presence on the web.



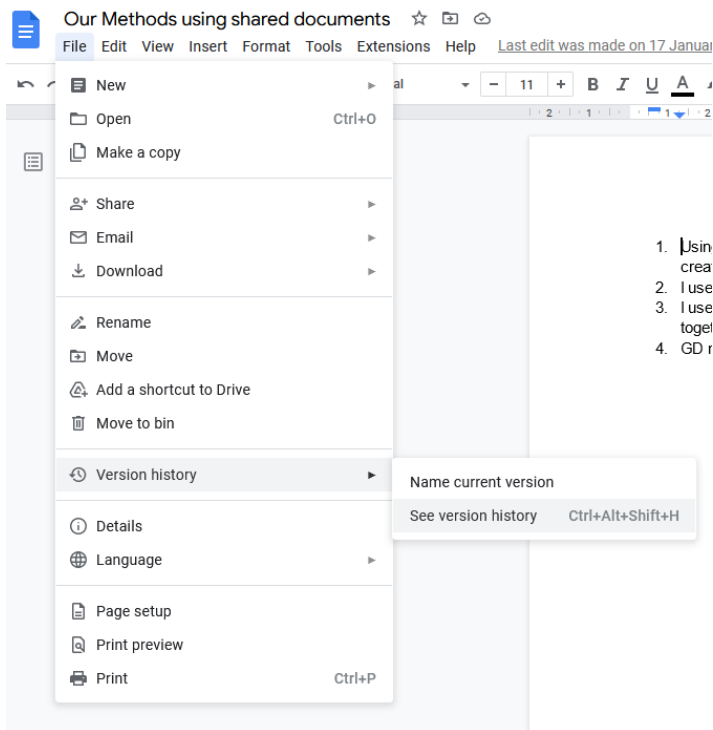
Part I

Current status audit

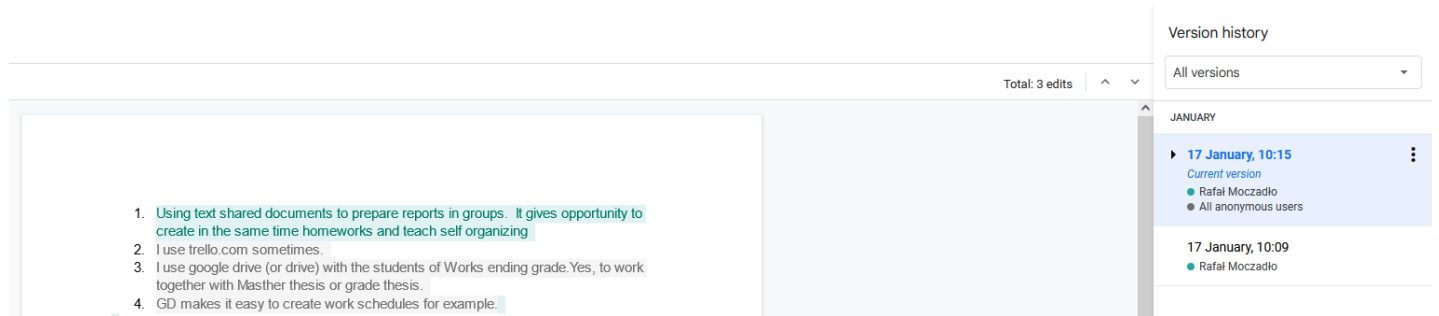




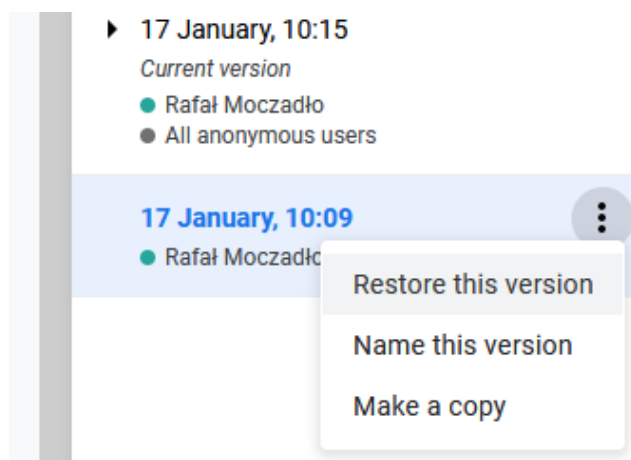
You can restore the previous version of the document. Thanks to this option you can avoid problems connected with the accidental deleting of a part of a document. To restore the previous version, choose File > Version history.



Changes are arranged chronologically. Changes made by other users are marked with different colours.



The screenshot shows a document interface with a version history panel on the right. The document content on the left contains a numbered list of four items, with the first item highlighted in green. The version history panel is titled "Version history" and has a dropdown menu set to "All versions". It shows a list of versions for the month of "JANUARY". The most recent version is "17 January, 10:15", which is the "Current version" and was edited by "Rafal Moczadło" and "All anonymous users". Below it is a version from "17 January, 10:09" edited by "Rafal Moczadło".

