

Google Sites: Pages, Navigation, & Settings

Course 2 of 6

Syllabus

Course Description:

This course will walk participants through the process of adding pages to a Google Site and organizing those pages within the site navigation. The site settings and sharing options will also be explained in depth.

Prerequisites:

This is course 2 in a 6-course series. Participants should have completed the first course *Google Sites: Creating a Simple Google Site* **or** have a basic understanding of how to use Google Sites.

Learning Objective: Learners will demonstrate their ability to add both pages and subpages to their Google Site and organize those pages in the site navigation.

Course Structure:

This course consists of three parts.

1. Watch - Participate in a live session or watch the recorded session to learn about the skills you will need to complete the course.
2. Learn by Doing - Complete this activity to practice the skill(s) presented.
3. Learning Artifact - an activity to apply knowledge or reflect on practice in your setting required for course credit.

Learning Artifact: Learners who completed the first course in this series will add at least two additional pages and subpages to their site and organize either a horizontal or vertical navigation. They will also customize their site settings and add a favicon to their site.

Resources:

[Google Sites Getting Started Guide](#)

[Google Sites Help Page](#)

Standards:

Ohio Educator Standards



5 Teachers create learning environments that promote high levels of learning and achievement for all students

6 Teachers collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.

7 Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

ISTE Educator Standards

2.1. Learner Teachers

continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Teachers:

2.1.b. Pursue professional interests by creating and actively participating in local and global learning networks.

2.1.c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2.5. Designer Teachers

design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Teachers:

2.5.a. Use technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

2.5.b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

2.5.c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning