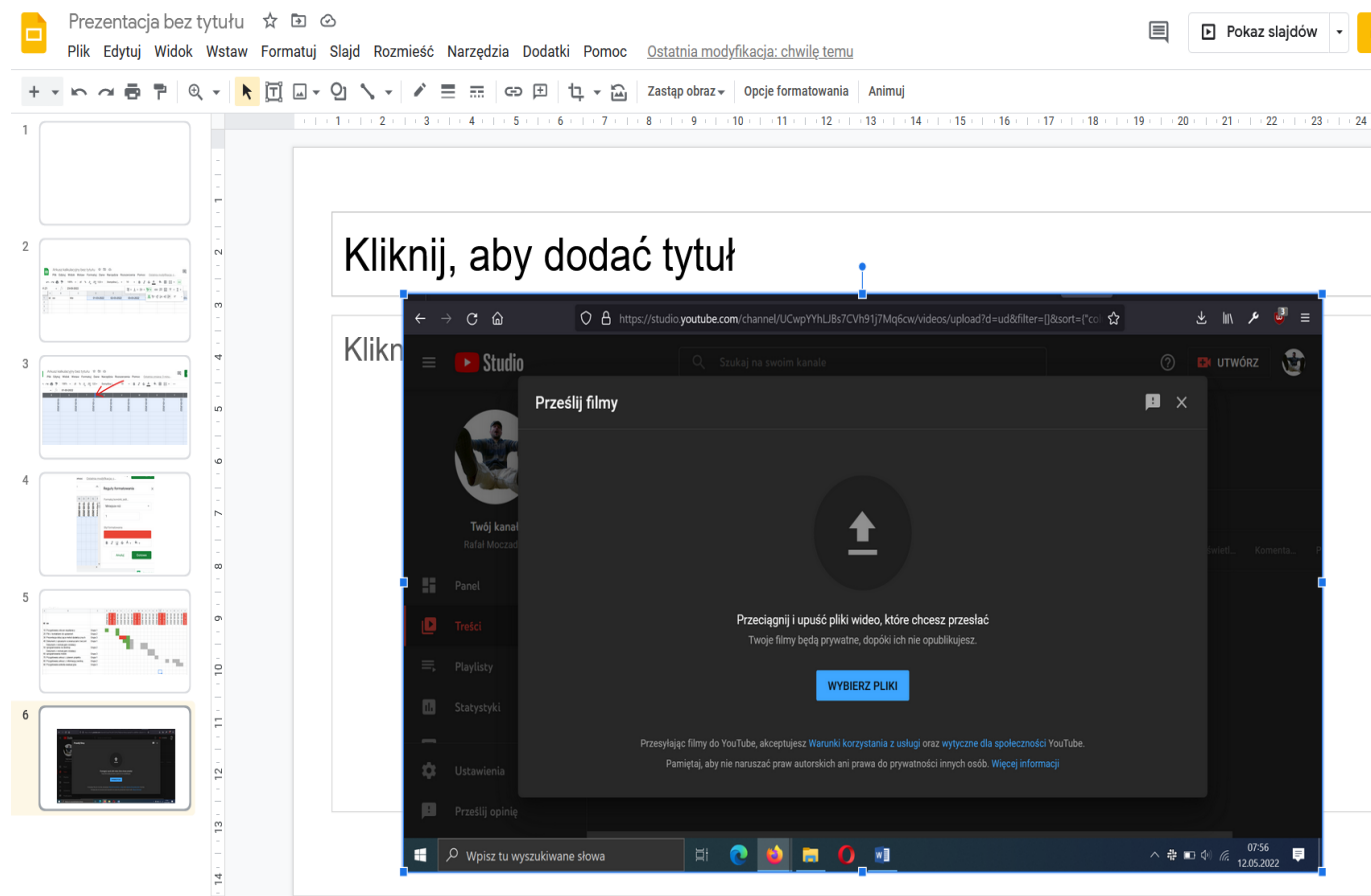


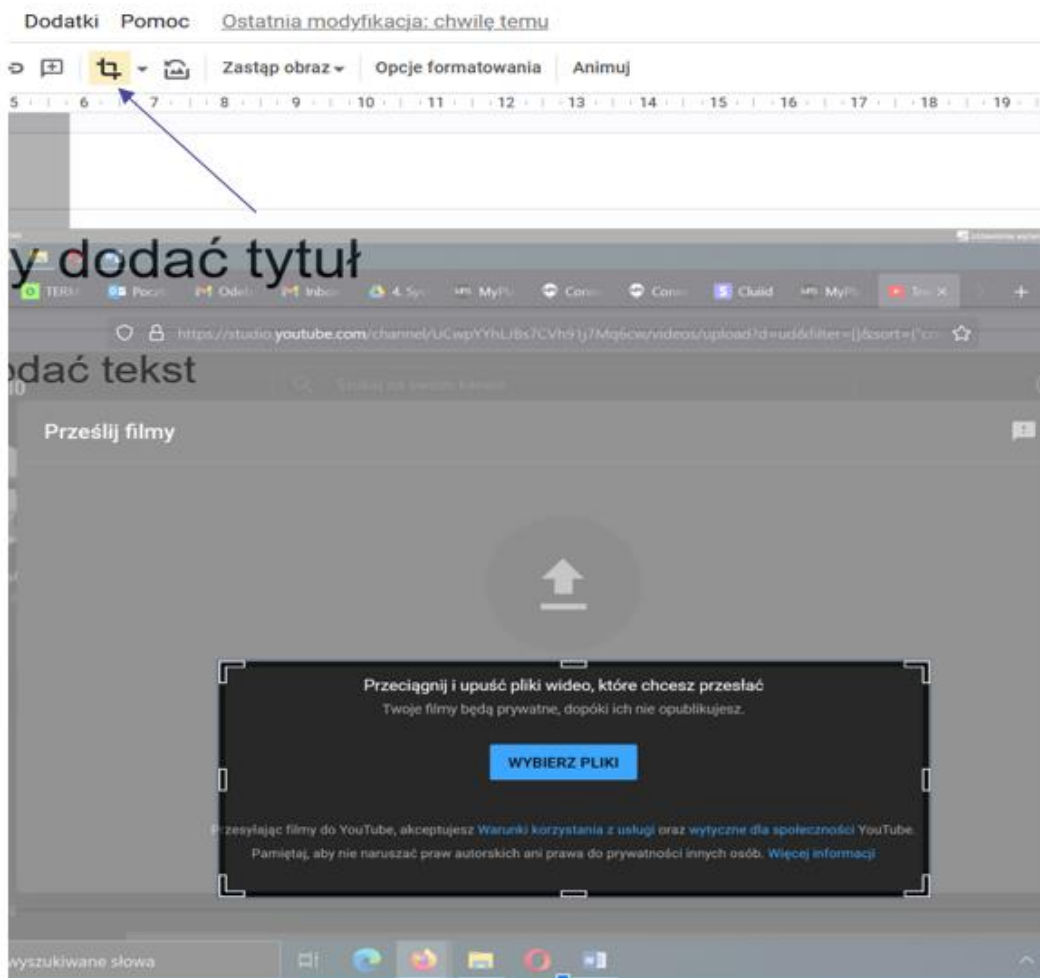
This close-up shows a version history entry for "17 January, 10:09" edited by "Rafal Moczadło". A context menu is open over the entry, showing three options: "Restore this version", "Name this version", and "Make a copy".

4.5. Creating instructions

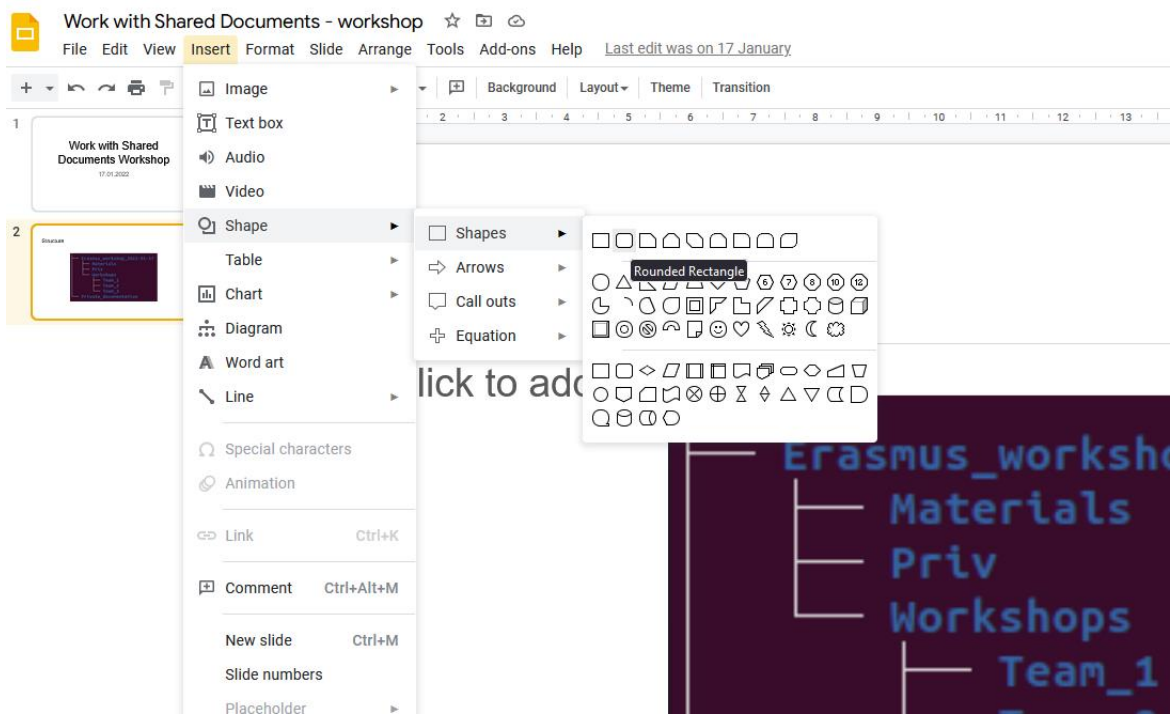
It is easy to create instructions in Google Drive Slides. It is enough to use the “screenshot” function and place graphic elements in the right places.

You can make a screenshot by pressing the “PrtScn” button on the keyboard and then crop the image.

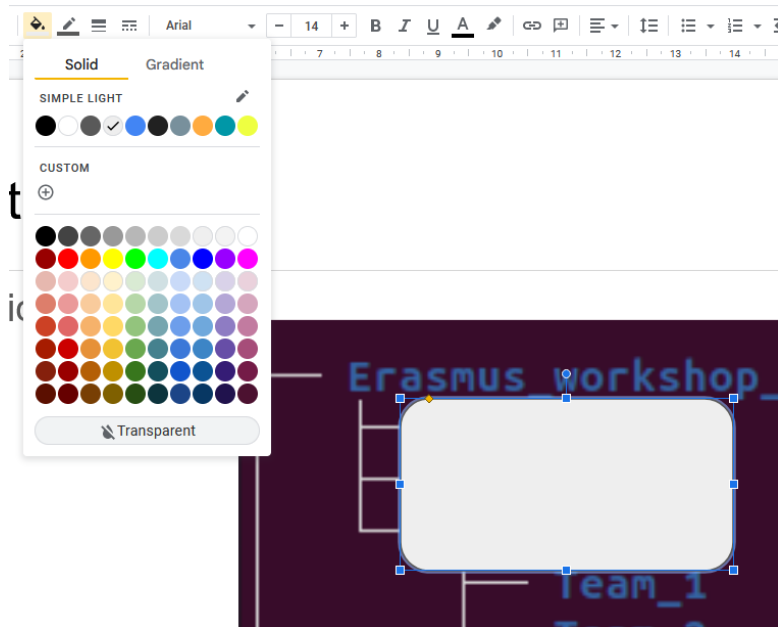




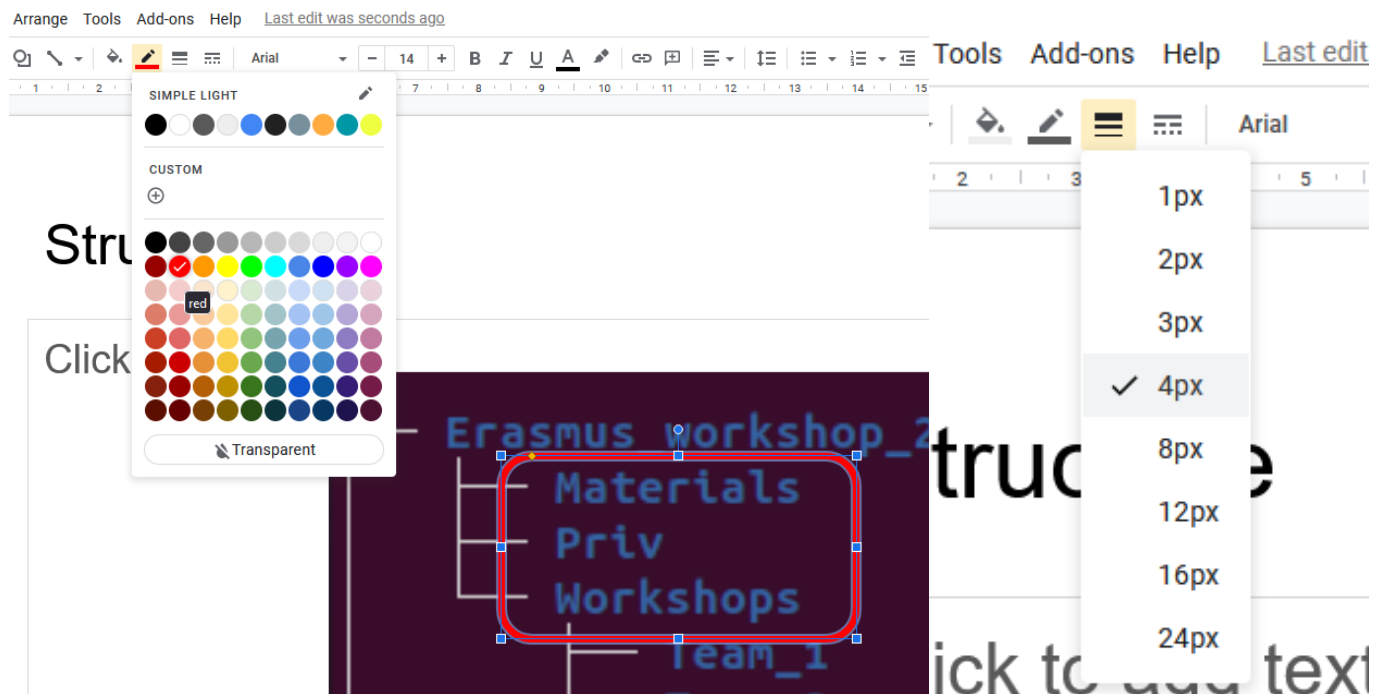
You can also insert shapes, e.g. arrows and rectangles by choosing option Inset > Shape.



You can edit the shape, e.g. make the transparent fill:



When you delete the shape fill, you can edit its outline by changing its colour or thickness.

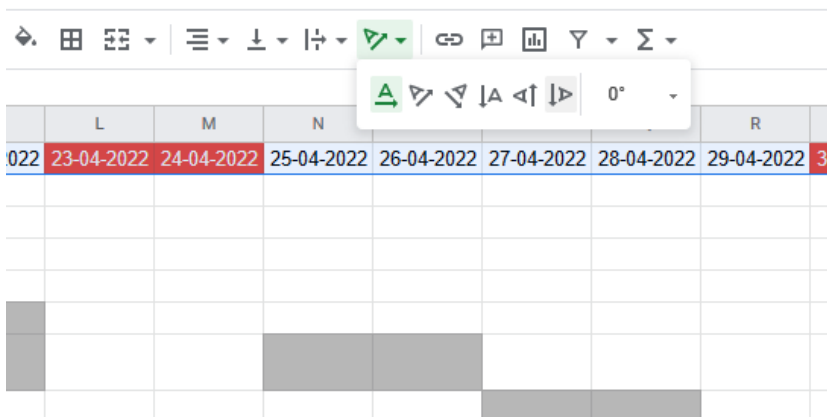


4.6. The organisation of the didactic process and feedback

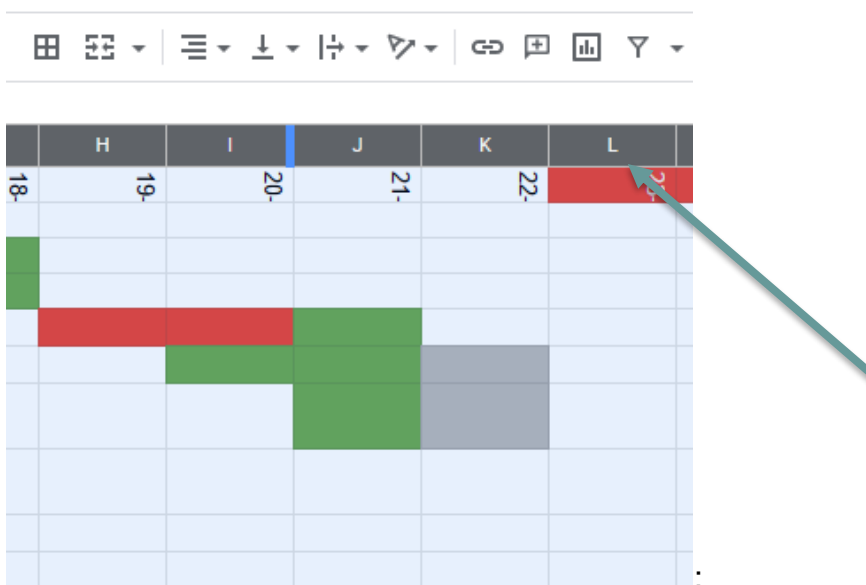
Spreadsheets are a great tool for handling student feedback and, above all, for organising work, planning and management of teaching and other projects.

The spreadsheet as a project plan uses the possibility of creating date sequences automatically, compact displaying them, and also marking places in the table when an activity from the project should be completed.

Dates settings:



To determine the width and height of cells you need to select the entire column (letters assigned to columns) and double-click between any of the columns. The column width will automatically adjust to the text



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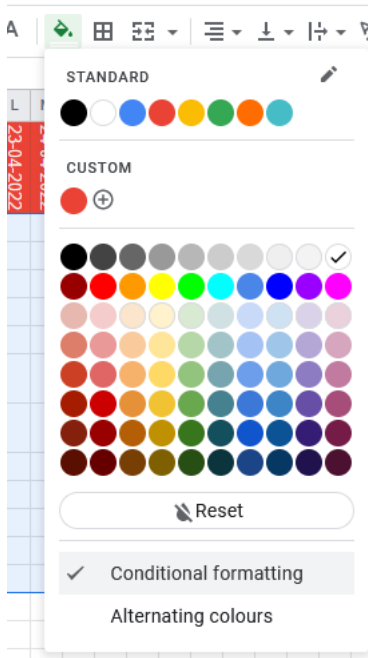


You can adjust the row the same way:

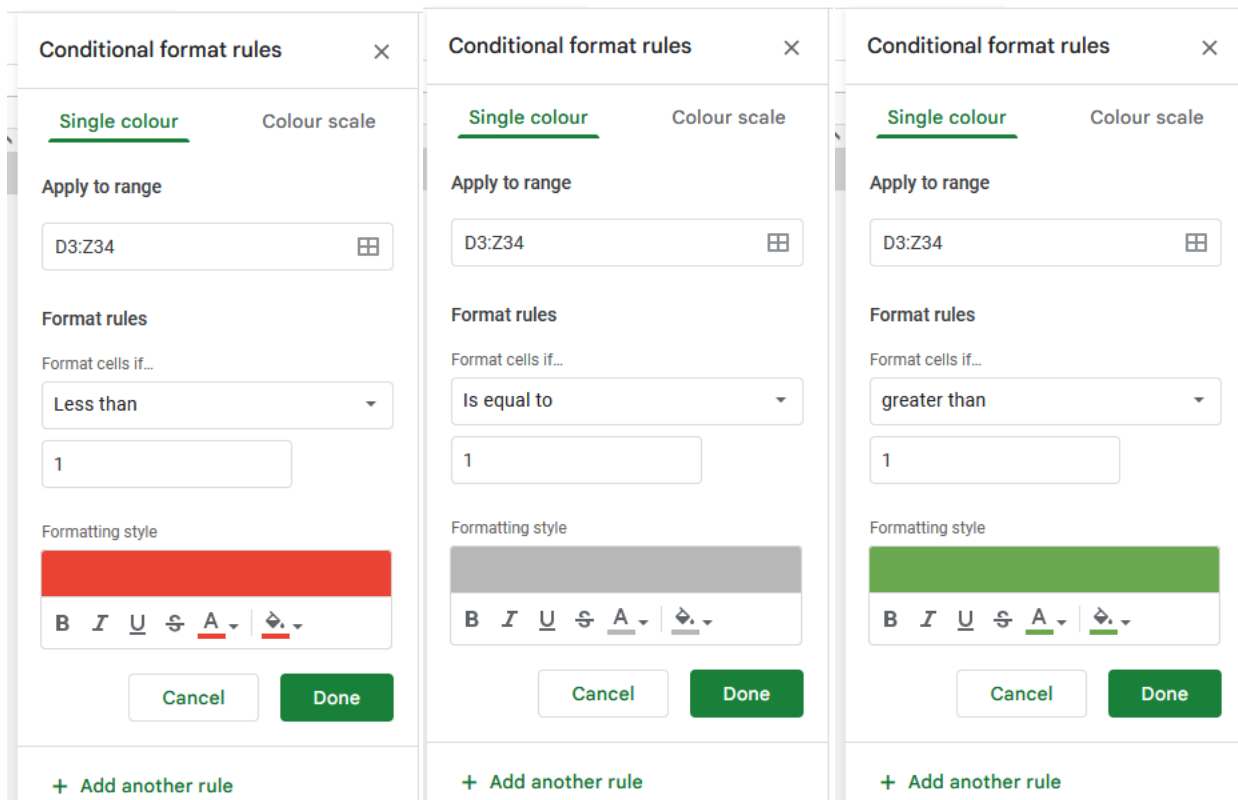
The image shows an Excel spreadsheet with a callout bubble that says "Double click" pointing to the row height adjustment handle. The spreadsheet displays a list of dates from 15-04-2022 to 01-05-2022. The dates are: 15-04-2022, 16-04-2022, 17-04-2022, 18-04-2022, 19-04-2022, 20-04-2022, 21-04-2022, 22-04-2022, 23-04-2022, 24-04-2022, 25-04-2022, 26-04-2022, 27-04-2022, 28-04-2022, 29-04-2022, 30-04-2022, and 01-05-2022. A blue square cursor is visible at the bottom of the grid.

When you prepare the dates, you can move on to formatting rectangles showing the completion of given activities in time.

To do so, determine the activity range and choose conditional formatting:



A value lower than 1 will mean a delay, a value of 1 planned project, and a value of 2 completed tasks on a given day. Set the colour of the characters and the fill to the same.



When you enter “1” the cell becomes grey and looks like a scheduled task. With a value of “0” you are late, and with “2” – the task is completed. During classes, you can also let groups mark the status of the project on their own, then you can show the progress live.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
			15-04-2022	16-04-2022	17-04-2022	18-04-2022	19-04-2022	20-04-2022	21-04-2022	22-04-2022	23-04-2022	24-04-2022	25-04-2022	26-04-2022	27-04-2022	28-04-2022	29-04-2022	30-04-2022	01-05-2022	02-05-2022	03-05-2022	04-05-2022	05-05-2022	06-05-2022	07-05-2022
	id what																								
10	Prepared cooperation area	Group 1																							
20	Permission contacts file	Group 2																							
30	Presentation on didactic methods	Group 3																							
40	Document with described exercise scenarios	Group 1																							
50	Document with instructions for installing the software on the desktop	Group 2																							
60	Document with instructions for installing the mobile software	Group 3																							
70	Prepared sheet with the project plan	Group 1																							
80	A prepared feedback sheet	Group 2																							
90	An evaluation questionnaire prepared	Group 3																							

Values of "id" entered every 10 allow you to add events that you have forgotten about or that are required at the moment. Then, all you have to do is to sort the “id” column and all entries will be in the right place and order. Sorting is discussed earlier in these materials.

Another interesting function of spreadsheets is creating a spreadsheet that assigns points for individual people/groups and automatically calculates them. That enables creating scoresheets. They allow you not only to create credit rankings but also to introduce the elements of gamification.

Plik Edytuj Widok Wstaw Formatuj Dane Narzędzia Rozszerzenia Pomoc [Ostatnia modyfikacja: chwil](#)

100% zł % .0 .00 123 Arial 14 B I A

fx 3

	A	B	C	D	E	F	G	H	I	J	K
1	Nickname	Task1	Task2	Task3	Special task	Experience	Range	getting lives	lost lives	Lives:	3
2	Jacek Kowalski	20	15	10	80	45	18	1	0	4	
3	Tadzio Kwiatkowski	50	100	50	80	200	80	1	0	4	
4	Jadzia Nowak	100	100	50	10	250	100	0	0	3	
5	Zbysio Nowak	0	30	0	80	30	12	1	-2	2	

For each task, you can get a maximum of 100 points, also for a special task. Points accumulate and create experience points. The rank is a percentage based on the best player – 100 is the best. The number of lives is the number of times when the student can be unprepared. If he/she fails a task, he/she loses one life. Only columns with tasks are edited, others are calculated automatically.

Experience: =SUM(B2:D2)

Rank: =F2*100/MAX(\$F\$2:\$F\$5)

getting lives: =IF(E2>50;1;0)

“50” is the pass threshold.

lost lives: =IF(B2<1;-1;0)+IF(C2<1;-1;0)+IF(D2<1;-1;0)

Each of the formulas checks whether a given task has been awarded a score greater than 0. If not, it is assumed that the task has not been completed.

lost lives: =\$K\$1+H2+I2

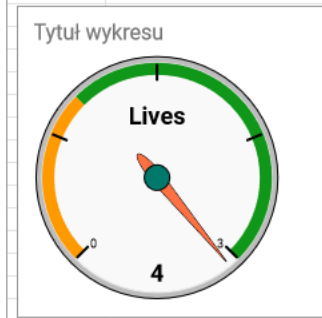
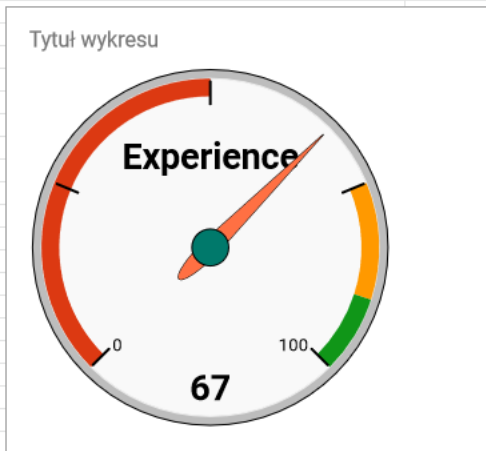
i.e.: the initial number of lives, plus gained lives, plus lost lives (negative values).

In such table, you can give credits to individual students as well as groups. You just need to add the column with groups and put the group mark there. You can locate a spreadsheet with scores in the private catalogue so that only you can access it.

Then, you can share the spreadsheet files with particular groups or students. Data in this spreadsheet would be sourced from the private spreadsheet (described above).



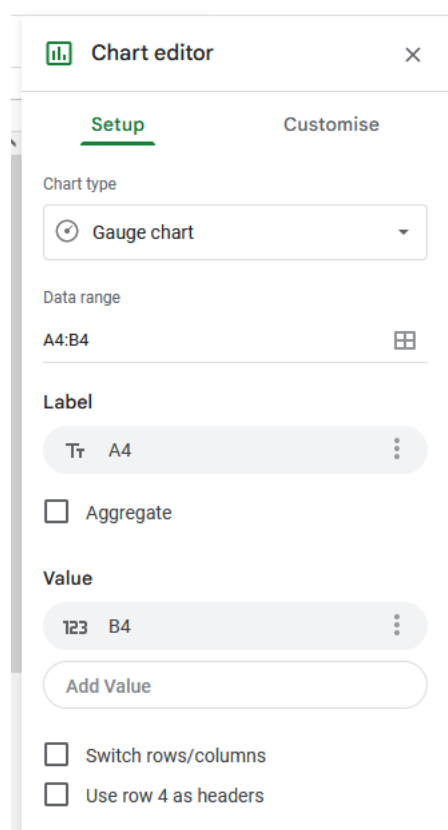
A	B	C	D	E	F
Tadzio Kwiatkowski		200			
	200				



Moreover, you can use various charts that are available in spreadsheets. In this case, the key is to retrieve data from a hidden sheet. For this purpose, in one of the cells, e.g. D1, you should place a link to the source sheet. Then you put the formula in the cell from which the data are to come:

```
=importrange(D1;"Sheet1!F3")
```

where D1 is a link to the external sheet and "Sheet1!F3", is the F3 cell in the imported sheet, which is the experience of Tadzio Kwiatkowski. The remaining values can be retrieved similarly. If you do not want to display numerical values, you can change the colour of the text to white or put it in a hidden sheet. Then, you just need to edit the charts and indicate the data:



In the A3 cell, there is the name of the factor (label), and in the B3 cell, there is the value of this factor.

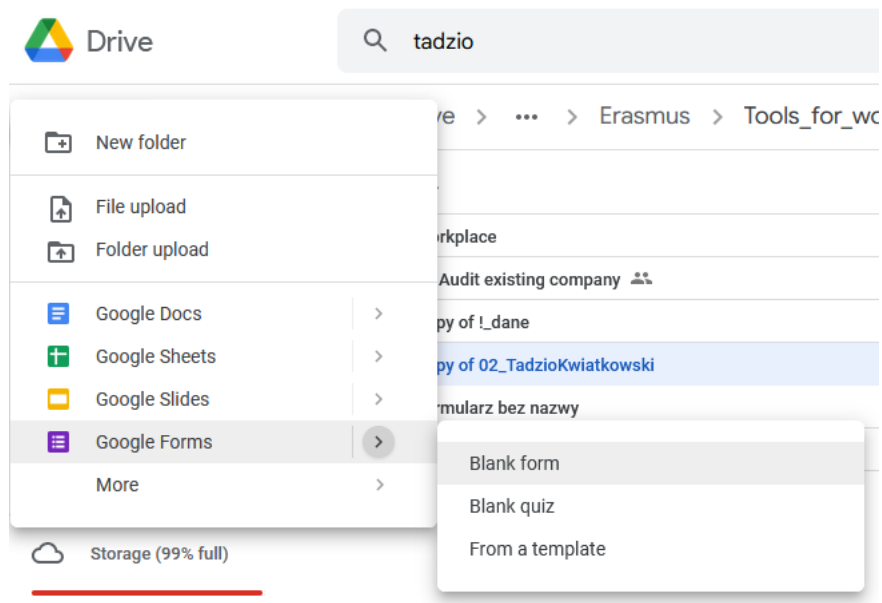
You can create charts for other factors similarly.

This way groups or individual course participants can receive feedback in an attractive form.

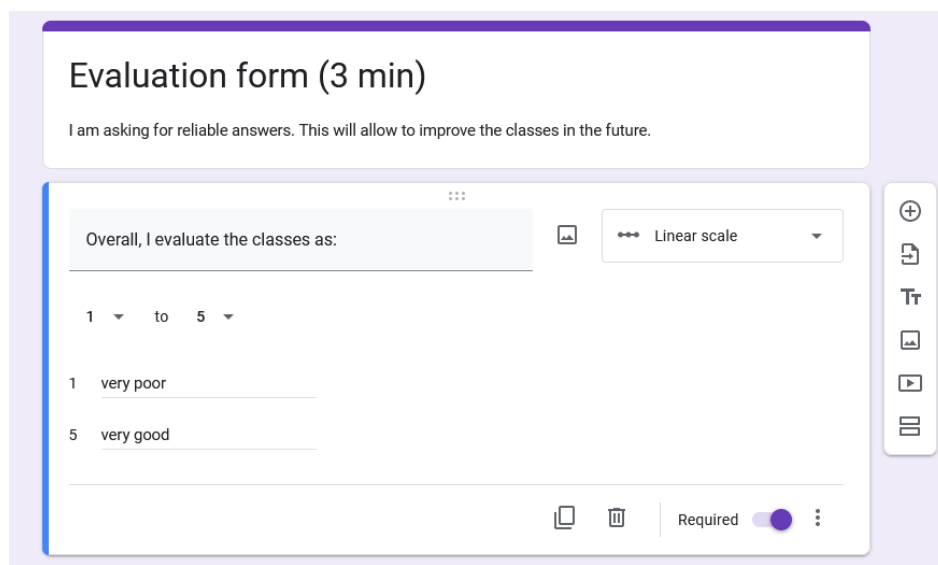
4.7. Evaluation

The survey module allows you to prepare the evaluation of the classes easily and quickly. It is a simple tool that allows you to analyse the results immediately. It can also be used as a method of surveying the course participants with a preview of the results during the class. Let's prepare an evaluation questionnaire.

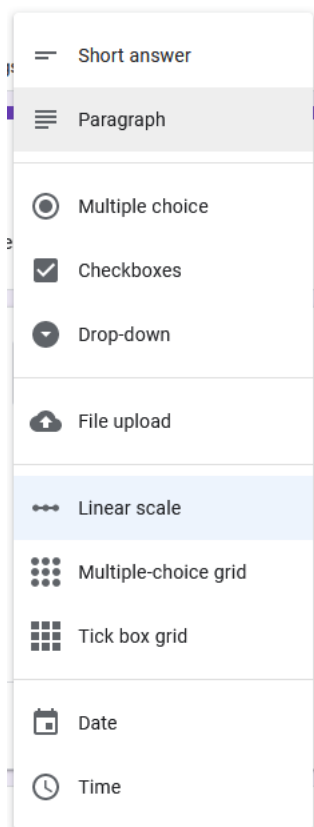
Add the Google Form to the folder:



Insert the form title. You can also add the time for completing the questionnaire:



The forms automatically select the question type depending on the text of the question. You can also choose one of many available options:



This time you need to use the linear scale.



Questions can be set as required and the question types can be copied. This is a very practical option:

The screenshot displays a question editor interface with several components:

- Top Control Bar:** Includes a 'Duplicate' button (document icon), a trash icon, a 'Required' toggle switch (currently turned on), and a three-dot menu icon.
- Question Type 1:** A Likert scale question with five radio buttons labeled 'very poor', 1, 2, 3, 4, 5, and 'very good'.
- Question Type 2:** A Likert scale question with the text 'I evaluate materials as: *' and five radio buttons labeled 'very poor', 1, 2, 3, 4, 5, and 'very good'.
- Question Type 3:** A short-answer question with the text 'What was good? *' and a text input field labeled 'Tekst długiej odpowiedzi'.
- Question Type 4:** A long-answer question with the text 'What should be improved?' and a text input field labeled 'Tekst długiej odpowiedzi'. It includes a 'Długa odpowiedź' dropdown menu and a 'Wymagane' (Required) toggle switch.
- Right-Side Panel:** A vertical toolbar with icons for adding (+), deleting, copying, pasting, and other editing functions.

Send form ✕

Collect emails

Send via

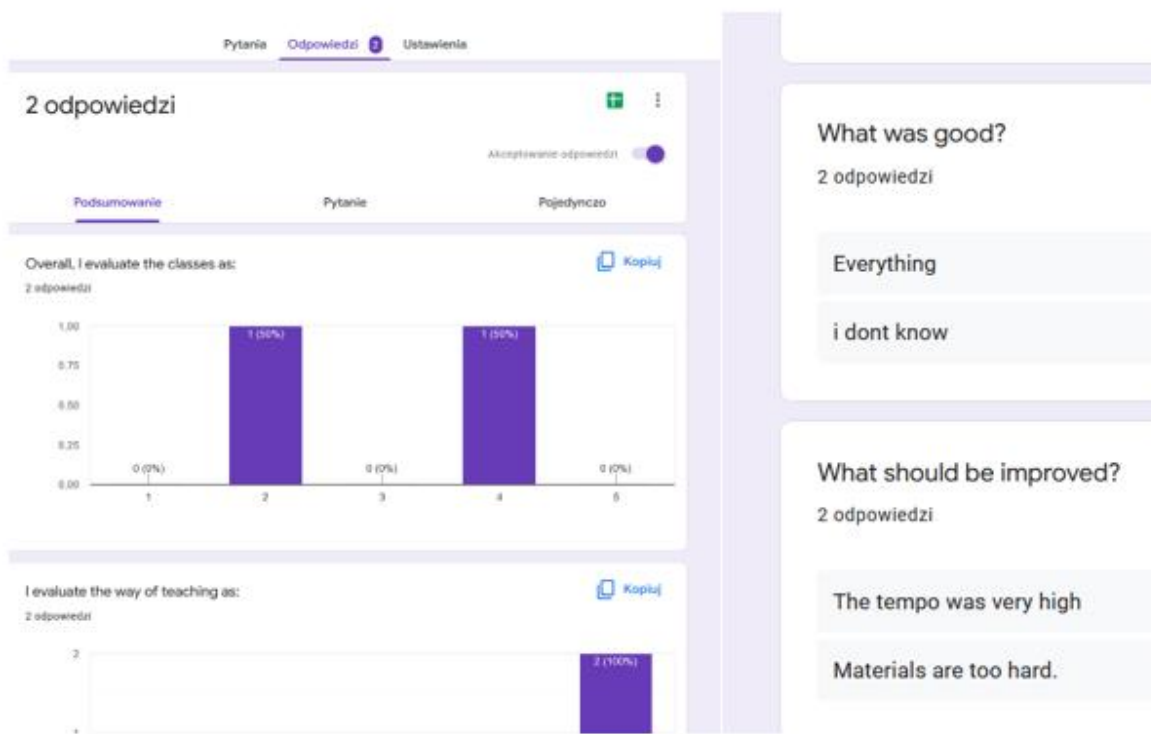
Link

<https://forms.gle/XXXXXXXXXX>

Shorten URL Press Ctrl+C to copy

Cancel Copy

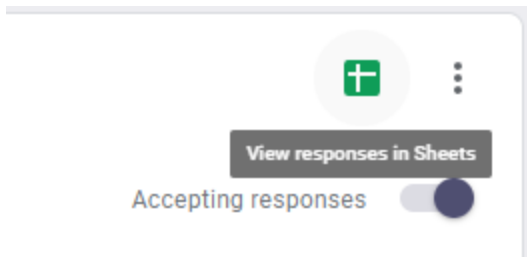
When students are completing the survey, you can see the answers appearing in the “answers” module:



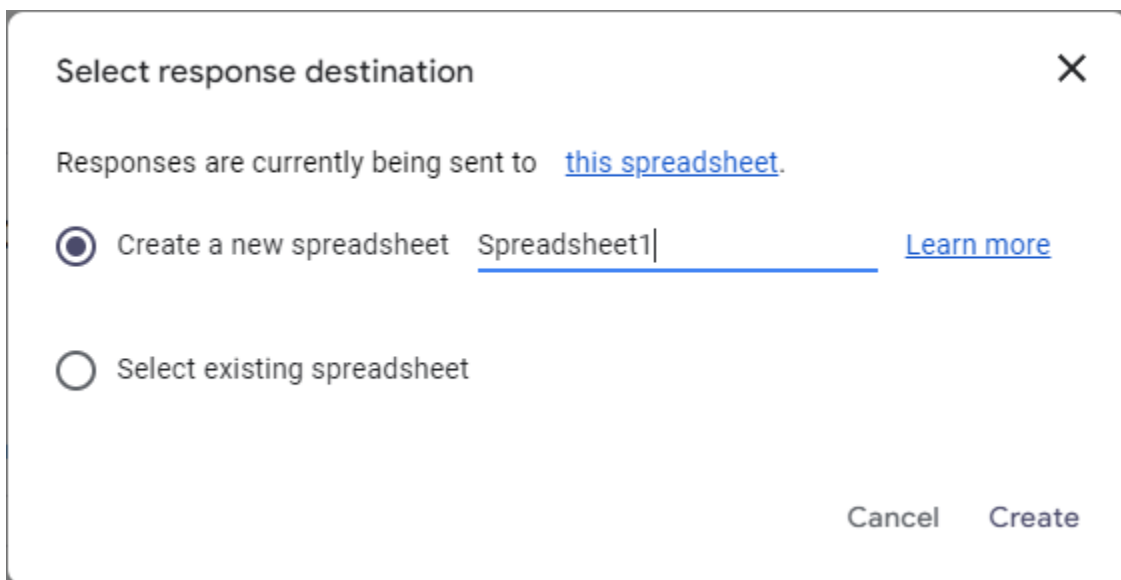


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Create new spreadsheet:



Here you can see all the answers and make further analyses or share the results with others by sharing the spreadsheet.

Formularz bez nazwy (Odpowiedzi) Zapisano na Dysku

Plik Edytuj Widok Wstaw Formatuj Dane Narzędzia Rozszerzenia Pomoc

	A	B	C	D	E	F
1	Sygnatura czasowa	Overall, I evaluate the clas	I evaluate the way of teach	I evaluate materials as:	What was good?	What should be improved?
2	2022-05-12 14:19:23	2	5	4	Everything	The tempo was very high
3	2022-05-12 14:20:18	4	5	2	i dont know	Materials are too hard.
4						
5						
6						
7						
8						

Title page graphic: <https://pl.smiletemplates.com/word-templates/using-ipad/05073/>



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